



President's Annual Report 2025-2026

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President's Perspective

Resilience through Community

Greetings!

As I reflect on my first year as President of AALHE, I am filled with gratitude for the energy, expertise, and generosity that have brought our collective efforts to life during 2025–26. It has certainly been an eventful year, requiring strategic thinking, creativity, adaptability, and a great deal of hard work as we pursued our vision, mission, and goals.

Like all assessment professionals, we know there is always room to learn, grow, and improve. I look forward to building on the strong foundation we established this year as I begin the second half of my term as President. This report provides an opportunity to pause, take stock of what we have accomplished together, celebrate our successes, and look ahead with purpose and optimism. I hope you enjoy reading this snapshot of the past year as much as I have enjoyed reflecting on it.

I have decided to continue the tradition of summing up the year in a word or two. For 2025–26, my word is **resilience**.

Higher education continues to operate in an environment of considerable uncertainty, and AALHE was certainly not immune to those challenges. What stands out to me, however, is not the challenges themselves, but how our volunteers, committees, Board, and Association responded to them. We continually asked ourselves where adaptation was needed, where innovation would serve our members well, and where it was most important to remain steadfast in our mission, vision, and values. Time and again, we found ways to transform challenges into opportunities.

One example was the Board's decision in May 2025 to move to a two-year cycle of alternating virtual and in-person conferences. Faced with changing financial realities across higher education and declining institutional support for professional development, we knew it was time to rethink our approach. While we understood the disappointment of members who value the camaraderie of gathering in person each year, our first virtual conference under this new model exceeded expectations. With 388 registrations, it became our largest conference since 2022. Perhaps even more importantly, many participants told us they were only able to attend because the virtual format made participation financially possible. At the same time, we worked intentionally to preserve the networking and sense of community that have always distinguished AALHE conferences.

That spirit of accessibility and connection extended well beyond the conference. Throughout the year, we welcomed non-members into selected workshops, Assessment Learning Exchange sessions, and National Assessment Week presentations, providing opportunities to experience the collaborative culture that defines AALHE. Our publications, *Intersection* and *Emerging Dialogues*, received a significant increase in submissions, while the Assessment Commons Task Force successfully delivered the planned soft launch of our online resource hub during the conference. Each of these initiatives reflects our commitment to serving both our members and the broader assessment community throughout the year.

We are especially proud of the role AALHE played in advancing the ACCELERATE principles, developed through a collaborative partnership with Student Affairs Assessment Leaders (SAAL), the Assessment Institute, and other colleagues across the profession. Our committees have embraced this work enthusiastically. *Intersection* is preparing a special issue dedicated to applications of the ACCELERATE framework, while *Emerging Dialogues* published special issues focused on Institutional Learning Outcomes and Artificial Intelligence in Higher Education Assessment. Together, these scholarly contributions help ensure that assessment practice remains grounded in evidence, thoughtful reflection, ethical practice, and a commitment to continuous learning.

These examples represent only a small portion of what AALHE accomplished during 2025–26. The pages that follow provide a broader picture of the remarkable work carried out by our volunteers, committees, partners, and members. I hope this report leaves you with the same sense of pride and optimism that I feel as I look back on the past year and ahead to the opportunities before us.

Resilience is not simply about weathering change. It is about growing stronger because of it. I believe that spirit continues to define AALHE, and I look forward to continuing that journey with you in 2026–27.

Warm regards,

Fiona Chrystall

AALHE President, 2025–2027

Vision

AALHE is a community of assessment professionals that aspires to be a leading voice and advocate for championing student learning and success in higher education.

Values

The Association for the Assessment of Learning in Higher Education values:

Advocacy and Quality

We advocate for effective and positive change by promoting high quality and student-centered assessment practices.

Belonging

Through critical reflection, mindfulness, and intention, we foster an environment of belonging. We honor each person's contributions and strengths and promote belonging through scholarship, engagement, and networking.

Curiosity

We encourage a spirit of curious and inclusive inquiry about student learning, ourselves, and the field of assessment.

Integrity

We apply ethical standards and principles consistently and transparently in our work to promote student-centered assessment.

Mission Statement

AALHE is the national membership community of assessment professionals who promote, advocate for, inform, and lead ethical and student success-centered assessment practices in higher education. The Association serves as a central assessment resource that empowers our members to cultivate and improve student learning and institutional quality. We do this by facilitating scholarship and professional development, generating knowledge and resources, and providing networking and idea-sharing opportunities.

Strategic Goals

I. Cultivate a Community of Assessment Practitioners through providing a quality member experience.

The Association for the Assessment of Learning in Higher Education will support assessment practitioners, cultivate a professional community, and continuously monitor and enhance the value of membership.

Objective 1.1: Build pathways of all engagement and growth points through AALHE activities to meet member needs.

Objective 1.2: Use and develop membership data to increase engagement and revenue opportunities for the organization.

