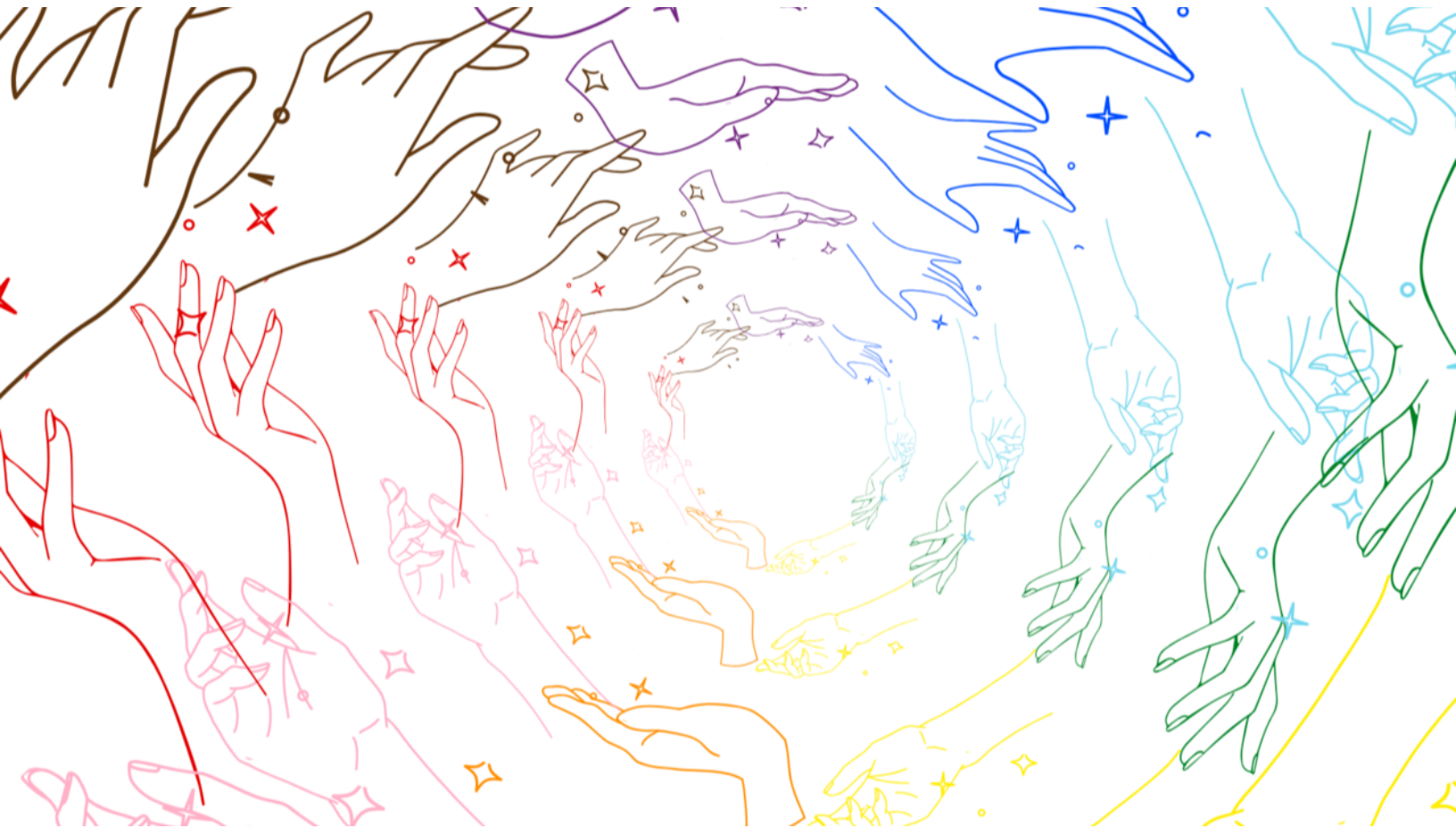# *In the Loop*

Biannual Newsletter from the University Assessment Committee

*This moment requires us to connect our shared history with our shared destiny. When we **see, engage, and act** in ways that value one another's full humanity, we create the conditions where everyone can belong and thrive. As Kamal Sinclair — an emerging media researcher and artist — posits: "Story and narrative are the code for humanity's operating system. We have used stories to communicate knowledge, prescribe behavior, and imagine our futures since our earliest days. Story and narrative inform how we design everything from technology to social systems. They shape the norms in which we perform our identities, even perhaps the mutations of our DNA and perceptions of reality. Stories are the first step in the process of how we imagine our reality; they literally make our reality."*

