

NERA 2020

51ST ANNUAL MEETING OF THE
NORTHEASTERN EDUCATIONAL RESEARCH
ASSOCIATION

VIRTUAL MEETING
OCTOBER 14TH-16TH, 2020

SAY IT LOUD, SAY IT CLEAR:
COMMUNICATING RESULTS AND DRIVING
CHANGE

NERA

NORTHEASTERN EDUCATIONAL
RESEARCH ASSOCIATION



Welcome from the 2020 NERA President

It is my pleasure to welcome everyone to the 51st annual conference of the Northeastern Educational Research Association (NERA)! While this year's conference is virtual, and certainly lacks some of the interpersonal camaraderie of our traditional gathering, I am still very proud of the slate of sessions, speakers, and workshops that the Conference Team has put together. The program will address this year's theme of "Say it Loud, Say it Clear: Communicating Results and Driving Change," but also seek to address – both tactically and thematically – the pressing pandemic through which we are all living. We might not be together in Trumbull, but I'm confident we'll all still learn a great deal while having just as much fun.

I've been so fortunate to work with this year's Conference Co-Chairs: Thai Ong, Madison Holzman, John Rubright, and Andrew Jones. Each Conference Team seems to face some notable challenge, ranging from managing a new conference hotel to adopting a new piece of technology to sifting through a particularly large number of submissions. It's safe to say that this year's challenges were unique, determining how to create an online conference that still allowed some of the engagement and collaboration for which NERA is known. The team has worked so hard, with each member bringing their own perspectives and skill sets, and I hope that you'll take a moment to reach out and acknowledge them in the coming days and weeks.

The Conference itself offers a wide array of topics and perspectives. I'm immensely excited about our keynote speaker, Nathan Kuncel, who is not only knowledgeable and accomplished in his work, but exemplifies our theme about clear and impactful communication. Our esteemed panel on validity is sure to not only educate and inform, but inspire. Though the program may lack the sheer volume of presentations to which you've become accustomed at NERA, I think you'll find the Conference Team has maintained a commitment to varied perspectives and overall quality.

Lastly, I'd like to extend my many thanks to the people who have made this Conference possible. Although I've been involved in NERA's leadership for some time now, I remain astounded by the selflessness, commitment, and excellence our volunteers contribute to NERA. As Kristen Huff once famously said, "NERA is you." None of this is possible without the time and energy put forth by our speakers, committees, sponsors, and Board of Directors. This year may have kept us physically apart, but I've been even more appreciative of all that these people have invested to make this conference happen.

Welcome to all and enjoy the conference!

Sincerely,

Ross Markle
NERA President, 2019-20

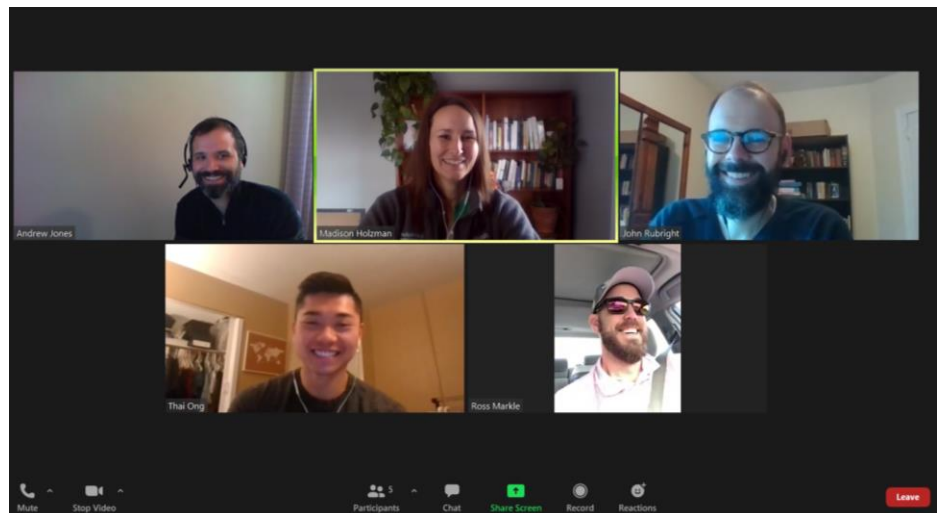
Welcome from the 2020 NERA Conference Co-Chairs

