Reporting Assessment Results
09/30/2009
Assessment Cycle

1. Define goals, objectives, and outcomes
2. Use results and document change
3. Review assessment results
4. Select appropriate method and collect data
5. Provide programs, services, and activities to achieve goals
6. Create measurements / assessment questions

This cycle emphasizes the iterative process of setting goals, assessing progress, and adapting strategies to achieve desired outcomes.
Why Focus on Reporting Results?

Data Rich:
- Focus on assessment
- Increased local assessment efforts
- Participation in national studies

Analysis Poor:
- Assessment data unused
- Results from national studies not discussed
Why Focus on Reporting Results?
Barriers to Reporting Assessment Results

- **Lack of Time**
  - It is one more steep in the assessment process
  - Too much going on

- **Lack of Expertise**
  - Little or no training
  - Don’t know where to begin

- **Lack of Tools**
  - I don’t have SPSS
  - Stats!?!?
  - Making it presentable
Using “Academic” Reporting Formats

Too much focus on:
- Literature
- Methods

Too little focus on:
- Implications
- Executive Summary
- Recommendations
Ineffective Distribution of Results

1. Not customizing reports to individual audiences
2. Reliance on “formal” reports to convey messages
3. Failing to maximize distribution methods
Types of Assessment Reports

**Full Report**
- Covers all sections with in-depth analysis
- May include in-depth discussion of literature, methods, data analysis procedures, and findings.
- Could include appendices for copies of instruments, consent forms, and other material.

**Short Report**
- Provides an overview of many areas of the assessment process and places greater emphasis on findings, discussion, implications, and/or recommendations.
- Focused with the needs of target audience in mind.

**Summary Report**
- 1-3 page report that offer only overview/summary information on all areas of the report.
- May bullet information for users.
- May only focus on specific areas for individual audiences.
More Assessment Reports

Presentation
- Provides opportunity to provide information customized to individual audiences.
- Allows for presenter to structure content and discussion of results to convey particular messages.

Informal Reports
- Emails, flyers, posters, bus cards, etc.
- Designed to be provide highlights or snap shots of the data and results
- Focused on particular message
Steps to Planning a Report

1. When will you need the report?
2. Who is the audience of the report?
3. Why is this information important to this audience?
4. How will you be reporting the results?
Basic Structure of Assessment Report

- Executive Summary
- Purpose of Assessment
- Methods
- Description of Participants
- Findings
- Implications/Conclusion
Executive Summary

One page overview includes all sections of report

Highlights important and necessary information to reader

Use bullets or other tools to draw attention to important elements.

Should be written after completion of full report

Section can stand alone from document
Purpose of Assessment

Provides understanding as to why the project was undertaken

May include support from literature

Provides clear understanding of the rationale, purpose, direction of assessment and report

Should include the statement “The purpose of this assessment was to…”
Methods

- Provides overview of methodology used for assessment
- Gives summary of timeline and steps in assessment process
- Includes information on sampling, assessment instrument, and data analysis procedures
- Addresses any meaningful limitations to the assessment (Ex. Data for alcohol use after Spring Break)
- For assessment reports, provide only necessary details to give insight into the assessment process
Description of Participants

- Provides brief description of participants in the study
- May include demographic overview comparing sample to population
- Gives reader understanding of who participated in the study
- Not intended to give in-depth analysis
Findings

- Provides detailed results of your assessment
- Includes visuals to give understanding to dense information
- Gives results of any statistical analysis conducted
- Serves as the “facts” from your data
- Uses the purpose of your assessment as a guide for what to include
Discussion and Implications

Ties results together and is the capstone of the assessment process

Focuses on what should happen next and is not a repeat of findings

Discussion can be findings in relation to your campus, other campuses, and/or profession
Issues to Know When Reporting Data

- Getting the "right" data
- Know what to do with your data
- Difference between Charts, Graphs, and Tables
Getting the “Right” Data

Understanding of what you want to know

Answers the purpose of your assessment

Well designed assessment instruments

The “right” data
Know what to do with data

What questions are you trying to answer?

What are you wanting to do with the data you have collected?

The data you can report is affected by what data you collect.

Analysis Options
- Frequencies
- Basic descriptive statistics
- Advanced statistical analysis
- Correlations
- Other analyses
Graphs or Tables?

**Graphs**
- Show relationships in data
- Useful for showing trends
- More likely to hold readers attention

**Tables**
- Communicate exact figures
- Provide large amounts of information in limited space
Graphs

- **Bar**
  - used when independent variable is categorical

- **Pie**
  - used to show percentage or proportion

- **Line**
  - used to show relationship between two quantitative variables

- **Scatter**
  - used to represent single events on two scaled variables
Tables

Simplify material that would be too dense with data.

Meaning of the data should be obvious at a glance.

Titles and headings should be concise.

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**Table 1. Place of Residence by Gender**

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Campus Resident</td>
<td>25</td>
<td>35</td>
<td>60</td>
</tr>
<tr>
<td>Off-Campus Resident</td>
<td>50</td>
<td>75</td>
<td>125</td>
</tr>
<tr>
<td>Total</td>
<td>75</td>
<td>110</td>
<td>185</td>
</tr>
</tbody>
</table>
Guidelines for use of Graphs and Tables

- Make them simple
- Make them clear
- Be consistent in your use and format
- Should compliment not duplicate text
- Convey only essential facts
- Easy to read and understand
- Should not overwhelm the reader
How Can StudentVoice Assist?

Assessment Consultation

Reporting Site Features

- Export Data
- Filters
- Saved Views
- Graphs
- Tables and Crosstabs
Assessment Consultation

**Preparation**
- Define measurable outcomes based on goals and objectives
- Questionnaire design
- Exposure to best practice

**Administration**
- Assistance with launching studies
- Gauging response rates
- Full technical support

**Analysis**
- Reacting to data
- Using analysis tools
- Incorporating data into reports and presentations
Leadership Development Outcomes Study

Q2. Since becoming involved in a leadership role during this academic year, I have become more active in the university community.

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>130 24.25%</td>
</tr>
<tr>
<td></td>
<td>257 44.32%</td>
</tr>
<tr>
<td></td>
<td>113 21.08%</td>
</tr>
<tr>
<td></td>
<td>37 6.90%</td>
</tr>
<tr>
<td></td>
<td>19 3.54%</td>
</tr>
</tbody>
</table>

536 Respondents

Top 2 66.47% (367) Bottom 2 10.45% (56)

Mean 3.79 Std Deviation 1.00
Median 4.00 Std Error 0.04
Mode 4 Confidence Interval @ 95% 3.70-3.87

Q6. Since becoming involved in a leadership role during this academic year, my awareness of health and wellness issues has increased.

Q8. Since becoming involved in a leadership role during this academic year, my awareness of health and wellness issues has increased.
Recently, the Office of Leadership Development assessed students and found that involvement in leadership activities has a positive impact in preparing students for life after graduation.

Q11. Since becoming involved in a leadership role during this academic year, I have gained new knowledge that will help me after graduation.
Learning Outcomes:

Contextual Learning

Student Affairs Spotlight:

Office of Leadership Development
Offers a 2-hr Credit Leadership Development Seminar Course
25 students enrolled in Fall 2009
Student end of semester projects were evaluated by faculty, staff, and local business leaders
Reporting Assessment Advice

- Consider adopting a consistent style for reports
- Develop an electronic template for reports
- Adopt an “Assessment Spotlight”
- Share your results!
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