

# USING AND REPORTING RESULTS

## A Guide to Getting Started



### WHEN IT COMES TO USING AND REPORTING RESULTS, I AM....

#### **Just getting started with using and reporting results**

You are new to using and reporting results and are looking for a guide to get started.

#### **Reviewing an existing report and use of results**

You've got an existing report and process for using results that could use some editing and revising.

#### **Happy with my report and use of results, what's next?**

You're feeling good about your report and use of results and don't have many revisions or edits.

Whether you are new to reporting and using results or are experienced and already have an existing report and process for using results, there is always room for improvement and more steps to the process you can consider.

The next few pages will outline next steps for the various states you may find yourself in when working to report and use assessment results.

# Telling Stories with Data

After analyzing your results it is important to consider who your audience is, and what type of information they will want to or need to hear as it relates to your assessment results. Below are three common types of stories that you may be looking to share about your data.

## High Gloss

### Communication

The story you share publicly on your website, with stakeholders, parents, alumni or donors. This is often the positive attributes and outcomes of your programs and services.

## Color Print

### Advocacy

The story you share with department and divisional leaders. Highlights program strengths as well as areas of opportunity and growth. This story is often used for advocacy and seeking resources and supports to be more successful in the future.

## Grayscale

### Internal Improvement

The story you share with your office or programming team. This story celebrates the successes but more importantly focuses on what improvements should be made to the program and assessment for future iterations.

# Telling Your Story

Consider which of these stories you might need to tell and use the boxes below to brainstorm the following:

1. Who is your target audience within that story?
2. What information do you need to share with them?
3. What is the best platform/avenue for sharing your results?

**High Gloss**

**Communication**

**Color Print**

**Advocacy**

**Grayscale**

**Internal Improvement**

# Dos and Don'ts for Effectively Communicating Results



Below are some common guidelines for effectively and NOT effectively sharing results.

## Dos

Highlight key information and unanticipated findings

Use data visualizations to help you emphasize meaningful results

Simplify graphs and begin the y axes at zero for bar charts

Use different dashed/dotted lines and varying colors to distinguish groups

## Don'ts

Use jargon, confusing language, or excessive numbers when explaining your results

Include charts or graphs that are confusing or complicated to read and understand

Distort parts of your graphs or visuals to be misleading

Use colors that are hard to differentiate or inaccessible to people with color blindness

## REVIEW THE REPORTING RESULTS PROCESS UTILIZING THE RUBRIC

Utilize the rubric to review and make final revisions to your existing report and reporting results process. When you're done, be sure to create your Reporting Results Section in the Assessment Improvement Report Template.

Criteria	Exemplary (3)	Proficient (2)	Developing (1)	Missing (0)
<b>Achievement of Desired Outcomes</b>	Notes and explains whether each outcome was met, partially met, or not met.	Only notes (does not explain) whether each outcome was met, partially met, or not met.	Selectively reports whether outcomes were met, partially met, or not met.	Does not address whether any outcomes were met, partially met, or not met.
<b>Comparison of Findings to Previous Reports (Skip if no previous report)</b>	Past trends/previous results are provided, explained, and compared to current results.	Past trends/previous results are provided and explained but are not compared to current results.	Past trends/previous results are provided but not explained and not compared to current results.	Past trends/previous results are not provided.
<b>Sharing Results</b>	Results are shared with stakeholders (e.g., educators, facilitators, students, AVPs), stakeholders are identified, and method of communication is explained (e.g., division meeting, website).	Results are shared with identified stakeholders, but the method of communication is not provided or explained	Results are shared, but it is unclear to whom and how.	Results are not shared (no mention of sharing).
<b>Equity Centered</b>	Presentation of results ensures representation of relevant student populations. Deficit-based wording is avoided when reporting results. Relevant student populations are invited to contribute to the writing of the report. The dominant group is not used as norm for comparison. Plans are articulated to address discrepancies in the upcoming assessment cycle.	Presentation of the results ensures the representation of relevant student populations. Deficit-based wording is avoided when reporting results.	There is an acknowledgement within the presentation of results that there may be differential effectiveness across student populations, but there is no formal exploration of equity issues regarding results.	There is no discussion of equity related issues regarding results.

REVIEW THE REPORTING RESULTS PROCESS UTILIZING THE RUBRIC  
RATE YOUR REPORTING RESULTS SECTION

Utilize the table below to rate your process of reporting on your results with the help of the Assessment Improvement Rubric. Provide justification for your rating and plans for future improvements.