It is hard to believe it has only been one revolution around the sun since we have been able to welcome new attendees, while embracing old colleagues, at the Parallel Post in the lobby of the Trumbull Marriott Hotel. While the world around us has changed significantly this past year, NERA's commitment to hosting a high-quality, engaging conference has never wavered. The 2020 NERA co-chairs welcome you to this, NERA's first ever (at least, the first we can find record of) virtual conference!

While building this conference, we challenged ourselves to rethink previous conference conventions while holding firm to the organization's commitment to ensuring the conference remains a safe, accessible, and welcoming venue for both professional sharing and personal connection. This year's program features several high-quality workshops, social events, and an emphasis on invited panels and submitted sessions that are timely to today's uniquely challenging educational environment and explicitly aligned with this year's conference theme: "Say it Loud, Say it Clear: Communicating Results and Driving Change."

We've moved these sessions to an online platform to make the conference accessible worldwide, regardless of travel restrictions, changes to organizational budgets, or family obligations. We've also worked to ensure the technology is seamless, although we acknowledge there may be a few hiccups along the way. It is our intention that you "leave" the conference feeling professionally stimulated, educationally fulfilled, and socially connected.

We thank you, the attendees, for trusting us on this journey of conference change and look forward to "seeing" you virtually over the coming days. Welcome to NERA 2020.



Sincerely,

Madison Holzman, Andrew Jones, Thai Ong, Jonathan Rubright
2020 NERA Conference Co-Chairs

NERA's Mission

The mission of the Northeastern Educational Research Association is to encourage and promote educational research by: Sponsoring an annual conference at which formal presentations, feedback, and professional interchange about research occurs. Promoting the sharing of professional information through publications and other types of communications. Encouraging the development of research among junior researchers. NERA welcomes individuals conducting research in all aspects of education including learning, curriculum and instruction, educational policy and administration, measurement, statistics, and research methodology, counseling, human development, social context of education, cultural diversity, special education and rehabilitation, educational assessment, school evaluation, and program development, education in the professions, postsecondary education, teaching and teacher education, technology in education, creative arts in the schools, and others.

Statement on Diversity

As an elaboration of its general research mission, NERA commits itself to promoting diversity and inclusiveness and to promote activities that foster a diverse community of researchers. NERA values human and intellectual diversity and is committed to providing a multiplicity of views and perspectives from innumerable types of educational institutions and occupations to enhance research, teaching, and the development of new knowledge. NERA believes that when a variety of backgrounds, experiences, and viewpoints converge, the result is an advanced understanding of research and education. In addition to expanding the current base of knowledge through new research, NERA seeks individuals that challenge the very ways in which we have traditionally come to understand that knowledge. This challenge may come explicitly through the presentation of new theoretical and methodological explorations, but it may also come organically through mutual engagement of members from different backgrounds, experiences, and occupations who hold different beliefs and perspectives. NERA believes the diversity of its membership leads to the advancement of learning and academic excellence. As such, NERA is committed to the recruitment and retention of members from different educational experiences and backgrounds to achieve this goal.

NERA 2020 Sponsors

Thanks to the support of this year's sponsors, the NERA 2020 Annual Conference was offered complimentary with a NERA Membership. We appreciate our sponsors always, but especially appreciate their continued dedication to supporting NERA during such challenging and unprecedented times. Without their support, the 51st meeting of the NERA Annual Conference would not have been possible. Information about sponsors may be found throughout the program.

