<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15 - 9:00 AM</td>
<td>Registration &amp; Continental Breakfast</td>
</tr>
</tbody>
</table>
| 9:00 - 9:10 AM | Welcome: Carina Self  
|              | NEean President; Assistant Dean, Center for Academic Engagement and |
|              | Assessment, University of New Hampshire                            |
| 9:10 - 10:10 AM | Keynote Address: Emilie Clucas Leaderman, Ed.D and Gina Polychronopoulos, Ph.D., LPC |

**Relationships Matter: Building RARE Assessment Cultures**

Higher education assessment practice can sometimes feel like a lonely endeavor, with offices of one often facilitating the process for entire institutions. We know how important it is to build relationships, strengthen institution-wide networks, and cultivate inclusive and participatory partnerships with stakeholders to effectively engage in assessment work. But with ever-increasing demands and competing priorities, how do we make space for relationships that support assessment culture and praxis? Where do we even start? This interactive keynote presentation will help participants shift their mindset from reactive to proactive, using RARE Model strategies that support meaningful assessment work. The presenters will demonstrate and offer examples of what relationship-focused assessment practice looks like in our daily work.

Following the keynote session, the presenters will facilitate a workshop that goes into greater detail about the RARE Model components and strategies for relationship building. Please see program for time and location.

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:15 - 10:25 AM</td>
<td>Coffee Break</td>
</tr>
<tr>
<td>10:30 - 11:15 AM</td>
<td>Concurrent Session I</td>
</tr>
<tr>
<td>11:25 - 12:10 PM</td>
<td>Concurrent Session II</td>
</tr>
<tr>
<td>12:15 - 1:15 PM</td>
<td>Lunch and Member Meeting</td>
</tr>
<tr>
<td>1:20 - 2:05 PM</td>
<td>Concurrent Session III</td>
</tr>
<tr>
<td>2:15 - 3:00 PM</td>
<td>Concurrent Session IV</td>
</tr>
<tr>
<td>3:00 - 3:15 PM</td>
<td>Closing</td>
</tr>
</tbody>
</table>
Dr. **Emilie Clucas Leaderman** is a higher education scholar-practitioner who considers assessment an essential aspect of learner-centered teaching and faculty learning. Emilie currently serves as Assistant Dean of Liberal and Professional Studies at Springfield Technical Community College (STCC), a Hispanic Serving Institution (HSI) in Massachusetts. She also teaches psychology part-time for Woods College of Advancing Studies at Boston College. Dr. Clucas Leaderman earned her EdD in Educational Leadership in Higher Education from Endicott College, and both her Master of Arts in Rehabilitation Counseling and Bachelor of Arts in Social and Rehabilitation Services from Assumption University. Emilie is a higher education consultant specializing in assessment culture, centering student voices in institutional data, faculty development, and strategic planning. Dr. Clucas Leaderman’s published writing and current scholarship beyond the RARE Model includes: professional identity and perceived importance of skills/dispositions in assessment, adult learner identity and lifelong learning narratives, and developing a learner-centered teaching institutional culture.

Dr. Clucas Leaderman is a board member for the New England Educational Assessment Network. She is active in Advancing a Massachusetts Culture of Assessment (AMCOA), a Massachusetts Department of Higher Education initiative, and recently coordinated the Western Region Professional Development retreat on equity-centered assessment planning. Emilie co-leads a Department of Higher Education Innovation Fund (HEIF) grant initiative at STCC that focuses on building equity leaders and guides in teaching and learning. Dr. Clucas Leaderman volunteers as a Peer Evaluator for the New England Commission for Higher Education (NECHE). She is also a graduate of the WASC Senior College and University Commission Assessment Leadership Academy in California. Her experience in assessment includes leading institution and program-level change, self-study/accreditation preparation, collaborating with faculty development/teaching centers, student affairs assessment, foundation grants, and scaling up high-impact practices through a community of practice.

When not nerding out about assessment, Emilie enjoys spending time outdoors with her family in Western Massachusetts, in addition to running, cycling, and teaching yoga. For more on the RARE Model and Emilie, please see this [list of publications and related works](#).

---

**Dr. Gina B. Polychronopoulos** is an emerging leader in the assessment professional community with demonstrated success engaging in interdisciplinary collaboration, assessment for student learning, and program evaluation. She served on the executive board for Virginia Assessment Group from 2018-2022 and currently serves on the Board of Directors for the Association for the Assessment of Learning in Higher Education (AALHE) and Associate Editor for *Research & Practice in Assessment (RPA)* journal since 2020. Last year, Dr. Polychronopoulos co-edited a special issue of *RPA* about higher education assessment professional identity, and she was invited to speak on the closing panel of AALHE’s national conference to discuss the national landscape of assessment in higher education with fellow leaders in the field.

