

# Ohio Program Evaluators' Group Fall Conference:

## Reporting Your Findings

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Clear accurate  
communication  
for stakeholder  
decision making



# Communication Plan

Reporting Methods

Design

Written

Presentation

Poster

**Use**

# **Communication Plan**






Identify  
appropriate,  
preferred,  
commonly used  
channels of  
communicating  
with your  
audience

# Example Plan

Ask yourself (and others):	
Who is your audience?	What decisions are you influencing?
Do you know what information will influence decisions?	What are other uses that may be made of the evaluation or the evaluation report?

# Example Plan

Intended Users	Report Examples	Report Delivery
Program leadership	<ul style="list-style-type: none"><li>• Executive summary</li><li>• One-pager</li><li>• PowerPoint presentation</li><li>• Dashboard report</li></ul>	
Program staff	<ul style="list-style-type: none"><li>• Traditional comprehensive report</li><li>• Executive summary</li><li>• Article in intra-agency newsletter</li><li>• Web site postings</li></ul>	
Other users (e.g., public health practitioners, policy makers, evaluators)	<ul style="list-style-type: none"><li>• Journal article</li><li>• Traditional comprehensive report</li><li>• One-pager</li><li>• GIS map</li><li>• Web site posting</li><li>• Conference presentation</li></ul>	

# Example Plan

Audience	Product	Medium (print, electronic, verbal)	Release Date	Person Responsible	Follow-Up Activities
State policymakers	2-page summary	Print	Oct. 2013	Staff A	Press conference
Community stakeholders	Slides	Verbal	Nov. 2013	Staff B	Internal project meeting to discuss



# Example Plan

Audience	Product	Who is responsible	Due date
Donor	Formal Report	Team leader	6/1
Advisory board	Oral Briefing	Team member A	6/1
Local stakeholders	Executive Summary	Team member B	6/1
	Oral Briefing		
Program staff	Copy of formal report	Team member C	6/1
	Executive summary		
Local government officials	Oral briefing	Team leader	6/5
Participants	Oral briefing	Team leader	6/5
Development Evaluation Community	Article for publication	Team leader	8/1

(IPDET, 2007)