Thank you to our Platinum Sponsors

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The Thomas F. Donlon Memorial Award for Distinguished Mentoring

The Thomas F. Donlon Award for Distinguished Mentoring was established in 2000 in recognition of Tom's long and valued contributions to NERA, particularly as a mentor to so many colleagues. Since then the award has been presented annually to other NERA members who have demonstrated distinction as mentors of colleagues by guiding them and helping them find productive paths toward developing their careers as educational researchers.

The practice of mentoring in education has been going on for centuries and most of us can name a person who helped us move our careers along by being more than just a friend or colleague. That person may have been an advisor in developing your research agenda or perhaps brought you to NERA for the first time after suggesting that you might be ready for a conference presentation.

The Leo D. Doherty Memorial Award for Outstanding Leadership and Service to NERA

The Leo D. Doherty Memorial Award is given to a longstanding NERA member who exemplifies the qualities that Leo Doherty brought to NERA members, his colleagues, and students over his career. The award, instituted by the NERA Board of Directors in 1981, honors the memory of Leo Doherty. He was instrumental in the development and growth of NERA as a professional association for educational research. His leadership qualities, which were both ethical and humane, encouraged others to pursue and achieve their goals. Thus, this award is presented to NERA members who have exhibited outstanding leadership and service to our organization.

The Lorne H. Woollatt Distinguished Paper Award*

Educators are encouraged to submit a 15-20 page original research paper on any educational issue of interest for the Lorne H. Woollatt Distinguished Paper Award. The paper must be accepted for and presented at the next NERA conference. There may be single or multiple authors. The submission will be peer reviewed and rated on a thirty-point rubric. The winner(s) will be notified by both email and post in the beginning of January. The author of the winning distinguished paper will receive a stipend of \$500 and present at the American Educational Research Association conference.

The Lorne H. Woollatt Award was renamed in 1990 to honor this New York educator who published, *The evolution of state-local governmental relationships in New York State (Staff study of the fiscal policy for public education in New York State)* in 1948. Woollatt was an active member of NERA.

The Best Paper by a Graduate Student Award

The Best Paper by a Graduate Student Award is given to a graduate student recognizing their scholarly work that was presented at NERA. Every year, after the conference is over, any graduate student who presented a paper at the conference is encouraged to submit their full paper for consideration of the award. All submissions are reviewed by professional NERA members and rated on the quality of work and contribution to the field. To be considered for the award, the first author must be a student, however co-authors can include students or professionals. The first author of the winning paper will receive a plaque and a monetary award.

*There will not be a 2020 submission cycle for this award.

Meeting Information

Location

All events for NERA 2020 are virtual. Conference sessions will take place over Zoom via the Whova app.

Registration

NERA 2020 registration is through the Whova app. Downloading the app and creating an account serves as registration.

About NERA

NERA welcomes individuals conducting research in all aspects of education including learning, curriculum and instruction, educational policy and administration, measurement, statistics, research methodology, counseling, human development, social context of education, cultural diversity, special education and rehabilitation, educational assessment, school evaluation and program development, education in the professions, post-secondary education, teaching and teacher education, technology in education, creative arts in the schools, and others.

Leadership

President: Ross Markle; DIA Higher Education Collaborators
President-elect: Steven Holtzman; Educational Testing Service
Past President: Rochelle Michel; Curriculum Associates
Secretary: Haifa Matos; Independent Research Scientist
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Kate Nolan; Curriculum Associates

Webmaster

Jerusha Henderrek; NBME

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Andrew Jones; American Board of Surgery
Thai Ong; NBME
Jonathan Rubright; NBME

2021 Conference Co-chairs

Hank Johnson; New England Institute of Technology
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Katrina Rohr; Educational Testing Service

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Kathryn Thompson; James Madison University
Glenn "Tom" Waterbury; James Madison University

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Barbara J. Helms; Educational Evaluation Consultant
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Lynn Shelley; Westfield State University
John Young; Raritan Valley Community College
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Lisa Bajor; St. John's University
Francine Falk-Ross; Pace University
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Darlene Perner; Bloomsburg University of Pennsylvania
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Jerusha Henderrek; NBME

