GenAI Pulse Survey for Higher Education Assessment Professionals: Survey Instrument - August 2025*

Purpose: The purpose of this survey is to gather insights from assessment professionals on the adoption, application, and implications of generative artificial intelligence (GenAI) in higher education assessment practices.

Researchers: This survey is being conducted by the lead research team, Ruth Slotnick, Ph.D., Director of Assessment and Joanna Boeing, Assistant Director of Assessment from Bridgewater State University, and Bobbijo Grillo Pinnelli, Ed.D., Associate Dean, Assessment, Walden University.

Additional research team members include Yu Bao, Ph.D., Associate Professor in the Assessment and Measurement Program, Department of Graduate Psychology and John Hathcoat, Ph.D., Associate Professor in Quantitative Psychology, and Associate Assessment Specialist, Center for Assessment and Research Studies, James Madison University; Will Miller, Ph.D., Associate Vice President for Continuous Improvement and Institutional Performance, and Naima Wells, Ph.D., Executive Director of Operational Impact and Success, Office of Continuous Improvement & Institutional Performance, Embry-Riddle Aeronautical University.

Your Privacy Matters
Participation is completely voluntary. Your responses are confidential. Data will be securely stored. Results will be reported in aggregate.

Informed Consent
By proceeding with this survey, you confirm that you:
- Are an assessment professional working in higher education.
- Understand the purpose of this survey and agree to participate.
- May skip any questions or exit the survey at any time.

Questions? Contact Dr. Ruth Slotnick (rslotnick@bridgew.edu) IRB Approval: #2025055, Bridgewater State University IRB Contact: irb@bridgew.edu, Maxwell Library 200, Bridgewater, MA 02325

Estimated time 5 minutes. If you agree to participate, click "Next" to begin.

Are you primarily ... (Select all that apply.)
- Faculty
- Staff/Administrator
- Other - describe:

Do you work primarily in ... (Select all that apply.)
- Academic Affairs
- Student Affairs
- Other - describe:

Are you the primary person or part of a team leading the assessment work (academic or student affairs) for your institution or for a major unit within it? This could include leading assessment for a college, school, division, or general education. Note that if you answer "No" you will be directed out of the survey.
- Yes
- No

What is your current use of GenAI in your assessment work? (Select one.)
- Using regularly
- Using occasionally
- Not currently using but am considering it
- Not using and do not plan to

How much do you believe that GenAI enhances your assessment practice? (For those using regularly or occasionally.)
- Greatly
- Somewhat
- Minimally
- Not at all

Which of the following major GenAI tools or platforms do you currently use in your assessment work? (Select all that apply.) (For those using regularly or occasionally.)

- ChatGPT
- Claude
- Copilot
- Gemini
- Grok
- Perplexity
- ⊗None

Are you using the free version, paying with your personal funds, or is the institution paying? (For those using regularly or occasionally.) Carries forward only choices selected in Q7.

LLM	Free version	Paying with personal funds	Institutional, office, or program subscription
ChatGPT			
Claude			
Copilot			
Gemini			
Grok			
Perplexity			
⊗None			

What other AI tools or platforms are you using in your role as an assessment professional? (Optional) (For those using regularly or occasionally.)

For which of the following primary assessment tasks are you currently using GenAI? (Select all that apply.) (For those using regularly or occasionally.)

- Learning outcomes
- Assessment planning
- Curriculum mapping
- Rubrics
- Scoring of student artifacts
- Data analysis
- Reporting
- Accreditation materials
- None of the above
- Not using GenAI for assessment tasks

For which of the following primary administrative tasks are you currently using GenAI? (Select all that apply.) (For those using regularly or occasionally.)

- Coding/Excel
- Draft communications
- Ideation/innovation
- Meeting agendas/minutes/notes/action items
- Presentation materials
- Professional development
- Strategic planning
- Survey design/development
- None of the above
- Not using GenAI for administrative tasks

What are your biggest current **concerns**, if any, about using GenAI in assessment work? (Select all that apply.)

- Cost
- Environmental concerns
- Faculty resistance
- Institutional policy lacking or unclear
- Job threat/de-skilling
- Lack of training
- Limited usefulness
- Privacy/ethical concerns
- ⊗No concerns

What are the biggest **benefits or advantages**, if any, you have experienced from using GenAI in your assessment work? (Select all that apply.) (For those using regularly or occasionally.)

- Communications (e.g., emails, personalized feedback, reporting)
- Data analysis/reporting
- Efficiency/time savings
- Innovation in assessment design
- Quality of assessment tasks (e.g., better rubrics, more diverse questions)
- Reduced workload
- ⊗No benefits/advantages

Has your institution developed an institution-wide formal policy with respect to GenAI tools or platforms?

- Developed and rolled out a policy
- Actively working on developing a policy
- Expecting institution will begin developing a policy soon
- Not expecting institution will make a policy in the foreseeable future
- Don't know

In which types of the following GenAI-related training activities, if any, have you been involved? (Select all that apply.)

- Attended training sessions and/or workshops
- Developed and/or led training sessions or workshops
- Learned on my own
- ⊗None

To what extent do you, as an institutional assessment practitioner, collaborate with faculty on the integration or discussion of GenAI in the context of program-level or institutional-level assessment and learning outcomes?

- Frequently
- Occasionally
- Rarely
- Never

To what extent do you agree with the following statement: As an institutional assessment practitioner, my role includes supporting faculty and/or staff in effectively integrating GenAI into the development and assessment of measurable learning outcomes at the program level.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree
- Not Applicable (My role does not involve supporting in this capacity or with GenAI)

How effective is the current collaboration between institutional assessment practitioners (including those in Student and Academic Affairs) and faculty in leveraging GenAI to achieve robust program-level assessment?

- Very Effective
- Effective
- Neither Effective nor Ineffective
- Ineffective
- Very Ineffective
- Not Applicable (No collaboration exists or I am not involved with GenAI in this context)

Which of the following support(s), if any, would help you use GenAI effectively in your assessment role? (Select all that apply.)

- Budget
- Guidelines for use
- Peer examples or templates
- Subscription to AI tools
- Time
- Training or workshops
- ⊗None of the above

How long have you been in the higher education assessment profession?
- Less than 1 year
- 1-5 years
- 6-10 years
- 11-20 years
- More than 20 years

With which gender do you identify? (Select all that apply.)
- Genderqueer, gender fluid, or gender non-conforming
- Man
- Nonbinary
- Queer
- Transgender
- Two spirit
- Woman
- Prefer to self-describe:
- ⊗Prefer not to answer

Please indicate your race/ethnicity below. (Select all that apply)
- American Indian, Alaska Native, or Indigenous Canadian
- Asian
- Black or African American
- Latina/o/x/e or Spanish origin of any race
- Middle Eastern or North African
- Mixed
- Native Hawaiian or Other Pacific Islander
- White
- Prefer to self-describe:
- ⊗Prefer not to answer

Thank you for taking the time to complete this survey. Click the "Submit" button below to record your response.