Criteria	Self Rating	Justification for current rating	Improvement Plan
Achievement of Desired Outcomes			
Comparison of Findings to Previous Reports (Skip if no previous report)			
Sharing Results			
Equity Centered			

## REVIEW YOUR USE OF RESULTS UTILIZING THE RUBRIC

Utilize the rubric to review and to help you examine final considerations about your use of results for improvement. When you're done, be sure to create your Use of Results for Improvement Section in the Assessment Improvement Report Template.

Criteria	Exemplary (3)	Proficient (2)	Developing (1)	Missing (0)
<b>Programmatic Improvement</b>	Examples of improvements/plans to improve the program are documented & directly linked to findings. These improvements are specific and detailed. If no changes are made, there is clear justification of why no program changes are necessary.	Examples of improvements (or plans to improve) to the program are documented and directly related to assessment findings. However, improvements lack specificity.	Examples of improvements to the program are documented, but the link between them and the assessment findings is not clear.	No mention of any program improvements. No justification for not improving the program.
<b>Assessment Improvement</b>	Critical evaluation of past (if applicable) and current assessment process, acknowledging flaws and outlining intended improvements. Specific details are given or there is clear justification of why no changes to the assessment process are necessary.	Critical evaluation of past (if applicable) and current assessment process, including acknowledgement of flaws; plus, evidence of some moderate revision or general plans for improvement of assessment process.	Some critical evaluation of past and current assessment process, acknowledging flaws, but no evidence of improving upon past assessment or making plans to improve assessment in future iterations.	No mention of how this iteration of assessment is improved from past administrations (if applicable) or plans to improve future iterations.
<b>Equity Centered</b>	Presentation of results ensures representation of relevant student groups. Deficit-based wording is avoided. Relevant student groups are invited to contribute to writing the report. The dominant group is not used as norm for comparison. Plans are articulated to address discrepancies in the upcoming assessment cycle.	Presentation of the results ensures the representation of relevant student populations. Deficit-based wording is avoided when reporting results.	There is an acknowledgement within the presentation of results that there may be differential effectiveness across student populations, but there is no formal exploration of equity issues regarding results.	There is no discussion of equity related issues regarding results.

REVIEW YOUR USE OF RESULTS FOR IMPROVEMENT UTILIZING THE RUBRIC  
RATE YOUR REPORT AND USE OF RESULTS

Utilize above rubric and the table below to rate your current process of using your results for improvement. Provide justification for your rating and plans for future improvements. Be sure to consider how and when you plan to make necessary changes and who might need to be involved in these changes.

Criteria	Self Rating	Justification for current rating	Improvement Plan
Programmatic Improvement			
Assessment Improvement			
Equity Centered			



## HAPPY WITH MY REPORTING AND USE OF RESULTS, WHAT'S NEXT? REPORTING ON AND USING YOUR ASSESSMENT RESULTS

Below is an example of how you could record how you use and report on your assessment results. This is a great way to get ahead of the game if you are planning to submit an Assessment Improvement Report for your program. This process will also help with replicability, growth and improvement of the program from year to year.

### WHAT TO INCLUDE IN THE REPORTING RESULTS SECTION

Below are some guidelines for what to include in the reporting results section of your report. Remember to also reference the rubric as you work to compile your report.

#### **Consider addressing the following in your reporting results section of the report**

1. A clear explanation stating whether each program outcome was met, partially met, or not met.
2. If applicable share previous results, comparing past results to current and indicating any trends in the data over time.
3. Who did you share results with (office staff, students, AVPs), and how did you share those results with them (in a team meeting, sent them via email)?

#### **Consider addressing the following in your reporting results section of the report**

4. How will you use the results to inform future iterations of the program?
5. How will you use the results to inform future changes to the assessment process?
6. How might you use your results to advocate for change? Who might be impacted by your results?

#### **Equity Considerations**

1. Invite students to contribute to reporting on results and using results for improvements. (e.g. review reports and provide feedback, share insights or perspectives, share results in appropriate spaces).
2. Avoid using the dominant group as the norm for comparisons (i.e. avoid deficit-based wording).
3. Consider inclusive and universal design principles when creating and sharing your results.
4. Are there actionable findings that serve as an opportunity to advance equity in your program or beyond? What specific details, timelines, or supports do you need to put this into place?

# RESOURCES FOR GETTING STARTED WITH REPORTING AND USING RESULTS

## **SASS Website Resources for Reporting and Using Results**

The “Reporting and Use of Assessment Results” Section can help you can find general guidelines and additional resources for reporting on and using your assessment results. It includes examples of how to use data to effectively tell a story including the use of data visuals.



## **You’ve got an Assessment Story to tell! Now what?**

This blog post from Student Affairs Assessment Leaders provides guidance on how we can tell our stories effectively by fitting our data into a concise narrative that compels our stakeholders to act in important and necessary ways. It includes an emphasis on story telling and the use of visuals to convey our assessment results to various audiences.

