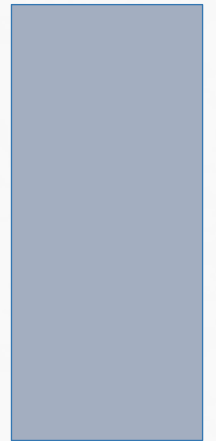


TELLING YOUR STORY: **REPORTING ASSESSMENT DATA**

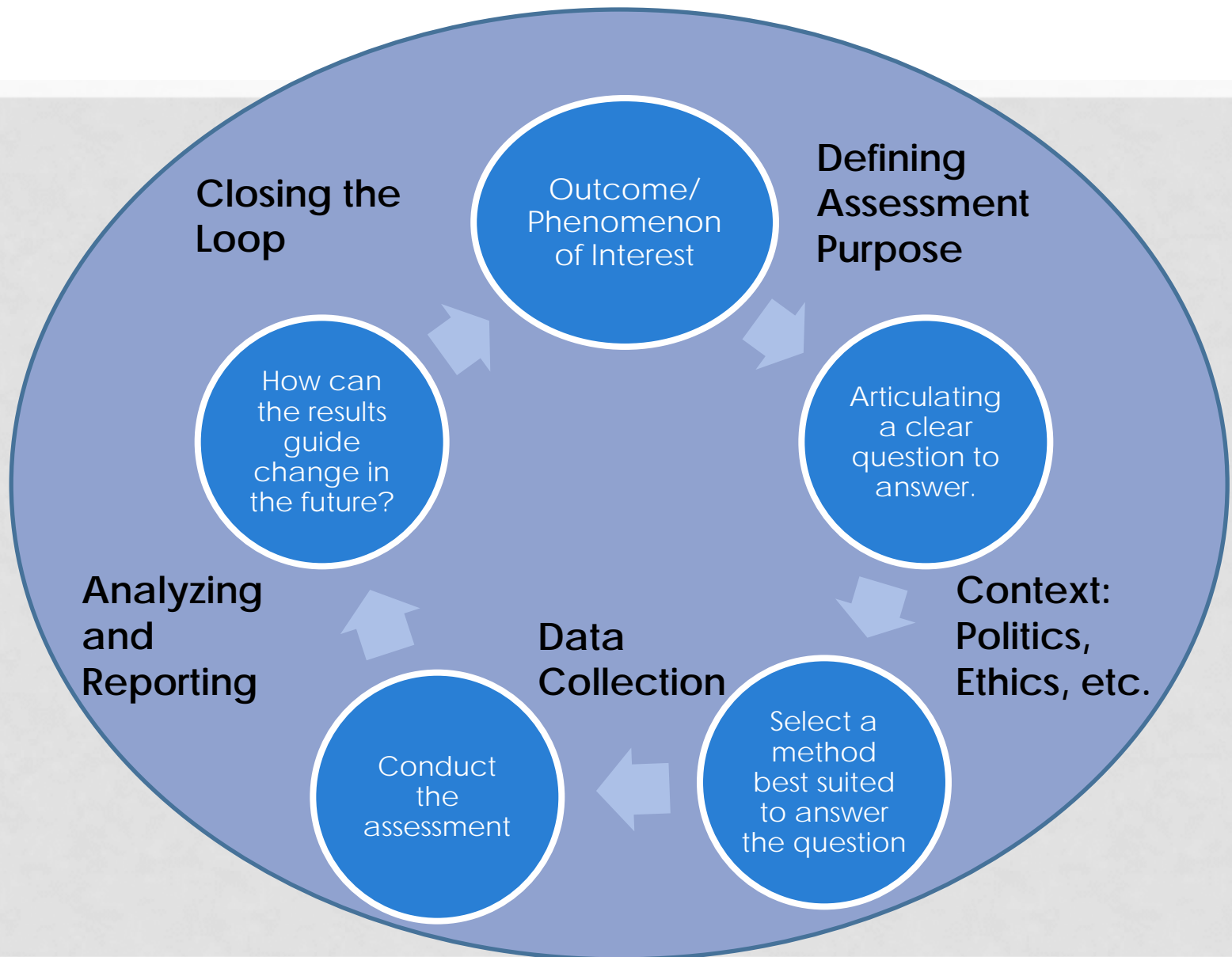
CONDUCTING ASSESSMENT IN STUDENT AFFAIRS-
SESSION EIGHT



SESSION OVERVIEW

- Purpose
- Audience
- Good Reporting
 - Context
 - Type of reports
 - Organizing reports
- Preview final session
- Brief Assessment