Steven Holtzman; Educational Testing Service

Andrew Jones; American Board of Surgery

Daigo Blanco Murakoshi; James Madison University

Beth Perkins; James Madison University

Kelly Rewley; American Board of Internal Medicine

Paulius Satkus; James Madison University

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Kristen Huff; Curriculum Associates

David Moss; University of Connecticut

Thanos Patelis; HumRRO

Darlene Perner; Bloomsburg University

PROGRAM

Wednesday, October 14th, 2020 | 1:00 PM – 5:00 PM

Sponsored by Curriculum Associates

Start – End	Sponsor	Session Description
1:00-1:20pm	American Board of Internal Medicine	<p>Welcome to NERA 2020!</p> <p>Join the conference co-chairs, NERA president, Membership Committee, and Conference Ambassadors to kick off NERA 2020, virtual style!</p>
1:30-2:45pm <i>Invited Session</i>	American Board of Surgery	<p>Validity Evidence Based on Testing Consequences</p> <p>Panelists: <i>Kristen Huff, EdD</i>; Vice President of Assessment and Research, Curriculum Associates <i>Keith Markus, PhD</i>; Professor, CUNY <i>Steve Sireci, PhD</i>; Professor, Distinguished University Professor, UMass Amherst</p> <p>Moderator: <i>Debbi Bandalos, PhD</i>; Professor, James Madison University</p>
3:00-5:00pm <i>Invited Workshops</i>	Buros Center for Testing	<p>A Practical Introduction to Extracting Linguistic Variables from Text <i>Victoria Yaneva, PhD</i>; NBME <i>Christopher Runyon, PhD</i>; NBME</p> <p>Come to this two-hour workshop if you want to learn how to extract a variety of linguistic variables from text. We are going to present practical ways to do so and provide an example of how these can be used in a simple machine-learning model for predicting variables of interest (stay tuned for details). More broadly, this workshop will also be an introduction to techniques from the field of Natural Language Processing (NLP), which allow extracting rich linguistic data corresponding to multiple levels of linguistic processing.</p>
	National Board of Medical Examiners	<p>Using Critical Qualitative Methods and Research to Examine Daily Life Invited Workshop <i>Maleka Donaldson, EdD</i>; University of Hartford <i>Aubry Threlkeld, EdD</i>; Endicott College <i>Chris Buttimer, EdD</i>; Massachusetts Institute of Technology <i>Wendy Sims-Schouten, PhD</i>; University of Portsmouth</p> <p>Interested in expanding your methodological repertoire? Join this two-hour workshop that will introduce you to four applied qualitative approaches that can be used to explore the workings of daily life: portraiture, autoethnography, action research and critical realist discourse analysis. The workshop will first offer an overview of each method—including insights into study design, data collection, and analysis—that is anchored in examples drawn from past research studies. After a discussion of the particularities and the differences</p>

