

# AI: Your Assessment Assistant

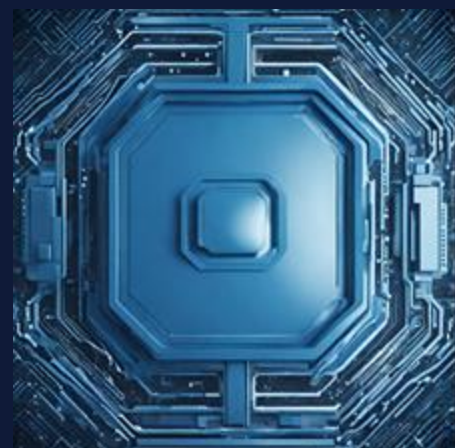
Gavin Henning  
Ruth Slotnick  
Natasha Jankowski



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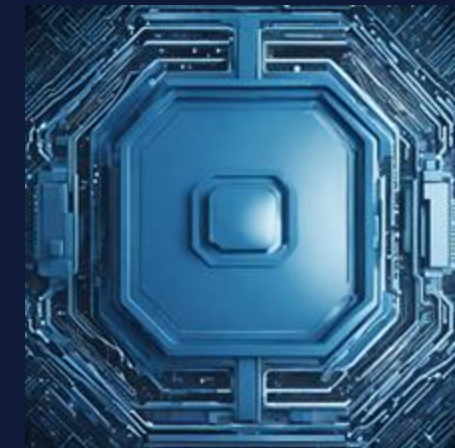
Overview



Uses



Demo



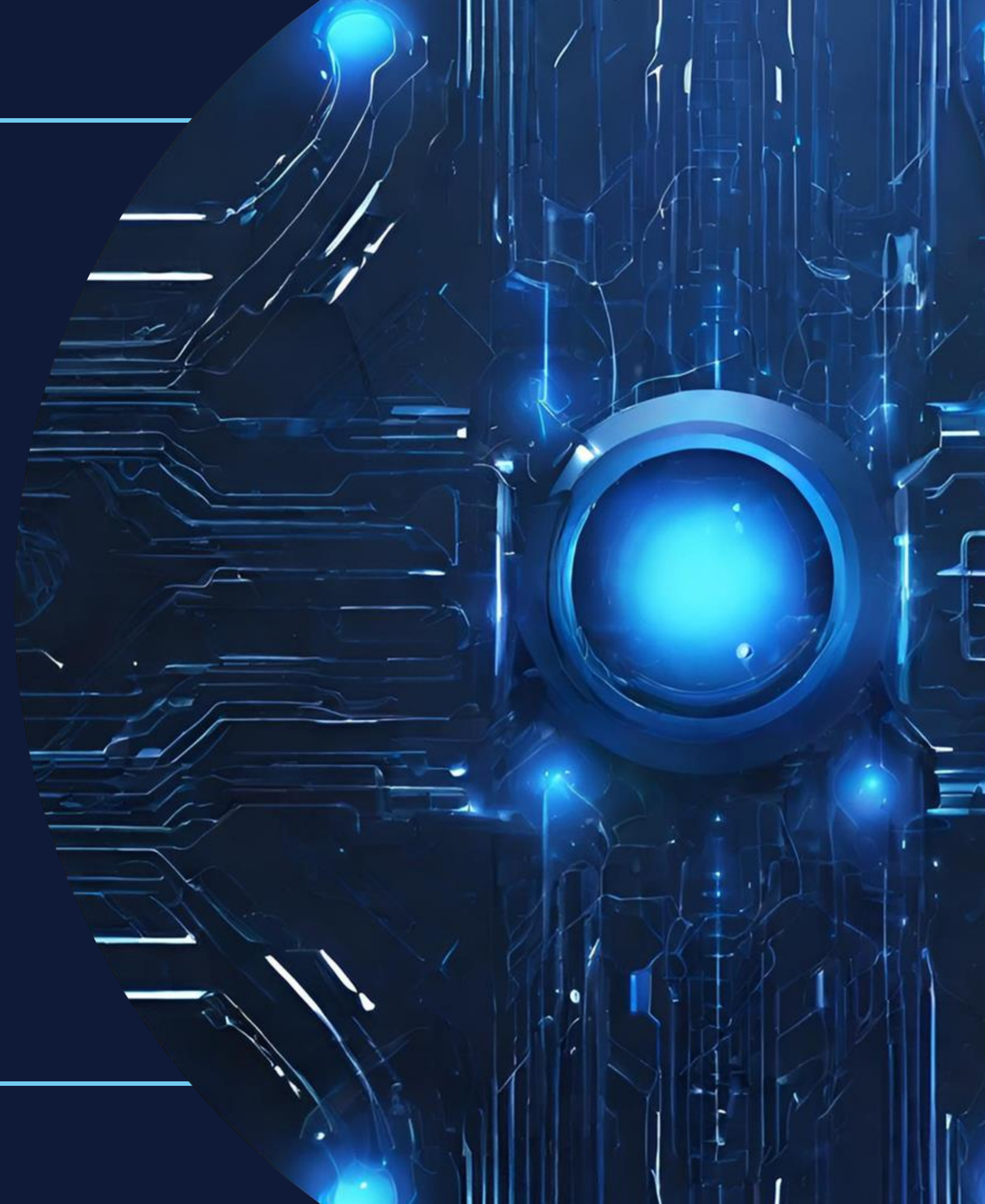
Considerations



Discussion

1

# Intros & Overview



Raise your hand if....

- **You are familiar with GenAI and how it works.**
- **You have used it.**
- **You have used it for your work.**
- **You have used it for assessment.**
- **You have concerns about it.**
- **Your institution has a policy on it.**

# What is Generative AI?

- Generative AI is a type of artificial intelligence that can produce coherent text, images, and audio. AI has been around since the 50s but is it now easy to use, widely accessible, and becoming embedded in tools used by students.
- Large language models (LLMs) that pull from a vast collection of sources—on which they have been trained—allowing them to write and chat with users by predicting what work should come next in written text.

# What is Generative AI?

- When given a prompt, it extends it—based on its training. That means how you write a prompt matters and it may provide a response that sounds confidently true but is not. It also means what it is trained on matters.
- It is hard to tell which tasks Generative AI is good or bad at, so the user needs to verify the outputs.

