



Workshop PowerPoint Slides..... pages 1-9  
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**Data, What Now?**



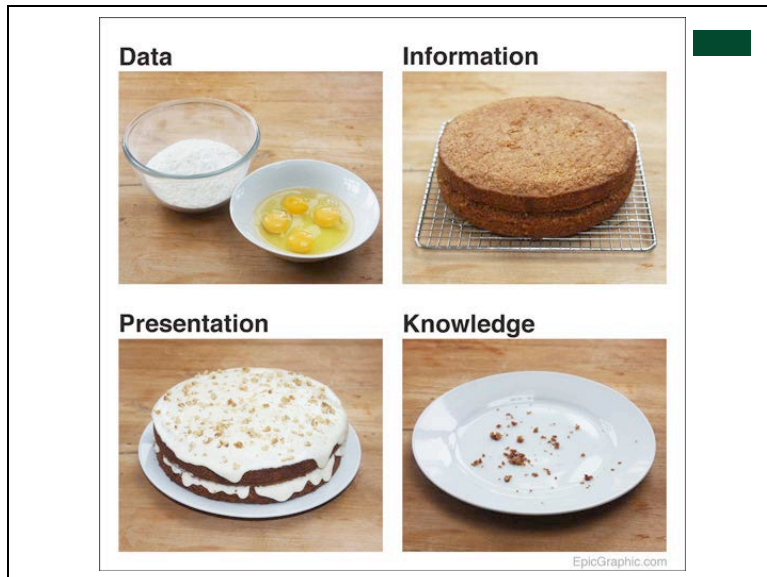
Assessment Office  
December 15, 2011

## Session Outcomes



At the end of the session, you will

1. Know basic methods of summarizing data.
2. Know two tips for creating tables and/or graphs.



## What is the assessment question?

- Can our students write clear expository prose?
- Do students meet our expectations in the area of basic research?
- What do students do after graduation?



## Basic Ways to Summarize Data

- Tally or count
- Percentages
- Aggregate or disaggregate
- Averages

A picture is worth a thousand words...





## TABLES

### Table Before

Percentage of first-year students saying chances are very good that they will:	Faux Pas U			All Universities			All Public Universities		
	Men	Women	All	Men	Women	All	Men	Women	All
Change major field	13.4%	13.2%	13.3%	11.7%	12.7%	12.2%	13.0%	13.4%	13.3%
Change career choice	10.9%	11.9%	11.5%	10.8%	12.8%	11.9%	11.4%	12.6%	12.1%
Get a job to help pay for college expense	32.5%	42.1%	38.3%	35.2%	41.9%	38.8%	33.0%	41.1%	37.5%
Make at least a B average	48.3%	53.5%	51.4%	42.3%	44.3%	43.3%	40.8%	43.3%	42.2%
Need extra time to complete degree	7.9%	8.3%	8.1%	8.3%	9.7%	9.0%	9.6%	10.3%	10.0%
Get a bachelor's degree	72.5%	81.1%	77.7%	63.7%	69.0%	66.6%	70.5%	76.1%	73.6%
Be satisfied with college	61.2%	75.2%	69.7%	44.2%	55.6%	50.4%	43.1%	53.2%	48.8%

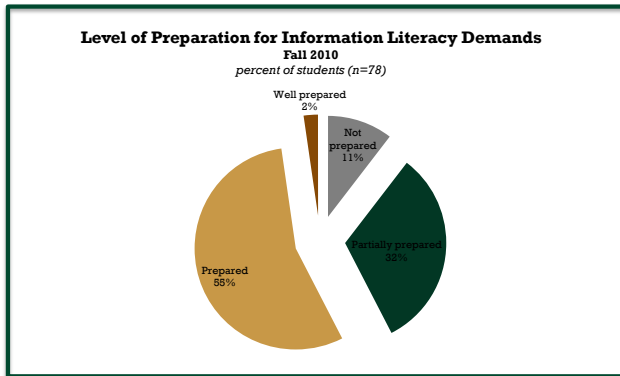
### Table After

<i>Percentage of first-year students saying chances are very good they will:</i>	<b>Faux Pas U</b>	<b>All Public Universities</b>	<b>Difference</b>
Be satisfied with college	70%	49%	+21
Make at least a B average	51%	42%	+9
Get a bachelor's degree	78%	74%	+4
Get a job to help pay for college expense	38%	38%	--
Change major field	13%	13%	--
Change career choice	12%	12%	--
Need extra time to complete degree	8%	10%	-2

