

Advances and Challenges in Educational Assessment: From Experiential Learning to AI Integration

Note from The Editor-in-Chief

By Sarah (Yi-Chin) Wu, Ph.D.

Welcome to the first issue of the 2025 *Intersection: A Journal at the Intersection of Assessment and Learning*! Six articles in this issue will delve into various aspects of higher education assessment practices.

In this issue, Fu et al. (2025) provide a comprehensive review of the definition and theoretical foundations of experiential learning, delving into assessment methods, current challenges, and future research directions. Building on the theme of assessment, Pontenila et al. (2025) offer an insightful exploration of faculty needs related to program assessment workload using the A+ Inquiry model. Their study examines aspects such as time commitment through detailed survey data analysis, highlighting the importance of understanding faculty perspectives to improve assessment practices. Addressing another critical aspect of educational assessment, Halper et al. (2025) tackle the challenge of achieving high survey participation. They demonstrate that connection-oriented communication strategies significantly enhance response rates and data quality, making their findings essential for improving survey methodologies and ensuring robust data collection for institutional decision-making. Furthermore, Gibbons et al. (2025) review recent studies on exam wrappers (a structured reflection activity). Their findings underscore applying exam wrappers to foster deeper learning and better academic outcomes.

In our recent trend of AI in Assessment, Williams (2025) examined the challenges associated with integrating AI into coursework assessments and highlighted the need for professional development on AI literacy for students and educators in the AI-driven world. Heston et al. (2025) evaluated perceptions of AI-related assessment strategies by comparing students and professionals. Their finding revealed that student researchers were more optimistic about AI's impact, while professional researchers were more critical and analytical about it.

About *Intersection*

Intersection: A Journal at the Intersection of Assessment and Learning is the official journal of the Association for the Assessment of Learning in Higher Education (AALHE). The goal of *Intersection* is to provide scholarship and professional development in assessment for learning. All articles are education-related and serve a broad higher-education community. The peer-reviewed journal follows a double-anonymous review process. Approximately 80 percent of submissions are accepted for publication. The Intersection Committee coordinates and publishes peer-reviewed articles focused on student learning assessment in higher education for professional development and the advancement of knowledge through scholarship. Committee members are expected to review or edit manuscripts.

I am truly grateful for the authors' eagerness to share their valuable research with our vibrant scholarly community. Their insightful contributions are key in enhancing our collective knowledge and refining assessment practices in higher education. Together, we continue to push the boundaries of learning and innovation!

I sincerely appreciate the tremendous dedication of our Intersection Committee Members, who tirelessly review and refine the articles submitted to our journal. Their commitment to maintaining the good quality of scholarship is invaluable to AALHE's mission of developing and supporting a community of educators and informing assessment practices in higher education to foster and improve student learning and institutional quality.

Contributing to this issue, here is the list of Editors and Reviewers (No committee member participates in the review process of their own submission with Intersection). I would like to express my sincere thanks to the editors and reviewers for their efforts and insightful comments that enhanced the quality of our manuscripts.

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