– Ruha Benjamin, *Race After Technology: Abolitionist Tools for the New Jim Code*

Assessing Outcomes While Reimagining What Is Possible

Dear Colleagues,

As the spring semester continues with unprecedented energy, I sit to write this with both appreciation and acute awareness of the need for assessing outcomes while reimagining what is possible for student success at USF. The Jesuit values that guide us — values rooted in justice, community, and the transformative power of education — serve as anchors, while our students' voices guide us. Our commitment to anti-racism and equity is not just a task but a calling, one that asks us to reflect deeply and act boldly. In a connected community like ours, this work is essential to fostering an environment where every individual can thrive.

The Vital Role of the UAC

The University Assessment Committee (UAC) is instrumental in promoting student success through thoughtful and inclusive assessment practices that embody continuous improvement. This work aligns with best practices recognized by organizations like the AAC&U, emphasizing equity-focused and high-impact frameworks. These efforts resonate deeply with the mission of the **Office of Antiracism & DEI,** as we work together to ensure equitable, transformative education for all students. By centering equity and learning outcomes, the UAC sets a benchmark of excellence that strengthens our shared commitment to learning, justice, and community.

What We Are Practicing at ADEI

In an effort to embody the National Equity Project (NEP) model, we are engaging with their frameworks, which emphasize leading with an equity lens to navigate **complex challenges.** As part of this work, a cohort of 30 staff, faculty, and librarians is participating in a learning community centered on NEP's Listen, See, Act, Assess, and Prototype model. One key practice we are exploring is equity prototyping, a dynamic approach that allows us to test and refine ideas in real-time, ensuring that our solutions are both inclusive and impactful. This iterative process helps us address systemic inequities by centering the voices and experiences of those most affected.

With Gratitude

We extend our heartfelt appreciation to the University Assessment Committee for their dedication to advancing equity in assessment. The Office of Antiracism & DEI encourages the campus community to participate in the phenomenal **Series on Addressing Bias and Racism in Assessment**. As a practitioner, my approach and thinking were deepened through the fall 2024 Ethical and Informed Assessment in the AI Age: Tackling Bias, and I look forward to future offerings.

In community,

Sabrina T. Kwist
Associate Vice Provost
Antiracism & DEI

Announcements

Assessment-Related Events & Upcoming Conferences

Upcoming Conferences

- **April 2–4** | Garden Grove, CA | **WSCUC Accreditation Resource Conference**
- **April 2–5** | San Juan, Puerto Rico | **AAC&U Conference on Learning and Student Success**
- **April 5–8** | Chicago, IL | **Higher Learning Commission Annual Conference**
- **April 14–16** | Virtual (Free) | **Peralta Equity in Online Learning Conference**
- **April 23–26** | Denver, CO | **National Council on Measurement in Education Annual Meeting**
- **May 27–30** | Alexandria, VA | **AALHE Annual Assessment Conference**
- **June 23–25** | Denver, CO | **National Conference on Student Assessment**

GenAI Faculty Survey

Educational Technology Services (ETS) and the Tracy Seeley Center for Teaching Excellence (CTE) are sponsoring a survey to learn how USF faculty use and manage Generative AI (GenAI) in their teaching practice. The survey focuses on current instructor use cases and GenAI literacy training needs. The results will help to inform future ETS/CTE programming and contribute to institutional knowledge, planning, and support.

The survey will take 5–10 minutes to complete. After the successful completion of the survey, participants will have the option to enter a raffle for one of two $50 USF Bookstore gift cards.