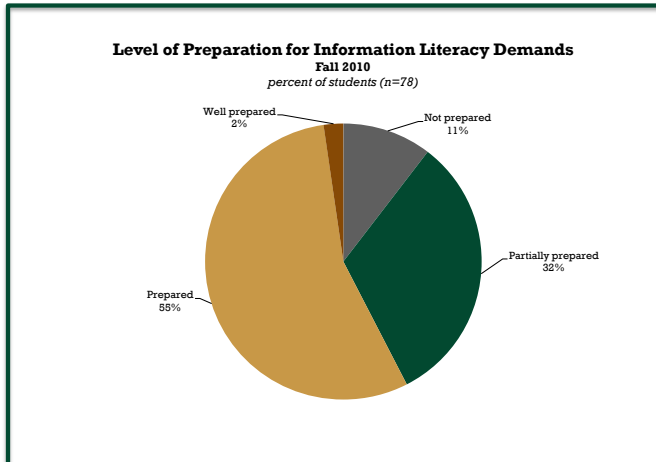
From 2010 National Student Survey

## PIE CHARTS

### Pie Chart



### Improved Pie Chart

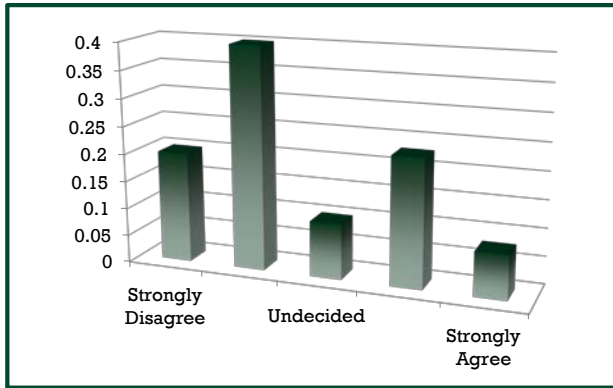




## BAR GRAPHS

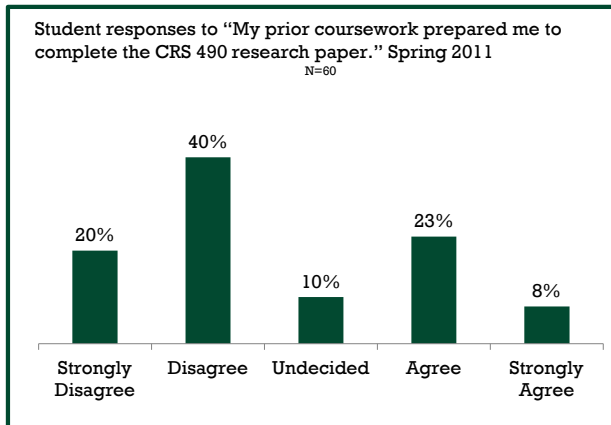
### Bar Graph Before

10) My prior coursework prepared me to complete the CRS 490 research paper.



### Bar Graph After

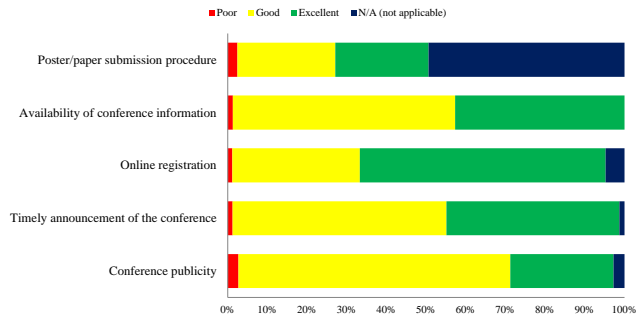
Student responses to "My prior coursework prepared me to complete the CRS 490 research paper." Spring 2011  
N=60