# Communication Plan

Reporting Methods

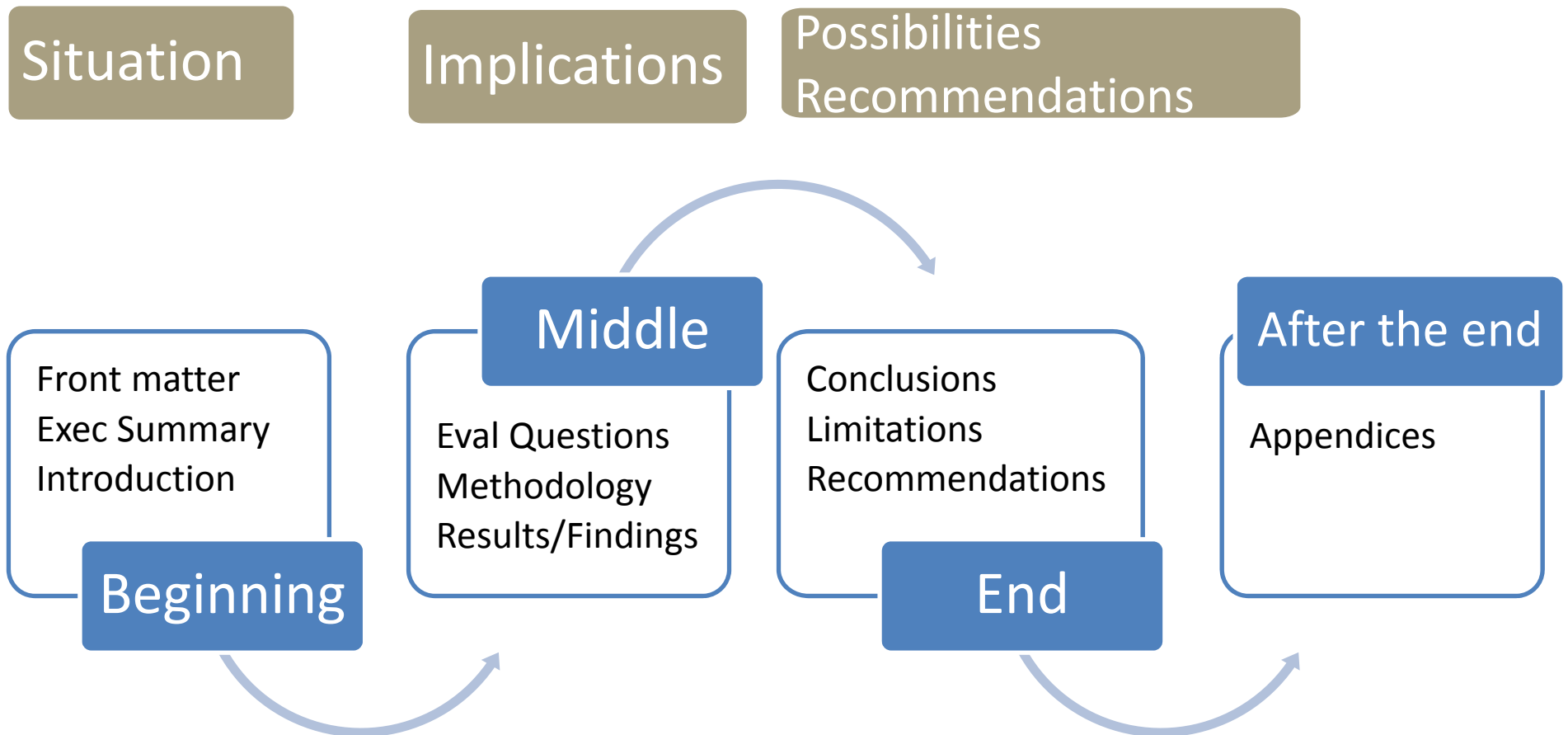
Design

Written

Presentation

Poster

Use



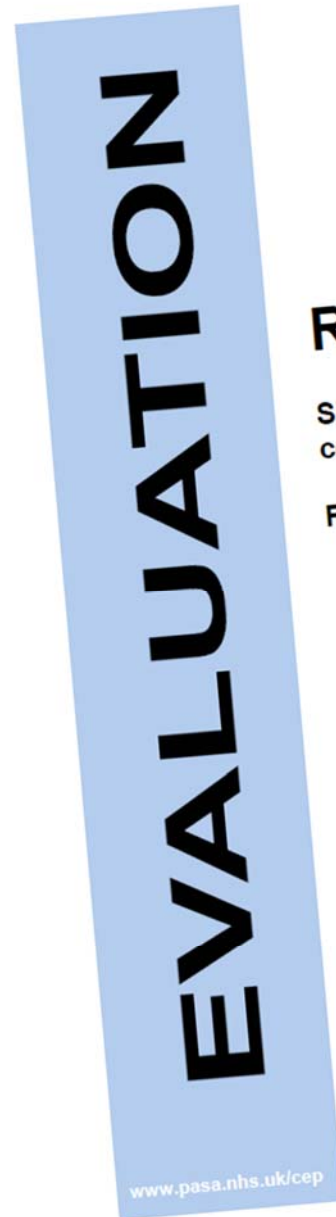
# Written Reports

Situation

Front matter  
Exec Summary  
Introduction

Beginning

Title Page  
Acknowledgements  
Table of Contents  
List of Figures  
List of Tables