Dr. Polychronopoulos is an active and prolific practitioner-scholar, bringing over a decade of experience performing applied research, authoring peer-reviewed publications, facilitating workshops and presenting at professional conferences. Her recent scholarship focuses on assessment professional identity, competencies, and strengths-based, collaborative practice in higher education assessment. She is most proud of her work as co-author of *Humanizing the Assessment Process: How RARE Model Informs Best Practices*, originally published in RPA journal in 2019. Since then, Dr. Polychronopoulos has co-authored several publications related to the RARE Model framework, and she has shared her expertise about collaborative relationships and professional identity with assessment colleagues nationally through conference presentations, workshops, webinars, and podcasts hosted by AALHE, IUPUI, and NILOA.

Dr. Polychronopoulos earned a Ph.D. in Counselor Education and Supervision from Old Dominion University in Virginia, where she also earned an M.S.Ed in Counseling and an M.S. in Psychology. She is also a Licensed Professional Counselor (LPC) in the state of Virginia. Along with her genuine enthusiasm for all-things-assessment, Dr. Polychronopoulos is passionate about service and committed to collaborative practice. She employs a person-centered, strengths-based approach to assessment practice and strives to nurture a positive, inclusive culture of assessment.

For examples of scholarship and professional activity, please refer to the following document: [Catalog of Professional Works in Higher Ed Assessment](#).
Creating a Standard Guide for Conducting External Program Reviews

Participants will learn about steps taken to building consistent guidelines for conducting external program reviews, challenges uncounted, and recommendations going forward. External program reviews allow the Department/School to ensure the quality and currency of academic programs; to assess student learning; and to inform institutional planning, budgeting and decision-making, and external accreditation bodies.

Presenter: Paul Antonellis, Endicott College

Implementing Equity-Minded Assessment: One Institution’s Story

Beginning in 2021, the University of New England’s assessment, institutional research, and teaching and learning offices set out to bring equity-minded assessment to the institution. Our offerings—a Faculty and Professional Learning Community and a mini-grant program—launched projects in seven curricular and co-curricular areas. We will share our methods for fostering equity-minded assessment and our discoveries in the data.

Presenters: Jennifer Mandel and Kelly Duarte, both from University of New England

Students Aren’t Snapshots: Creative assessments to support student success and retention

MA Dept of Elementary and Secondary Education mandates “Gateway Tasks” for educator preparation programs. The authors present their set of newly created assessment tasks and share their development of a more holistic framework and system of assessment designed to capture a broader snapshot of our teacher candidates (TC) to inform retention efforts.

Presenters: Heather Pacheco-Guffrey and Marlene Correia, both from Bridgewater State University

Nurturing Relationships in Assessment Practice: The RARE Model

Assessment professionals agree that interpersonal skills are the most essential to our success (Morrow, et al., 2022), but how do we nurture relationships? In this session, the keynote co-presenters will explain and demonstrate components of the RARE Model, a framework of assessment practice that promotes reflection, collaborative problem-solving, and meaning-making (Clucas Leaderman & Polychronopoulos, 2019). Participants will have the opportunity to observe, reflect upon, and practice several strategies that they can adapt to support their colleagues in the assessment process.

Presenters: Gina Polychronopoulos and Emilie Clucas Leaderman
Can We Use Artificial Intelligence to Promote Equity in Assessment?

In this session, we will present our pioneering efforts to integrate Artificial Intelligence into assessment at Western New England University. Our focus is on understanding how AI can help promote equity in assessment and encourage inclusive practices. By considering faculty research, we aim to shed light on how AI may enhance future assessment methods, as well as discuss how this might impact faculty engagement and buy-in of the assessment process.

Presenters: Josephine Rodriguez, Lisa Hansen, David DiSabito, and Thomas Mennella; all from Western New England University

Empowering Students: Developing Leaders in Assessment and Student Success

The mini-pilot "Empowering Students: Developing Leaders in Assessment and Student Success" is planned to help transform the assessment culture on campus by cultivating student-centered assessment. As student leaders develop a comprehensive understanding of assessment practices, they will contribute to continuous improvement within their academic programs. Participants will be invited to share experiences involving students in assessment.

Presenter: Thelma Woodard, North Carolina A&T State University

Using Data to Tell Your Story

This session will focus on how to use data to tell your student affairs department’s story. Participants will consider conceptual foundations of and tools associated with data storytelling, analytics and assessment, and the experience of one student affairs unit at Brandeis, in developing a plan for how they might tell their own stories in their own contexts.