# What is Happening with AI and Assessment?

On one hand, accrediting agencies are moving to accredit generative AI

- ANSI National Accreditation Board (ANAB) is accrediting artificial intelligence management systems.
- ARTiBA provides accreditation for artificial intelligence online degree programs
- IQAS argues to accredit AI systems on set criteria
  - Transparency and Explainability
  - Fairness and Bias Mitigation
  - Data Privacy & Security
  - Robustness and Reliability
  - Ethical Considerations

# How can we use it for accreditation?

10 ACCSB accredited business schools piloted ChatSDG which evaluates scholarly articles for alignment to required accreditation requires creating custom reports and scoring articles - the bot is approved by ACCSB

Institutions have used AI to assist with financial audits and external evaluation organizations in health facilities due to staffing limitations, expense, and time constraints

ACCSB encouraged schools to use AI and argues that AI can be used to mitigate cheating by providing personalized tests to every learner



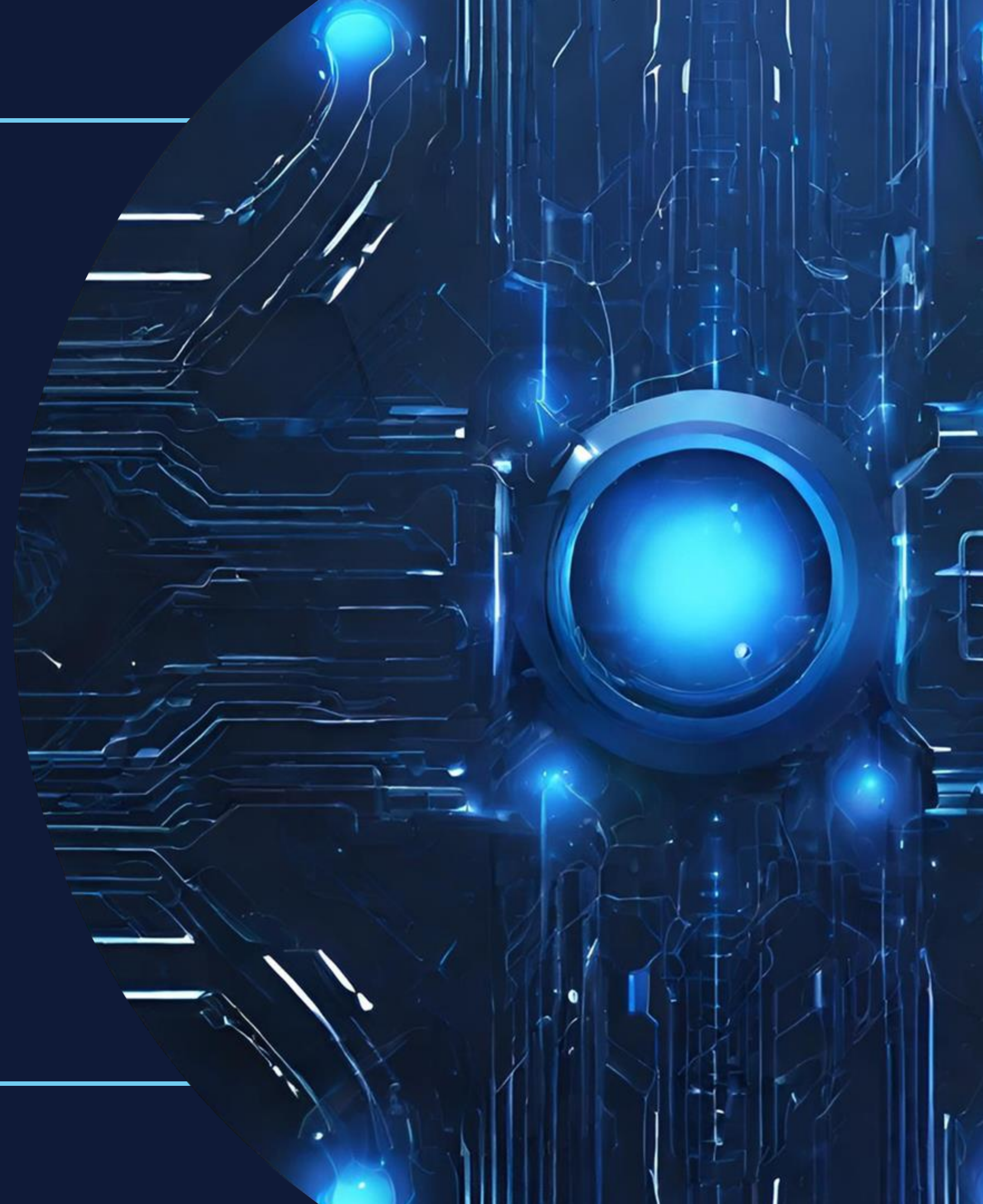
# How can we use it for accreditation?

Can use AI to evaluate curricular offerings and effectiveness against standards and draft personalized recommendations for improvement or review draft reports and provide feedback on alignment to standards - ease writing and reporting requirement burden, thus making the process more equitable

Use in the peer review to relieve the reporting burden, change tone and language for improvement statements , as well

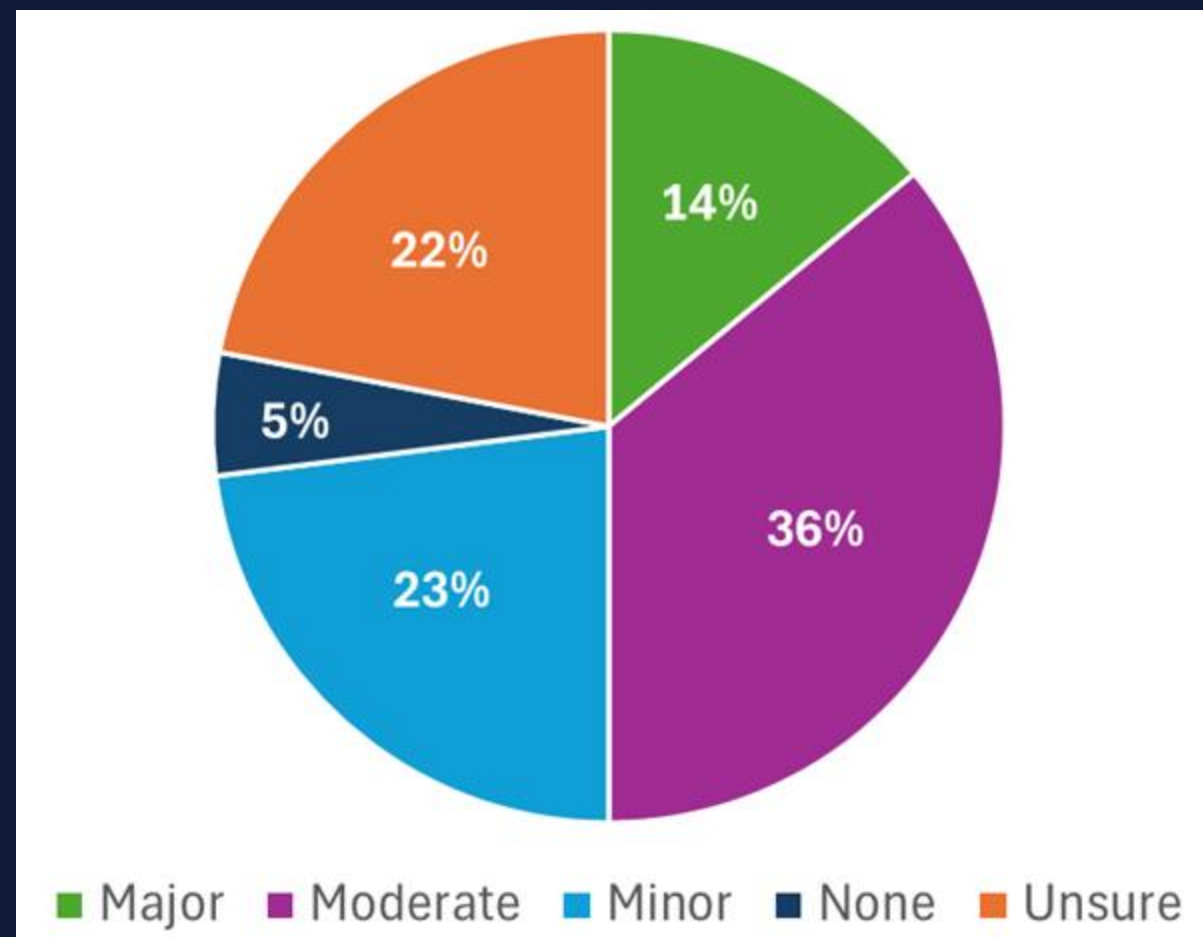
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# Assessment Uses for GenAI