Objective 1.3: Deepen professional relationship opportunities.

II. Lead and Advocate for Assessment

The Association for the Assessment of Learning in Higher Education will lead and advocate for assessment that will have a positive impact on higher education and its stakeholders now and into the future.

Objective 2.1: Position AALHE as an organization of visible and engaged assessment professionals, trusted and respected for thought leadership in advancing the field of assessment in learning.

III. Increase and Diversify Revenue

The Association for the Assessment of Learning in Higher Education will diversify revenue streams to mitigate risk and provide resources to support organizational success.

Objective 3.1: Increase membership through effective recruitment, retention, and partnership strategies.

Objective 3.2: Target membership experience opportunities for revenue generation.

Objective 3.3: Explore formal corporate sponsorships.

AALHE Accomplishments and Highlights

Strategic Goal I: Cultivate a Community of Assessment Practitioners through providing a quality member experience.

Key Highlights:

- Eight PASS (Practical Assessment Strategies Series) webinars delivered by the Professional Development Committee, offering actionable programming grounded in everyday assessment practice.
 - Quarterly themed ALE (Assessment Learning Exchange) sessions, providing members an opportunity to share experiences, reflect on their practices, gather new ideas, and experience a sense of community.
 - Four presentations during National Assessment Week - two collaborations by *Intersection* and *Emerging Dialogues*, one SPARK session on combining assessment work with humor, and one discussion of the ACCELERATE Principles.
 - A successful 2026 virtual conference, with 388 attendees and 156 presenters.
 - Pilot of discussion forums conducted by the Member Engagement Committee. (Full deployment planned for 2026-27!)
 - Two sessions of Collaborative Mentorship groups - for Committee Chairs and Members with <3yrs experience in an assessment role.
-

Strategic Goal II: Lead and Advocate for Assessment

Key Highlights:

- ACCELERATE principles article published in *Intersection* journal, with over 1890 views and 160 downloads to date.
 - Special issue of *Intersection*, focusing on Application of the ACCELERATE principles, with early view articles already published with more to come soon.
 - Thirty articles published in *Emerging Dialogues*, with two Special Issues: 1) Institutional Learning Outcomes, and 2) AI in Higher Education Assessment.
 - Launch of the Assessment Commons online resource hub.
 - Launch of “Celebrating AALHE Members’ Professional Achievements” initiative to connect AALHE members beyond association-centered activities
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Strategic Goal III: Increase and Diversify Revenue

Key Highlights:

- Exceeded budget projections to end the year with a positive balance, despite external financial challenges.
 - Increased non-member participation in AALHE events to encourage membership, through National Assessment Week, PASS workshop, ALE open session.
 - Expanded sponsorship opportunities to AALHE events beyond the annual Conference.
 - Exceeded our fundraising goal for the Jen Sweet Memorial Fund, which supports members in need of assistance to attend AALHE events.
 - Expanded collaborations with external partners to increase reach and support each other’s work.
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Committee Members (2025-26)

8 Committees and 1 Task Force supported the Mission, Vision, and Values of the Association

1. Access and Success in Assessment
2. Assessment Learning Exchange (ALE)
3. Conference
4. Emerging Dialogues
5. Intersection
6. Member Engagement
7. Professional Development
8. Sharing Professional Assessment Reading and Knowledge (SPARK - formerly Book Club)
9. Assessment Commons Task Force

125+ Volunteers serve on committees and lead the Association

Access and Success in Assessment

Chair: Sesime Adanu

Vice-Chair: Lucia Santacruz

Board Liaison: Divya Bheda

Committee Members:

Helen McDaniel

Karen White-Goyzueta

Kayla Waggoner

Michelle Searles

Sharon Stoerger

Tawanda Paul

Assessment Learning Exchange (ALE)

Chair: Shannon Helfinstine

Vice Chair: Deb Blanchard

Board Liaison: Karen White-Goyzueta

Committee Members:

Amy Buhrow

Rebecca Dean

Elizabeth Jones

Kevin R. Guidry

Lisa Bortman

Chadd Engel

Nicole Espinoza

Tahmina Akhter

Yao Hill

Lisa Spencer

Conference

Chair: Allison Chatterjee,

Co-Chair: Frederick Burrack

Executive Director: Peggy Moede

Committee Members:

Claudia Stanny

Denise Gilligan

Hannah Carlan

James Morris

Jessica Rzepecki

Katie Burr

La Toya Hart

Matthew Ruane

Patti Gregg

Sarah Drummond

Kayla Waggoner

Emerging Dialogues

Chair: Jennifer Morrow

Vice Chair: Yan Cooksey

Board Liaison: Gina Polychronopoulos

Committee Members:

