Writing a Basic Assessment Report
What is a Basic Assessment Report?

• A basic assessment report is useful when assessing selected Common Core SLOs across a set of single courses
• A basic assessment report should be timely, predictably-issued and widely distributed
• It is probably easiest to plan on releasing an assessment report at the end of each academic year
• An assessment report should detail all assessment activities rather than be issued on a course-by course basis
What is a Basic Assessment Report?

• A basic assessment report should have a simple structure
  – A narrative introduction summarizing the year’s work
  – A table showing the full assessment cycle
  – Individual course assessments
    • A Nichols Chart
    • Data summarized in the form of one or more standard graph
  – An appendix may be included containing
    • All CCCRC submission forms
    • All sample syllabi
    • All rubrics
    • All prompts
What is a Basic Assessment Report?

• An assessment report should aim for consistency
  – Nichols charts should contain similarly-worded and structured sections
  – Graphs and charts should adopt similar graphic standards
  – Standards for success should be uniform
    • EG if 2.3/4 is defined as being inadequate student attainment in one course, it should be considered inadequate student attainment for all courses in the assessment cycle
    • Assessors should avoid redefining failure as success
    • It is better to identify a problem in a course and solve it than to pretend that everything is fine
Other Items for the Appendix

• An assessment report may have a large appendix or assessment staff should create an archive containing:
  – The Excel Worksheets for each course
  – All individual section syllabi (if different from sample syllabi)
  – Norming materials used in assessment
  – Anonymized student work
Graphs and Charts

- It is unnecessary to provide a large number of graphs
- A couple of simple types will do
- It is suggested that student attainment in SLOs be documented as an overall average and also sorted into levels of attainment
Sample Average Student Attainment Chart

HIST 201: Average Level of Student Attainment in Pathways SLOs for Scientific World in Summer 2014, Fall 2015, and Spring 2015 (n=25)
Sample Attainment Distribution Chart

FLM 307: Distribution of Student Attainment Levels in Pathways SLOs for Creative Expression in Fall 2014, Fall 2015, Winter 2015 and Winter 2016 (n=46)
Statistical Analysis

• It is not necessary in a basic assessment report to go overboard with statistics

• If assessment staff is able, they could provide a measure of inter-rater reliability (for example a weighted Cohen’s Kappa)

• Inter-rater reliability should be documented on the Nichols Chart
The Nichols Chart

• The Nichols Chart is a five column chart showing the process and results of assessment
• The first column identifies the full SLO being assessed
• The second column identifies any sub-set of the SLO or details how the SLO is being parsed
• The third column briefly describes the instrument or assignment used and indicates where the rubric and prompt may be located
• The fourth column provides the results of the assessment
• The fifth column discusses any required actions
# Sample Nichols Chart

## Course Assessment Matrix

**English 331: Folk and Fairy Tales, Fall 2015**

<table>
<thead>
<tr>
<th>Pathways SLO</th>
<th>Assessed SLO Subsets</th>
<th>Instruments and methods</th>
<th>Student Performance</th>
<th>Use Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gather, interpret, and assess information from a variety of sources and points of view.</td>
<td>Gather, interpret, assess sources and evidence.</td>
<td>Research paper (see attached prompt and attached rubric).</td>
<td>n=27 Average level of student mastery of 2.17/4 for SLO 1. Considered an unacceptable level of student attainment. Interrater reliability calculated using Weighted Cohen’s Kappa. Reliability measured at 1.0 is considered perfectly reliable.</td>
<td>The course readings and prompts require extensive revision. The readings need to be more inclusive and less Eurocentric. This would help the course address its learning outcomes regarding race, gender, class and ethnicity. The course, similarly requires some new resources such as introductory videos and complete citations in APA style of all required and optional readings.</td>
</tr>
</tbody>
</table>
The Next Next Step

• After trying a few years of basic, course-level SLO assessment, it might be time to branch out

• For example:
  – Assess Flexible Core SLO 4 which defines a field of study, across an entire bucket
  – Assess student essay writing using Flexible Core SLO 3 across one or more courses in each bucket
  – The sky is the limit