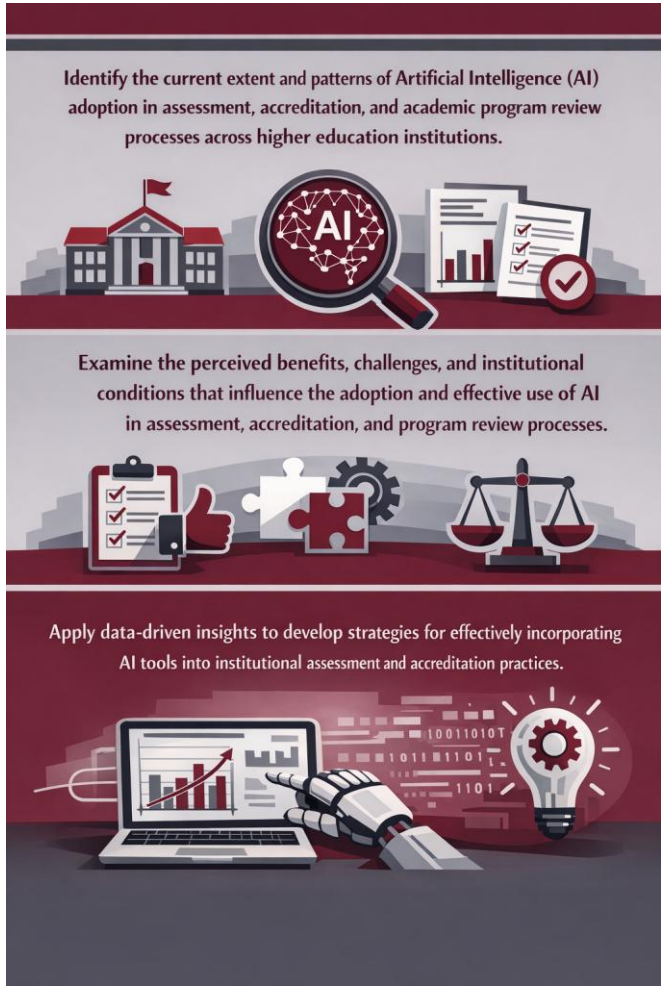
NC Central University

Exploring AI Adoption in Assessment and Accreditation: A Survey of Higher Education Practices and Perspectives