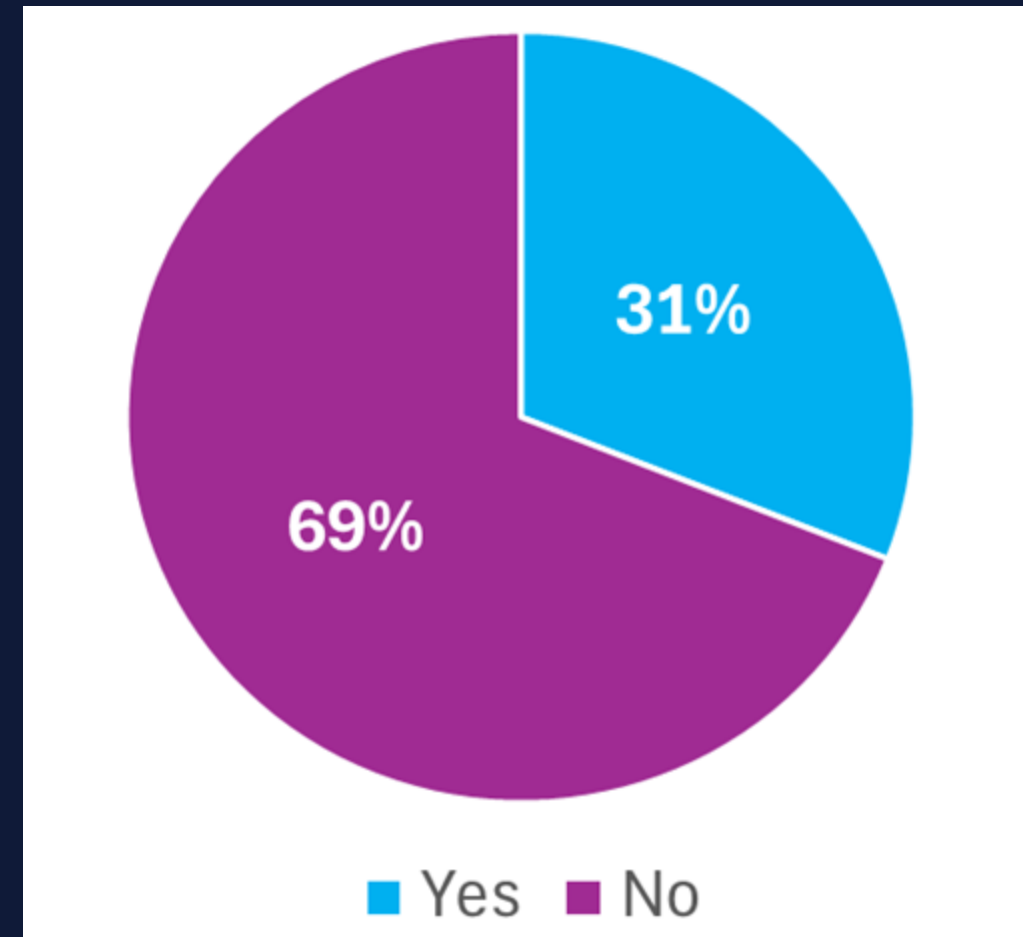
# What the Field is Saying about AI

## Role AI Will Play



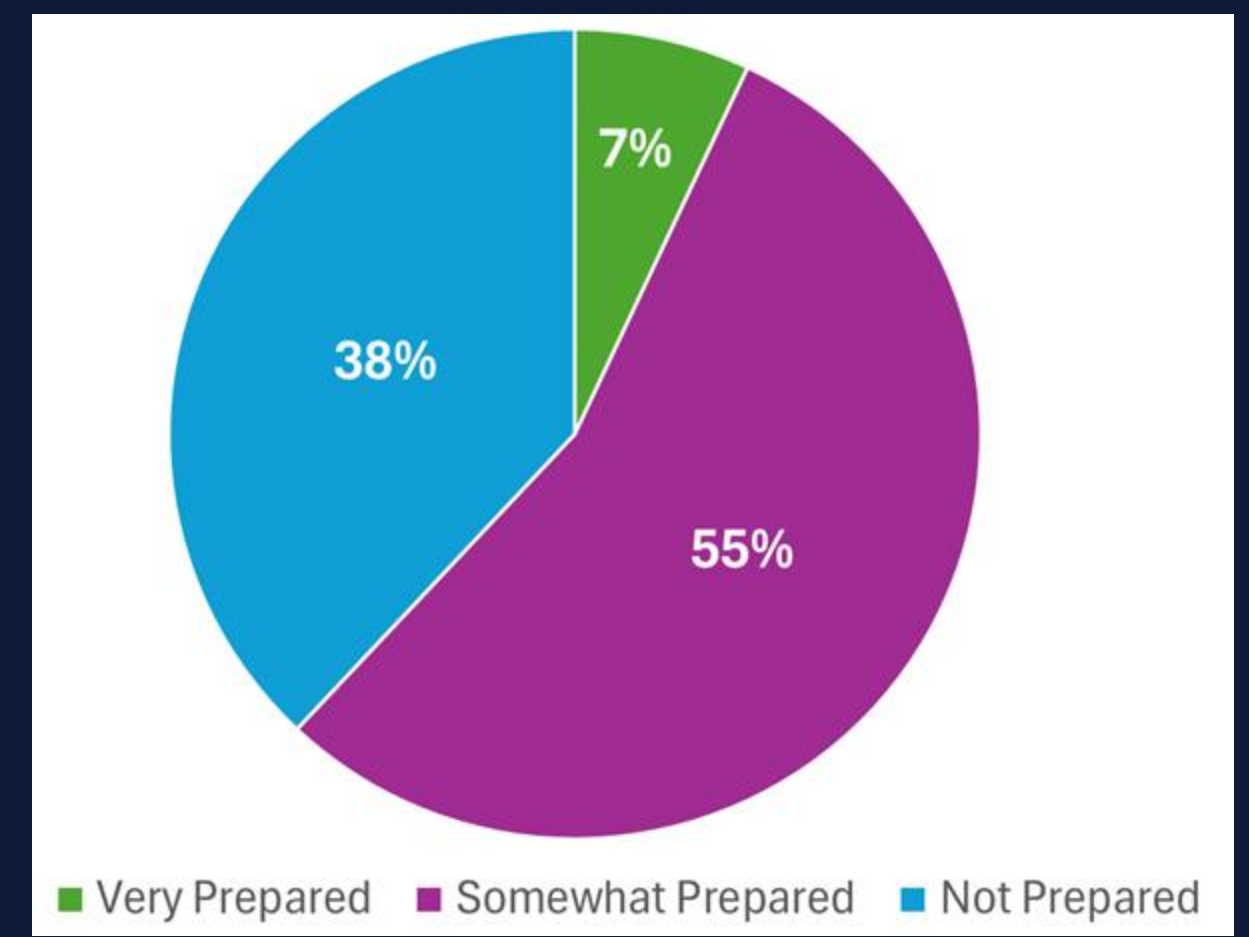
(n=264)