Complete Faculty Survey »

Magis Methods

Assessment-Related Tips & Resources

Office of Assessment & Accreditation Support Resources

Are you beginning your Academic Program Review (APR) and looking for guidance? Check out the Office of Assessment & Accreditation Support (OAAS) website where you'll find not only all of the **forms and guidelines** needed to conduct an APR, but also **resources** such as links to USF policies, campus maps, and enrollment data.

This information can be used to assist programs in writing the self-study report and during the initial reflection process — an integral step of the APR for assessing student learning as well as identifying accomplishments of and areas for improvement of the program.

Did you know OAAS also manages the university's survey program? USF participates in and conducts multiple surveys throughout the year including the **National Survey of Student Engagement**, the USF New Student Success Survey, the USF Admitted Graduate Student Survey, and more. If you're looking for data about how our students are doing, you can **find reports for these surveys** and more on the OAAS website. Interested in surveying students, staff, faculty, or anyone in the USF community? Check in with OAAS by emailing **USFsurveys@usfca.edu** and reading the **USF Survey Policy**.

Notes From the Field

Assessment Stories From USF Departments & Units

AI Detection and Bias in Assessment: Key Takeaways and Expanding Conversations

By Freddie Seba, Program Director and Faculty, Master of Science in Digital Health Informatics
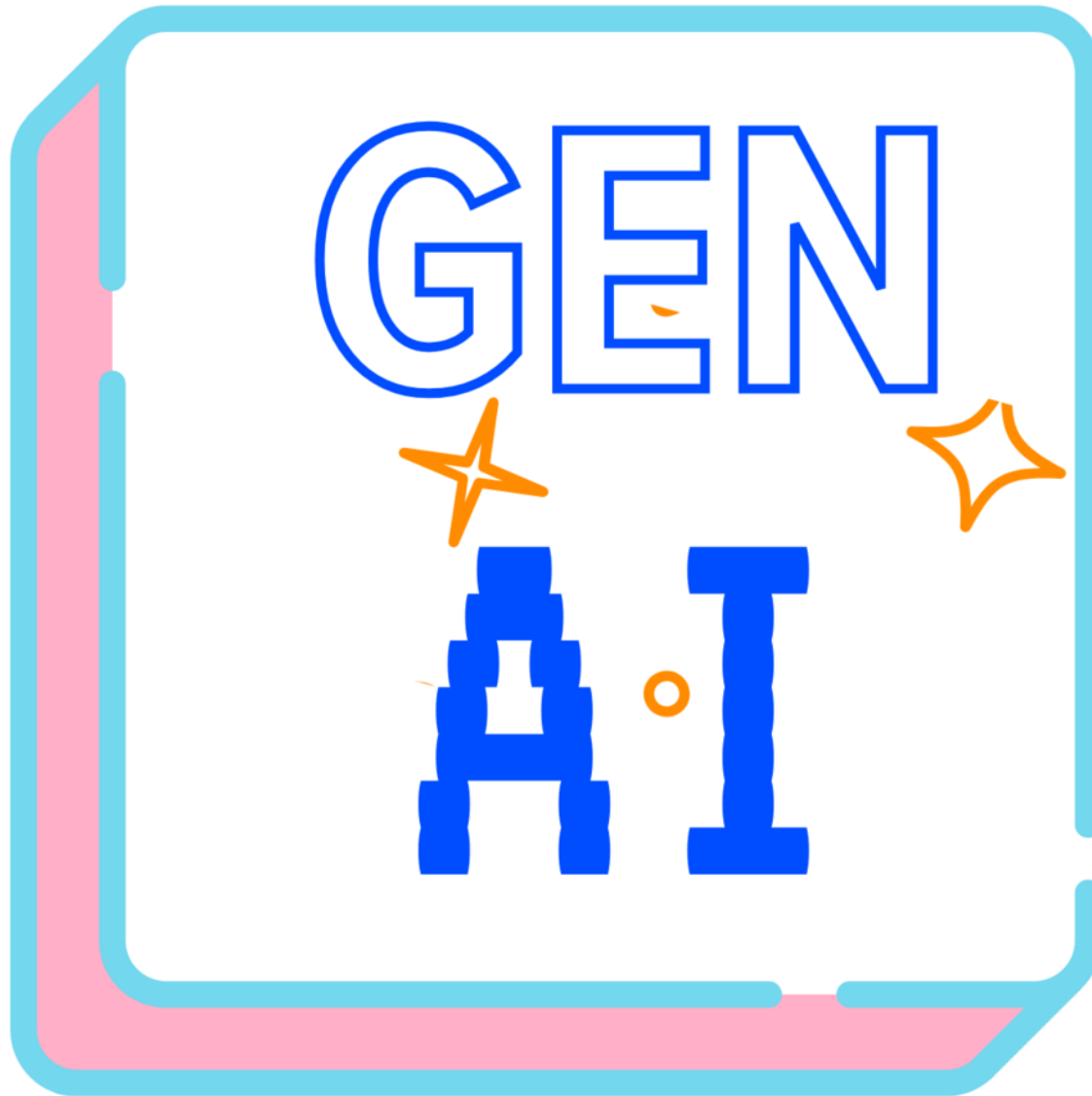
The University Assessment Committee (UAC) has been actively engaging in discussions about the impact of Generative AI (GenAI) on assessment, particularly regarding bias in AI detection tools. In the previous UAC newsletter, we announced the workshop series led by USF faculty Nicole Gonzales Howell and Freddie Seba (also a UAC member), titled *Ethical and Informed Assessment in the AI Age: Tackling Bias.*

