Note from the Editorial Leadership

Cultivating Curiosity Through Assessment of Student Learning

By Jay Kahl

Welcome to *Issue 7, Volume 3* of *Intersection: A Journal at the Intersection of Assessment and Learning*. It is my pleasure to introduce this collection of articles, which arrives at a time when higher education is navigating rapid change, evolving technologies, and implications about how we support student learning.

As the information age increasingly intersects with artificial intelligence (AI), assessment practitioners are challenged to remain curious, adaptable, and reflective. The articles in this issue remind us that meaningful assessment work requires both an innate curiosity to new ideas and a willingness to continually learn alongside our faculty colleagues and students.

I will be the first to admit I have come to use generative AI apprehensively but wanted to approach our readers with authenticity – so I used Copilot to help me with pieces of this letter. I am curious what the amalgamation of my voice and its (sometimes less than gentle nudging) prompts can produce.

We begin with research from Hutson, Schmauder, Daugherty, Eagle, McCarthy, McCauley, and Taylor, *Framework for Use of Multiple-Choice Questions***,** which offers practical guidance for designing and using multiple-choice assessments in ways that align with learning outcomes and support meaningful evidence of student learning.

In *Measuring Foundational Inquiry Skills in First-Year College Composition Courses,* Parsons, Parsons, Kohls, Sampson, and Ridolfo, examine how foundational inquiry skills develop among first-year students through a multi-year study utilizing Rasch Measurement Theory. Their findings highlight the importance of inquiry as a cornerstone of academic success and informed citizenship.

Waddington, Richmond, and Kent explore the impact of corequisite support models in their article, *Corequisite Learning in College-Level Composition Courses***.** They provide insight into how institutions can strengthen student achievement through intentional curricular design.

The timely artic*le Faculty and Student Perceptions of Generative AI Use, ChatGPT, and Academic Integrity***,** by Chong and Guillian, investigates how faculty and students both view AI

technologies and the opportunities and challenges they present for assessment redesign, learning, and academic integrity.

In Saxena, Javed, Reilly, and Alpert's article *From Compliance to Collaboration: Building a Holistic and Data-Informed Culture of Assessment for Learning Improvement***,** readers find a compelling case for shifting assessment from a compliance-driven activity to a collaborative process that promotes continuous improvement and institutional learning.

In their article, *A Different Take on Data: Assessment as a Service-Learning Focus,* Fallucca and Sairam demonstrate how assessment work can be integrated into service-learning experiences, creating opportunities for students to engage with authentic data while contributing to organizational and community needs.

The growing influence of AI appears again in *Exploring Generative AI to Enhance Data Artifact Use in Accreditation***,** where the authors, Drue and Moser Deegan, examine how emerging technologies can support the interpretation and utilization of evidence within accreditation processes.

Adams, Alvarado, Espaldon, Caraballo, Rogers, Yan, Sandoval, and Milligan's article, *Advancing Equity Through Assessment: Lessons From a Faculty Learning Community,* highlights how a faculty learning community centered on equity can foster collaboration, improve teaching and curriculum, and create meaningful benefits for students across disciplines.

Finally, Woodworth, Kharbach, and Doe's, *Validity Architecture for AI Integrated Assessment (VAAI): A Conceptual Framework for Defensible Assessment Practicum*, introduces us to a conceptual framework that links competency, artifacts for student learning, and how we view these same items when Generative AI is so prevalent.

The throughline between these articles demonstrates the curious nature of practitioners in our assessment field - both in breadth and vitality of assessment scholarship today. Whether focused on inquiry skills, equitable practices, data-informed cultures, composition learning, accreditation, assessment design, or emerging technologies, each contribution reflects a shared commitment to improving student learning. What ties them together is a spirit of curiosity and commitment to continuous improvement. As assessment professionals, we recognize that there is always more to learn, and our willingness to learn from one another remains one of our field's greatest strengths.

I hope you find inspiration, practical ideas, and new questions to explore in the pages that follow.

-Written with assistance from Copilot