## Using AI in Assessment



(n=264)

## Level of Preparedness



(n=264)

*"I'm not at all concerned about AI - I just want others to fine tune it. In 6 months to a year there will be significant improvements."*

Slotnick, R. & Nicholas, 2024



# Pain Points We All Know Too Well

Communicating Results

Accreditation Requirements

Faculty Engagement and Buy-in

Resource Constraints (time, money, personnel)

Balancing Multiple Stakeholder Needs

Qual/Quant Analysis

Environmental Scanning

Strategic Planning

Annual Reporting



Slotnick, R. C. (2024, October 10). *Using AI for program assessment*. Workshop presented virtually to Massachusetts College of Pharmacy and Health Sciences.

Chargebacks911. (n.d.). Customer pain points. Retrieved May 13, 2024, from <https://chargebacks911.com/customer-pain-points/>

# AI to the Rescue

Benchmarking

Supporting  
Accreditation  
and  
Compliance

Data  
Visualization

Student  
Support and  
Engagement

Report  
Writing

Strategic  
Planning &  
Program  
Development

Brainstorming  
& Ideation

Transcribing  
& Copy Editing

Survey Design  
&  
Analysis

Curriculum  
Mapping and  
Program  
Review

Automating  
Routine Tasks

Training and  
Faculty  
Development



Doe, J. (2020, April 5). To the rescue: AI crucial for businesses amid pandemic. Daily Sabah. <https://www.dailysabah.com/business/tech/to-the-rescue-ai-crucial-for-businesses-amid-pandemic>

Slotnick, R. C. (2024, October 10). *Using AI for program assessment*. Workshop presented virtually to Massachusetts College of Pharmacy and Health Sciences.

# That 31% Using AI in Field

- Creating and Refining Assessment Materials
- Analyzing Qualitative Data
- Drafting and Streamlining Reports
- Providing Real-Time Feedback and Support
- Supporting Program and Curriculum Development

# Ruth's Chat GPT 4.0 Nav Tab

Dental Hygiene Program Outcomes

AI Education and Ethics

MCPHS Presentation Outline Assistance

Link Access Request

Survey Work Summary

Agenda Simplification Request

Campus Events Interest Analysis

AI Evolution and Debate

Add Percentages to Wheels

Data Protocol for Deans

Age Demographics Comparison 2023-2024

Data Literacy for Deans

Collaboration for Symposium

AI Accreditation Webinar Announcement

Assessment Review Summary

Title Creation Request

Assessment Rubric Summary

AI Impact on Assessment

Improving Assessment Alignment

Publication Status Inquiry

Math MAT Program Assessment

LinkedIn Connection Tips

MSW Program Assessment Review

Redundancies in CAP24 Report

Degree Programs List

Scoring Session Feedback Summary

Review Delayed, Requesting Advice

Enrollment at FSU

Quant Reason Artifacts: Colleges

Colleague Confidentiality Clarification

Virtual Assessment Meeting Set

Analysis & Summary: Assessment

OA Annual Report Edit

Survey and Data Strategy

Survey Promotion Image: 2024

Survey Participation Request

Faculty Assessment Project Acknowledgment

APA Annual Evaluation Assistance



# Warning: Guardrails Needed

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**Machine Learning:**  
Treat AI as untrusted friend or novice graduate assistant.

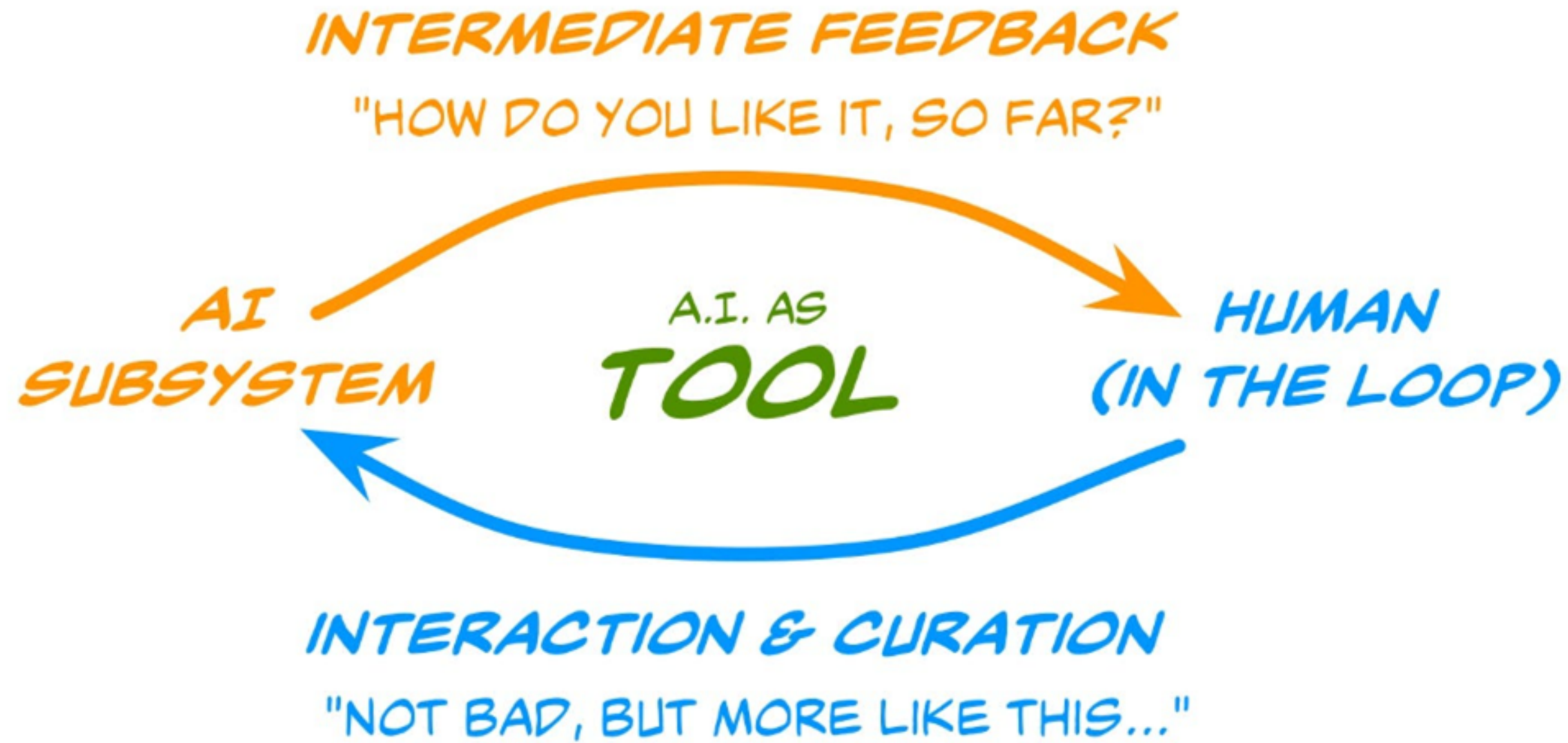
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**Privacy:** Do not enter sensitive data into the prompt (e.g., students names).

