

Publishing in Institutional Research and Assessment



Qingmin Shi, Ph.D.

Office of Decision Support
University of Nevada, Las Vegas



Yao Zhang Hill, Ph.D.

Assessment and Curriculum Support Center
University of Hawai'i at Mānoa, Honolulu

Publishing in Institutional Research



Qingmin Shi, Ph.D.

Office of Decision Support
University of Nevada, Las Vegas

Transforming a Request to a Researchable Project

- First-Year Seminar
- 15-to-Finish
- STEM Students' Decision and Degree Success
- Grading Leniency and Reliability and SET
- Study Abroad
- Student Involvement
- Civic Engagement
- ...

Searching and Archiving the Literature

- Database

- ERIC

- Academic Search Premier

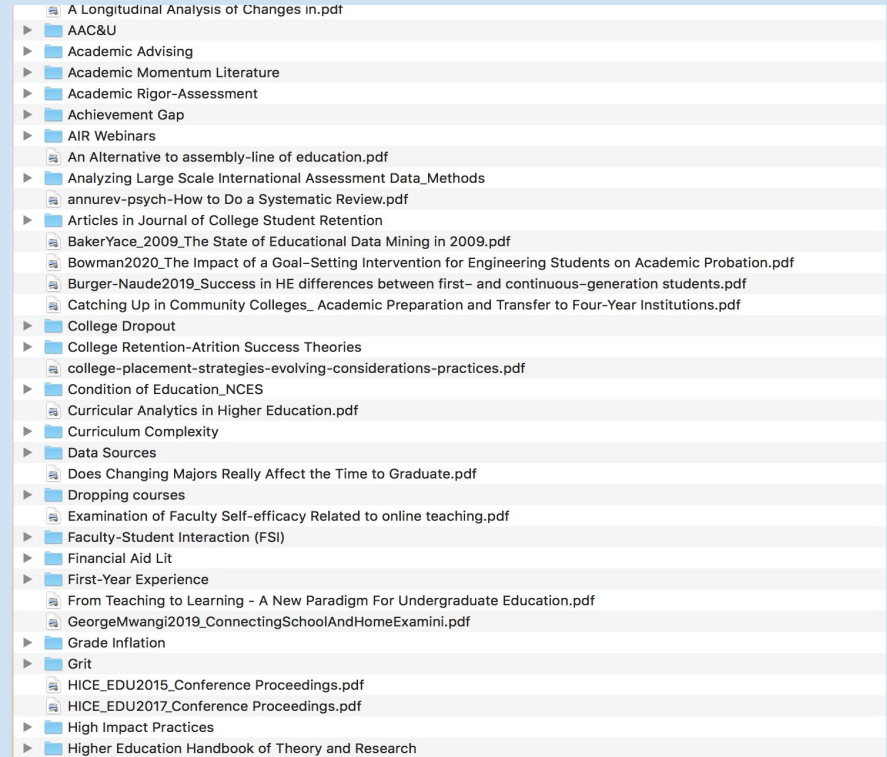
- Education Full Text

- APA PsycArticles

- APA PsycInfo

- ...

Advanced Search



Searching and Archiving the Literature

- Specific Journals

- Review of Educational Research
- American Educational Research Journal
- Review of Research in Education
- New Directions for Institutional Research
- New Directions for Higher Education
- Research in Higher Education
- Review in Higher Education
- Studies in Higher Education
- First-Year Experience and Students in Transition
- ...

Applying for an IRB Approval

- IRB Application
 - An umbrella IRB application
 - Collaborative Institutional Training Initiative (CITI Program)
 - Administrative Data or other Secondary Data

Applying for an IRB Approval

- Secondary Data Collected:
 - National Survey of Student Engagement (NSSE)
 - Learning Outcome Survey (LOS)
 - Graduating Senior Exit Survey (GSES)
 - Student Involvement Data
 - Student Satisfaction Inventory (SSI)
 - Course Evaluation Data
 - Public available Data Mined from Social Media Websites
 - ...

