

Note from The Editorial Board

By Rebecca Gibbons

As the Summer Issue Editorial Board, we are excited to share the Summer 2021 issue of *Intersection: A Journal at the Intersection of Assessment and Learning*, with you. *Intersection* is The Association for the Assessment of Learning in Higher Education (AALHE's) quarterly publication. It has always been a collaborative enterprise, and the Editorial Board members and the *Intersection* Subcommittee of AALHE have been an incredible resource throughout the process of creating this issue.

The topics covered in this issue span the scope of *Intersection*, with topics including the involvement of faculty, different assessment methods, and the impact of the pandemic on the assessment of student learning.

In this issue, we learn about the application of qualitative methodologies to a survey that was historically analyzed quantitatively to provide unique insights. In another case, a mixed-methods approach to assessing student success in a learning community model shows us how interactions in the face-to-face environment are valuable to achievement of grades and perceived achievement of learning outcomes. This issue also includes information from a faculty survey that brings us both qualitative and quantitative insights into support mechanisms for assessment, especially during emergency remote instruction. Finally, we learn about the impacts of an assessment structure change on faculty utilization and value attributed to assessment.

We were fortunate to have submissions from insightful practitioner-scholars who formed collaborative groups to answer important questions. This is the kind of work our readership seeks to find in *Intersection*; collaboration is one of the tools for great assessment. As you read this edition, consider future submissions to the journal from your own collaborative teams!

We are grateful to these author teams and to our readers.

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