Larchin Leslie, Ph.D.
Tia Marie Doxey, M.Ed.
Becky Mussat-Whitlow, MA, Ph.D

Anticipated Learning Outcomes

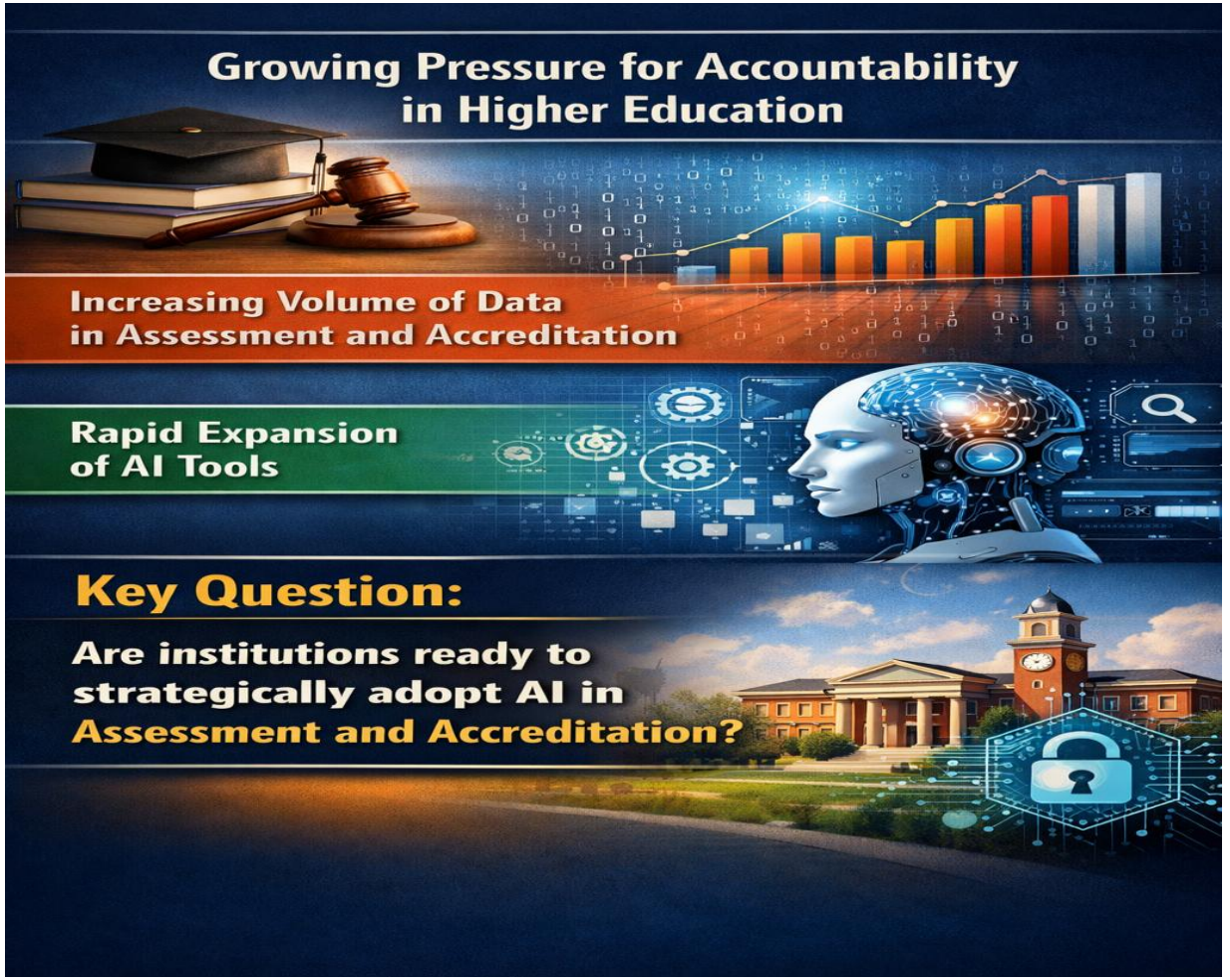


Background and Context

Purpose


Research Objectives
AI
Assess AI Utilization in Higher Education
To determine whether, and to what extent, AI is being utilized in assessment, accreditation, and academic program review.
AI
Explore Institutional Readiness for AI Integration
To explore institutional readiness for AI integration.
AI
Understand Benefits & Challenges
To understand perceived benefits and challenges.

Why This Study Matters



AI in Accreditation and Program Review

Accreditation and academic program review are central to institutional quality assurance, accountability, and continuous improvement.

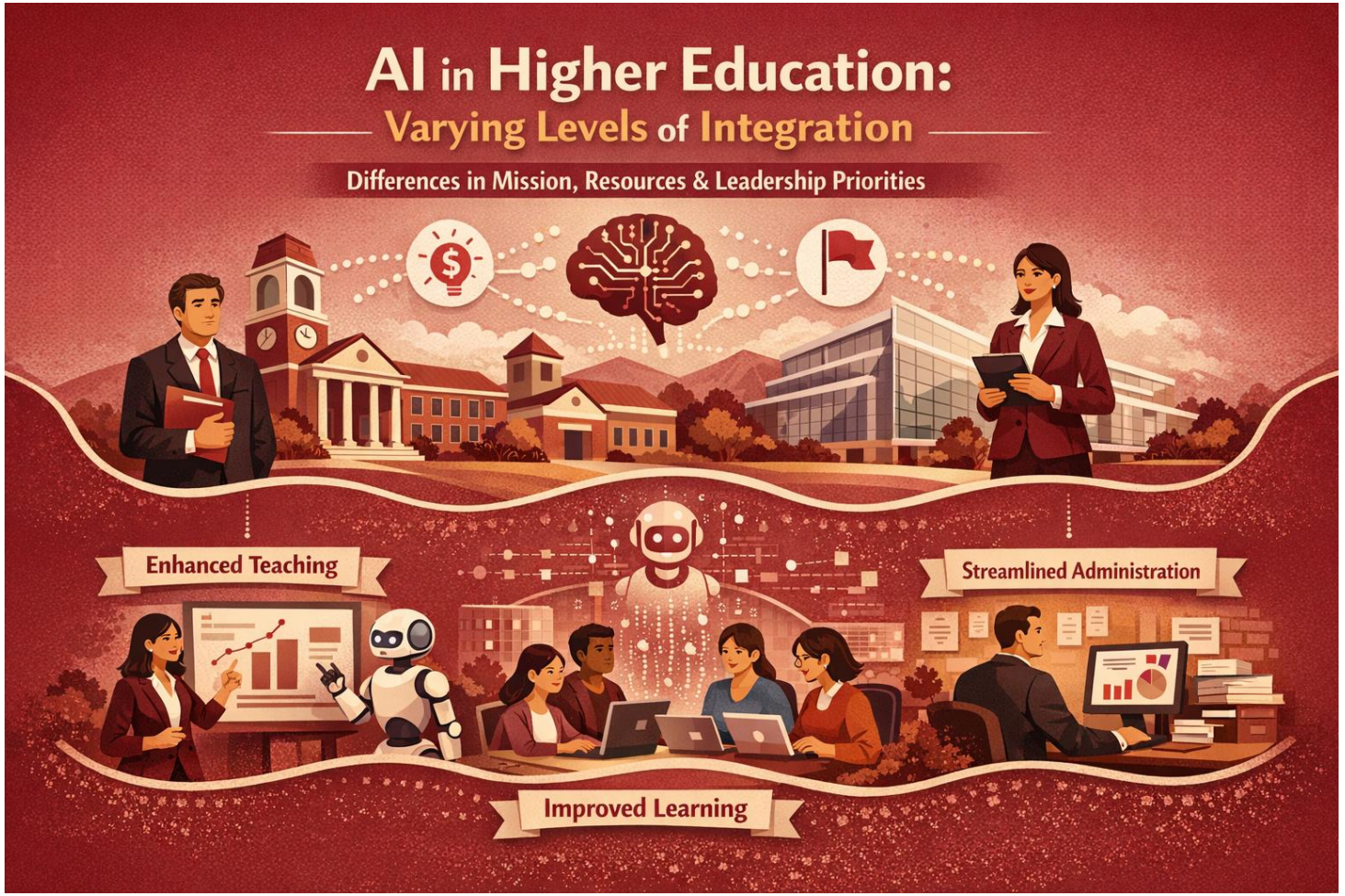
AI-powered document management systems can enhance accuracy and consistency in data reporting.

Despite these emerging capabilities, empirical evidence on the extent of AI use in accreditation remains limited.

Emerging studies suggest that AI can enhance several aspects of accreditation, including document management, compliance tracking, and report generation (Leslie, 2025).