Andy Browne

Betty Harper

Bri Lauka

Cristophoros Beck

Jendia Grissett

Jessa Forsythe-Crane

Joel Bloom

Melinda Turner

Michael Brooks

Sarah Young

Tracy Bartholomew
Vince Nix
Crystal Neumann
Carli Ranalli

Intersection

Chair: Fiorella Peñaloza
Vice Chair: Kimberly Nettleton
Assistant Vice Chair: Amy Heston
Editor-in-Chief: Sarah Wu
Board Liaison: Rebecca Gibbons
Committee Members:
Brad Reiger
Carla Strickland-Hughes
Coral Bender
Curtis G. Jefferson
Jay Kahl
Joselyn Lopez
Karen Singer-Freeman
Nancy Anderson
Nishala Silva
Pamelyn Shefman
Phil Birge-Liberman
Roger Taylor
Taylor Boyd
Yasmene Kimble
Katie Burr

Member Engagement Committee

Committee Chair: Sarah Jacobs
Vice Chair: Laura Aboyan
Board Liaison: Kara Moloney
Committee Members:
Cecelia Martin
Christina Dryden
Christopher Barnes
Bobbijo Grillo Pinnelli
Jessica Turos
Meg Joseph
Megan Lochhead
Metta Alsobrook
Pamela MacPherson
Teresa Flateby
Denise Gilligan

Professional Development

Co-Chairs:
Ryan Smith
Laura Lundquist
Board Liaison: Will Miller
Committee Members:
Alicia Campbell
Brea Moore
Chris Sax
Kevin R. Guidry
Lisa Kittleson
Lisa Spencer
Mamta Saxena
Sarah Rencher
Melinda Turner
Bobbijo Pinnelli
Joel Farrell
Melinda Turner

S.P.A.R.K

Chair: Lisa Kopp
Co-Chair: Karen Pain
Board Liaison: Reem Jaafar
Committee Members:
Angie Miller
Erica Andrews
Julie Morrison
Lisa Howell
Sharon F. Beasley
Valerie Lemmon
Lisa Spencer
Sharon Stoerger

Assessment Commons Task Force

Co-Chairs: Patti Gregg & Fiona Chrystall
Members:
Hannah Carlan
Ashley Charsha
Stephanie Gaillard
Leslie Harris
Sue Henderson
Jennifer Ann Morrow
Bobbijo Pinnelli
Bernice Purcell
Carlee Ranalli
Jessica Taylor
Sarah Young

2025-2026 Board of Directors

Name	Institution	AALHE Board Term
Constance Tucker, AALHE Past-President	Oregon Health & Science University	2021-2026
Fiona Chrystall, AALHE President	Asheville-Buncombe Technical Community College	2021-2028
Peggy Moede	Executive Director, AEG	<i>ex officio</i>
Tracy Bartholomew	Rider University	2024-2027
Divya Bheda	Santa Clara University	2025-2028
Frederick Burrack	Kansas State University	2021-2026
Allison Chatterjee	Indiana University	2025-2028
Rebecca Gibbons	Embry-Riddle Aeronautical University	2022-2027
Leslie Harris	Bucknell University	2023-2028
Reem Jaafar	Queensborough Community College, CUNY	2024-2027
Will Miller	Embry-Riddle Aeronautical University	2025-2028
Kara Moloney	University of California, Davis	2021-2026
Gina Polychronopoulos	The Chicago School	2021-2026
Karen White-Goyzueta	Southern New Hampshire University	2022-2027
Sarah Wu	Georgia Institute of Technology	2022-2027

2025-2026 Financial Report

Shared by Leslie Harris, AALHE Treasurer at the AALHE Annual Business Meeting, June 26, 2026 (and updated with full 2025-2026 fiscal year information)

AALHE experienced an outstanding year in 2026, but still faces challenges:

- For July 1, 2025, to June 30, 2026, we experienced a net income of \$39,447.17, primarily caused by:
 - \$107,464 in conference revenues, a strong performance that exceeded expectations
 - \$4,700 in sponsorship revenues (low compared to past in-person conferences)
- Membership Revenue for 2025 - 2026 still shows some reductions:
 - Individual membership revenues for the 2025-2026 fiscal year were \$6,190 lower than the previous fiscal year (down 13.7%).
 - Institutional Membership revenues for the 2025-2026 fiscal year were \$65 higher than the previous year, which is a negligible increase.
 - This reduced membership revenue occurred despite an increase in membership prices for 2026, suggesting a small but financially significant overall loss of members.
- Despite the challenges, AALHE's overall strong financial position is due to:
 - Bank account assets of ~\$563,000.
 - Fiscal stewardship by the Board and by our management team
 - Dedication from committee members who enhance the value of our member experience
 - Continued membership renewals by individuals and institutions.
 - Robust conference and event attendance by members and non-members

- Continued efforts to diversify our revenue streams while enhancing member benefits
- Diligent financial management from our accountant, Robert Hendel

CONNECT WITH US

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