

SUCCESSMENT

CONCORD UNIVERSITY'S
ASSESSMENT NEWSLETTER

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The goal of this newsletter is to promote better awareness and understanding of assessment, and to keep Concord faculty, staff, and students informed on important and relevant information related to assessment and accountability.

What's New in CAPS (Concord Assessment Portal System)

University Assessment is pleased to announce significant enhancements to the Concord Assessment Portal System (CAPS) following a remodel during the summer of 2023. These improvements were implemented to better align with the requirements of the updated 5-year program review process and annual assessment needs.

The remodeling effort not only involved updating templates for reviews and reports (discussed in the September newsletter) but also included a comprehensive upgrade to the analytics page. This page now serves as a centralized hub for program data, incorporating key metrics such as the number of enrollments, majors, graduates, and more. A goal of CAPS is to provide academic program faculty with a convenient one-stop location where all necessary data for reporting and decision-making can be easily accessed.

Notable additions to the portal's analytics:

- *Program Retention and Graduation Rate Snapshot*
Displayed prominently at the top of the dashboard for quick reference.
- *Minor Enrollment (Last 10 Years)*
A historical overview of minor enrollments over the past decade.
- *Detailed Course Production Data by Subject Area by Year*
Offering insights into course details, including total institutional students and program students in each course, total credit hours attempted (all, non-majors), and total credit hours earned.
- *Last 5 Years Retention Rates*
Providing a snapshot of program retention trends over the past five years.
- *Program Graduation Rates (by Cohort Year)*
A detailed breakdown of graduation rates based on cohort years.

It is important to note that all faculty members have access to CAPS and the academic program analytics page. To access CAPS, faculty can visit the University Assessment webpage.

We believe that these updates to CAPS will significantly enhance the efficiency and effectiveness of our assessment processes, enabling faculty to make informed decisions and contribute to the ongoing improvement of our academic programs. If you have any questions or require assistance, please do not hesitate to reach out.

We extend a HUGE thank you to Jamie Boggs and Miranda Martin for their long hours, dedication, and assistance in getting CAPS modified for our use. Their commitment to this project has been instrumental in bringing about these valuable improvements.

Assessment Tip of the Month

Assessing the Impact of AI, Particularly ChatGPT, on Higher Education

The integration of AI, notably GPT-3 and ChatGPT, into education presents both opportunities and challenges. As the technology evolves, concerns about the impact on traditional assessments in higher education arise. Notably, plagiarism detection tools face limitations in identifying AI-generated content, prompting the need for institutions to adapt and enhance their assessment strategies.

QUESTIONS OR COMMENTS?

Rudolph, Tan, and Tan (2023) suggest a number of plagiarism challenges including:

- Current anti-plagiarism tools struggle to detect content generated by ChatGPT.
- Turnitin is working on enhancing its ability to recognize ChatGPT writing.
- ChatGPT can potentially manipulate plagiarism scores, raising concerns about academic integrity.

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Recommendations for higher education faculty include moving away from traditional closed-book exams, balancing academic integrity and relevance to real-world skills. Avoid the overreliance on closed-book exams. Faculty are also encouraged to design creative assessments such as those that foster critical thinking and creativity, moving beyond prescribed, rigid tasks. Educate students on AI tools and involve students in peer evaluations and discussions on the ethical use of AI tools (Rudolph, Tan, & Tan, 2023).

In terms of higher education institutions, there are several key recommendations. Firstly, there is a call to incorporate artificial intelligence (AI) into the curriculum, aiming to enhance digital literacy among students. This involves integrating AI tools, including platforms like ChatGPT, into educational programs. To ensure the effective utilization of these tools, the suggestion is to provide faculty training, equipping educators with the necessary skills and knowledge to integrate AI seamlessly. Secondly, there is an emphasis on updating academic integrity policies to address the growing use of AI in assessments. The need for clear guidelines regarding the ethical use of language models, such as ChatGPT, is highlighted to maintain academic standards. Lastly, higher education institutions are encouraged to actively support and share research on the effects of AI tools on learning and teaching. This collaborative approach aims to keep educators informed about the evolving landscape of AI in education, fostering a proactive and adaptive educational environment (Rudolph, Tan, & Tan, 2023).

In conclusion, the emergence of AI in education requires a proactive approach from faculty, students, and institutions. While concerns about plagiarism persist, recommendations focus on fostering a culture of responsible AI use, adapting assessments, and preparing students for the evolving technological landscape. The goal is to leverage AI as a tool for learning and creativity, rather than a replacement for critical thinking and originality.

Reference

Rudolph, R., Tan, S. Tan, S. (2023) ChatGPT: Bull spewer or the end of traditional assessments in higher education? *Journal of Applied Learning & Teaching*, 6(1), p. 342-263. DOI: <https://doi.org/10.37074/jalt.2023.6.1.9>