Where AI Fits in the Accreditation Ecosystem

Artificial Intelligence in Higher Education



Institutional Readiness and Capacity for AI Adoption

Perceived Benefits of AI Integration

Benefits of AI in Assessment & Accreditation

AI can improve efficiency, accuracy, and accountability by automating repetitive **tasks**, supporting data-driven insights, and **enhancing** transparency in reporting.

In the context of assessment and accreditation, **AI** has the potential **to streamline** evidence collection, **support compliance monitoring**, and strengthen continuous improvement processes.

Streamline Evidence Collection

Compliance Monitoring

Strengthen Continuous Improvement

Context Matters in AI Adoption Across Higher Education

Challenges and Ethical Considerations

Data Privacy & Security

AI systems often rely on large amounts of student data, raising concerns about:

- Unauthorized data access
- Long-term data storage risks
- Unclear data ownership policies

(Almusaed et al., 2024)

Lack of Clear Policies & Governance

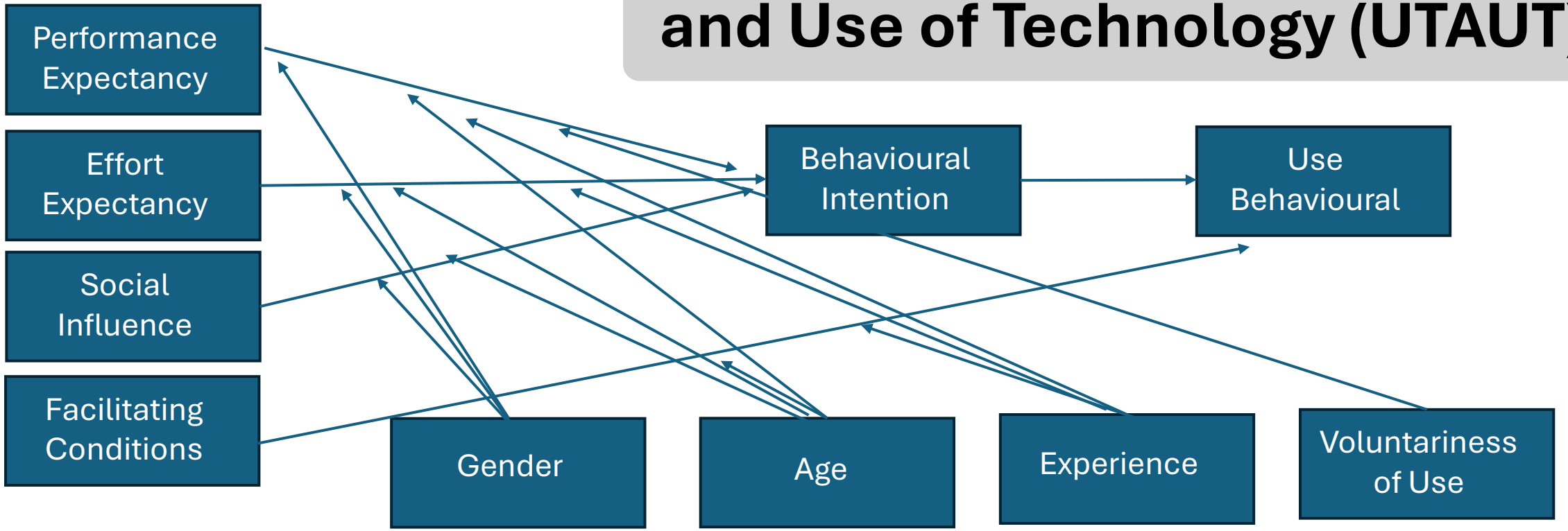
Many institutions adopt AI faster than they develop policies to regulate it.

- Gaps in ethical guidelines
- Inconsistent institutional standards
- Limited oversight of AI vendors

(Yan et al., 2025)

Conceptual Framework

Unified Theory of Acceptance and Use of Technology (UTAUT)



(Marikyan & Papagiannidis, 2025)

Methodology

Research Design

Quantitative – Cross-sectional Survey

Participants:

- Higher education personnel (faculty, chairs/directors, ALOs, IR/assessment professionals, administrators)
- Institutions in the southern U.S. (HBCUs, PWIs, MSIs, HSIs)
- Includes two-year and four-year, public and private institutions

Sampling Method:

- Targeted individuals involved in accreditation, assessment, and program revie

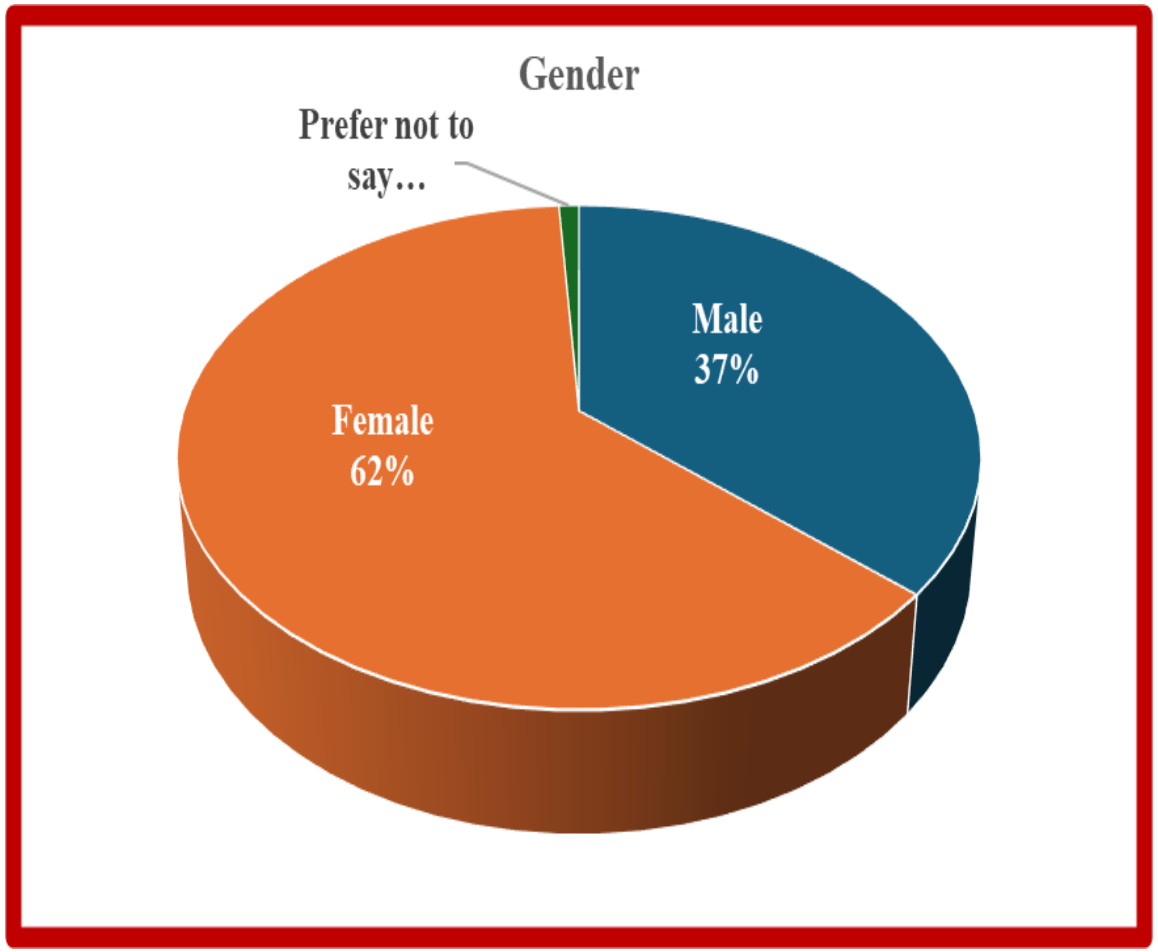
Data Collection:

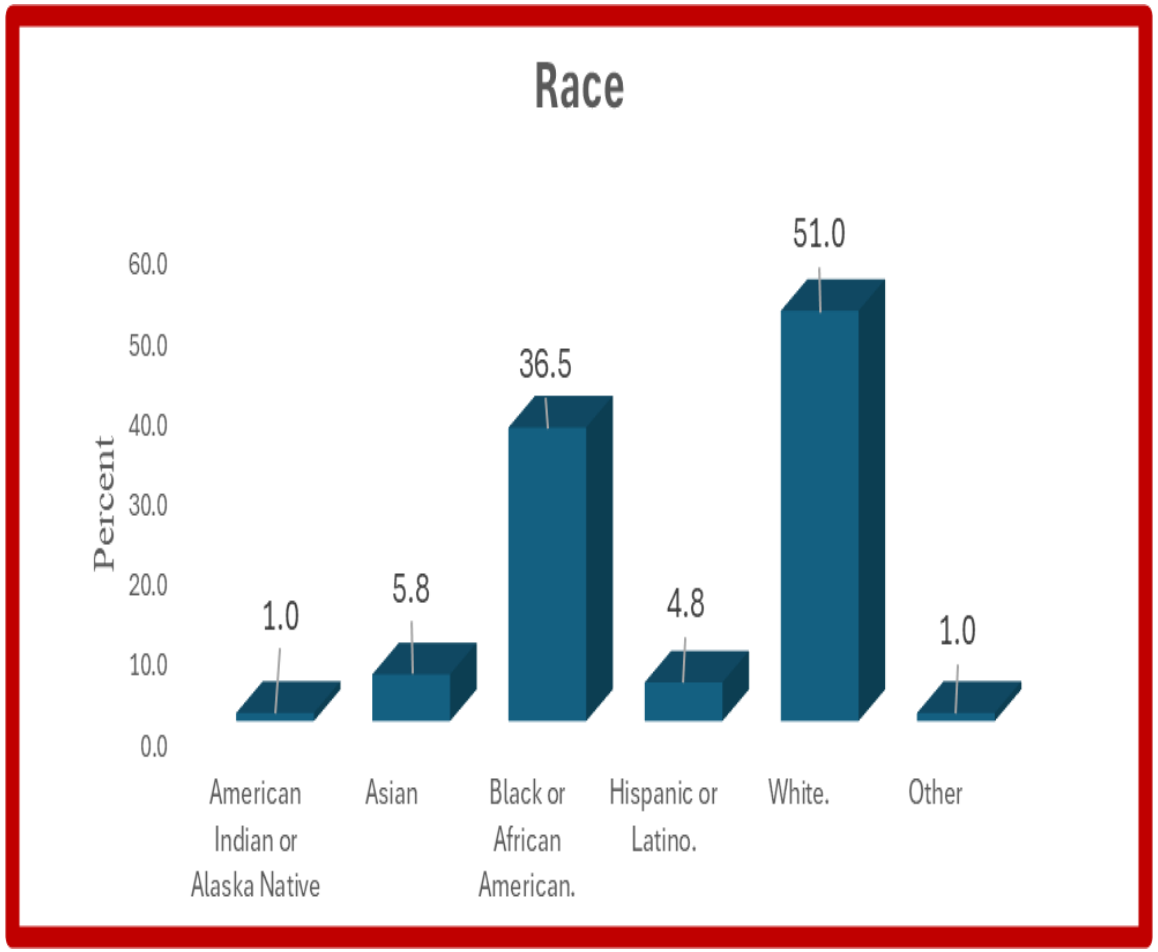
- Institutional & Demographic Information
- Awareness & Use of AI Tools
- Extent of AI Adoption
- Purposes for Using AI
- Institutional Policies, Training & Support
- Perceived Benefits & Challenges
- Challenges & Concerns
- Perceived Benefits of AI