**NHS**  
**Purchasing and Supply Agency**  
Centre for Evidence-based Purchasing

## **Report 06011**

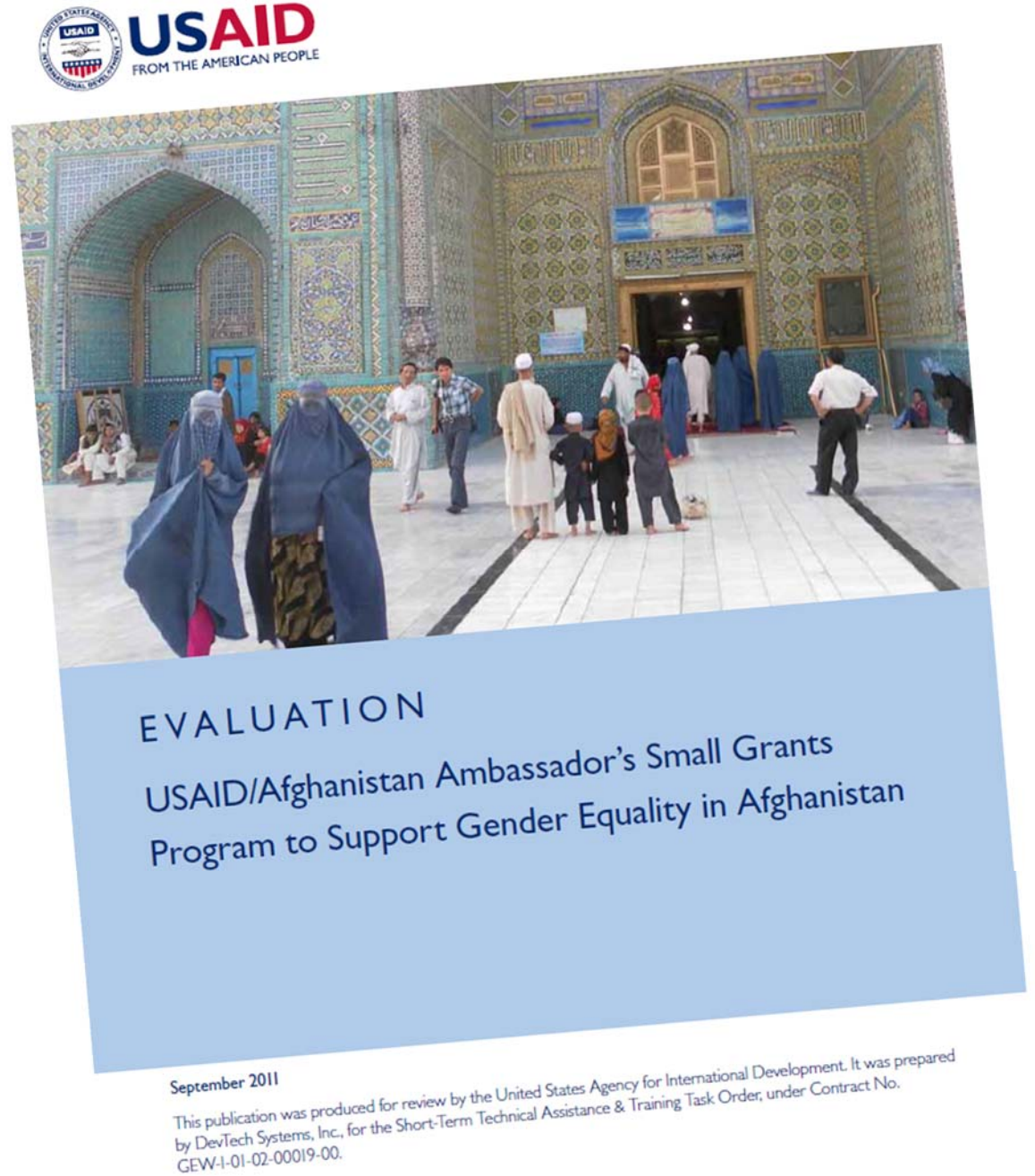
Six to ten slice CT scanner  
comparison report version 14

February 2006

Health and social care working together

<http://www.impactscan.org/reports/Report06011.htm>

# Well Designed Cover Page



# Consistent Cover Page Design



## EVALUACIÓN

Proyecto mejor manejo y conservación de cuencas  
hidrográficas críticas

Informe de evaluación final

Agosto 2011

Este informe fue elaborado por ADEPRO Especialistas en Desarrollo Local la Agencia de los Estados Unidos para el  
Desarrollo Internacional, USAID/El Salvador