Writing a Proposal for Conference Presentation

- Writing a Proposal for Conference Presentation
 - AERA (American Educational Research Association)
 - AIR Forum
 - RMAIR (Rocky Mountain AIR)
 - OCAIR (Oversea Chinese AIR)
 - Hawaii International Conference on Education
 - Western Economic Association International (WEAI)

Submitting a Scholarly/Full Paper

- AIR Forum
 - When submitting a proposal, select “Scholarly Paper”
- AERA
 - Full paper
- Hawaii International Conference on Education
 - Proceedings

Selecting a Target Journal

- Education Journal Ranking

<https://www.scimagojr.com/journalrank.php?type=j&category=3304>

https://docs.google.com/document/d/1R4E4_1VYTU3Hqctab_0JQKji7e_aq5K-t/edit

- AIR Journals

- <https://www.airweb.org/resources/publications/studies-and-reports>
- The AIR Professional File
- eAIR Newsletter
- Books and Monographs

Selecting a Target Journal

AERA Journals:

- Review of Educational Research
- American Educational Research Journal
- Review of Research in Education
- Educational Evaluation and Policy Analysis
- Educational Researcher



AERA Open is a peer-reviewed open access journal. With an emphasis on rapid review and dissemination, *AERA Open* aims to advance knowledge through theoretical and empirical study across arenas of inquiry related to education and learning. [View journal website.](#) | [@AeraOpen](#)



American Educational Research Journal

Publishes original articles that advance the empirical, theoretical, and methodological understanding of education and learning. [View journal website.](#) | [@aerj_journal](#)



Educational Researcher

Publishes articles of general significance to the education research community. Aims to make major programmatic research and important findings widely accessible. [View journal website.](#)

| [@ERjournal_AERA](#)



Review of Educational Research

Publishes critical, integrative reviews of research literature bearing on education. [View journal website.](#)



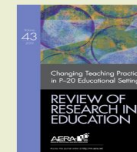
Educational Evaluation and Policy Analysis

Publishes scholarly manuscripts of theoretical, methodological, or policy interest to those engaged in educational policy. [View journal website.](#) | [@EEPAjournal](#)



Journal of Educational and Behavioral Statistics

An outlet for papers that are useful to those applying statistical approaches to issues in educational or behavioral research. [View journal website.](#)



Review of Research in Education

Each annual volume provides a forum for analytic research reviews on selected education topics of significance to the field. [View journal website.](#)

Preparing the Manuscript

- **COLLABORATION**
 - Within the Office
 - Across units on Campus
 - Outside the Institution

Applying for the AIR Charles F. Elton Best Paper Award

- <https://www.airweb.org/resources/awards-scholarships/awards/charles-f-elton-best-paper-award>

- This award celebrates the scholarly papers that best exemplify the standards of excellence established by the award's namesake and that make significant contributions to the fields of IR, IE, or Assessment.

<https://drive.google.com/drive/my-drive>

Publishing in Assessment



Yao Zhang Hill, Ph.D.

Assessment and Curriculum Support Center
University of Hawai'i at Mānoa, Honolulu

Objectives

1. Reflect on topics to publish
2. Identify feasible publication venues
3. Adapt strategies for publication productivity

Personal Research Topics

Assessment
leadership
development

Assessment for
capacity building of
teaching and
learning

Using assessment
for improvement

Civic engagement
assessment

Undergraduate
research assessment

Oral communication
assessment

Consider publishing

Assessment processes

Assessment methods

Discipline specific assessment, HIP, STEM, Creative disciplines...

General education or institutional assessment

Faculty engagement or building an assessment culture

Using assessment for improvement

Professional development

Equity-minded and equity-centered assessment

Student involvement in assessment

Successes and challenges in your own context

...

