Reporting Assessment Results

University of Maine
Office of Assessment
Brian Doore
Director of Assessment

Presentation adapted from University of Manoa Office of Assessment
Agenda

• Review of previous work
  – Questions & follow-up

• Reporting results
  – Aligning to purposes for reporting (accreditation, program improvement, external audiences)
  – Methods (criterion, change over time, group differences, qualitative feedback)
Progress Updates

• Departments report out
Learning Outcomes for this session

• Identify and list considerations for reporting out assessment data
• Use basic approaches in data summarization
• Identify and describe audiences
• Plan to report on at least one quantitative and one qualitative outcome
Planning for reporting

- Three issues:
  - What are the questions/purposes for the analysis?
  - Who is the audience?
  - What are the benchmarks for success?
Questions to be answered...

• Achievement
  – Did students meet the standard/target?

• Change over time
  – Are we getting better over time? Are more students meeting the standard for achievement/completion

• Differences between groups
  – Are we making progress in closing the achievement gap between subgroup (e.g., males/females)
Identifying your Audience and Purpose

• Internal Audiences:
  – Colleagues
  – Administration
  – Other campus groups

• External Audiences
  – Students
  – Parents
  – Employers
  – Accreditors

• Improvement
  – Curriculum
  – Skills
  – Experience

• Accountability
  – NEASC
  – Program Accreditors
  – Legislature
  – Donors
Purposes and Audiences

• On the handout, prioritize the list of Purposes and Audiences for your program/department
Standards & Benchmarks

• 100% of graduating seniors will achieve the minimum performance level on all outcomes.
• The average score on the licensure exam will be above the national average.
Basic approaches to summarizing data

• Tallies/Counts
• Percentages
• Averages
• Summary of qualitative themes
<table>
<thead>
<tr>
<th>Writing Outcomes</th>
<th>Below Expectation</th>
<th>Approaching Expectation</th>
<th>Met Expectation</th>
<th>Exceeded Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate use of sources</td>
<td>20</td>
<td>10</td>
<td>50</td>
<td>20</td>
</tr>
<tr>
<td>Well Synthesized Literature</td>
<td>10</td>
<td>20</td>
<td>60</td>
<td>10</td>
</tr>
<tr>
<td>Sound Methodology</td>
<td>15</td>
<td>5</td>
<td>55</td>
<td>25</td>
</tr>
<tr>
<td>Appropriate Analysis</td>
<td>5</td>
<td>15</td>
<td>65</td>
<td>15</td>
</tr>
<tr>
<td>Correct Interpretation</td>
<td>5</td>
<td>5</td>
<td>50</td>
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## Tallies

<table>
<thead>
<tr>
<th>Through this workshop I learned to</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using guiding questions in data analysis</td>
<td>20</td>
<td>10</td>
<td>50</td>
<td>20</td>
</tr>
<tr>
<td>Use descriptive statistics in data summarization</td>
<td>10</td>
<td>20</td>
<td>60</td>
<td>10</td>
</tr>
<tr>
<td>Choose data presentation table appropriate for audience</td>
<td>15</td>
<td>5</td>
<td>55</td>
<td>25</td>
</tr>
<tr>
<td>Summarize achievement from a single source of data</td>
<td>5</td>
<td>15</td>
<td>65</td>
<td>15</td>
</tr>
<tr>
<td>Summarize achievement from multiple sources of data</td>
<td>5</td>
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<td>40</td>
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## Percentages

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Total number of paper rated = 100
### Percentages

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Examples

• Summarizing achievement with a single data source (Tasks A & B)
• Summarizing achievement with multiple data sources (Task C)
Tips on Summarization

• Sort results in a meaningful order
• Present only the information necessary for the intended audience
• Be concise. Put extended data in appendices
• Round to nearest whole percent
• Be sure to look and account for missing values
• Consider using graphs and charts
### Change over time

