

Analyzing and Presenting Assessment Results

Simple ways to make sense of your data and show it clearly in Part C

You don't need advanced statistics to analyze assessment data well. Most program assessments call for clear counts, percentages, and a thoughtful look at patterns. Criterion 3 of Berea's review rubric looks for results that are **interpreted**, not just listed.

Start with the target

Report the result in the same terms as the target. If the target was "80% will score 3 or higher," report the percentage that did, how many that is (for example, 17 of 22), and whether the target was met.

Then look underneath

- **By rubric criterion:** which parts of the outcome are strongest and weakest?
- **Distribution:** how many scored at each level, not just the average?
- **Over time:** how does this compare with the last time the outcome was assessed?
- **By group, with care:** comparisons by course section, entry cohort, or other groups can reveal gaps. Don't report groups smaller than five; small groups can identify individuals and give unstable results.

Show it clearly

If you want to show...	Try...
Whether the target was met	A one-line statement plus a small table
How scores spread across rubric levels	A table with counts and percentages, or a stacked bar chart
Strengths and weaknesses across criteria	A bar chart with one bar per criterion and a line at the target
Change over time	A simple table or line chart with each assessment year

A sample results table

Rubric criterion	Exemplary (4)	Competent (3)	Developing (2)	Beginning (1)	Met standard (3+)
Thesis	6	11	4	1	17 of 22 (77%)
Use of evidence	3	9	8	2	12 of 22 (55%)
Organization	7	12	3	0	19 of 22 (86%)

Illustrative data. A table like this shows at a glance that "use of evidence" is where an action plan could help most.

Interpret, don't just report

After the numbers, write a few sentences that answer: **What does this tell us about student learning (or about our service)? What might explain it? What should we do next?** Those sentences connect Part C to the actions in Part D.

Created in collaboration with Claude AI.