3

**Review:** Examine outputs for equity gaps and bias. It makes mistakes!

# Keep the Human in the Loop



# Hot off the Press

## Article on using AI in Assessment

ORIGINAL ARTICLE

WILEY

# Enhancing qualitative research in higher education assessment through generative AI integration: A path toward meaningful insights and a cautionary tale

Ruth C. Slotnick | Joanna Z Boeing

Office of Assessment, Bridgewater State University, Bridgewater, Massachusetts, USA

**Correspondence**

Ruth C. Slotnick, Bridgewater State University, Bridgewater, MA, USA.

**Abstract**

This study explores the use of generative AI, specifically Google's Bard and OpenAI's ChatGPT, to enhance qualitative research within higher education assessment, focusing on institutional assessment prac-

# The Many Roles of Assessment Professionals

**Social Justice  
Activist**

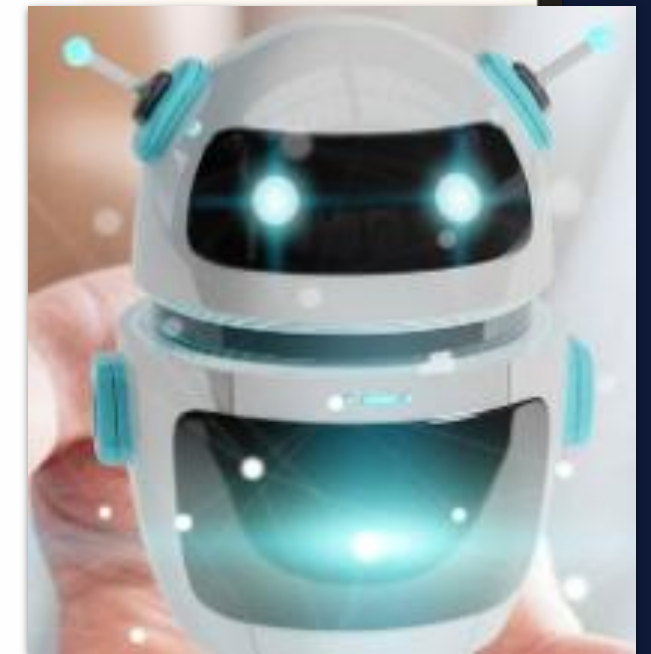
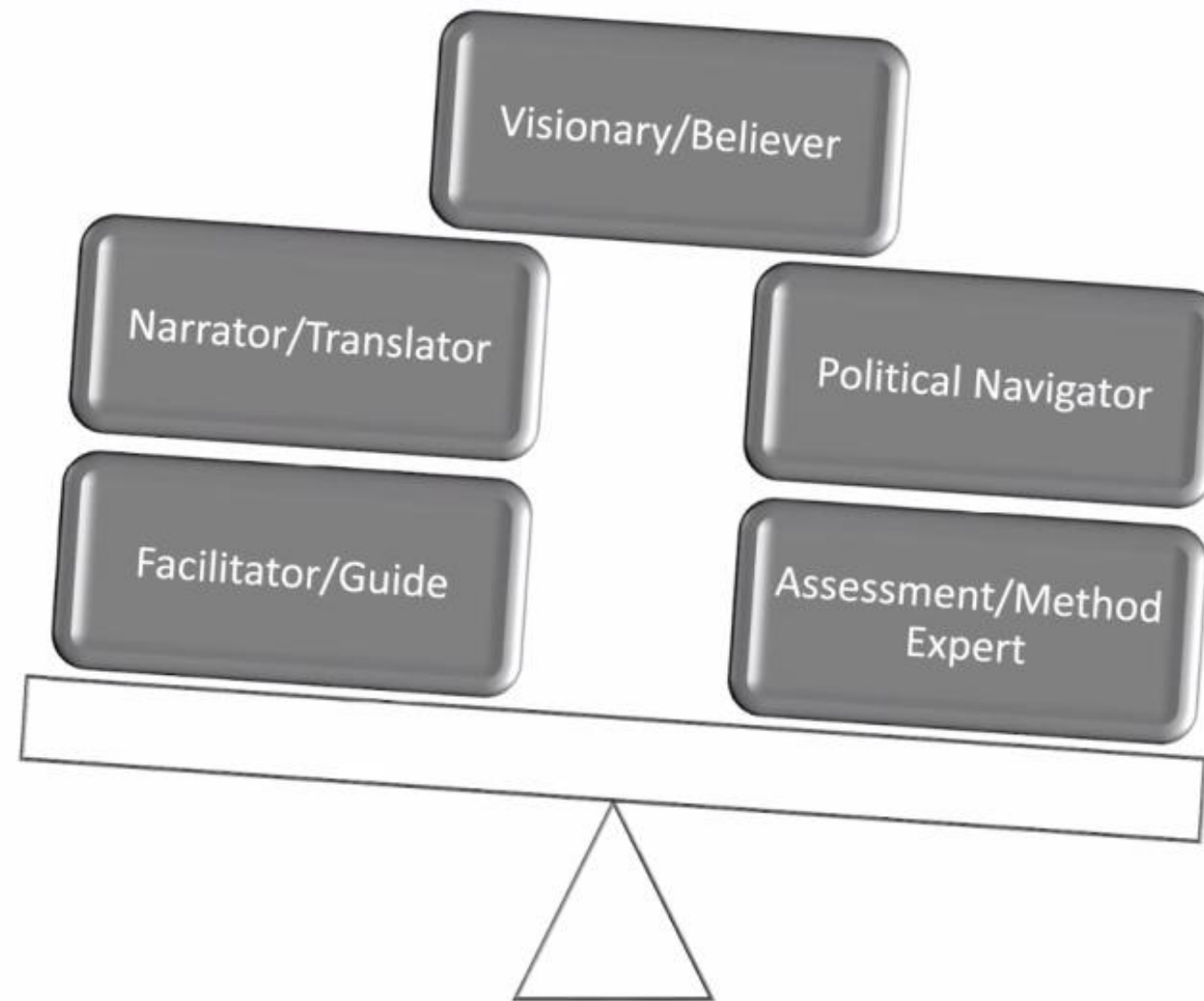


FIG. 1 Representation of assessment practitioner roles.