# Consistent Cover Page Design



## EVALUATION

### The International Foundation for Education and Self-help (IFESH) Mid-term Evaluation Report

July 2011

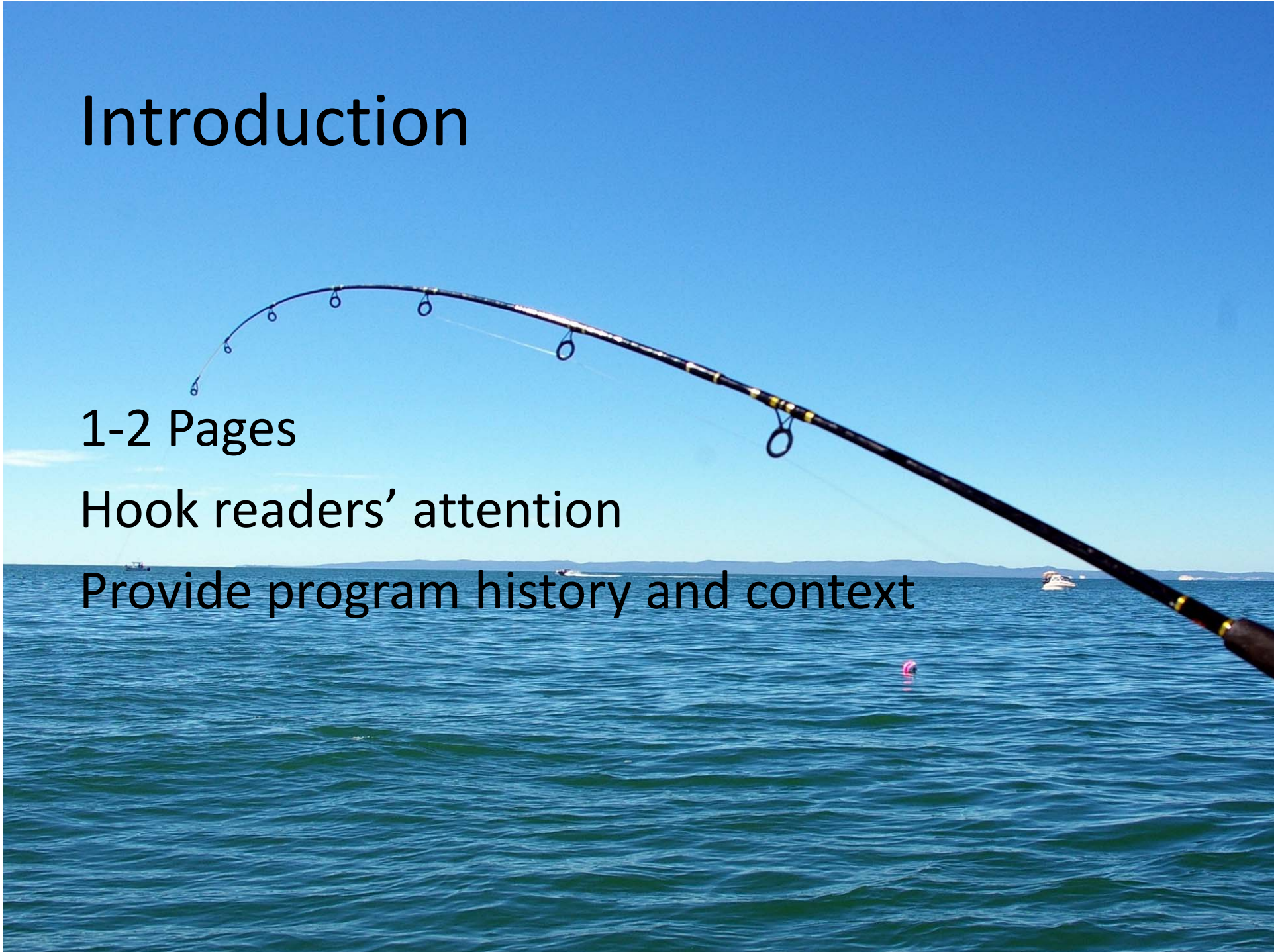
This publication was produced for review by the United States Agency for International Development (USAID). It was prepared by Morgan Borszcz Consulting, LLC.