		among this set of approaches and a Q&A session, workshop participants will be invited to field their own research ideas, receiving critical feedback and support for future projects from the facilitators and fellow attendees.
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Start – End	Sponsor	Session Description
8:00-8:50am	ACS Ventures	<p>New Member Breakfast</p> <p>Join the Conference Ambassadors and Membership Committee for a virtual breakfast/coffee hour. Drop in and ask questions about NERA as an organization and connect with new and seasoned conference members.</p>
9:00am-12:00pm <i>Invited Workshops</i>	American Board of Internal Medicine	<p>Quasi-experimental Research Designs within the Educational Context <i>S. Jeanne Horst, PhD; James Madison University</i> <i>Beth A. Perkins, MA; James Madison University</i></p> <p>It is the fortunate educational researcher who has the privilege of randomly assigning students to experimental conditions. Thus, within the context of educational research, quasi-experimental research designs are common. In this three-hour webinar, we will explore quasi-experimental research designs. The first hour will offer an overview of quasi-experimentation, including pros and cons of several quasi-experimental methods (e.g., regression discontinuity designs, propensity score matching, and generalized boosted models). The remaining two hours will offer applied examples of traditional and current quasi-experimental approaches. Resources, including R code, will be provided for participants' use following the workshop.</p>
	ACS Ventures	<p>New to R? A Beginner's Workshop Starting with the Basics <i>Derek Sauder, PhD; American Board of Internal Medicine</i></p> <p>In this workshop, participants will be introduced to R assuming no previous knowledge. As such, the workshop is geared towards R novices. The workshop will cover topics such as: 1) what is R and why to use it, 2) how to get data into R, 3) how to manipulate data in R, 4) R packages, and more! Participants will be provided all R code used in the demonstration and be given the opportunity to practice with R during the workshop. A laptop with R installed will be required.</p>
12:15-12:50pm	Buros Center for Testing	<p>Awards Ceremony</p> <p>Grab a lunch and watch the awards committee present this year's awards. This session was pre-recorded, and the link to watch the awards may be found in Whova.</p>
1:00-2:15pm <i>Coordinated Session</i>	Montclair State University	<p>Effective Leadership Communication in the time of COVID <i>Michael J. Wolter, PhD; Goodwin University</i> <i>Lisa M. Wisniewski, PhD; Goodwin University</i></p> <p>In the time of the COVID-19 pandemic, the entire world had to adjust to changes in communicating through technological mediums. The researchers have conducted a meta-analysis to explore effective communication practices and strategies for leaders during this pandemic. The researchers have explored previous research and evidence-based practices focused on leading and communicating in virtual environments. To fill this gap, the researchers are proposing training and assessment methods to gauge effective best practices that will be conducted online. The framework that the researchers</p>

		are using to develop this academy is the Full Range Leadership Model developed by Avolio & Bass (1991). In this model, the researchers discussed the importance of transactional, transformational, and laissez-faire leadership styles.
GSIC Session	National Board of Medical Examiners	<p>Navigating the In-person or Virtual Interview Process</p> <p>Panelists: <i>Amanda L. Clauser, PhD; Psychometrics & Data Analysis, NBME</i> <i>Brian C. Leventhal, PhD; Assistant Professor, James Madison University</i> <i>Sue Lottridge, PhD; Sr. Director, Automated Scoring, Cambium Assessment, Inc</i> <i>Kristen L. Smith, PhD; Manager, Learning Research, MacMillan Learning</i></p> <p>Facilitator: Beth A. Perkins; James Madison University</p> <p>In this panel session, attendees will have the opportunity to discuss how to navigate in-person and virtual interview processes with professionals from different fields. Panelists will share their expertise and tips for interviewing for different opportunities. Attendees will have the opportunity to ask questions of the panelists during the session.</p>
2:30-3:45pm Invited Session	American Board of Surgery	<p>Using Scores for Multiple Purposes in the Professions</p> <p>Panelists: <i>Carol L. Barry, PhD; Senior Psychometrician, American Board of Surgery</i> <i>Daniel P. Jurich, PhD; Manager, Psychometrics, NBME</i> <i>Pamela K. Kaliski, PhD; Senior Measurement Scientist, American Board of Internal Medicine</i></p> <p>Moderator: <i>Drew Wiley, PhD; ACS Ventures</i></p> <p>The uses and intended purposes of test scores is crucial in the assessment development process. It drives key considerations about the content and design of the assessment as well as the necessary validity evidence needed to support the intended uses of scores. While having a single, well-articulated purpose for the use of test scores is a measurement professional's dream, the reality is that test scores are much more often used for many different purposes. Regardless of whether this is by design or out of necessity, these situations create unique challenges. In this session, panelists will discuss the use of scores for multiple purposes, describe various drivers behind decisions to do so, and explore the resulting challenges.</p>
4:00-5:30pm	James Madison University	<p>President's Address and Happy Hour</p> <p>Join NERA President Dr. Ross Markle for his Presidential Address. After, we invite you to attend one of our virtual Happy Hours. Grab your favorite beverage and snack and choose to attend the General Happy Hour, Graduate Student Happy Hour, or New Member Happy Hour!</p>

Friday, October 16th, 2020 | 7:30 AM – 12:00 PM

Sponsored by the National Center for the Improvement of Educational Assessment, Inc.