Data Analysis:

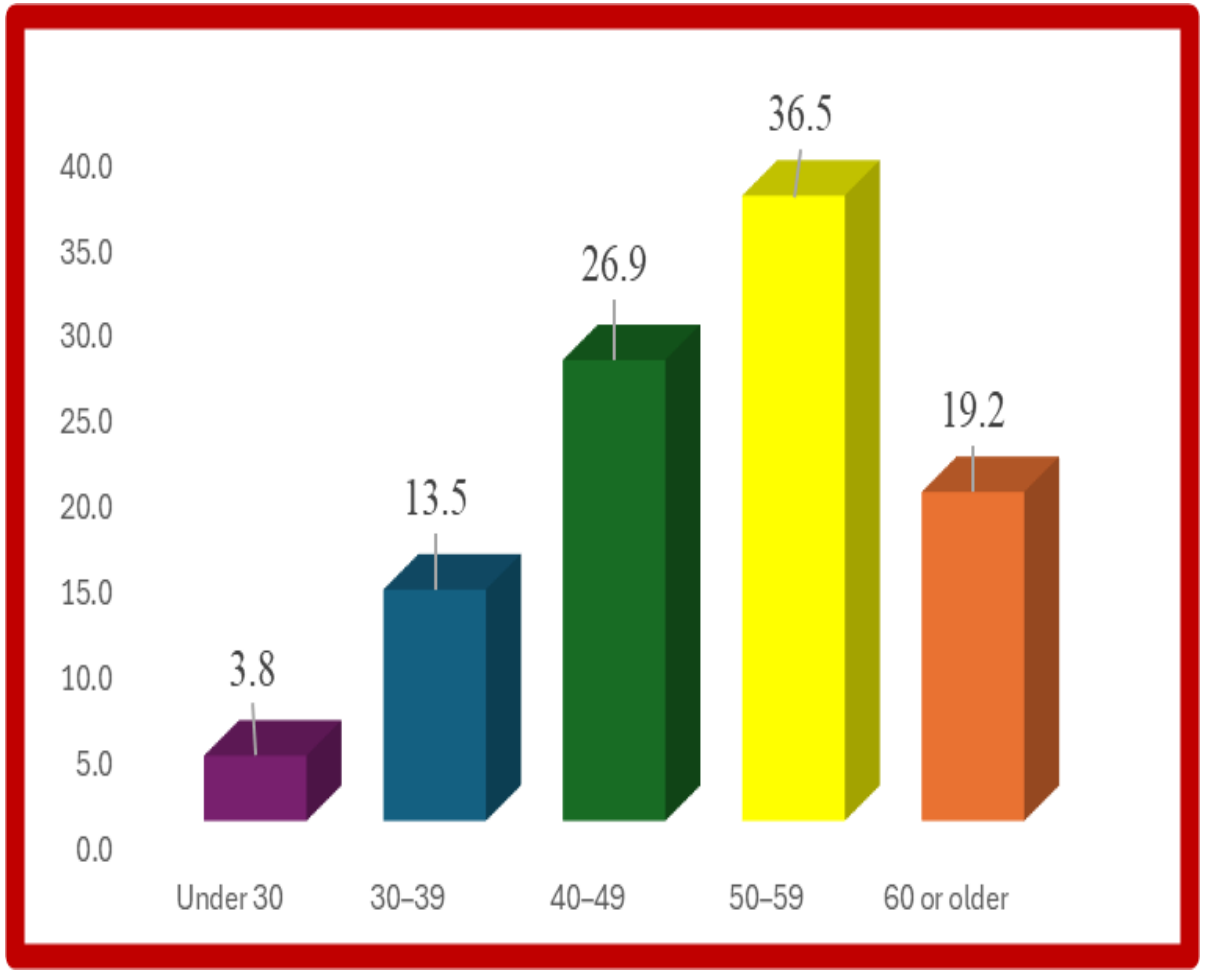
- Descriptive Statistics (**Frequencies, Means**)
- Inferential Analysis (T-tests, ANOVA, Regression)