ASSESSMENT CYCLE



ASSESSMENT REPORTING

- Reporting and sharing data is key to the information being used by others
- Reporting should match to needs:
 - To whom does the information need to be communicated?
 - What needs to be communicated?
- Doesn't always need to be complicated, sophisticated, or detailed, but it should be clear

KEY QUESTIONS

- *What is the purpose of the assessment?*
 - What kind of information aligns with your purpose(s)?
- *Who will be the primary audience for the assessment results?*
- *What format will best communicate the story of the data?*
 - How do you turn your data into something that matches your purpose(s)?
- *How will the assessment information be utilized to improve practice?*

PURPOSE GUIDES REPORTING

- Your report should provide the answer to your assessment question.
- In the balance of “interesting” versus “useful,” focus on the useful.
- Focus your story.
- Make use of different reporting options for different assessment and communication purposes.

DETERMINING YOUR AUDIENCE

Intended Audience(s)

- Students
- Staff
- Internal Campus Partners
- External Constituencies

Other Stakeholders (?)

Unintended Audiences



THINKING ABOUT YOUR AUDIENCE

What do you know about them that helps guide you in making decisions about the format and content of the report?

Content

- What do they need to know?
- What do they want to know?
- What audience expectations, if any, were created when the assessment plan was designed?
- What decisions might be made based on this report?
- Is there any sensitive information from the perspective of your stakeholders?

Format

- How much time will they have to look at the information?
(appropriate level of detail)
- What is their skill level in interpreting findings?
- What is your past experience with how they like to be presented with information?

COMMUNICATING YOUR STORY

- It is not necessary to communicate EVERYTHING that you know, only that information which is useful in telling your story. Be strategic.
- Synthesize and summarize:
 - Charts & graphs
 - Themes & exemplars
 - “Meta-story”
- Sometimes a picture is worth a thousand words
 - But make sure that your picture is understandable
 - Visual perception is key in how we understand information and how you can tell your story

VISUAL PERCEPTION

“The first and main goal of any graphic and visualization is to be a tool for your eyes and brain to perceive what lies beyond their natural reach”

–Cairo, *The Functional Art*, p 10

- The brain is automatically trying to make sense and classify/ organize things and create meaning
 - Help this along in your design
- Consistency in display actually helps people interpret content quickly
- Visual perception studies indicate that judging comparisons of area are more difficult than height—generally we more accurately perceive a single dimension (height, width) versus area or angle in making comparisons.

APPLYING PERCEPTION TO DESIGN

Focus on FUNCTION before FORM/STYLE

- Use visuals to communicate your findings, not simply to entertain
 - Sometimes simple is better than flashy
- Pick a visual that is suited to your purpose
 - Detailed look-up/comparison of values → table
 - Change over time → line chart
- Avoid circles/pies—because they use area
 - Pick bar/stacked bar instead for part-to-whole relationships
- Avoid 3D—distorts perception of area

USE STYLE TO REINFORCE FUNCTION

- Bigger, Brighter, Bolder, More Distinct = Important
 - Color contrast (draw attention)
 - Color similarity (invite comparison)
 - Larger text and bold colors draw attention
- Grouping to aid comparison
 - Things that are similar (e.g. length, color, shape, size, etc.) are perceived as a group.
 - Things enclosed together or connected by lines are perceived as a group.
- We read from top-left to bottom-right → place important items in top-left and center

TYPES OF REPORTING

- Oral presentations
- PR materials—flyers, posters, etc.
- Email “snippet”
- Executive summary
- Comprehensive reports
- Topical brief
- “Elevator speech” - conversations
- Social media
- Newsletters
- Electronic dashboards
- Interactive data displays
- Retreat discussions
- Annual reporting
- Website content
- Data point
- Infographics
- Themes/ summary
- More?