# Introduction

1-2 Pages

Hook readers' attention

Provide program history and context



Situation

Implications

Middle

Front matter  
Exec Summary  
Introduction

Eval Questions  
Methodology  
Results/Findings

Beginning



# Evaluation Questions

½ - 1 pages

3-7 key questions that  
lead to actionable  
answers





# Methodology

1-5 pages

Evaluation Design

Sample

Data Collection Instruments

Data Collection Procedures

Data Analysis

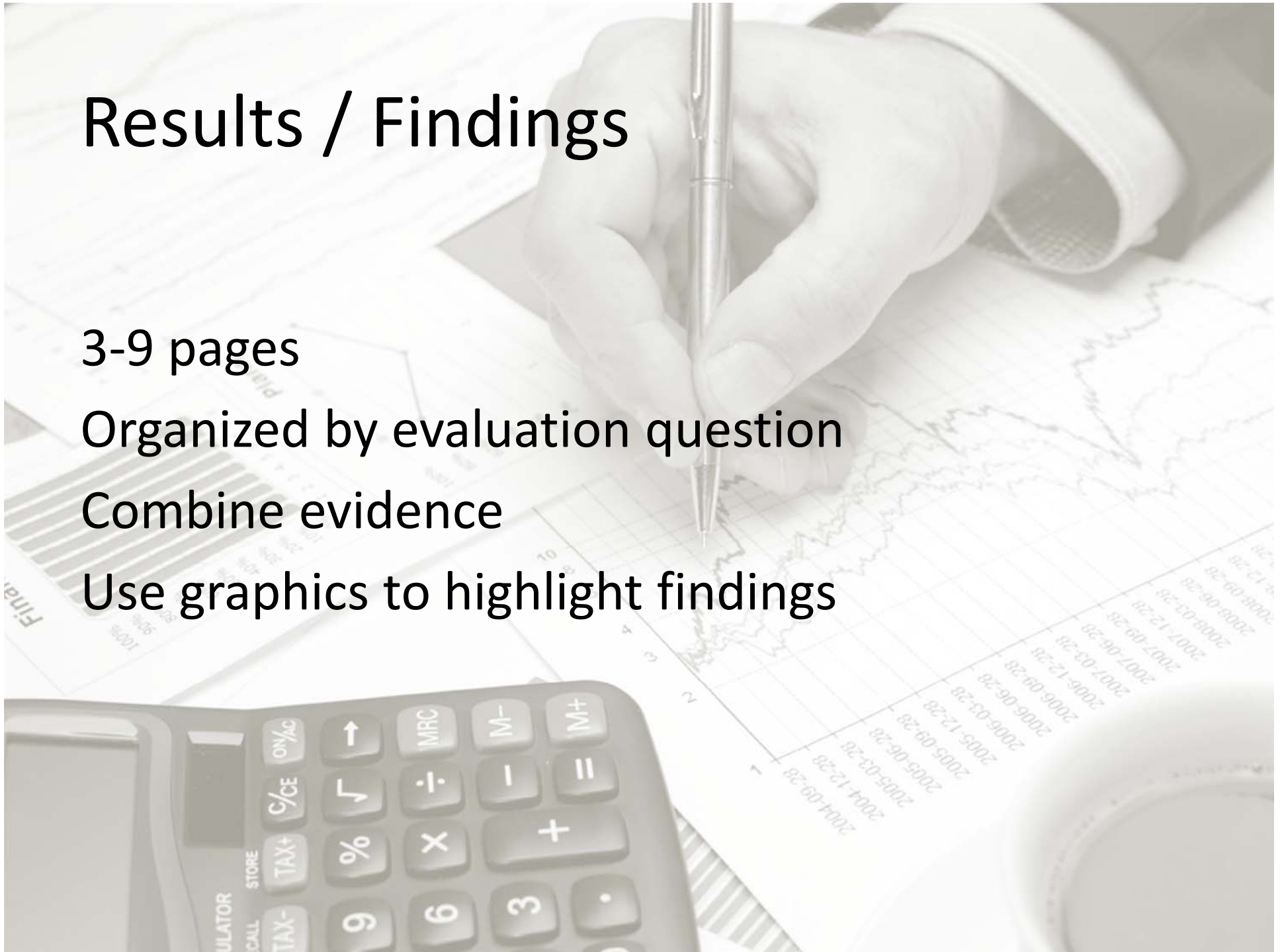
# Results / Findings

3-9 pages

Organized by evaluation question

Combine evidence

Use graphics to highlight findings



Situation

Implications

Possibilities  
Recommendations

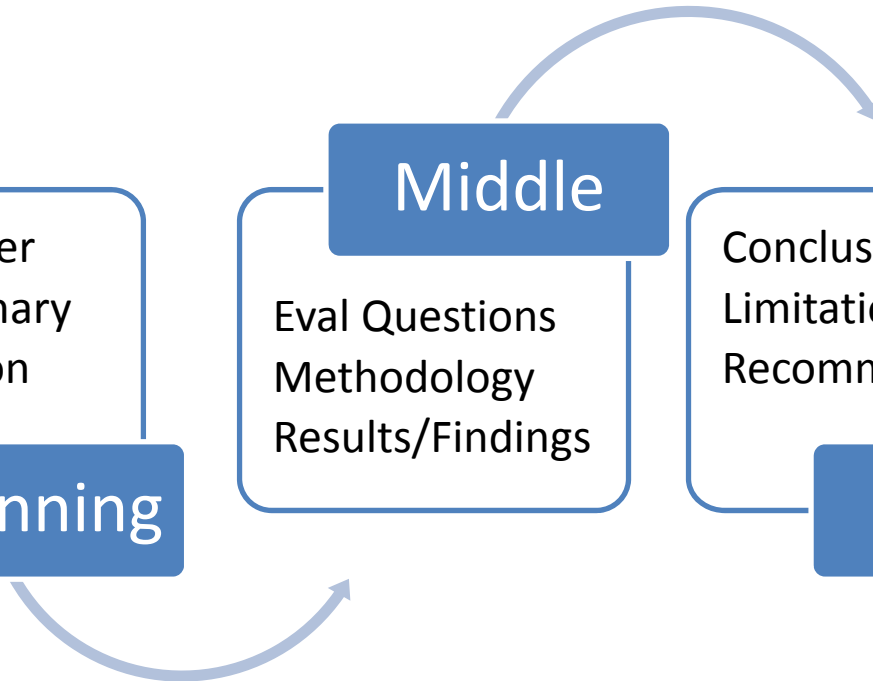
Front matter  
Exec Summary  
Introduction

Beginning

Middle  
Eval Questions  
Methodology  
Results/Findings

Conclusions  
Limitations  
Recommendations

End



# Recommendations



0-3 pages

Link recommendations to findings

Focus on a few key recommendations



# Executive Summary

1-2 Pages

Succinct summary

Includes all facts

## Executive summary

### Evaluation objectives

The objectives of the disaster risk reduction (DRR) evaluation were to:

- Contribute to organisational learning on DRR interventions as part of Oxfam's humanitarian response, both at the programme and policy levels, by gathering key information on DRR work done by Oxfam (either stand-alone or mainstreamed) across the tsunami response countries.
- Assess the mainstreaming of DRR components into the different relief sectors upon which OI focused (shelter, water and sanitation, food security, and livelihoods) as part of its tsunami response.

