

Editor's Note

This issue of the *Journal of the Association for Communication Research* provides a focus on assessment from varied perspectives. A study across multiple educational institutions by Allen, Bourhis, Burrell, Mukarram, Blight, Gross, Lambertz, and Anderson explores the interconnections between and among departmental missions, university missions, and assessment. Allen et al provide important descriptive insights for communication administrators about the landscape of assessment transparency and accountability. Olsen and Weber offer a look at one program's efforts to focus on specific outcomes related to the whole person and connected to the university's mission. Olsen and Weber's work holds implications for assessment in its delineation of outcomes that can be measured for assessment purposes. Karolak and Maier offer insights for crafting a classroom that welcomes learning as a public process, advocating a move away from a therapeutic orientation toward "safe spaces" toward a communicative space nourished by authentic civility. The issue closes with an invited reflection by lawyer Craig Newburger, editorial board member and past contributor to this journal, who considers the potential for lobbying as a means of promoting attention to and adoption of communication competencies as an educational outcome at the national level.

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