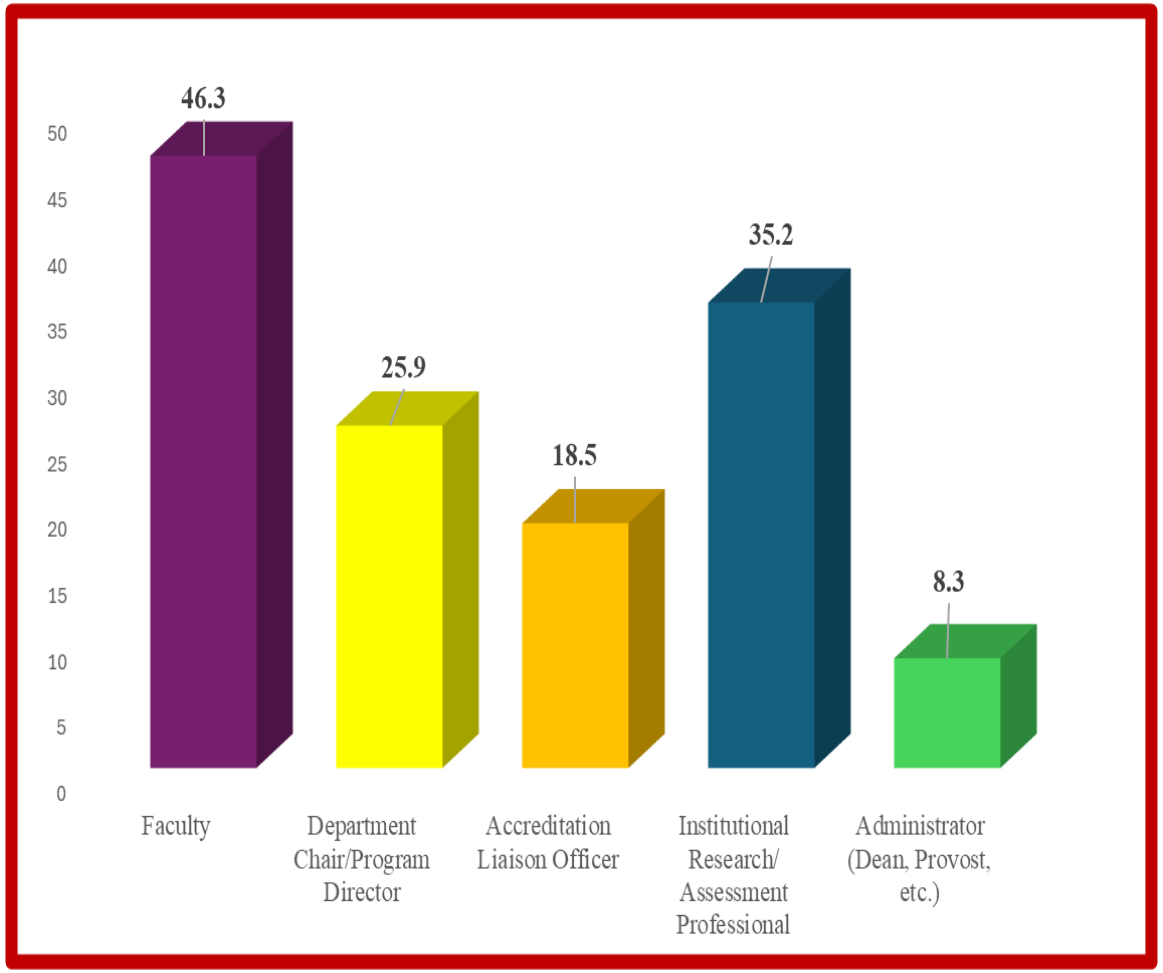
Preliminary Descriptive Results





Preliminary Descriptive Results





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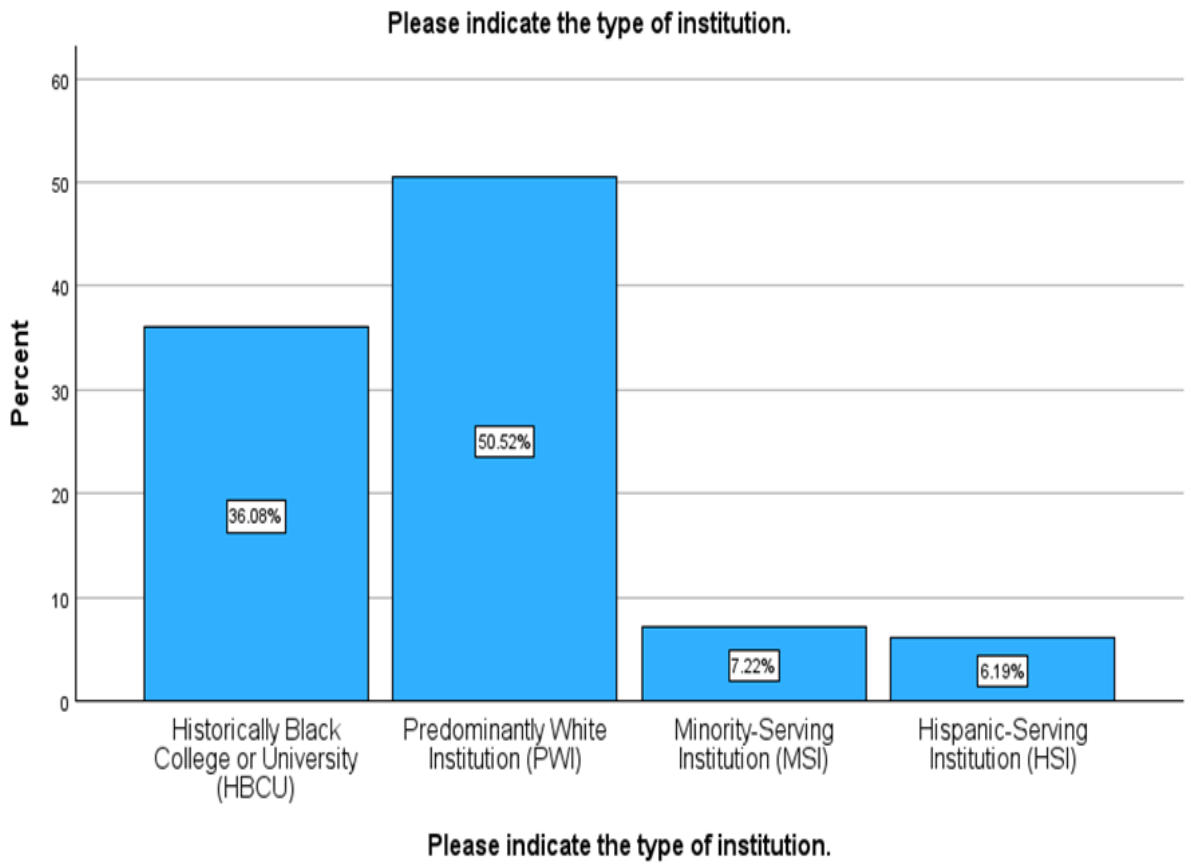
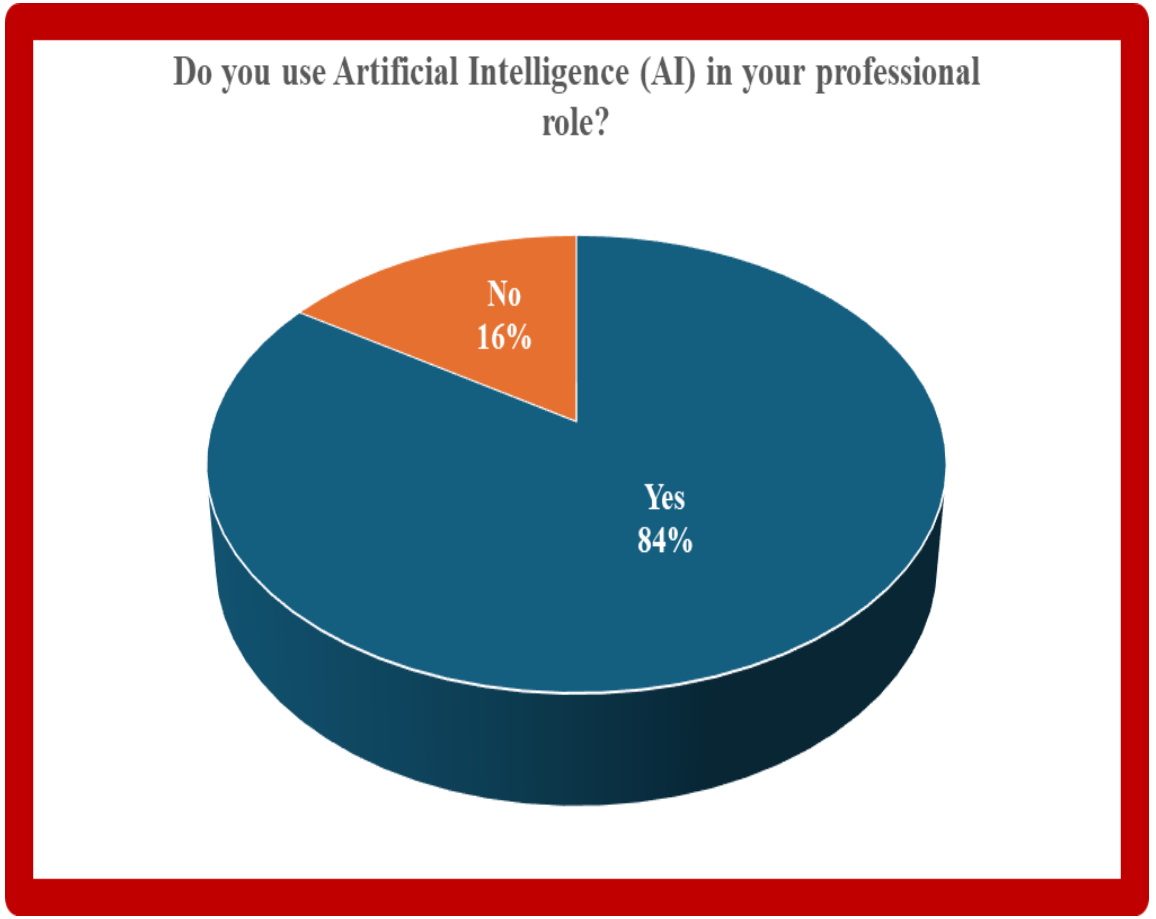




Preliminary Descriptive Results

Do you use Artificial Intelligence (AI) in your professional role?

	Level of institution	
	Four-year	Two-year
Yes	81.5%	94.7%
No	18.5%	5.3%
Total	100.0%	100.0%

	Type of Institution	
	Private	Public
Yes	76.5%	85.5%
No	23.5%	14.5%
Total	100.0%	100.0%

Do you use Artificial Intelligence (AI) in your professional role?

	Historically Black College or University (HBCU)	Predominantly White Institution (PWI)	Minority-Serving Institution (MSI)	Hispanic-Serving Institution (HSI)
Yes	85.7%	81.3%	85.7%	83.3%
No	14.3%	18.8%	14.3%	16.7%
Total	100.0%	100.0%	100.0%	100.0%

Level of Institution and extent of AI use

- There is no statistically significant difference in the **extent of AI use** between **4-year institutions and 2-year institutions**.

Level of Institution and extent of AI use

		t-test for Equality of Means						
		t	df	Sig. (2 tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Extent of Use	Equal variances assumed	-1.919	77	.029	-.538	.281	-1.098	.0203
	Equal variances not assumed	-1.577	22.038	.129	-.538	.342	-1.247	.169

Level of Institution and extent of AI use

Group Statistics					
	Level of institution	N	Mean	Std. Deviation	Std. Error Mean
Extent of Use	Four-year	61	2.6721	.94094	.12048
	Two-year	18	3.2111	1.35728	.31992

Institution Category and extent of AI use

- There is no statistically significant difference in the **extent of AI use** between **Public institutions and Private institutions**.