Common Types of Publication

1. Conference paper and proceedings
2. Journal articles
3. Book chapters
4. Website articles/Blogs
5. Assignment/Course materials in online libraries

Journal Articles

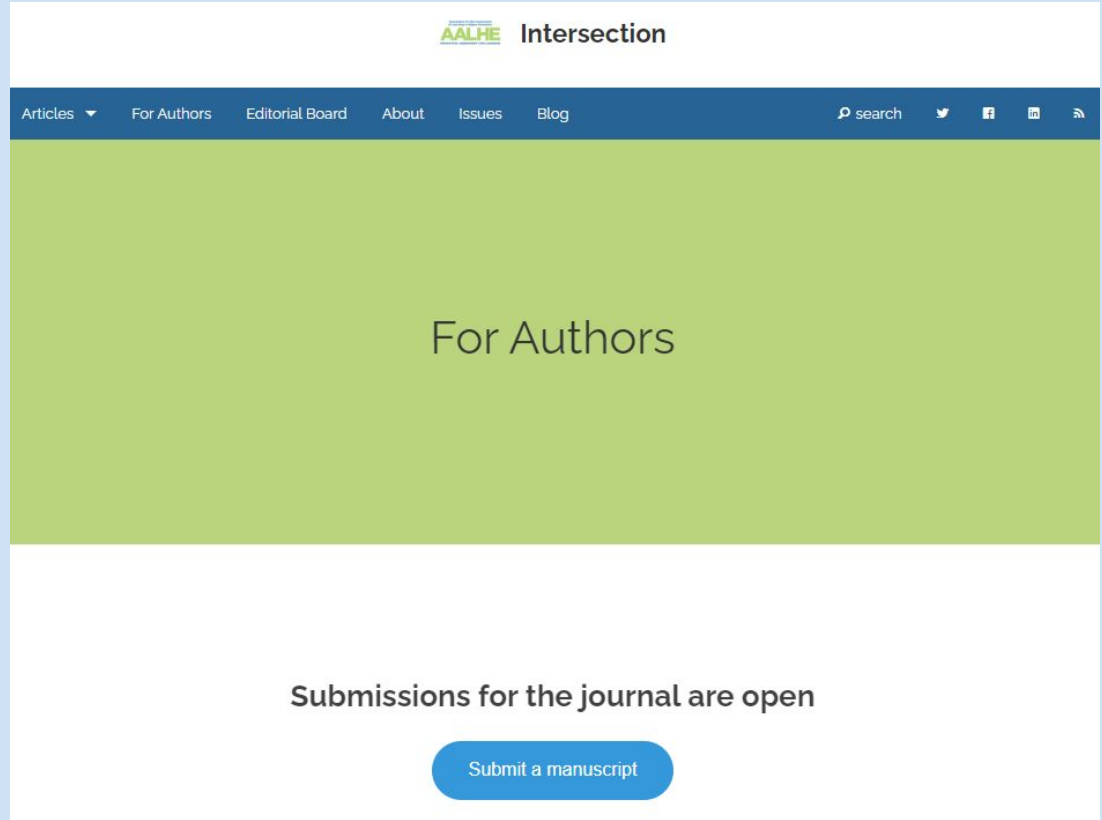
1. Discipline specific journals
2. Educational research (Scholarship of Teaching and Learning)
3. Assessment research
4. **Assessment process and practice**
5. Book reviews

Common journals for Assessment Practitioners

- Intersection
- Emerging Dialogue
- Assessment Update
- Research & Practice in Assessment