ELEVATORS AND SOCIAL MEDIA

- The “Elevator Speech”

- 2-5 sentences
- Key results
- Key take away
- Sends listener off with understanding
- May lead to a desire for more information

“Our study of incoming transfer students showed us that over three quarters feel they are able to discuss and negotiate controversial issues. But only a quarter of them said that they frequently discussed politics in the last year. Maybe we need to provide more opportunities for dialogue.”

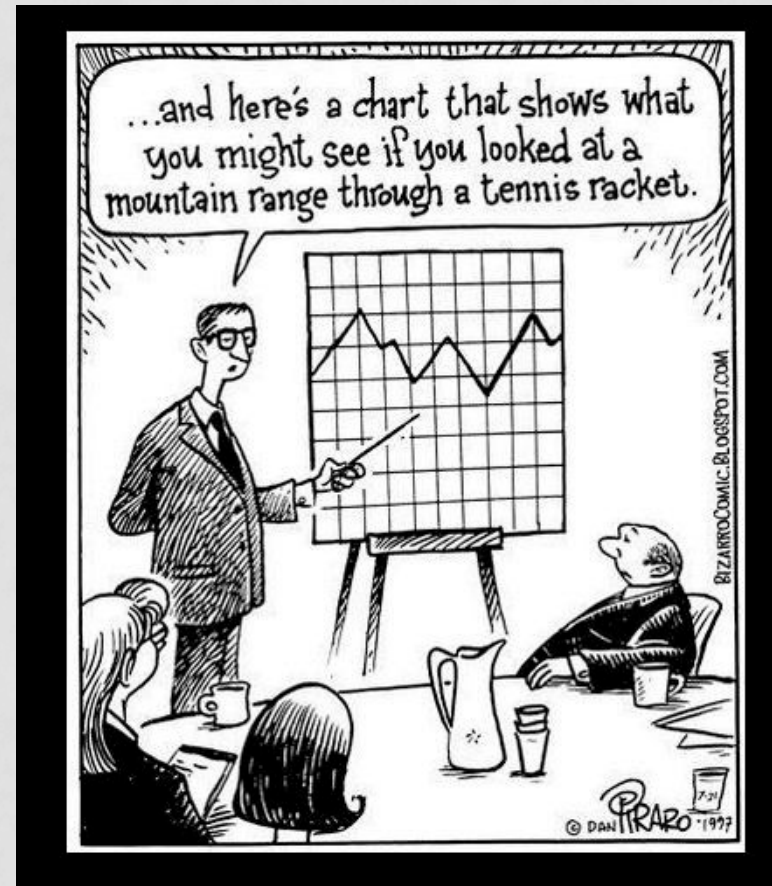
- The “Tweet”

- 140 characters
- One compelling result
- Leads to a desire for more information
- Provides link to more

“@HERIUCLA: 50% of incoming students expect to take out loans in 1st yr of college, ~70% graduate with debt [link] #HigherEdNotDebt”

