

Meaningful Assessment Approach and Reporting

Note from The Editor-in-Chief

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

As the Editor-in-Chief for 2023-2024, it is with immense gratitude and excitement that I share the Spring 2024 issue of *Intersection: A Journal at the Intersection of Assessment and Learning*, with you. As stewards of knowledge and good practices dissemination, we, the Intersection Committee, continue to pursue our commitment to providing a platform for profound insights, innovative ideas, and rigorous research.



In the context of learning assessment, wherein the central focus is on improvement, the profound utility of reflection emerges as a potent tool to encourage learners to reflect on the content, process, and their own values. The authors in this issue elucidated some effective ways for acquiring insights into learners' experiences. Leveraging their extensive experience in non-credit education, Stitt-Bergh et al. (2024) contribute significantly to the assessment community by presenting an effective assessment approach (well-crafted learning outcomes, learning outcome-focused survey questions, and appropriate direct assessment of learning) for noncredit continuing education courses. Smith et al. (2024) used word clouds on students' reflections to provide formative assessment feedback to students. The integration of structured prompts not only offers undergraduate students a framework for thoughtful reflection but also serves as an effective approach to understanding the nuances of student learning. Applying reflection to a faculty's professional development workshop, Singer-Freeman & Verbeke (2024) shared how they effectively measure the impact and identify change needs through a three-question survey.

Intersection has endeavored to contribute to the academic discourse surrounding assessment in higher education in the past few years. Our ongoing efforts include the refinement of the author's guidelines, the development of a comprehensive rubric for manuscript evaluation, and prompt communications with authors. I want to express gratitude to the AALHE Intersection Committee for their invaluable contributions to ongoing conversations for better writing and publishing experiences.

We hope that educators and assessment professionals from different types of institutions and programs will enjoy this edition, and we invite you to join us on this intellectual journey and look forward to the conversations or insights that emerge from this edition.

Finally, I would like to thank the reviewers and editors 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.

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