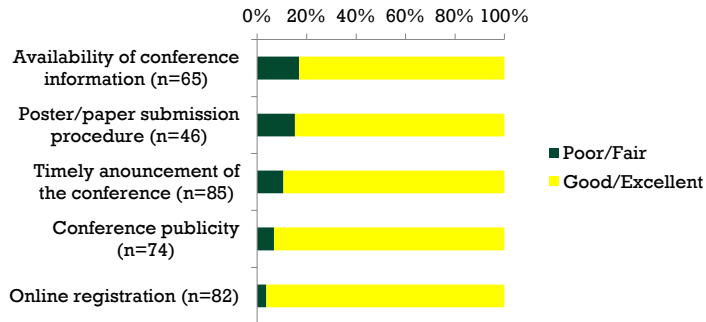
## Stacked Bar Graph Before

Percent of response categories by attendees in response to question 1.5 "Please rate the following features of the conference organization."



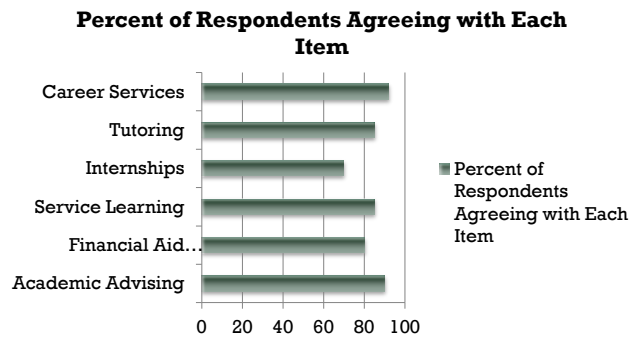
## Stacked Bar Graph After

Attendees responses to "Please rate the following features of the conference organization."  
2010 Faux Conference (100 respondents)

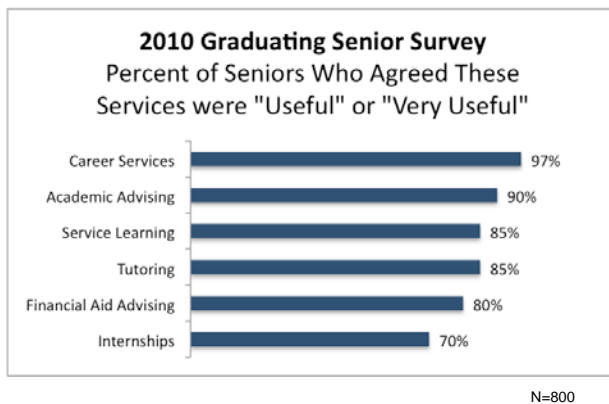




## Bar Graph Before



## Bar Graph After





Program assessment is...

**Thank You!**

**Assessment Office**

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## ***Data, What Now*** **Tips for Tables & Graphs**

### **Self-explanatory**

- Descriptive title with who, when, what
- Label rows, columns, graph axes
- Avoid abbreviations
- Definitions in footnotes
- State the date and data source

### **Direct eyes to critical information**

- Use boldface, italics, borders, and color
- Maximize color contrast (i.e., use dark and light)

### **Easy to read**

- Sort in order of importance
- Group like items together
- Reduce the number of categories (e.g., collapse “agree” and “strongly agree”)
- Layman’s terms
- Whole numbers, use commas
- Numbers outside bar in a bar chart
- Right justify numbers and left justify text in tables
- No hatch or tick marks
- No 3D graphs
- White space is a friend

### **KISS: Keep It Short and Simple**

- Only key findings and implications

**WHEN IN DOUBT, SHARE ONLY DATA/RESULTS THAT DIRECTLY RELATE  
TO THE ASSESSMENT QUESTION**

Source consulted:

Suskie, L. (2009). *Assessing Student Learning: A common sense guide, 2<sup>nd</sup> Edition*. San Francisco, CA: Jossey-Bass.