# SUCCESSMENT

CONCORD UNIVERSITY'S
ASSESSMENT NEWSLETTER

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 Happening in Assessment

**Spring 2025 General Education Assessment**
Preliminary General Education Assessment data for Spring 2025 is provided below. A comprehensive analysis, including comparisons to previous semesters and identified trends, will be shared in the next edition of the newsletter.



Spring 2025 General Education Assessment — 3.0 scale

- PERSONAL, CIVIC, CULTURAL, AND GLOBAL COMPETENCE: 2.01
- KNOWLEDGE/MASTERY OF CONTENT: 2.12
- CRITICAL THINKING: 1.77
- COMMUNICATION: 1.77
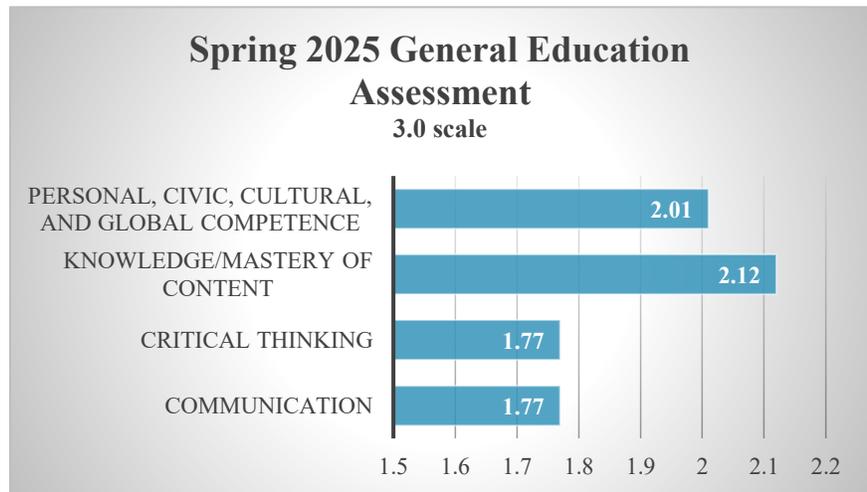
## Designing Authentic Assessments in the Age of AI

As artificial intelligence becomes increasingly sophisticated and accessible, traditional assessment methods, like multiple-choice tests, are becoming easier for students to complete with the help of AI tools like ChatGPT, QuillBot, or Claude. In this shifting environment, faculty must reconsider how to design authentic, meaningful assessments that promote learning and resist automation.

What is Authentic Assessment?
Authentic assessment evaluates students' ability to apply knowledge to real-world challenges. These assessments are performance-based, require higher-order thinking, and often mirror tasks students might face in their careers or daily lives.

Characteristics of Effective Authentic Assessments
- Contextualized: Tied to real-life scenarios or challenges
- Process-driven: Assess both the final product and how it was achieved
- Reflective: Ask students to explain choices, processes, and decisions
- Individualized: Incorporate personal or localized variables that prevent generic AI-generated answers

Examples
- Designing a business plan for a real local company
- Developing a lesson plan for a specific learner profile
- Reflecting on a service-learning experience and linking it to course outcomes
- Recording a narrated walkthrough of a digital project

According to the National Institute for Learning Outcomes Assessment (NILOA), authentic assessments are more likely to foster deep learning and allow for more accurate evaluation of student achievement (NILOA, 2023).

See Chapter 3 of the Concord University Assessment Handbook for ideas and tools to help you implement authentic assessments this semester.

References
AAC&U. (2024). VALUE Rubrics and High-Impact Practices. https://www.aacu.org/value-rubrics
NILOA. (2023). Transparency Framework and Authentic Assessment. https://www.learningoutcomesassessment.org

# Preventing AI Cheating with Creative and Contemporary Assessments

With AI tools now capable of generating high-quality essays, solving equations, or mimicking human writing styles, maintaining academic integrity requires a new approach. Instead of solely relying on detection tools, faculty are encouraged to rethink assessments from the ground up.

Why Traditional Assessments Are at Risk:
- Generic prompts often produce AI-generated answers that are hard to detect
- Multiple-choice tests can be easily answered using mobile apps or AI assistants
- Online exams without proctoring are increasingly vulnerable to misuse

Creative Strategies to Prevent AI Misuse:
1. Personalization. Ask students to apply concepts to their own experiences, communities, or current local events, topics AI cannot easily fabricate in a meaningful way.
2. Process Documentation. Require students to submit drafts, mind maps, outlines, or video explanations alongside their final work. This encourages metacognition and demonstrates authentic engagement.
3. Oral Assessments. Brief one-on-one or small group interviews (even via Zoom) can be used to verify authorship or expand on submitted work.
4. Low-Stakes, High-Frequency Checks: Instead of a single large exam or paper, use a series of smaller, creative tasks that build toward a summative assessment.
5. AI-Transparent Tasks. Some instructors are choosing to embrace AI by asking students to analyze or critique AI-generated responses. This reinforces critical thinking and helps students understand AI limitations.

According to Inside Higher Ed, prevention strategies that focus on designing better assessments are more sustainable and effective than reliance on detection tools alone (IHE, 2024).

Refer to Chapter 3 and Chapter 4 of the updated Assessment Handbook for guidance on formative assessments, data use, and implementation timelines.

References
Inside Higher Ed. (2024). *Preventing AI Cheating Without Policing Students.* https://www.insidehighered.com