

Note from the Editorial Board

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



On behalf of the Editorial Board of the *Intersection: A Journal at the Intersection of Assessment and Learning*, I am glad to present the Spring 2023 issue. In this issue, the authors highlighted some aspects that have often been overlooked: assessment in co-curricular learning, the importance of formative assessment, assessment literacy, and assessment professionals' needs.

In this issue, Abras and colleagues examine how accreditation and standards connect to co-curricular learning and its assessment, producing a more careful definition of co-curricular learning in higher education. To help improve student learning, Carney and colleagues address the barriers to utilizing formative assessment and the importance of professional development in the assessment field. While this issue hosts investigations of these two assessment concepts, Pastore explores assessment literacy, indicating routes for future professional development. Similarly, Christen et al.'s article reveals the preferred trainings through a survey from over 200 higher education assessment professionals across the United States.

Over the past ten years, *Intersection* has striven to contribute to the academic discourse surrounding assessment issues in higher education. As we have seen a steady increase in submissions, published articles, and citations, we also continue to enhance our author's guidelines and communications with authors.

We are also grateful to the AALHE Intersection Subcommittee for the continuous improvement conversations regarding the quality of the *Intersection*.

Intersection Subcommittee (2022-2023 AY). All authors were exempt from any participation in the evaluation of their independent or co-authored work.

Chadia Abras	Johns Hopkins University	Jennifer Morrow	University of Tennessee
Giovanna Badia	McGill University	Fiorella Penaloza	University of Hawaii System
Chris Coleman	The University of Alabama	Vanessa Preast	Grinnell College
Rebecca Gibbons	University of South Florida	Matthew Ruane	The Culinary Institute of America
Britney Graber	Baylor University	Cynthia Sanders	Catholic University of America
Calli Holaway	United States Air Force Academy	Keya Simon	Colorado Technical University
Curtis Jefferson	University of Washington School of Pharmacy	Karen Singer-Freeman	Wake Forest University
Susan Kahn	Texas A&M University	David Turbow	Consultant
Kirstin Moreno	Oregon Health & Science University	Yi-Chin (Sarah) Wu	Georgia Institute of Technology

Finally, I would like to thank the reviewers for their efforts and constructive comments toward improving our manuscripts and thank the authors' dedication during the pandemic. Please stay tuned as we continue to publish relevant topics about assessment issues and practices in higher education, and consider submitting your work with us.