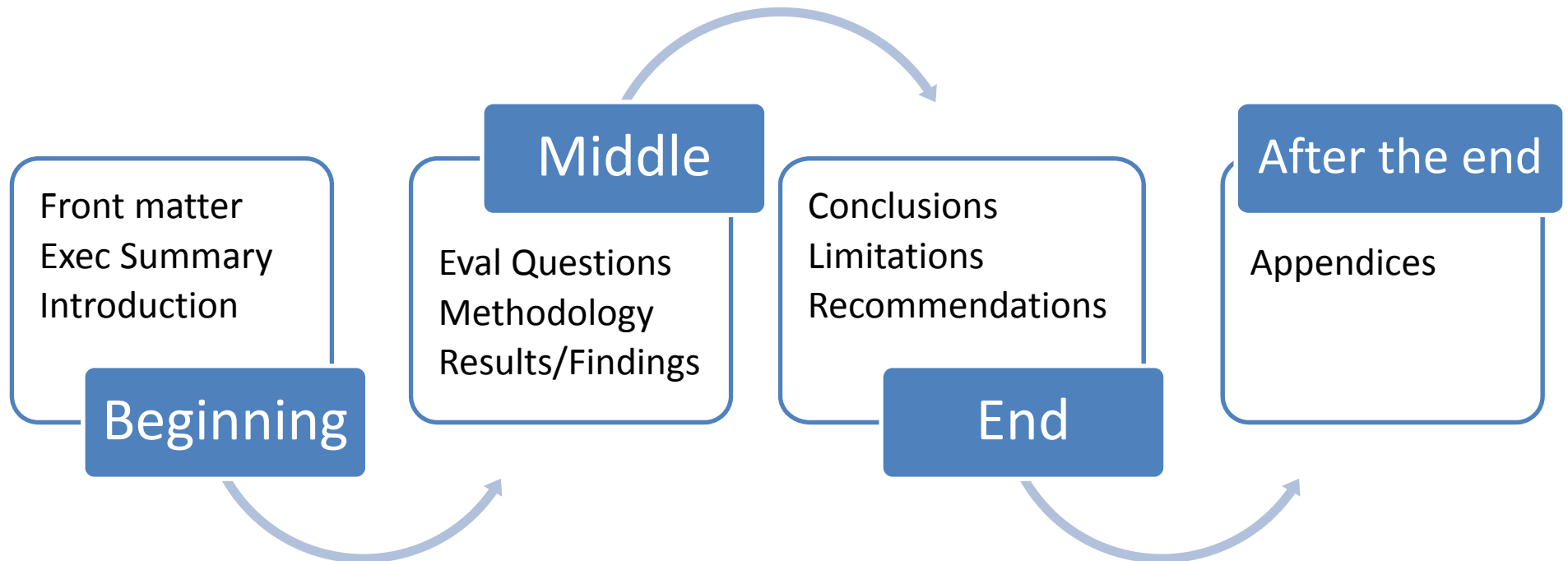
### Observations

1. In the three main response countries of India, Indonesia, and Sri Lanka, DRR activities were implemented separately, in isolation, and were not integrated with other ongoing activities such as livelihoods support, shelter, etc. There were examples where activities would have been much more effective had they been designed and implemented with the concept of DRR built in. One example was the construction of houses: in many locations, houses were constructed without raising the height of the plinth, so most of them flooded even during normal rainfall. Similarly, most livelihood activities were implemented without considering the impact of a possible future disaster in the area.
2. Even after four years of presence in the field, the various activities implemented are not in a position to withstand future disasters or their negative impacts. This observation was derived from the group discussions covering Indonesia, Sri Lanka, and India at workshops held in Chennai and Colombo, where none of the participants or the groups they represented were confident that the ongoing activities initiated by OI would withstand shocks from future disasters.

