

Leveraging the Power of Generative AI for Assessment

Rebecca Campbell & Sarah Edwards, June 14, 2024

Session Learning Outcomes

ONE: Define AI and related terminology.

TWO: Explore two different methods for writing AI prompts.

THREE: Identify different ethical issues related to using AI as a professional.

ONE: Defining AI

- AI -
- Hallucinating -
- Siri -

TWO: Writing AI Prompts

Prompt Writing Method One: Leveraging verbs, needs, generalities and specifics.

Example A for Method One: CAS Self-Study Process Step 1 (of 7)

General

- Map out steps for *program* self-study process
 - Verb: How should I map out the steps for a *program* self-study process?
 - Outcome: What are the steps for a *program* self-study process?
- Develop timeline
 - Verb General: How do I develop a timeline for a program self-study?
 - Outcome General: What is a good timeline for a program self-study?

Specific:

- Map out steps for *your program* self-study process
 - Verb: How should I map out the steps for a *residence life* self-study process?
 - Outcome: What are the steps for a *residence life* self-study process?
- Develop timeline
 - Verb Specific: How do I develop a timeline for a Residence life program self-study?
 - Outcome Specific: What is a good timeline for a Residence life program self-

Small Group Work on Example B for Method One: CAS Self-Study Process Step 3 (of 7)

“Identify, Collect, and Organize Evidence: Define what constitutes evidence; then gather, collect, manage, and organize evidence.” (CAS Standards, 2023)

1. In Pairs, break Step 3 into at least 4 prompts.
2. Split up the prompts below (or others generated by your group) and feed them into ChatGPT and Gemini. You could have one person feed the same prompt into both or have one group member in ChatGPT and another in Gemini. Just be sure to be ready in your group to compare your results.

Prompt	General	Specifics
1. Define what constitutes evidence	a) What is <i>program self-study</i> evidence?	b) What is self-study evidence for a <i>insert name</i> program? Even more specific: c) What is evidence of <i>student learning</i> for a <i>insert name</i> program? d) What is evidence of <i>retention</i> for a <i>insert name</i> program? e) How would I <i>evaluate</i> a <i>insert name</i> program? f) For a <i>insert name</i> program, when would engagement peak? g) How would I <i>evaluate</i> if my <i>program intervention</i> was effective?
2. Gather and collect evidence	a) How do I gather evidence for a <i>program self-study</i> ?	b) How do I gather evidence for a <i>insert your program name</i> self-study? Even more specific: c) How do I gather <i>student learning outcome data</i> for a <i>insert name</i> program? d) How do I gather <i>retention outcomes</i> for a <i>insert name</i> program? e) How do I gather <i>evaluation data</i> for a <i>insert name</i> program? f) How do I gather <i>engagement data</i> for a <i>insert name</i> program? g) How do I gather <i>program evaluation data</i> for a <i>insert name</i> intervention?
3. Manage evidence	a) What are some good ways to manage program self-study evidence?	b) What are some good ways to manage the self-study evidence for a <i>insert name</i> program?
4. Organize evidence	a) What are some good ways to organize program self-study evidence?	b) What are some good ways to organize the self-study evidence for a <i>insert name</i> program?

With another pair of colleagues, reflect on the following questions:

1. Which AI questions yielded the best results?
2. Was focusing on the verbs or the needs/outcomes more useful?
3. Were you confident in the generator that you used?
4. How did you modify the questions to get better results?
5. What did you like about the results generated?
6. What did you not like about the results generated?

Prompt Writing Method Two: Brainstorming.

1. Individually, feed at least 4 brainstorming questions into your preferred AI generator. Skim through the results to get a sense of value and accuracy.

1. Could you define a	Choose one: Student Learning Retention Evaluation Peak Engagement Trends Intervention Effectiveness	outcome for a	Choose yours: <i>Academic Advising Programs</i> <i>Campus Activities Programs</i> <i>Career Services</i> <i>Counseling Services</i> <i>Disability Resources and Services</i> <i>Financial Aid Programs</i> <i>Health Promotion Services</i> <i>Leadership Education and Development</i> <i>Learning Assistance Programs</i> <i>Multicultural Student Programs and Services</i> <i>New Student Orientation Programs</i> <i>Parent and Family Programs</i> <i>Registrar Services</i> <i>Student Conduct Programs</i> <i>Student Media Programs</i> <i>Transfer Student Programs and Services</i> <i>TRIO and College Access Programs</i> <i>Undergraduate Admissions Programs and Services</i> <i>Veterans and Military-Connected Programs and Services</i>	program?
2. What are some examples of a	Choose one: See above	outcome for a	Choose yours: <i>See above</i>	program?
3. What are some other outcomes?				
4. How could that be measured?				

2. In a group of 3-4, discuss:
 - a. How brainstorming was productive in comparison to focusing on verbs and needs?
 - b. Was there any benefit of using both general and specific questions?
 - c. What is your favorite generator and why?

Three: Ethical Issues Related to Using AI

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