



Assessment Journals

[American Journal of Evaluation](#) (AJE) publishes original papers about the methods, theory, practice, and findings of evaluation. The general goal of AJE is to present the best work in and about evaluation, in order to improve the knowledge base and practice of its readers.

[Assessment & Evaluation in Higher Education](#) is an established international peer-reviewed journal which publishes papers and reports on all aspects of assessment and evaluation within higher education. Its purpose is to advance understanding of assessment and evaluation practices and processes, particularly the contribution that these make to student learning and to course, staff, and institutional development.

[Assessment in Education: Principles, Policy & Practice](#) explores developments in the field of educational assessment. New approaches to the assessment of student achievement have been complemented by the increasing prominence of educational assessment as a policy issue. In particular, there has been a growth of interest in modes of assessment that promote, as well as measure, standards and quality. These have profound implications for individual learners, institutions and the educational system itself.

[Assessment Update](#) is dedicated to covering the latest developments in the rapidly evolving area of higher education assessment. Assessment Update offers all academic leaders up-to-date information and practical advice on conducting assessments in a range of areas, including student learning and outcomes, faculty instruction, academic programs and curricula, student services, and overall institutional functioning.

[Educational Assessment, Evaluation and Accountability](#) is an international journal that investigates and discusses the functions, theories, values, and practices of assessment, evaluation, and accountability as they impact schools, higher education and educational systems, and looks further to their effects on homes and communities.

[Educational Evaluation and Policy Analysis](#) publishes scholarly articles of theoretical, methodological, or policy interest to those engaged in educational policy analysis, evaluation, and decision making. It is a multidisciplinary policy journal and considers original research from multiple disciplines, theoretical orientations, and methodologies.

[Educational Measurement: Issues and Practice](#) (EM:IP) publishes articles that illuminate issues in educational measurement and inform the practice of educational measurement. EM:IP is aimed at practitioners and users of tests and includes information about proven practices in testing, news of interest to the educational measurement community, and organizational news of the National Council on Measurement in Education.

International Journal of ePortfolio publishes a semiannual journal for researchers and practitioners interested in the development of ePortfolios. Case studies, innovative approaches and methods to ePortfolios, and best practices are also featured in the journal.

[International Journal of Innovative Teaching and Learning in Higher Education](#) (IJITLHE) provides perspectives on the theory, development, and application of innovations in teaching and learning. Authors share ideas, case studies, and original research on pilot projects, opportunities, emerging technologies, and other innovations in teaching and learning. Targeting educators, administrators, researchers, technologists, and specialists, IJITLHE creates the opportunity to share successes and failures when reimagining teaching and learning. The journal seeks quantitative and qualitative research papers, case studies, and reflections on experiences in teaching and learning in higher education.

[Journal of Assessment and Institutional Effectiveness](#) (JAIE) is the official publication of the New England Educational Assessment Network. JAIE publishes scholarly work on the assessment of student learning at the course, program, institutional, and multi-institutional levels as well as more broadly focused scholarship on institutional effectiveness in relation to mission and emerging directions in higher education assessment.

[Journal of Case Studies in Accreditation and Assessment](#) (JCSAA) publishes original, unpublished case studies related to accreditation and assessment issues in higher education. Studies reflecting issues and solutions to higher-education accreditation and assessment concerns like budgeting, outcomes/goals, development, assessment implementation, rubric development and implementation, creating faculty ownership, and resistance to change are appropriate topics.

[Journal of Competency-Based Education](#) (JCBE) is a primary source of information for furthering the study, documentation, and practice of competency-based education. *JCBE*'s peer review process contributes to current scholarship and assures academic rigor while encouraging innovation in the field of higher education. The target audience of *JCBE* includes educators, scholars, administrators, policymakers, and others in the higher education community.

[Journal of Educational Measurement](#) publishes original measurement research, provides reviews of measurement publications, and reports in innovative measurement applications. The topics addressed will interest those concerned with the practice of measurement in field settings, as well as be of interest to measurement theorists. In addition to presenting new contributions to measurement theory and practice, JEM also serves as a vehicle for improving educational measurement applications in a variety of settings.

[Journal of Higher Education](#) was founded in 1930 and is the leading scholarly journal on the institution of higher education. Articles combine disciplinary methods with critical insight to investigate issues important to faculty, administrators, and program managers.

[New Directions for Evaluation](#), a quarterly thematic journal, is an official publication of the American Evaluation Association. The journal publishes empirical, methodological, and theoretical works on all aspects of evaluation. Each issue is devoted to a single topic, with contributions solicited, organized, reviewed, and edited by a guest editor or editors. Issues may take any of several forms such as a series of related chapters, a debate, or a long article followed by brief critical commentaries.

[New Directions for Higher Education](#) is addressed to presidents, vice presidents, deans, and other higher education decision-makers on all kinds of campuses, NDHE provides timely

information and authoritative advice about major issues and administrative problems confronting every institution.

[New Directions for Institutional Research](#) provides planners and administrators in all types of academic institutions with guidelines in such areas as resource coordination, information analysis, program evaluation, and institutional management.

[New Directions for Teaching and Learning](#) continues to offer a comprehensive range of ideas and techniques for improving college teaching based on the experience of seasoned instructors and the latest findings of educational and psychological researchers.

[PLA Inside Out: An International Journal on Theory, Research and Practice in Prior Learning Assessment \(PLAIO\)](#) is the first scholarly online journal entirely devoted to the recognition and assessment of prior experiential learning. PLA Inside Out anchors PLA work as central to our thinking about teaching and learning, to support and recognize scholarly work in the field of prior learning, to provoke new ideas and experiences in PLA practices, to provide a central repository for PLA resources, and to place our current work in historical context.

[Practical Assessment, Research & Evaluation](#) (PARE) is an on-line journal supported entirely by volunteer efforts. Its purpose is to provide access to refereed articles that can have a positive impact on assessment research, evaluation, and teaching practice.

[Quality Approaches in Higher Education](#) is published by American Society for Quality's (ASQ) Education Division. This online journal supports manuscripts that focus on quality in education topics, such as assessing student learning outcomes.

[Research & Practice in Assessment](#) (RPA) is an online journal dedicated to the advancement of scholarly discussion between researchers and practitioners in the field of student learning outcomes assessment in higher education. It is the official journal of the Virginia Assessment Group, one of the oldest continuing professional higher education assessment organizations in the United States. RPA is a peer reviewed publication that uses a blind review process and is published twice annually.

[Research in Higher Education](#) is directed to those concerned with the functioning of post-secondary education. It is of primary interest to institutional researchers and planners, faculty, administrators, student personnel specialists, and behavioral scientists. Generally, empirical studies are sought which contribute to an increased understanding of an institution or allow comparison between institutions, which aid faculty and administrators in making more informed decisions about current or future operations, and which improve the efficiency or effectiveness of the institution.