***A Journal at the Intersection of
Assessment and Learning***

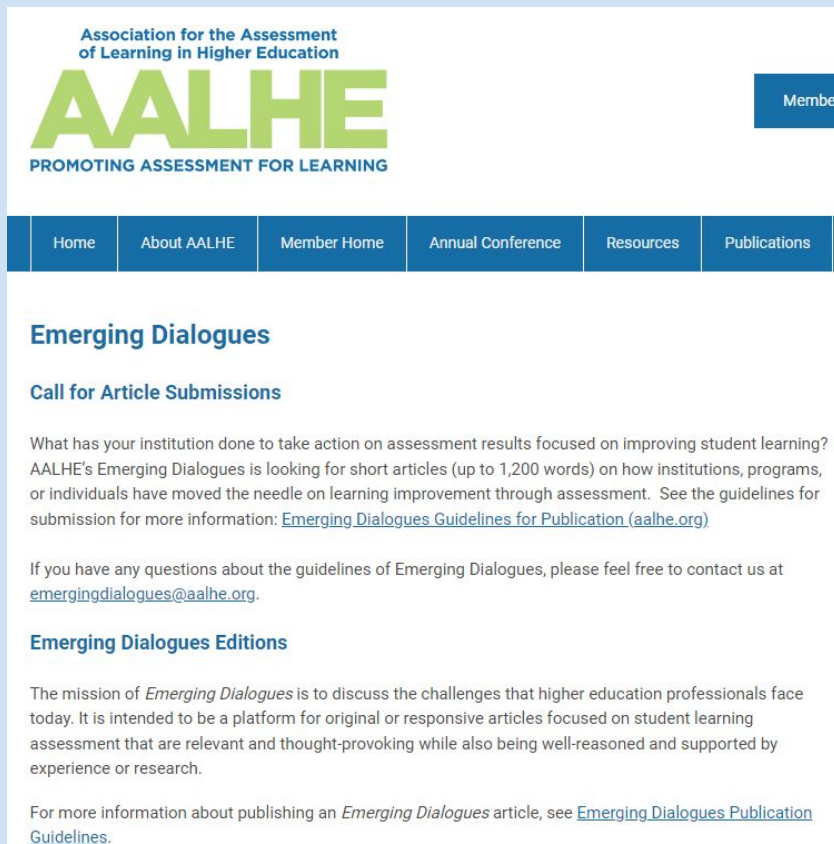
- Year-round submission
- Practitioner oriented
- Open access
- 2,000 - 8,000 words
- Peer reviewed
- Supportive reviewers and editors



<https://aalhe.scholasticahq.com/for-authors>

Emerging Dialogues

- Year-round submission
- Context/Institutional specific practice
- Open access
- Upto 1,200 words
- Non peer reviewed
- Supportive reviewers and editors



The screenshot shows the AALHE website header with the logo "AALHE" in green and the text "Association for the Assessment of Learning in Higher Education" and "PROMOTING ASSESSMENT FOR LEARNING". A "Member" button is in the top right. A navigation bar contains links: Home, About AALHE, Member Home, Annual Conference, Resources, and Publications. The main content area is titled "Emerging Dialogues" and includes a "Call for Article Submissions" section. This section asks what institutions have done to improve student learning and provides guidelines for short articles (up to 1,200 words). It also includes contact information for questions. Below this is an "Emerging Dialogues Editions" section, which states the mission of the journal is to discuss challenges in higher education and provide a platform for original or responsive articles. It concludes with a link to the "Emerging Dialogues Publication Guidelines".

Association for the Assessment
of Learning in Higher Education

AALHE

PROMOTING ASSESSMENT FOR LEARNING

Member

Home About AALHE Member Home Annual Conference Resources Publications

Emerging Dialogues

Call for Article Submissions

What has your institution done to take action on assessment results focused on improving student learning? AALHE's Emerging Dialogues is looking for short articles (up to 1,200 words) on how institutions, programs, or individuals have moved the needle on learning improvement through assessment. See the guidelines for submission for more information: [Emerging Dialogues Guidelines for Publication \(aalhe.org\)](#)

If you have any questions about the guidelines of Emerging Dialogues, please feel free to contact us at emergingdialogues@aalhe.org.

Emerging Dialogues Editions

The mission of *Emerging Dialogues* is to discuss the challenges that higher education professionals face today. It is intended to be a platform for original or responsive articles focused on student learning assessment that are relevant and thought-provoking while also being well-reasoned and supported by experience or research.

For more information about publishing an *Emerging Dialogues* article, see [Emerging Dialogues Publication Guidelines](#).

<https://www.aalhe.org/emerging-dialogues>

Assessment Update

- Practitioner-oriented
- Accepts reports, essays, news stories, or letter
- 1,000 - 2,000 words
- Non peer reviewed
- Some free articles
- 4 month wait to publication




<https://onlinelibrary.wiley.com/toc/15360725/2023/35/1>

Research & Practice in ASSESSMENT

- Assessment research: theory supported and data driven
- *Learning Improvement Corner* accepts articles from 2,000 to 8,000 words
- Peer-reviewed

