

## Note from The Editor-in-Chief

**By Rebecca E. Gibbons**

Welcome to first AALHE Conference Proceedings issue of *Intersection: A Journal at the Intersection of Assessment and Learning*! *Intersection* is The Association for the Assessment of Learning in Higher Education (AALHE)'s biannual peer-reviewed publication. The incorporation of a Conference Proceedings issue allows AALHE to leverage the platform of *Intersection* to share the insights gained during its signature annual networking and scholarly sharing event.



The contents of this special Conference Proceedings issue speak to the interests of our AALHE community through the lens of the 2022 and 2023 conference themes: Communities of Assessment: Reengaging and Learning Together, and Assessment Narratives, Mysteries, and Myths, respectively. The images associated these proceedings online come from the physical spaces in which the Conferences were hosted: Providence, RI in 2022 and New Orleans, LA in 2023. These images represent the setting of conference engagement, the experiences of which informed the production of these proceedings after the conference ended. These proceedings include content focused on both the work of the assessment professional and the particular importance of building community in this work, as well as strategies for assessing student learning in specific classrooms and contexts, which can resonate with classroom and cocurricular professionals.

The AALHE Conference is a venue for colleagues to share the implementation of novel assessment strategies, tools, and opportunities, highlighted in this Conference Proceedings issue. Fees & Perchiniak take us into the implementation of experiential learning processes within an HBCU, highlighting how to operationalize those educational best practices that are sometimes not offered to students who could benefit the most. Williams, Serpati, Killian, and Heath review a competency-based credential framework, incorporating assessment throughout. Kremer showcases an example of student-led (not just student-involved) assessment, inspired by a student-motivated desire for institutional efforts at continuous quality improvement.

In addition to showcasing assessment practice from the wild, building community is a key component of the AALHE Conference, and the topic of some of the proceedings. Blohm showcases an argument for operationalizing faith as a strategy for building communities of assessment in the interest of equity. Pinnelli & Chrystall reflected on a discussion session with assessment professionals wherein the skills needed to be successful in the field were highlighted through scenario-based group work and argue for the need to develop a set of standards for learning in our shared profession. These pieces emphasizing the importance of human-centered development of assessment professionals can guide reflection for current practitioners.

As you read this edition, consider future submissions of presentations at the AALHE Conference showcasing practices in your classrooms, programs, and institutions! The AALHE Conference is a unique experience that allows for productive networking while engaging in scholarly communications. Thank you to the editorial review team for this issue.

### **Intersection Conference Proceedings Issue 2022 & 2023 Team**

Fio Penalzoa, University of Hawaii System

Karen White-Goyzueta, C4EI Consulting and Southern New Hampshire University

Sarah Wu, Georgia Institute of Technology