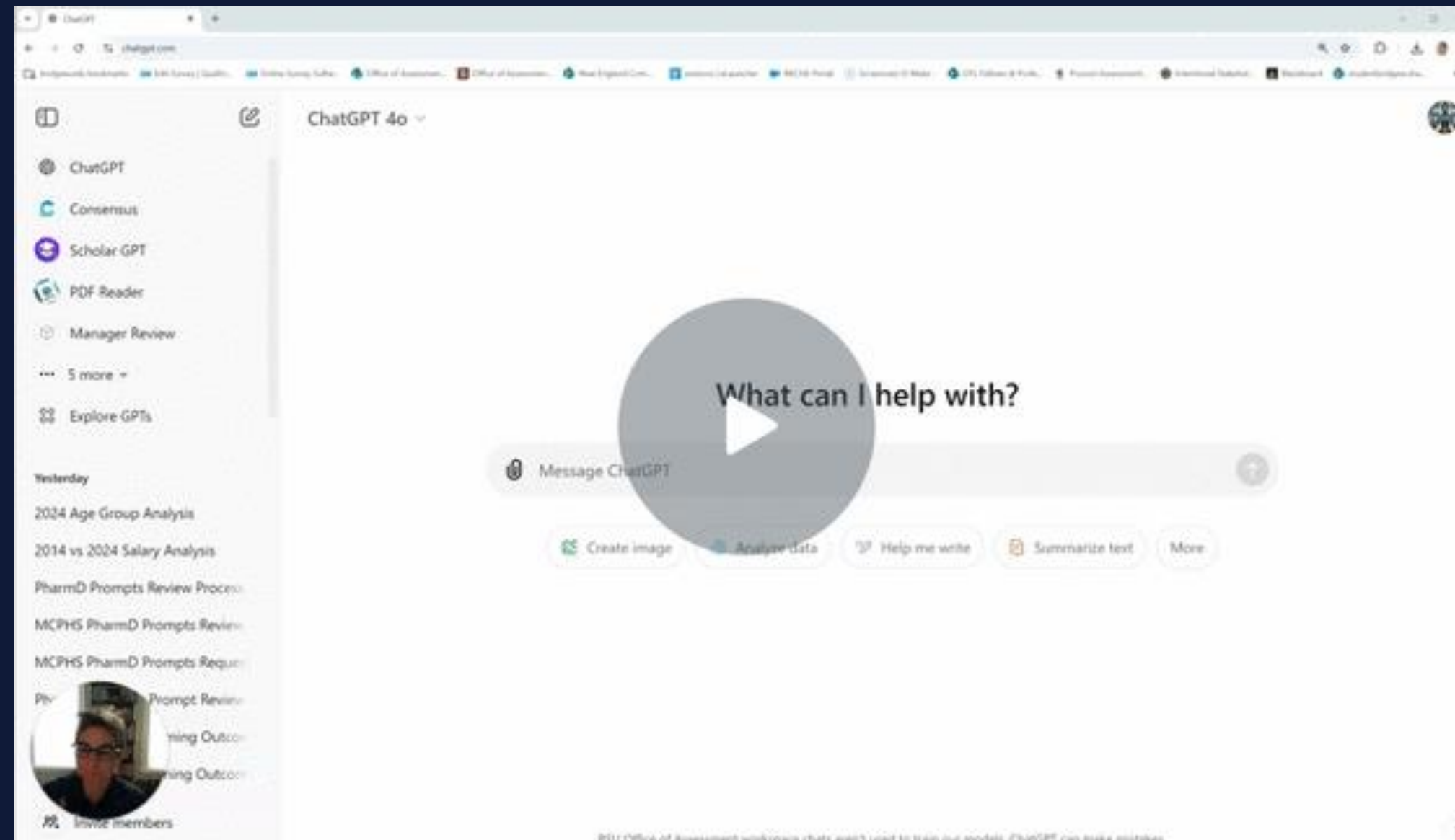
# Aligning AI for Qualitative Analysis in Assessment

Step	Action	Rationale	Assessment Practitioner Role
1	Review AI capabilities & possible AI platforms	Determine strengths and weaknesses of AI tools for project analysis.	Assessment/Method Expert Political Navigator Visionary/Believer
2	Prepare materials for AI analysis ensuring confidentiality	Collect and clean data. Protect privacy by removing personal identifiers. Ensure ethical handling of data within academic standards (IRB).	Assessment/Method Expert Political Navigator
3	Initial AI testing	Assess AI's insight generation. Align AI capabilities with academic assessment needs.	Assessment/Method Expert Political Navigator
4	Refine and test prompts for further AI analysis	Create prompts guiding AI analysis for academic program insights. Refine AI prompts for accuracy and relevance. Enhance datasets as needed.	Assessment/Method Expert Political Navigator
5	Test AI analysis with different platforms	Consider output variation from different AI platforms. Choose platform(s) with most reliability and accuracy.	Assessment/Method Expert

# Aligning AI for Qualitative Analysis in Assessment

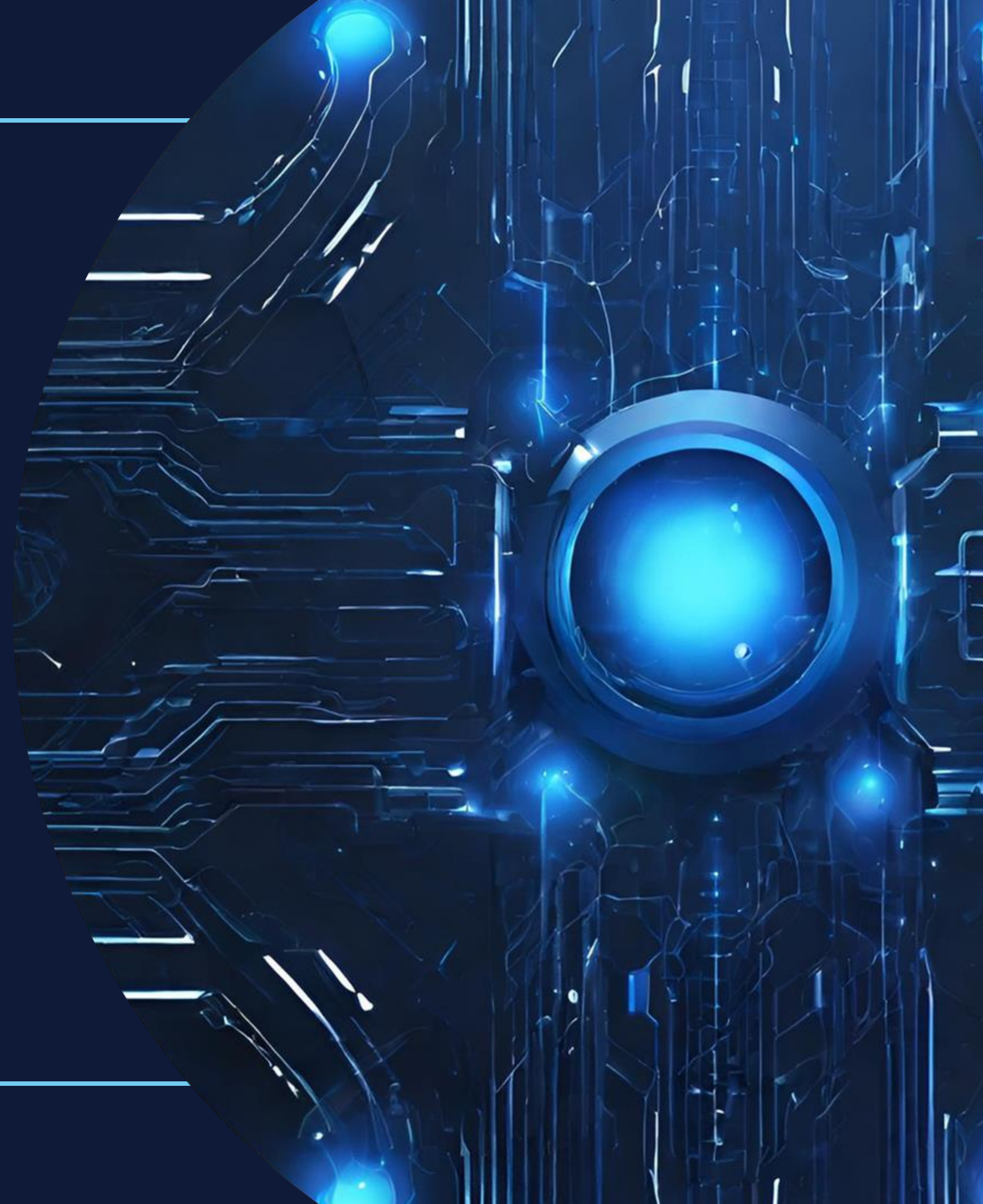
Step	Action	Rationale	Assessment Practitioner Role
6	Troubleshoot AI implementation	Address technical challenges and adjust accordingly for more reliable results.	Assessment/Method Expert
7	Evaluate AI-assisted analysis	Ensure that results are accurate and relevant. Identify researcher and AI biases.	Assessment/Method Narrator/Translator Political Navigator
8	Review results and prepare for dissemination	Develop materials outlining the strengths and weaknesses of AI-assisted analysis.	Narrator/Translator Political Navigator Visionary/Believer
9	Advance knowledge and practical applications	Share results with stakeholders. Leverage AI to enhance academic success and improve programs using data-driven insights. Consider additional field testing.	Facilitator/Guide Method Expert Narrator/Translator Visionary/Believer
10	Consider impact of AI-assisted analysis	Examine and reflect on equity and social justice implications of AI insights. Use AI with fairness and inclusivity-mindedness.	Social Justice Activist Political Navigator