**RESEARCH & PRACTICE IN ASSESSMENT**
Serving The Higher Education Assessment Community

RPA HOME
ABOUT
RPA ARCHIVES
AUTHORS
BOARD
SUBSCRIBE
CONTACT
Search



JOURNAL
The goal of *Research & Practice in Assessment* is to serve the assessment community as an online journal focusing on higher education assessment. It is dedicated to the advancement of scholarly discussion amongst researchers and practitioners in this evolving field. The journal originated from the Board of the Virginia Assessment Group, one of the oldest continuing professional higher education assessment organizations in the United States. *Research & Practice in Assessment* is a peer-reviewed publication that uses a double-blind review process. Approximately forty percent of submissions are accepted for

FREQUENTLY VIEWED
The Assessment Skills Framework: A Taxonomy of Assessment Knowledge, Skills and Attitudes
S. Jeanne Horst & Caroline O. Prendergast
Studying Learning in the Worldwide Classroom: Research into edX's First MOOC
Lori Breslow, David E. Pritchard, Jennifer DeBoer, Glenda S. Stump, Andrew D. Ho & Daniel T. Seaton
An Integrated Model of Influence: Use of Assessment Data in Higher Education

SUBMISSIONS
All manuscripts submitted to *Research & Practice in Assessment* should be related to various higher education assessment themes, and adopt either an assessment measurement or an assessment policy/foundations framework:
Assessment Measurement: a) instrument design, b) validity and reliability, c) advanced quantitative design, d) advanced qualitative design
Assessment Policy/Foundations: a) accreditation, b) best practices, c) social and cultural context, d) historical and philosophical

NEWS
Volume Seventeen, Issues 1 & 2 Published

<https://www.rpajournal.com/>

Publishing Stories and Course Materials

Learning Improvement Community

collect stories of 500 - 1,000 words or
videos of 3-5 minutes



Stories about learning improvement

Assessment practitioners, educational developers, educators, and others have collaborated to improve student learning. Read their stories.



Computer Info ...

Rubrics and scaffolding across courses to improve learning in a computer info systems program



Consumer Science...

Changing pedagogy resulted in improved student learning in a capstone course



General Chemi...

General chemistry course; exam questions and grades; adaptive courseware



Information Lit...



Pacific Islands ...

Improving undergraduate



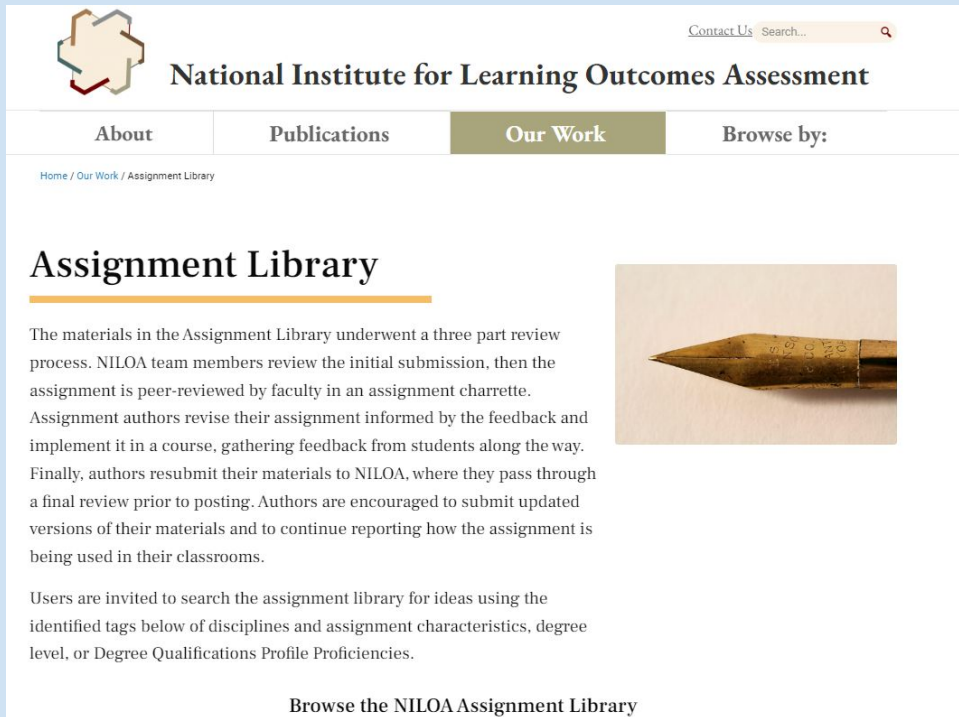
<https://www.learning-improvement.org/submit-a-story>

