# TENNESSEE STATE UNIVERSITY

# Assessment Newsletter

## Assessment Events

### TSU Leads The Way With The Open Plenary at The HBCU-CEEQA Annual Convening July 2024

Dr. Melton kicked off the annual convening of HBCU assessment and planning professionals with her presentation entitled Leveraging AI and Emerging Technologies to Innovate Assessment, Research, and Planning at HBCUs. Dr. Melton's presentation explored how AI and emerging technologies can revolutionize assessment, research, and planning at HBCUs. It highlighted the use of AI algorithms for personalized student assessment and adaptive learning, as well as the integration of machine learning to gather and analyze data for evidence-based decision-making. The session also demonstrated AI tools that address productivity and showcased the utilization of AI from convenience to competencies. By leveraging AI, HBCUs can drive innovation, promote inclusivity, and prepare students for the future. The presentation was inspiring to all in attendance.

### Fall 2024 Assessment Workshop: Harnessing AI: Opportunities for Classroom and Program Assessment

In August 2024, Natasha Jankowski, PhD, delivered an insightful workshop titled "Harnessing AI: Opportunities for Classroom and Program Assessment." The workshop explored the current landscape of artificial intelligence (AI) in higher education and its potential applications in classroom and program assessments.

**Current Conversations on AI**
The workshop began with an overview of the TSU SMART Center, which provides AI training and resources for the campus and community. Faculty, students, and staff can learn to incorporate AI into their work, while local employers benefit from AI workforce training and a pipeline of trained graduates. The speaker highlighted and complimented the University's SMART Center for its exceptional contributions to AI training and resources.

**AI in Higher Education, Classroom Assessment, and Program Assessment**
AI is being utilized in numerous aspects of higher education, including online discussion boards, analyzing student success metrics, chatbots for enrollment and retention, adaptive learning, tutoring, scheduling, predictive analytics, and more. Despite its benefits, there are concerns related to privacy, uneven access, equity, policy variation, accuracy, and ethical considerations.

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The workshop emphasized the potential of AI in classroom assessments through flipped classrooms, project-based learning, and inclusive practices. The AI Assessment Scale was introduced, ranging from no AI assistance to full AI task completion with human evaluation. This scale helps educators understand the different levels of AI integration in assessments.

AI can also assist with program-level data analysis, feedback on assessments, identifying gaps, benchmarking standards, curriculum mapping, and reporting for accreditation. Ethical considerations were discussed, including centering equity, checking accuracy, ensuring privacy, and acting ethically.

**Opportunities for Scholarship**

The workshop highlighted several research opportunities related to AI in education. These include studying student perceptions of AI, the impact on learning outcomes and equity, bias and fairness, ethical considerations, assessment culture, professional development, curricular alignment, and more.

The workshop concluded with a call to experiment with AI, stay informed, and consider ethical and equity-focused considerations when using AI in education. By harnessing the power of AI, educators can enhance classroom and program assessments, ultimately improving the learning experience for students.

## Assessment Institute 2024

Tennessee State University (TSU) had an impressive delegation at the 2024 Assessment Institute this week. Faculty and staff assessment coordinators from TSU gathered valuable insights on best practices for assessment and learning improvement in both curricular and co-curricular areas of higher education. The event, hosted by the Center for Leading Improvements in Higher Education at Indiana University Indianapolis, offered attendees the opportunity to connect with leading experts in the field of assessment. TSU assessment coordinators will utilize the resources, support, and expertise gained at the conference well beyond the Institute's dates.



# Assessment Resources

*Assessment Resources: This section will provide links to helpful websites, articles, and books on assessment.*

The Office of Assessment and Accreditation publishes
- **TSU's Nuventive Improve User Guide**
- **Annual Cycle for Continuous Improvement: Outcomes Assessment Guidelines**

Assessment Tools at TSU:
**Nuventive platform**

The Association for the Assessment of Learning in Higher Education (AALHE) Assessment Resources

**https://www.aalhe.org/assessment-resources**

Center for Assessment & Research Studies (CARS) at James Madison University

**https://www.jmu.edu/assessment/pdia/index.shtml**

# Assessment Spotlight

**Certificate of High Performance in Outcomes Assessment AY 22-23 Recipients**

## Program Level Awards

| | |
|---|---|
| Agricultural Sciences | John Rickets |
| Architectural Engineering | Shihui Liu and Catherine Armwood |
| Biology | Sarika Saraswati |
| Business Administration | Ramaprasad Unni |
| Computer & Information Systems Engineering | Seleh Zein-Sabatto |
| Dental Hygiene | Gary Lee Lewis and Kristan Gordon |
| Electrical Engineering | Liang Hong and Seleh Zein-Sabatto |
| Engineering And Computational Sciences | Muhammad Akbar |
| Family & Consumer Sciences | LaPorchia Davis |
| Music | Robert Bryant |
| Professional Studies | Megan Stream and Angela Nichols-Paez |
| Public Administration | Megan Streams and Angela Nichols-Paez |
| Speech And Hearing Science | Tina Smith and Terrie Gibson |

*The **Certificate of High Performer for Outcomes Assessment** is awarded as a structure within the University's assessment system to provide support and/or recognition for faculty and staff working to improve or advance their assessment practices.*

### *Award Criteria:*

**College Level Awards:** Colleges with no reports returned for revisions after the OIERPA completed its evaluation based on the University's scoring rubric.

