

Reporting & Using Evaluation Results

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How to use the results of your evaluation is just as important as thinking about what to evaluate, and how to evaluate. Greenberg and Harris (2006) argue that assessment in career services “needs to be a continuous, circular process” where the results of an evaluation of a program are used to impact the next implementation of that program.

Greenberg and Harris lay out 5 simple pieces for a career centre’s evaluation plan:

1. Set your intended outcomes
2. Clarify the methods and tools that you will use to evaluate whether you have achieved those outcomes
3. Create a plan for how and when the evaluation will take place
4. Determine how you will collect and record the results
5. Decide how you will use the results.

Here is their example of what this might look like: [\(need permission to reprint this Table\)](#)

Intended Outcomes	Assessment Procedures	Data Collection Schedule	Actual Results	Plans for Improvement Based on Results
Through the teaching of Career Exploration 131, students will improve level of understanding in the following competencies: know how to assess self (values, interests, abilities), know how to explore and evaluate career choices, know how to prepare for entry into chosen careers, and know how to make decisions about careers and majors.	A pre- and post-test using a rubric will be administered to students testing their knowledge of how to research careers with a scale of 1 (lowest) to 5 (highest) to rate competencies.	Questionnaire will be administered at the beginning and end of each semester.	Pre-test average 2.58 Post-test average: 4.41 70.9% increase.	Results indicated the occurrence of strong overall learning of career center exploration techniques for the class as a whole; next assessment will examine percentage of students who achieved at least a 3.8 on the rubric, with the goal of 75%.

Thinking About How You Will Use the Results

Before even starting to evaluate, you can determine how you will use the results of your evaluation.

Common uses for evaluation are:

- for reporting
- for influencing
- for quality improvement
- for marketing

Evaluation results will often not be useful to just one of these four purposes; sometimes the same evaluation data may be used for more than one of these purposes. However, before creating your evaluation plan, contemplate what you want to do with your evaluation results. This will increase the likelihood that the results you collect will be useful for the purposes you determine.

Reporting

If you are evaluating in order to inform reporting needs, think about

- Who will be the audience of the report?
- What kind of information does this audience want?
- How do they want the information presented?
- What kind of information do we want to provide to this audience?
- What level of detail will be appropriate for this report?

Here are examples of the use of evaluation results in reporting:

Annual Report, Trent University	Overview	
	Annual Report (or section of)	
Annual Report, The Student Success Centre, The University of Western Ontario	Overview	
	Annual Report (or section of)	
Other?	Overview	
		

Influencing

If you are evaluating in order to help influence, think about

- Who are we trying to influence?
- What do we want them to do or decide?
- What arguments do we want to make?
- What kind of evidence will support those arguments?
- What kind of information might this audience find compelling?
- What kinds of concerns and counter-arguments might this audience make?
- What evidence could we collect to address their concerns?

Here are examples of the use of evaluation results for influencing:

Recent Grad Survey comments (influencing program development), Career Centre, University of Toronto	Overview	
	Annual Report (or section of)	
Other?	Overview	
	Supporting document?	
Other?	Overview	
	Supporting document?	

Quality Improvement

If you are evaluating in order to inform improvements to the quality of your programming, you can think about

- Which programs and services do we want to focus on right now?
- What do we want to know about these particular programs?
- Are there particular changes we are contemplating? If so, what kind of information would we need to determine if these are worthwhile changes?
- Are there particular concerns that we have about this program/service? What kind of information would help us understand this issue more and what would help us understand what we could change?
- What decisions do we want to make? What information do we need to inform those decisions?

After you have reviewed your data for quality improvement:

- What changes do we want to make?
- How will we implement these changes?

Here are examples of the use of evaluation results for quality improvement:

Volunteer Internship Program, University of Windsor	Overview	
	Supporting document?	
Workshop evaluation review process, Trent University	Overview	
	Supporting document?	
Needs Assessment, The Student Success Centre, The University of Western Ontario	Overview	
	Supporting document?	

Marketing

If you want to use evaluation results to help with your marketing efforts, you can think about

- Who are we marketing to?
- What does that particular audience want from our centre?
- What kind of evidence would they find compelling?

Here are examples of the use of evaluation results for marketing:

New Marketing Campaign, Career Services, University of Waterloo	Overview	
	Supporting document?	
Other?	Overview	
	Supporting document?	
Other?	Overview	
	Supporting document?	

Reporting & Using Evaluation Results References

Greenberg, R., & Harris, M. B. (2006) Measuring up: assessment in career services. *NACE Journal*, 67(2).