Publishing Stories and Course Materials

National Assignment Library

Assignments submitted will be peer reviewed and published in the national library

Inquire niloa@education.illinois.edu about submission guidelines



The screenshot shows the NILOA website header with the logo, navigation menu (About, Publications, Our Work, Browse by:), and a search bar. The main content area is titled "Assignment Library" and contains a paragraph describing the review process. To the right of the text is an image of a fountain pen. At the bottom of the page, there is a link to "Browse the NILOA Assignment Library".

National Institute for Learning Outcomes Assessment

[Contact Us](#)

[About](#) [Publications](#) [Our Work](#) [Browse by:](#)


[Home / Our Work / Assignment Library](#)

Assignment Library

The materials in the Assignment Library underwent a three part review process. NILOA team members review the initial submission, then the assignment is peer-reviewed by faculty in an assignment charrette. Assignment authors revise their assignment informed by the feedback and implement it in a course, gathering feedback from students along the way. Finally, authors resubmit their materials to NILOA, where they pass through a final review prior to posting. Authors are encouraged to submit updated versions of their materials and to continue reporting how the assignment is being used in their classrooms.

Users are invited to search the assignment library for ideas using the identified tags below of disciplines and assignment characteristics, degree level, or Degree Qualifications Profile Proficiencies.

[Browse the NILOA Assignment Library](#)



<https://www.learningoutcomesassessment.org/ourwork/assignment-library/>

Publishing Stories and Course Materials



Model courses

Pearls of practice

Inquire: ncsce.info@gmail.com or
eliza.reilly@ncsce.net

Join national projects to increase publication opportunities

1. [Learning Improvement Community](#)
2. [Grand Challenges](#)
3. AALHE DEI Committee

Journeys to Publication

1 From consultation to collaboration

Through extensive consultations for assessment planning and implementation, form collaborative partnerships with program assessment leaders.

2 Co-present at conferences

Invite program leaders to co-present at local, regional, and national conferences

3 Institutional/Program reports

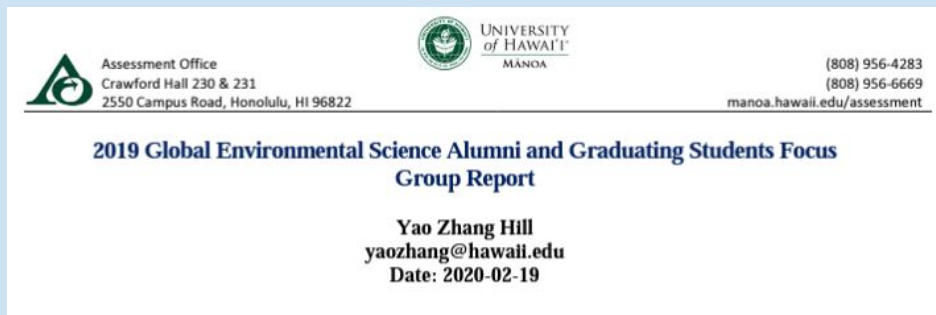
Produce reports for each steps of the projects (e.g., focus group report, data summary report, data discussion meeting report)

4 Put it together as a manuscript

Program leaders write about the program. Assessment professionals write methods.