Situation

Implications

Possibilities  
Recommendations

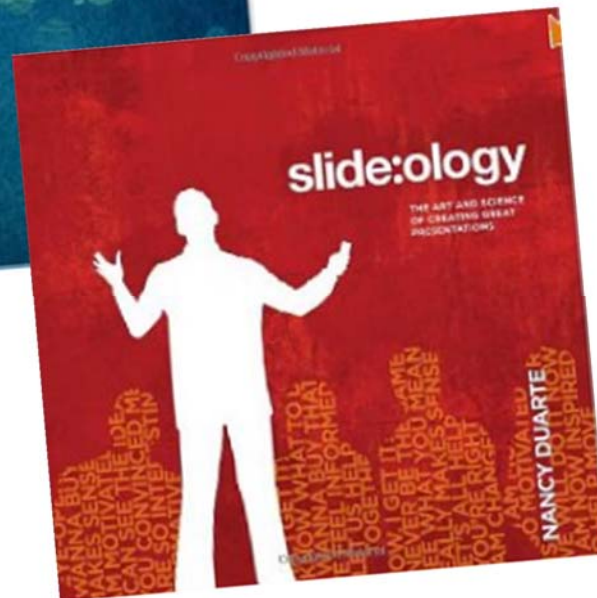


# **Presentations**

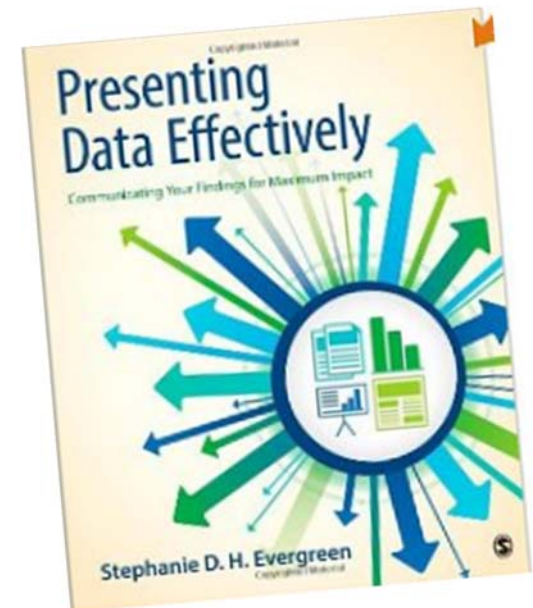
# Presentation Resources



Nancy  
Duarte



Stephanie  
Evergreen



# Potent Presentations Initiative

p2i.eval.org

**POTENT PRESENTATIONS**  
MESSAGE • DESIGN • DELIVERY

## Slide Design Guidelines

Audience members can't read your slides and listen to you speak at the same time. This checklist will help you design a slidedeck that supports your audience's desire to learn from your presentation. Thus, it will encourage you to use few words and engaging graphics to reinforce the message you deliver.

### Graphics

**Pictures/graphic elements are present**  
Multimode learning increases long-term memory retention. Visual content is necessary. Choose pictures or graphics related to your topic. Graphics include data displays.

**Images are high-quality**  
Purchase, take, or make high-quality images. Blurry or watermarked images decrease presentation quality. Consider drawing graphics. Stick figures are okay. Clip art is not okay. Review the quality of scanned or pasted images; often quality is low and print is too small to see on screen. If needed, recreate your graphs and diagrams in your slide software, making them as big as possible.

**Graphics are free of clutter**  
Eliminate gradation, textures, or images as backgrounds.

**Graphics are large**  
Expand images to touch slide border or edge.

**Images direct toward text**  
Eyes in a photo, for example, should look inward at text. Even everyday objects have a directionality implied in their positioning that should be used to guide the reader's attention from the image toward the text.

**Some elements are repeated**  
Repetition of some graphic elements adds unity to the piece and makes work more memorable. Careful not to overdo it – too many elements can add clutter or complication.

**YOU SAID IT**  
"AN ENGAGING AND POTENT PRESENTATION IS ONE THAT INCLUDES A GOOD USE OF VISUALS (HIGH-QUALITY PICTURES, NO CLIP ART PLEASE) AND A MINIMAL USE OF TEXT."  
— AEA MEMBER

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# Posters



# Guidelines for Posters

Historically, the poster exhibition and reception has been the most w session at the conference! The following guidelines are provided to a your poster preparations so that you can attract more viewers, enga conversation, and leave with a stronger network of peers. We ask th presenters follow these guidelines and invite any questions that you

## SETUP

Poster presentations are held in the Main Ballroom on the Wed of the conference, from 7:00 to 8:30 pm. You may set up your between 5:00 pm and 6:30 pm that day. Go to the Ballroom an be there to assist you.

## SIZE AND SHAPE

At Evaluation 2013, all posters are displayed on a floor standin bulletin board with 2 presentations per side. The poster presen 8 feet WIDE by 4 feet HIGH and, allowing for the frame, each have 44" x 44" for his or her display.

## INSIDER TIP

IF YOU HAVE BUSINESS CARDS, THIS IS A GREAT OPPORTUNITY TO DISTRIBUTE THEM AS WELL.

