

FROM THE EDITOR

Rolling Into the New Decade

“Without continual growth and progress, such words as improvement, achievement, and success have no meaning.” – Benjamin Franklin

As we enter the new decade, the second issue of my tenure as Editor-in-Chief of Research & Practice in Assessment also stands as my last; at least in the traditional sense. Over the last decade, our journal has published one volume, split into two issues, per year. The issue-based format was largely adopted out of tradition; taking our lead from print-only journals with the need to compile multiple articles into larger sets to make the cost of printing reasonable. However, as an online-only journal, we have the opportunity and flexibility to be more reactive to the needs of our readers. Thus, beginning immediately following this issue, the journal of Research & Practice in Assessment will transition to an article-level publication model.

Using this new model, the journal will continue its rigorous and supportive process of double-blind peer review as well as our well-regarded publication process including copyediting and graphic design work. However, we will now publish articles when they are ready, as individual works, instead of waiting for the next issue date. Individual articles will then be collated at a later time into a larger collection. We believe that an article-level publication model will benefit both authors, who are looking for faster publication times, and readers, who are looking to stay apprised of the most up-to-date work in the field of assessment. We look forward to exploring this new format with you and welcome any feedback as we make this transition.

This issue of RPA includes six peer reviewed articles that address a variety of the biggest issues in our field. Drewes, Scantlebury, and Soslau share their work to assess the coteaching model from students’ perspectives. Logli then discusses her work to expand on the important discussion around culturally responsive and inclusive assessment practices. Lyons and Polychronopoulos examine a novel method for exploring the connection between student engagement and value-added scores. Jenks and Green then revisit the important topic of faculty and staff perceptions of assessment using Q methodology. Blau and Blau next provide an overview of their attempt to lessen resistance to assessment through the use of humor. Finally, Song and Elftman lay out their process of developing surveys using a mixed-methods approach.



I hope this issue of Research & Practice in Assessment starts the rock moving downhill for you to spur even more exciting and important work in the decade to come.

Best Regards,

Nicholas Curtis

Nicholas Curtis
Editor-in-Chief, *Research & Practice in Assessment*