# Create an Assessment ChatBot



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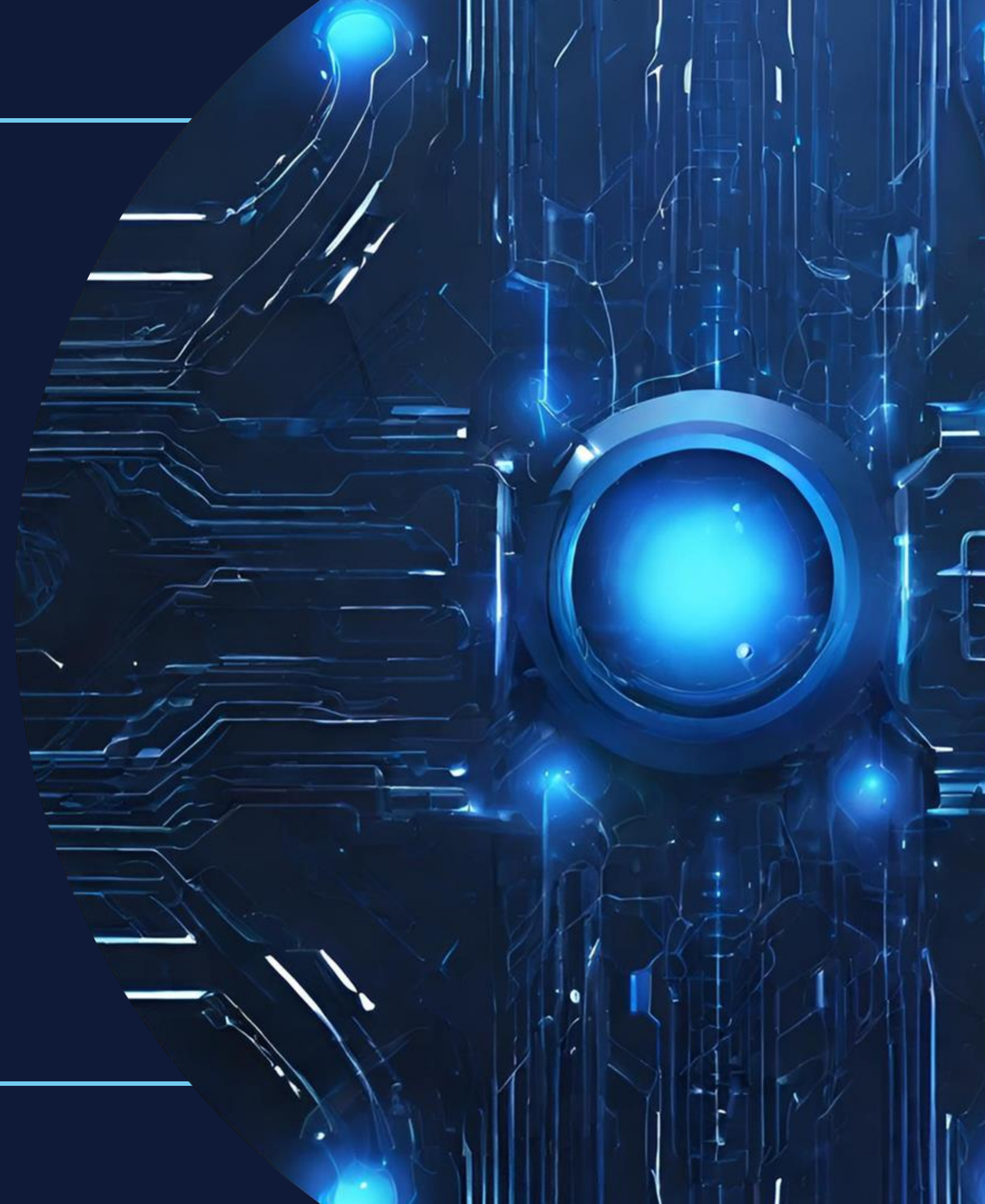
Demo