## WHAT TO BRING

Bring your poster and at least 50 copies of a one-page handov (with your email or eLibrary link) to distribute. Consider upload presentation content into the AEA eLibrary and refer people th and/or access the full presentation content. You DO NOT need poster board itself or pins for attaching your poster componen the poster board and plenty of pins.

## DESIGN

Poster presentations should be visually appealing. Your poster

- Readable from at least six feet away, the smallest type approximately 24 pt with headings in 48 point or larger. 64 points or larger. Don't forget to include the names a authors. Narrative text should be in a serif font (like Tin Baskerville, etc.). Headings, titles, graph labels and so in a sans serif font (like Verdana, Trebuchet, or somethi

# HOW TO DESIGN A RESEARCH POSTER

## TOP TIPS TO ROCK YOUR POSTER:

- Graphic elements should dominate
- Use color to emphasize
- Pictures are worth a thousands words
- Use bold lines and obvious patterns
- Simplify graphs and tables
- Don't use a lot of acronyms
- Minimum text size should be 18 so it can be read a few feet away
- Break text up into digestible chunks
- Key takeaway points are highlighted
- Use a graphic designer for creative solutions

## POPULAR PROGRAMS:

- QUICK LAYOUT:  
Microsoft Powerpoint  
Microsoft Publisher
- ADVANCED/CUSTOM:  
Adobe InDesign  
Adobe Illustrator  
Adobe Photoshop

## "BEFORE" POSTER DESIGN



→ "AFTER" POSTER DESIGN VERSION 1  
**VISUALIZE DATA, CHUNK TEXT, AND CALL OUT KEY POINTS**



↓ "AFTER" POSTER DESIGN VERSION 2  
**ADD PHOTOS AND A COLOR SCHEME THAT RELATES TO THE SUBJECT**



↘ "AFTER" POSTER DESIGN VERSION 3  
**USE STRONG CONTRASTS TO FOCUS READER'S EYE ON CONTENT**



**GO HERE:**  
p21.eval.org

**TWEET:**  
#p21 #eval12

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**Design**

# Evaluation Report Layout Checklist

by Stephanie D. H. Evergreen, PhD

This checklist is meant to be used as a diagnostic guide to identify elements of evaluation reports that could be enhanced using graphic design best practices and/or the assistance of a graphic design expert. Suggestions are best suited for those using standard Microsoft Word software.

**Instructions** Rate each aspect of the report using the following rubric, by circling the most appropriate letter. Use Best Practice section as a guide for improvement.

**F=Fully Met   P=Partly Met   N=Not Met**

Type	Rating			Best Practice
Text fonts are used for narrative text	F	P	N	Use serif fonts. Nothing with lots of graphic detail.
Long reading is in 9-11 point size	F	P	N	Studies have shown that 11 point text is easiest to read at length, but it can depend on the typeface (font).
Body text has stylistic uniformity	F	P	N	Each text section has unbolded, normal text in sentence case (no all caps), except in short areas of intentional emphasis. This supports undistracted reading.
Line spacing is 11-13 points	F	P	N	For lines within paragraph, generally choose 1-2 points larger than the size of the body text.
Headers & callouts are emphasized	F	P	N	Header should be 150-200% of body text size. Sans serif or decorative is okay. Use sentence case. Contrast with body text by using different size, style, and/or color. Too similar looks unintentional.
No more than 3 fonts are used	F	P	N	A change in font will indicate a change in meaning. Use font changes to guide reader through information according to importance.
Bullets are slightly less thick than text	F	P	N	If bullets must be used, decrease their size to slightly less (70-80%) than the point size of the font. Otherwise, they are too strong and distracting. If good spacing is used in lieu of bullets, this best practice is Fully Met.

## Notes

*Nice serif choices* include  
Garamond, Palatino, Cambria

*Nice sans serif choices* are  
Trebuchet, Verdana, Calibri

*Sentence case* is when the first letter of the line is capitalized and all others are lowercase, excepting proper nouns.

*Body text* is that which comprises the narrative of the report.

By contrast, *header text* is that which comprises your headlines and titles. Also known as display text.

- Default bullet size (too big)
- Appropriate bullet size

## **Evaluators blogging and tweeting about design:**

Ann Emery: <http://emeryevaluation.com/>

Stephanie Evergreen: <http://stephanieevergreen.com/blog/>

On Twitter: #dataviz, #eval (very active data viz group), #thumbsupvis

AEA365 blog: October 15, 2013 includes links to eval reports with good design

<http://aea365.org/blog/?p=10281>

## **Informal science/arts evaluation examples & guides:**

<http://informalscience.org/> - evaluation resources

<http://www.visitorstudies.org/> - evaluation for informal learning, including museums

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**Use**

# References

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