CHART TYPES

- Bar
- Stacked Bar
- Line
- Points
- Boxes/ Box Plots
- Pie/Donuts



FACTS, FIGURES & OFFICIAL STATISTICS

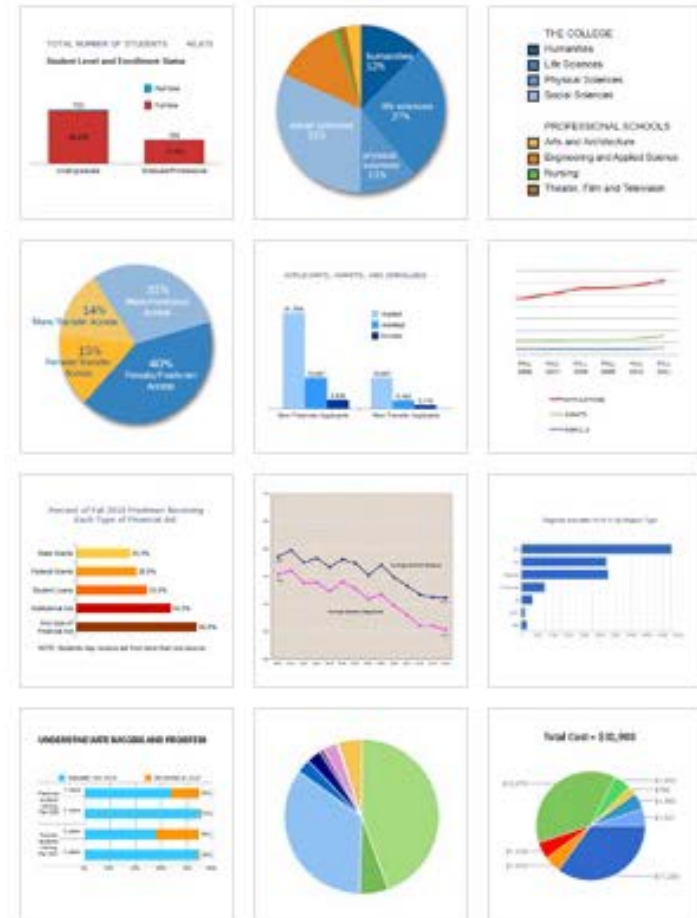
About AIM

The Office of Analysis and Information Management (AIM) produces official UCLA statistics for the University of California Office of the President and the UCLA community. Reporting to the Vice Chancellor and Chief Financial Officer, AIM supports campus planning and evaluation by providing data and analysis about academic resources, activities, and outcomes to university decision makers. Our services include regular reporting to campus and external agencies, as well as analyses on current topics of interest. The office also makes information available to UCLA stakeholders and the public. For more information about AIM services, see below.

AIM provides facts, figures, and statistics about UCLA to the public upon request. If you are unable to locate the information you need on this site, please contact AIM [at this link](#).

AIM Services

- Academic planning
- Enrollment planning
- Accountability
- Student outcomes



For additional statistics, please refer to site menus

THINGS TO CONSIDER

- Title
- Categories (scales? collapsed?)
- N
- Data source
- Significance (when to?)
- Demographics
- Other background to provide context
- Scales
- Footnotes
- References