Improving Undergraduate Oral Communication of Research Results

Michael Guidry, Oceanography and Yao Z. Hill, Assessment Office



Begin your journey anywhere

Data report

Meeting minutes

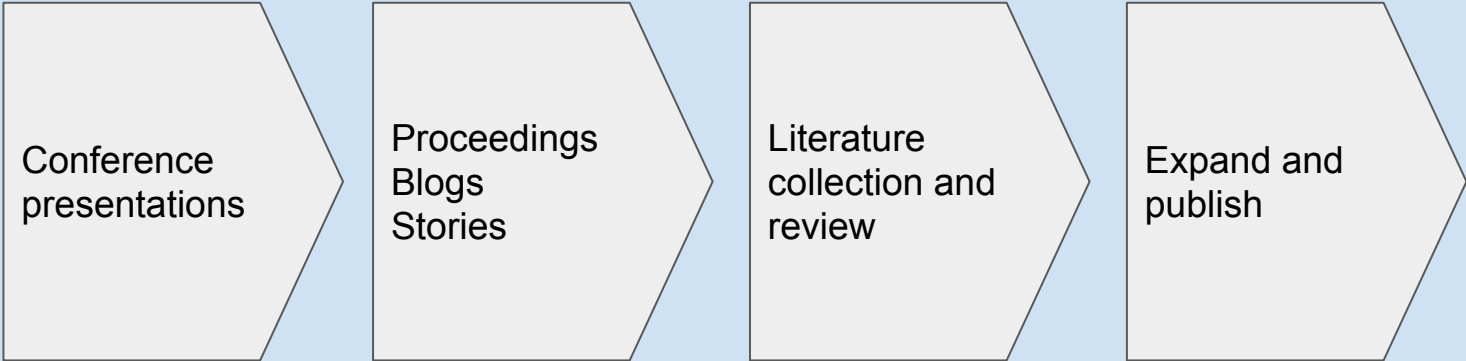
Event evaluation
reports

Project reports

Status update
emails

Internal
presentations

Expand the Journey



Conference
presentations

Proceedings
Blogs
Stories

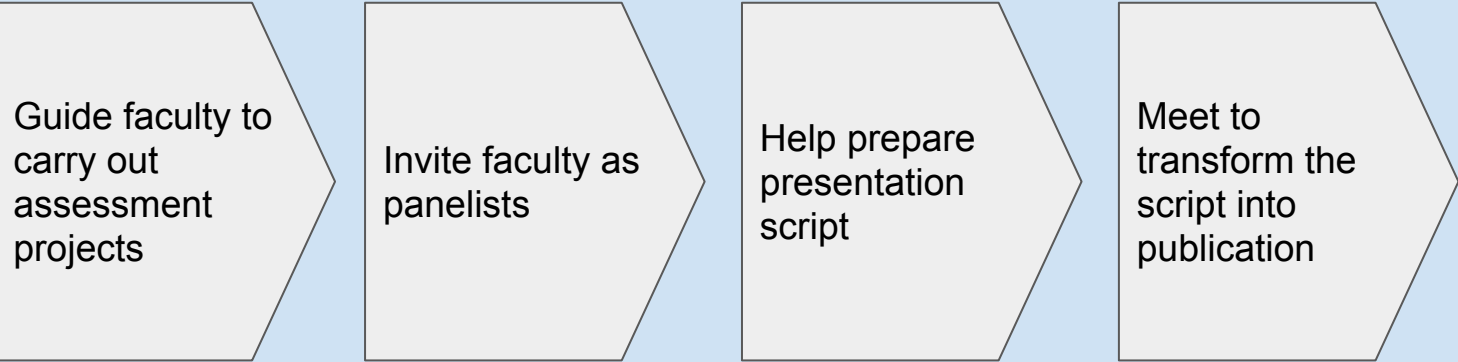
Literature
collection and
review

Expand and
publish

Strategies to Remain Productive

- Keep a good project record. Write regular reports.
- Intentionally build collaboration with those who are motivated to publish
- Set up regular writing meetings with collaborators or for yourself
- Combine bite-size writing and block-writing time
- Mentor students and co-publish with students
- Write scripts for your conference presentations
- First draft is just the beginning of the writing. Don't aim for perfection
- Collect literature and sources overtime. Have go-to sources.
- Submit for top journals first
- Submit for supportive journals

Sample strategy to engage faculty in assessment publication



Guide faculty to
carry out
assessment
projects

Invite faculty as
panelists

Help prepare
presentation
script

Meet to
transform the
script into
publication

Questions or Comments?

Thank you for your participation and feedback!

Contact Us

Qingmin Shi @ qingmin.shi@unlv.edu

Yao Zhang Hill @ yaozhang@hawaii.edu