

Note from the Editors

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Welcome to the third issue of *Intersection: A Journal at the Intersection of Assessment and Learning*. This issue features research that advances validity in assessment and furthering conversations on assessment approaches. Each contribution offers a unique perspective on how we conceptualize, implement, and refine assessment practices. Collectively, they reflect a broader shift in the field; from reliance on legacy models toward responsive, inclusive, and equity-oriented systems that better capture the complexity of learning and institutional effectiveness.

Institutional Culture

Using a national survey study as a lens to support learning outcome assessment, [Long, Fisher, and Lathrop \(2025\)](#) examine how diversity, inclusion and equity are integrated into student learning outcomes assessment. Their article, *Diversity, Inclusion, and Equity in Student Learning Outcomes Assessment: A National Survey Study*, reveals the perceived importance of DEI among assessment professionals and their respective institutions, even in the context of some DEI rollbacks. These findings suggest that broader attitudes toward DEI in higher education may influence overall institutional culture.

Building on the link between assessment and institutional culture, [Hutson and Buchanan's \(2025\)](#) draw on five years of a Quality Enhancement Plan's (QEP) implementation at a large university. In their article, *Transforming Undergraduate Research Experiences: A Five-Year Impact Study of a Quality Enhancement Plan at a Large Public University*, they reveal how course-based undergraduate research can positively shape institutional culture. Similarly, [Wu, Jones, Janetski, and Thompson \(2025\)](#) offer a method for integrating reflective inquiry throughout the assessment process. Their article, *A Practical Inquiry Guide for Outcome-Based Assessment: Supporting Assessment Professionals at Every Step of the Cycle*, shows that incorporating reflection into assessment fosters meaningful evaluation, which ultimately can contribute to a more supportive and effective educational environment.

Bloom's Taxonomy

Researching Bloom's Taxonomy and assessment, [Bender and Gibbons \(2025\)](#) question the effectiveness of taxonomy resources that are not empirically derived. In, *Creating an Empirically Derived Bloom's Wheel for Use as a Tool of Institutional and Disciplinary Assessment*, they show how learning outcomes can be aligned with assessment practices

and used to develop a discipline-specific Bloom's wheel. This approach also allows for analysis of program complexity and redesign.

Curtis and Johansson also examine Bloom's relevance in light of prevailing knowledge and current research. In their article, *The Ergonomics of Learning: A Proposed Update to Bloom's Taxonomy*, [Curtis and Johansson \(2025\)](#) argue that a revision of the 2001 framework is needed and propose a redesign that better reflects the learning process, while questioning the traditional applicability of Bloom's theory.

Methodology

[Spencer and Winkler \(2025\)](#) examined the use of single subject research design (SSRD) as a method for evaluating higher education programs. In their article *Single-Subject Research Design: A Rigorous, Responsive, and Accessible Approach to Assessment and Evaluation in Higher Education*, they argue that SSRD can positively inform data-driven decision-making. Their study demonstrates that even with a small number of participants, SSD's flexible design and low cost make it responsive, accessible and an effective approach for program assessment.

Similarly, [Flateby and Sweetland \(2025\)](#) also scrutinized learning outcome assessment in their article, *The Integration of Student Learning Outcome Assessment, Teaching, and Learning*. Their qualitative inquiry into assessment practices in higher education provides a research-based framework to use assessment from mere reporting to program integration.

[Schmauder, Daugherty, Rudolph, Hutson, McCarthy, McCauley, and Eagle \(2025\)](#) review the literature on multiple-choice question design. In their article, *The Art and Science of Item Writing: A Review of Established Guidelines for Multiple-Choice*, they provide guidelines and checklists to help develop high-quality questions designed to assess higher-order cognitive skills, including analysis, application, and problem-solving.

A Note to Readers

The practical takeaway is clear: to remain relevant and responsive, assessment work must evolve to incorporate agile designs like SSRD, to revisit longstanding frameworks like Bloom's in light of current learning realities, and to ground assessment in inclusive, decision-making processes that reflect the diverse perspectives of the campus community. Reading and discussing the articles in this issue should not only bring awareness of new approaches to assessment but also reflect on our traditional practices. We hope you enjoy this issue.

We hope these contributions stimulate reflection on your own assessment practices and encourage the submission of manuscripts for consideration in future issues.