<table>
<thead>
<tr>
<th>Through this workshop I learned to</th>
<th>Year 1 % Met</th>
<th>Year 2 % Met</th>
<th>Year 3 % Met</th>
<th>3-year change</th>
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</thead>
<tbody>
<tr>
<td>Appropriate analysis (SLO 4)</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>300%</td>
</tr>
<tr>
<td>Appropriate use of sources</td>
<td>40</td>
<td>60</td>
<td>80</td>
<td>10%</td>
</tr>
<tr>
<td>Well synthesized literature</td>
<td>30</td>
<td>31</td>
<td>32</td>
<td>7%</td>
</tr>
<tr>
<td>Sound methodologies</td>
<td>80</td>
<td>90</td>
<td>70</td>
<td>-13%</td>
</tr>
</tbody>
</table>
Change over time

- Appropriate analysis (SLO 4)
- Appropriate use of sources
- Well synthesized literature
- Sound methodologies

Year 1 % Met
- 5

Year 2 % Met
- 10

Year 3 % Met
- 15

Year 1 % Met
- 30
- 31
- 32

Year 2 % Met
- 40
- 60

Year 3 % Met
- 80
- 70

- 90
- 80
- 90

- 100

- 60
- 70
- 80
- 90
- 100
## Differences between groups

### Through this workshop I learned to

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate analysis (SLO 4)</td>
<td>5</td>
<td>10</td>
<td>-5%</td>
</tr>
<tr>
<td>Appropriate use of sources</td>
<td>40</td>
<td>60</td>
<td>-20%</td>
</tr>
<tr>
<td>Well synthesized literature</td>
<td>30</td>
<td>31</td>
<td>-1%</td>
</tr>
<tr>
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<td>80</td>
<td>90</td>
<td>-10%</td>
</tr>
</tbody>
</table>

Difference is % of men *minus* percent of women.
Differences between groups

- Appropriate analysis (SLO 4): Men 5, Women 10
- Appropriate use of sources: Men 40, Women 60
- Well synthesized literature: Men 30, Women 31
- Sound methodologies: Men 80, Women 90

Office of Assessment
Review so far...

• Three Guiding Questions
  – Achievement
  – Change over time
  – Differences among groups

• Considerations
  – Audience
  – Usefulness
  – Benchmarks

• Three basics strategies
  – Tallies/Counts
  – Percentages
  – Averages

• Source
  – Single
  – Multiple
Progress Updates

- Departments report out
Qualitative Data

• Open ended survey questions
• Focus groups
• Reflection papers
• Other student narrative feedback
Theme Summary Strategies

• Narrative of trends and patterns
• Grouped listings
• Theme and category counts + quotes
Narrative of trends and patterns

Example

“The most prominent suggestion raised by the participants is to increase the length of the workshop, followed by the suggestion to post the materials online. A few participants mentioned...”
What was one thing you learned in this workshop that you will find most useful?

Rubrics (13 comments)
• Characteristics and advantages of different types of rubrics
• Descriptive Rubrics seemed useful
• Examples of Rubrics...

Multiple Choice (9 comments)
• Creating multiple choice questions
• The criteria for writing good MC tests
• Tips for writing multiple choice...

Self-reflection (5 comments)
• Reflective writing- I think these will be most useful
• The self-reflection info will really work for my students...

General and Misc. (3 comments)
• Great tips and tools
• How to process and assessment the assessment tools we use
• That assessment encompasses test design and grading
Group listings: considerations

• Use when your qualitative data fits into a few discrete categories
• What is the unit of analysis? Comments or people?
• Still must engage in interpretation to summarize grouped, but not identical comments.
# Categorical Coding

<table>
<thead>
<tr>
<th>Category</th>
<th>N</th>
<th>Quotes</th>
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<td>Examples of Rubrics...</td>
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<td>Multiple Choice</td>
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<td>Creating multiple choice questions</td>
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<td>General and Misc</td>
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<td>Great tips and tools</td>
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<tr>
<td></td>
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Wrap up

• Comments, questions, feedback...