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# Considerations

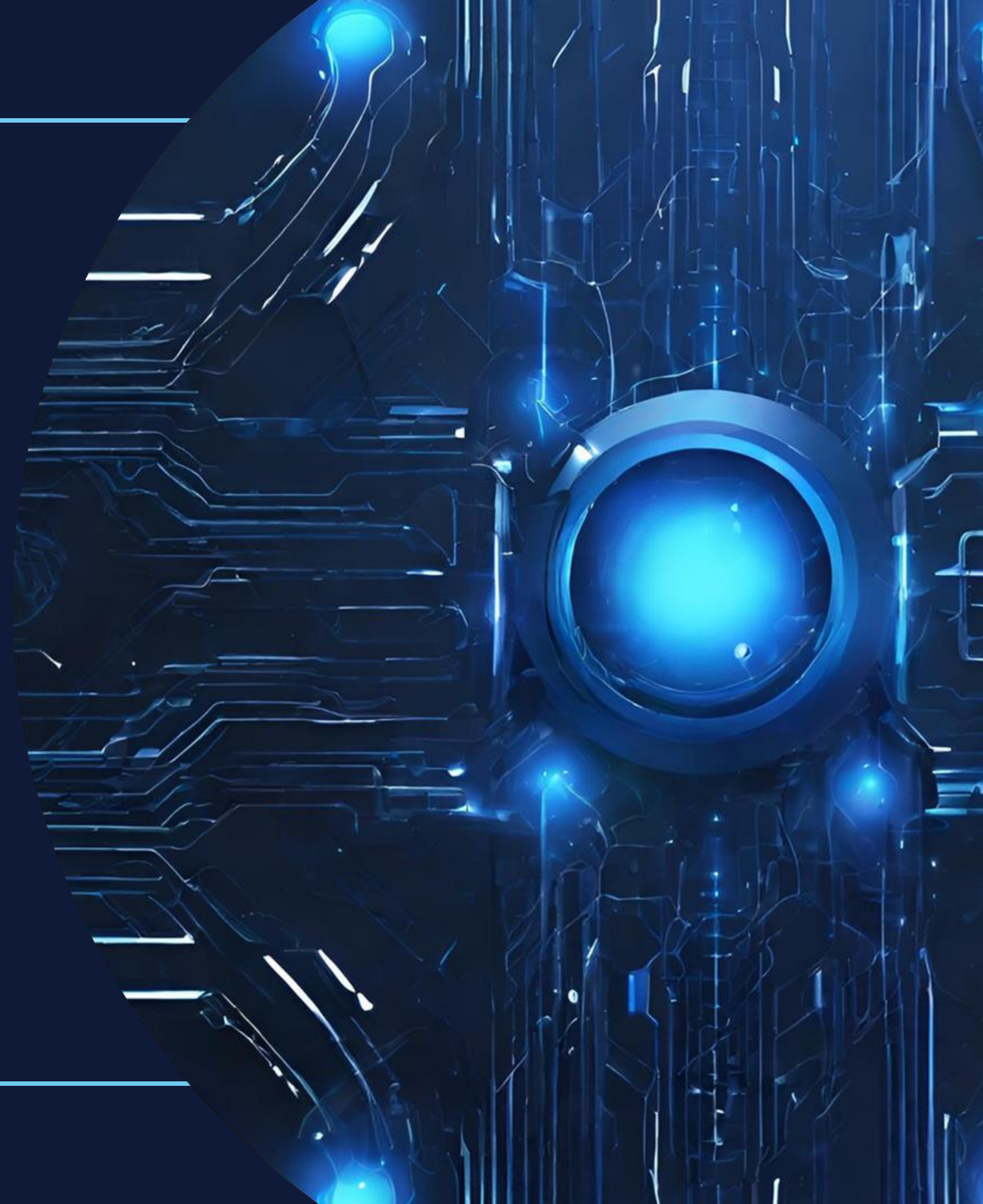


# Considerations for Using GenAI

- Accuracy of output
- Potential bias of output
- Inputted content may be used to train AI
- Ethical use
- Appropriate use for coursework
- Transparency in use
- Environmental impacts

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# Discussion

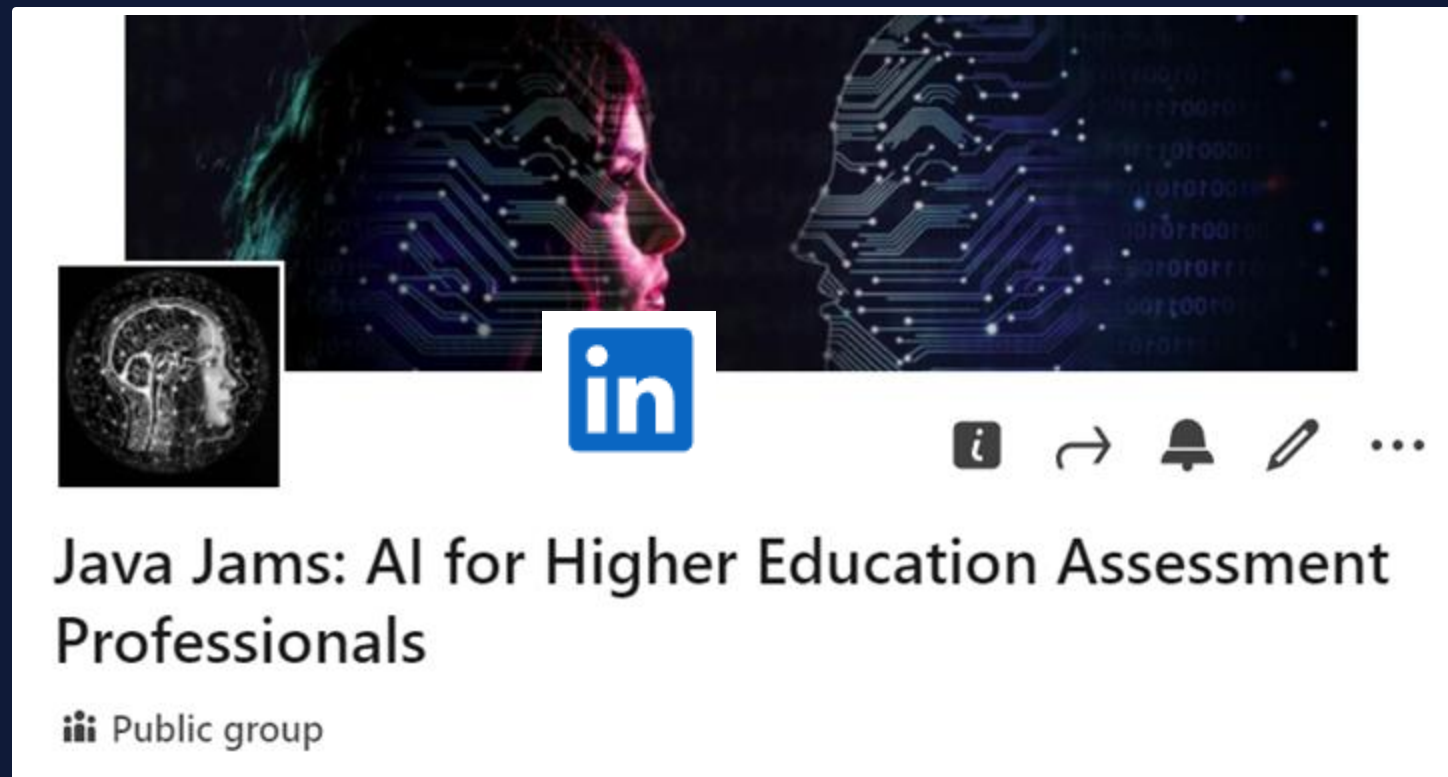


## Is the AI Hype Over? (Ackerman, 2024)

- **Hype and Dread Cycle:** Initial extremes of hype and fear around AI are stabilizing.
- **Shift from Hype to Practical Use:** Decrease in sensational media; reliable tools are emerging.
- **Institutional Embrace:** More data-driven studies, AI policies, and curricular standards.
- **"Sugaring Off" Moment:** The hype has boiled away, leaving quality tools—now is the time to integrate AI thoughtfully.

October 25, 2024

# AI-Focused Learning Groups



Ruth Slotnick and Bobbijo Pinnelli's Group



Peter Shea's Group

# People Leading the Public Conversation about AI & Learning Design



**Ethan Mollick**



**J.A Bowen**



**Phillipa Hardman**



**Bryan Alexander**



**Donald Clark**



**Mairéad Pratschke**



**Lance Eaton**



**Punya Mishra**

# Thank you!

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## 2024 Assessment Institute in Indianapolis

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