This four-session workshop sparked critical discussions on how GenAI detection tools — commonly used for plagiarism detection and automated grading — can inadvertently reinforce bias, disproportionately affecting non-native English speakers, underrepresented student groups, and diverse writing styles (Liang et.al. 2023)[1]. Detection tools challenges — false positives — are not only about biases against one specific group of students; they can affect all students "with distinctive writing styles" (Giray, L. 2024)[2]. GenAI detection tool shortcomings can impact the campus climate, promote distrust in educators and educational institutions, and open institutions to reputational risks and liabilities.

During the workshops, faculty, librarians, and staff explored real-world implications, including:

- False positives in AI detection, especially among multilingual students.
- Bias against dialects and linguistic diversity in student writing.
- Challenges in detecting AI-generated content that mimics diverse writing styles.

These discussions have resonated widely within the USF community, sparking further AI ethics conversations across different schools and departments. Faculty continue exploring how GenAI impacts assessment and pedagogy, shaping ongoing initiatives and upcoming events.

The UAC is committed to ethical, inclusive, and responsible assessment considering the use of new technologies, such as AI, to ensure that faculty and students acquire better capacities to navigate the evolving landscape of AI in education. We welcome your input as we continue shaping these discussions. Please email **UAC@usfca.edu** with any questions and comments.

Note: ChatGPT 4.0 and Grammarly were used in writing this article.

[1] Liang, Weixin, et al. "GPT Detectors are Biased Against Non-Native English Writers." *Patterns*, vol. 4, no. 7, 2023, **https://www.cell.com/patterns/abstract/S2666-3899(23)00130-7**, doi:10.1016/j.patter.2023.100779.

[2] Giray, Louie. "The Problem with False Positives: AI Detection Unfairly Accuses Scholars of AI Plagiarism." *The Serials Librarian*, vol. 85, no. 5–6, 2024, pp. 181–189, **https://doi.org/10.1080/0361526X.2024.2433256**, doi:10.1080/0361526X.2024.2433256.

Submit to *In the Loop!*

We want to feature your assessment experiences in the next edition of *In the Loop*! Please email your ideas to **Katie Hoffman**.

If you are looking for support with academic and co-curricular program reviews, the Office of Assessment and Accreditation Support (OAAS) can help. Please email **Deborah Panter**, call **(415) 422-4588**, or visit the **OAAS website** for more information.