**Program Level Awards:** Programs that scored Exemplary (4) on at least 4 out of 5 rubric items.

**Division Level Awards:** Divisions with no reports returned for revisions after the OIERPA completed its evaluation based on the University's scoring rubric.

**Department/Unit Level Awards:** Departments/Units that scored In Compliance (3) on at least 4 out of 5 rubric items.

# Assessment Spotlight

## Certificate of High Performance in Outcomes
## Assessment AY 22-23 Recipients
## Unit Level Awards

| | |
|---|---|
| Assessment & Accreditation | Charlise Anderson |
| Athletics | Kenita Stokes |
| Career Development Center | Angela Davis |
| Centers of Excellence | Kim Smith |
| College of Agriculture | De-Atra Young and Nick Gawal |
| College of Business | Retta Guy |
| College of Education | Rajah Smart |
| College of Health Science | Ronald Barredo |
| College of Liberal Arts | Samantha Morgan-Curtis |
| College of Public Service | Rodney Stanley |
| Disability Services | Anita McGaha |
| Diversity & International Programs | Jewel Wynn, Mark Brinkley, & Mark Gunter |
| Dual Enrollment | Trena Barksdale |
| Equity and Inclusion | Cornelius Brownlee |
| Events & Conference Services | Selina Freeman |
| Facilities Management | Adam Starace |
| Financial Aid | Barbara Ttharpe |
| Financial Services | Bradley White |
| General Counsel | Ginette Brown |
| Global Online | Cheryl Seay |
| Graduate School | Marcia Millet |
| HBCU C2 | Robin Blackman |
| Health Services | Dorsha james |
| Honors College | Tyrone Miller |
| Institutional Effectiveness/Research | Charlise Anderson |
| Institutional Planning and Program Review | Charlise Anderson |
| Libraries & Media Centers | Glenda Alvin |
| Men's Initiative | Andre Bean |
| Police Department | Tony Blakely |
| Procurement | Jennifer Nelson |
| Public Relations and Communications Administration | Jenai Hayes |
| Research and Sponsored Programs | Quincy Quick |
| Service Learning & Civic | Eric Schmeller |
| Testing Center | Triba Gary-Davis and Allysa Jordan |
| Wellness Center | Jerry Davis and Felicia Sweatt |

# Assessment Newsletter

# Executive Director's Corner

Most Frequently Cited *Principles of Accreditation* in Decennial Reaffirmation Reviews:
Class of 2023

## Most Frequently Cited *Principles of Accreditation* in Decennial Reaffirmation Reviews: Class of *2023*

### Review Stage *I*: OFF-Site Committee
[n=80 institutions]

| Rank | Core Requirement / Standard | % of Institutions in Non-Compliance |
|---|---|---|
| 1. | 6.2.a (Faculty Qualifications) | 91% |
| 2. | 8.1 (Student Achievement) | 51% |
| 3. | 8.2.a (Student Outcomes: Ed Programs) | 48% |
| 4. | 13.2 (Financial Documents) | |
| 5. | 6.2.c (Program Coordination) | 41% |
| 6. | 6.2.b (Program Faculty) | 40% |
| 7. | 5.4 (Qualified Officers) | 38% |
| 8. | 10.7 (Policies for Awarding Credit) | 35% |
| 9. | 4.2.g (Board Self-Evaluation) | 34% |
| 10. | 13.6 (Federal and State Responsibilities) | 30% |

### Review Stage *II*: ON-Site Committee
[n=78 institutions]

| Rank | Core Requirement / Standard | % of Institutions in Non-Compliance |
|---|---|---|
| 1. | 7.2 (Quality Enhancement Plan) | 35% |
| 2. | 6.2.a (Faculty Qualifications) | 15% |
| 3. | 8.2.a (Student Outcomes: Ed Programs) | 12% |
| 4. | 6.3 (Faculty Appointment and Evaluation) | 5% |
| 5. | 7.3 (Administrative Effectiveness) | |
| 6. | 6.2.c (Program Coordination) | |
| 7. | 8.1 (Student Achievement) | |
| 8. | 8.2.b (Student Outcomes: General Ed) | 4% |
| 9. | 8.2.c (Student Outcomes: Student Services) | |
| 10. | 13.3 (Financial Responsibility) | |

### Review Stage *III*: Board of Trustees
[n=78 institutions]

| Rank | Core Requirement / Standard | % of Institutions in Non-Compliance |
|---|---|---|
| 1. | 8.2.a (Student Outcomes: Ed Programs) | 6% |
| 2. | 13.3 (Financial Responsibility) | 4% |
| 3. | 6.2.a (Faculty Qualifications) | 3% |
| 4. | 6.3 (Faculty Appointment & Evaluation) | |
| | <3% | |

## TIMELINE FOR TSU's SACSCOC FIFTH-YEAR INTERIM REPORT

**Fall 2023**
SACSCOC Readiness Audit

**Summer & Fall 2024**
SACSCOC Steering Committee Formed and the writing of the Self-Evaluation begins.

**Fall 2025**
Comprehensive Edit of Self-Evaluation Submitted with Final Draft Due by end of the semester

**Spring 2026**
Final Fifth-Year Interim Report Submitted to SACSCOC