Presenters: Matt Galewski and Sammy Ghansah, both from Brandeis University

Lunch and Member Meeting

12:15 – 1:15PM
Navigating Ambiguity: Holistic Assessment in Nursing Education

Clinical judgment is the process of using clinical reasoning to support decision-making and is a direct application of knowledge and experience developed over time. Nursing education is not accurately assessing this skill in students, leading to concerns about patient safety and nurse competency. This session presents creative, holistic assessment methods and teaching strategies that better reflect diverse student learning.

Presenters: Josephine Dawes and Elizabeth Landers, both from Endicott College

Exploring Assessment Data Holistically and Contextually

Assessment in higher education is dictated by the need to certify learning. We end up investing a lot of time and resources in summative assessment when it is too late to have an impact on what and how students learn. This is especially problematic for professional programs where learners desire a portfolio of authentic and experiential learning experiences. How do we take the data we collect and put it into context? What strategies can we use to draw out the stories it’s trying to tell us about their holistic learner experience, their identities, pain points, and needs to support their success?

Presenters: Mamta Saxena and Asim Javed, both from Northeastern University

ChatGPT as a tool for Formative and Learner Self-Assessment

The presentation demonstrates the strengths and limitations of ChatGPT as a tool for developing assessment questions in online course development. ChatGPT is used to develop “Test Yourself” questions for several well-established, graduate-level, online learning courses that needed more opportunities for student practice and self-evaluation. After refining the ChatGPT prompts, the questions were successfully incorporated into the course.

Presenter: Jean Rattle, BU Virtual, Boston University

Humanizing Assessment: The Anthropological/Psychological Approach

Bloom’s Taxonomy and behavioral evidence of learning sometimes fail to capture faculty interest in assessment. Preference for direct over indirect assessment also discourages faculty engagement. We propose an anthropological approach – “What do faculty want to achieve?” – and a contemporary psychological approach that moves beyond behavior to include attitudes, interests, and beliefs. We present the results and applications of these approaches.

Presenters: Raymond J. Shaw, Merrimack College and Edward N. Morgan, Bunker Hill Community College

Student Directed Affinity Focus Groups: How BHCC Benefited from Student Driven Qualitative Data Collection

Aiming to use intentional equitable research methods, include an authentic student voice, and gain insight into the experiences of Black and Latino Men at Bunker Hill Community College, the Office of Institutional Research empowered student ambassadors to lead the charge in building questionnaires and conducting focus groups.

Presenters: Amy Boudreau-George, Evans Erilus, and Elyon Mark; all from Bunker Hill Community College
Rethinking Assessment: Experiential Learning & Complex Environments from a Student Perspective

In the wake of a post-COVID era in higher education comes the need to adapt to new learning environments and evolving pedagogy. The challenge becomes how to assess more complex experiences in an unbiased, objective, and scalable manner. This study seeks insight on the assessment process through focus groups and in-depth interviews with an undergraduate population currently engaged in experiential, community-engaged learning projects.

Presenters: Jennifer Bonoff, Samuel Sacco, and Bonnie Kennedy, all from Salve Regina University

Story, Storying, and Storytelling in Institutional Effectiveness

Telling stories in the world of assessment is more than just providing information about a program or a set of students. The artifact of story and the acts of storying and storytelling combine to describe institutional mission, institutional culture, and institutional movement. This presentation explores the anatomy of storytelling and shows how it can be used to build and grow.

Presenter: Glenn Phillips, Watermark

Developing Equitable Opportunities for Success: Inclusive Assessment Design Elements and Practice

Educators can make a difference in reaching each student’s potential no matter their backgrounds. How do educators establish a nurturing and equitable learning environment through course design and assessment as change agents? This session will share equitable and inclusive assessment design practice that faculty can apply into their teaching and educational developers can share with faculty.

Presenter: Ye Liu, BU Virtual, Boston University

Co-Curricular and Curricular OA Combine to Communicate the Student Experience

Engagement in co-curricular activities plays an important role in students’ academic and life experiences. However, these activities are often planned outside of an institution’s established OA process resulting in missed opportunities for curricular and co-curricular synergies. This presentation focuses on modifications that can be made so that curricular and co-curricular outcomes can developed and measured in a cohesive system.

Presenters: Jane Boyland, Jennifer Galipeau, and Sheri Young; all from Johnson & Wales University

Sparking Creativity: An Assessment-Guided Digital Badging Program for Faculty

A significant focus of assessment is to clarify and humanize processes for students. Faculty members also need the process to be clear, human-scale, and accessible, and have an opportunity to increase their engagement and professional development tied to learning outcomes. This session will explain our processes for creating a cohort-based digital badging model for faculty development tied to learning outcomes.

Presenters: Rita Kondrath, Abigail Scheg, Susan Nagelsen, and Carina Self; all from the University of New Hampshire
Full conference attendees are also NEean Members!

Be sure to visit our website to learn more about your member benefits.