From the Editorial Board

Welcome to the second edition of *the International Journal of Process Education*! We on the editorial board are very pleased to share with you our ongoing journey to improve higher education through continuous improvement. This year we have continued to practice what we preach, directing significant focused effort to improve our internal processes. It has been a pleasure to take concepts we developed during our work in producing the journal's inaugural edition, to developing, over the past year, sustainable processes as we prepare to increase our distribution.

In this edition, we open with two articles that deal with program design: one involves the design of a program with both academic and experiential learning components; the other involves program design that incorporates plans for the development of specific learning skills.

> "Validation of Hybrid Program Design Through Stakeholder Surveys," by J. El-Sayed et al., utilizes a profile of an expert engineer to explore the benefits of a hybrid program design that combines traditional classroom learning with engineering co-operative education experiences.

> In the article, "Conditions for Online Learning Autonomy," R. Cullen and M. Harris tender the concept that undergraduates' progression into online learning should be deliberately designed into the curriculum.

We then present two articles that demonstrate implementations of existing Process Education tools:

> M. Geiger discusses the benefits and drawbacks of Process Oriented Guided Inquiry Learning in "Implementing POGIL in Allied Health Chemistry Courses: Insights from Process Education."

> In "Process Education Best Practices for Teaching Open-Ended Problem Solving in a Project Context," J. Morgan and B. Williams offer their experience within the engineering context.

Finally we conclude with three articles dealing with the topic of assessment, two directed at student performance and one focused on the overall improvement of program quality.

> J. Norback and T. Utschig provide a technique to create a rubric to measure student communication skills in the article, "Building a Stakeholder-Based Rubric to Enhance Student Communication Skills."

> In the article, "Improving Quality of Reflecting on Performance," C. Liese offers two tools for developing students' skills in the area of reflective learning.

> M. El-Sayed et al. contributes "Assessing Service Quality for Continuous Improvement in Higher Education," which provides a methodology for identifying and prioritizing quality improvement in service attributes in higher education.

Thank you for joining our grass roots movement to improve student learning and success through intentional design and assessment. Remember that it is part of the IJPE philosophy that our journal can be improved through stakeholder assessment, so we welcome interaction and assessment on all levels. Please feel free to email me at jelsayed@kettering.edu to let us know how we can further inspire and support you.

Enjoy!

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Chief Editor, *International Journal of Process Education*