Start – End	Sponsor	Session Description
7:30-8:30am		<p>NERA Business Meeting</p> <p>We invite you to attend the Annual NERA Business Meeting. This is an opportunity to have your voice heard and vote on issues important to NERA and its members.</p>
<p>9:00-10:15am</p> <p><i>Coordinated Session</i></p>	<p>Montclair State University</p>	<p>Higher and Adult Education Stakeholder Responses to the Challenges Posed by the COVID-19 Pandemic</p> <p>Presenters: <i>Catherine A. Manly, Claire Wladis, Alyse C. Hachey, Katherine M. Conway; City University of New York</i> <i>Ane Turner Johnson and Monica Reid Kerrigan; Rowan University</i> <i>April Zenisky and Jennifer Lewis; University of Massachusetts Amherst</i> <i>Rebecca Natow; Hofstra University</i></p> <p>Chair: <i>Shristi Karim; City University of New York</i></p> <p>Discussant: <i>Francis O'Donnell, PhD; NBME</i></p> <p>From community college students to doctoral students, from faculty to college presidents, the COVID-19 pandemic necessitated a swift and dramatic shift in how teaching and learning occurred in the Spring of 2020. This session presents four papers that investigated the perspectives of each of these stakeholders (community college students, doctoral students, faculty, and college presidents) as they navigated the life, pedagogical, and mission changes necessitated by the pandemic. The common themes explored in this session focus on perceived struggles, the utilization of resources, and the purposeful actions taken by each of the different stakeholders as they adapted to a “new normal” in higher education during the global health crisis.</p>
<p><i>GSIC Session</i></p>	<p>James Madison University</p>	<p>A Good Dissertation is a Finished Dissertation, but What Comes Next?: Post-Dissertation Potential</p> <p>Panelists: <i>Yu Bao, PhD; Assistant Professor & Assistant Assessment Specialist, James Madison University</i> <i>Kaela Urquhart, EdD; Health Professions Advisor (Pre-Med and Pre-PA), Kansas State University</i></p> <p>Facilitator: <i>Matt Speno; University of New England</i></p>

		<p>Successful completion and defense of your dissertation is often the culminating event of years of learning, research, and engaging in the field. You spent at least one year (often longer) working on the dissertation, so what happens after it is finished? In this session, a panel of professionals (who are recent graduates from a doctoral program) will discuss their post-dissertation career. Using the Socratic method to help panelists articulate guiding career values, the chair will introduce a holistic coaching model to identify possibilities based on the G.R.O.W. process (Goal, current Reality, Options, Way forward [Will]).</p>
<p>10:30-11:30am</p> <p>Keynote Address</p>		<p>Keynote Address: Modernizing Admissions <i>Nathan Kuncel, PhD; Marvin D. Dunnett Distinguished Professor of Psychology, McKnight Presidential Fellow, University of Minnesota</i></p> <p>Many schools want to increase the influence of interpersonal and intrapersonal skills in admissions. This is a good goal as these characteristics are known to have important relationships with both academic and work outcomes. Unfortunately, many traditional admissions tools and the holistic decision making process used at most schools are a recipe for bad and biased decisions. Traditional measures including the alumni interview, letters of recommendation, and personal statements suffer from low predictive power and the potential introduction of bias. These weak measures are then fed into ill structured holistic reviews that further erode the predictive power of already weak tools while creating the illusion of a good process. All of this needs to change and I will make evidence based suggestions for how we can start to modernize admissions.</p>
<p>11:45am-12:00pm</p>		<p>Farewell Join the conference co-chairs as we wrap up the 2020 conference!</p>