Institution Category and extent of AI use

Independent Samples Test								
		t-test for Equality of Means						
		t	df	p	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Extent of Use	Equal variances assumed	2.428	77	.018	.76107	.31349	.13683	1.38531
	Equal variances not assumed	1.769	13.850	.099	.76107	.43026	-.16268	1.68483

Level of Institution and adoption of AI use

Group Statistics

	Level of institution	N	Mean	Std. Deviation	Std. Error Mean
Adaption of Use	Four-year	64	3.7372	.84471	.10559
	Two-year	18	3.8028	.60694	.14306

Types of Institution and adoption of AI use

- There is no statistically significant difference in the **adoption of AI use** between **4-year institutions and 2-year institutions**.
- There is no statistically significant difference in the **adoption of AI use** between **Public institutions and Private institutions**.
- **No Statistically Significant Difference**

Predictive Analysis

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28.274	6	4.712	5.543	<.001[b]
	Residual	57.809	68	0.85		
	Total	86.083	74			

a. Dependent Variable: Extent of Use

Predictive Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.682	1.224		4.642	<.001
	Gender	-0.643	0.223	-0.299	-2.888	0.005
	Race.	-0.173	0.072	-0.264	-2.409	0.019
	Age Range	-0.198	0.085	-0.234	-2.335	0.023
	Level of institution	0.213	0.311	0.083	0.683	0.497
	Please indicate how your institution is classified.	-0.371	0.291	-0.131	-1.274	0.207
	Please indicate the type of institution.	0.286	0.11	0.336	2.594	0.012

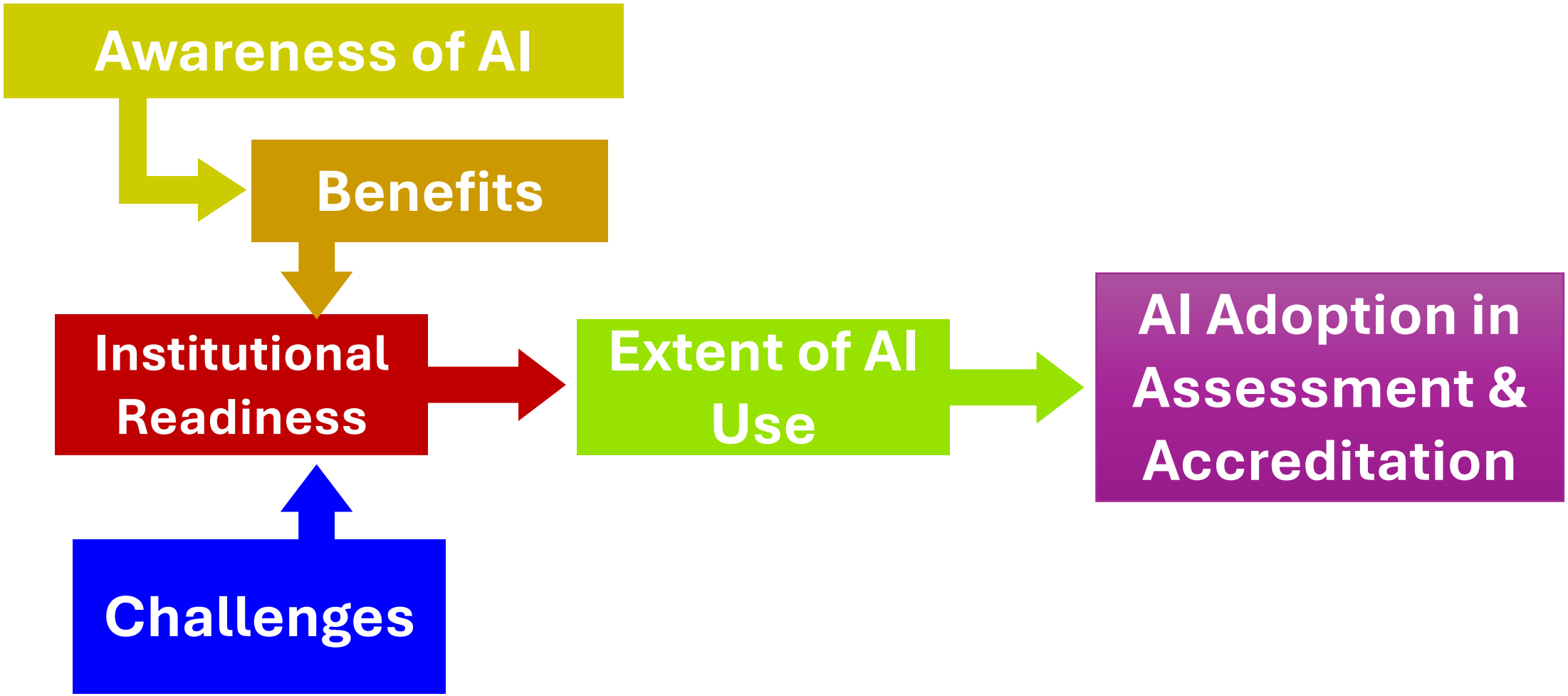
Discussion

- AI adoption in higher education is a complex, multi-faceted issue.

- Successful adoption and ease of AI use in higher education depend on both the perceived efficacy of AI and the institutional capacity to support its integration.

- Strategic, ethical implementation is critical.

AI Acceptance & Adoption Model



(Leslie, Doxey, & Mussat-Whitlow, 2026)

Conclusion

- Readiness to use AI varies significantly across institutions and individuals
- AI should not replace professional expertise in accreditation and assessment.
- AI should amplify institutional effectiveness, strengthen evidence-based practice, and support continuous improvement.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