IMPROVE THIS VISUAL

Importance of:
helping to promote racial understanding

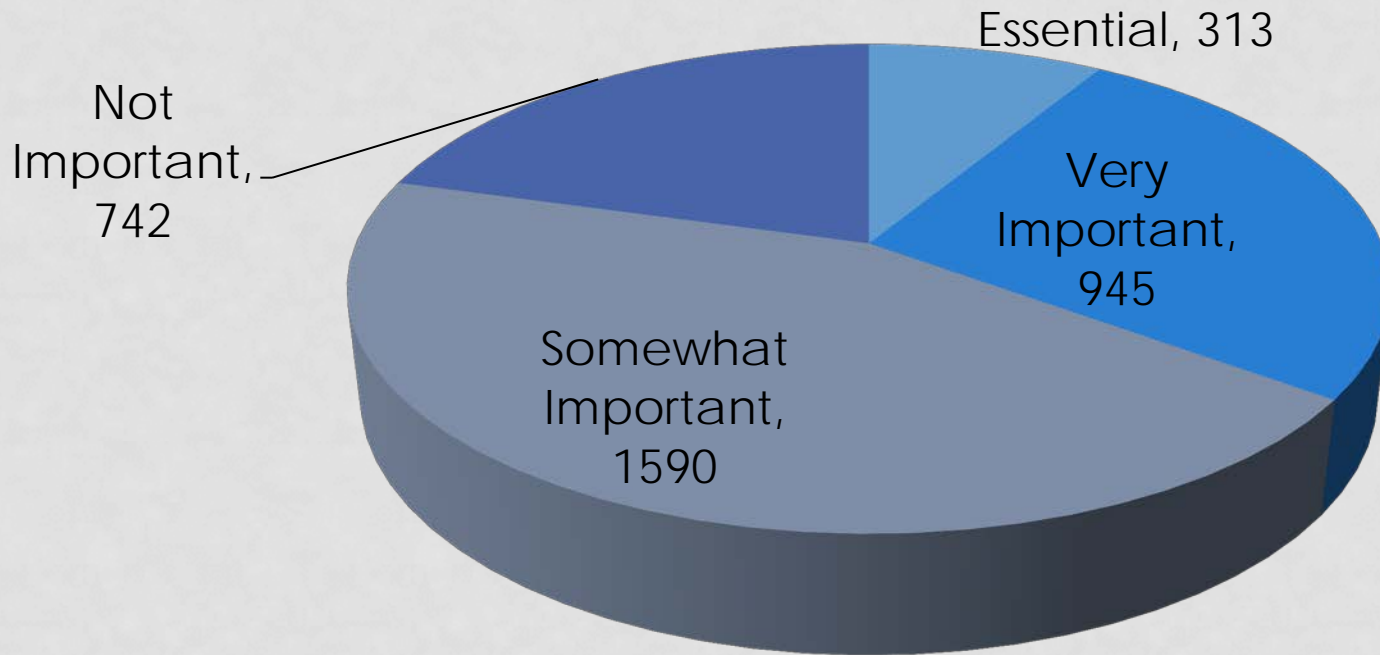
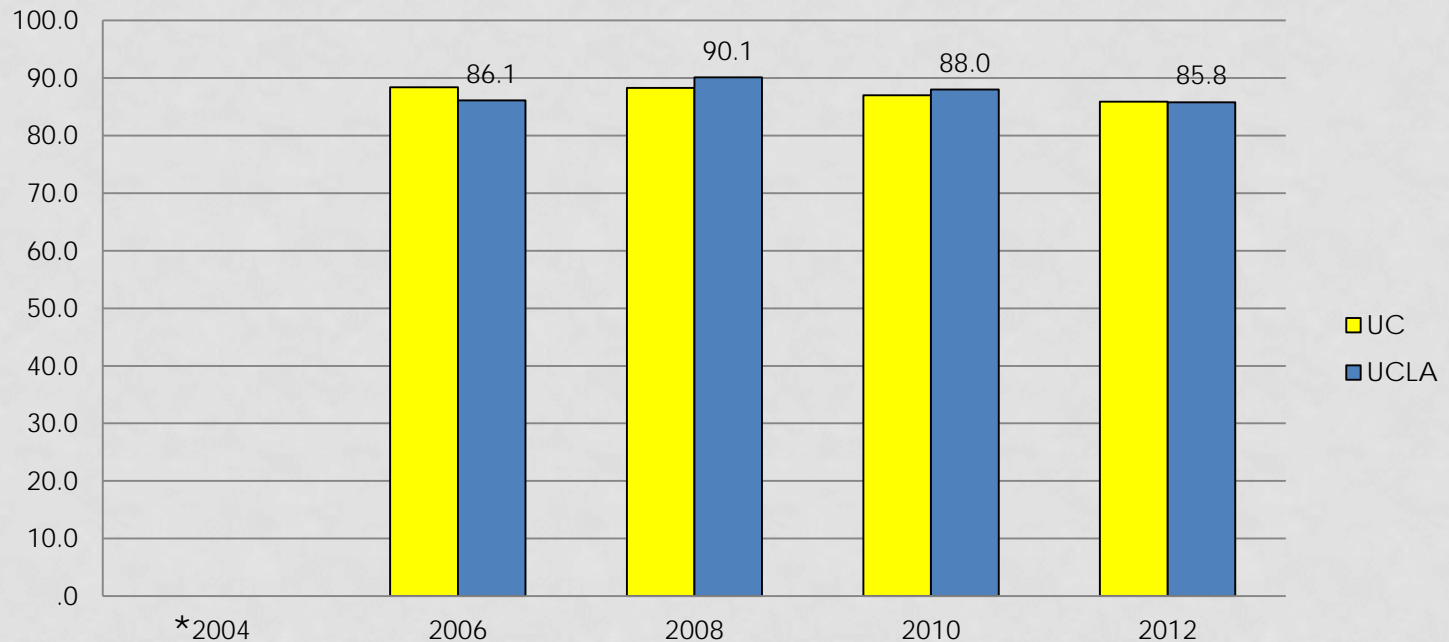


CHART EXAMPLES

I feel free to express my religious beliefs on campus
% Responded "Somewhat Agree", "Agree", or "Strongly Agree"



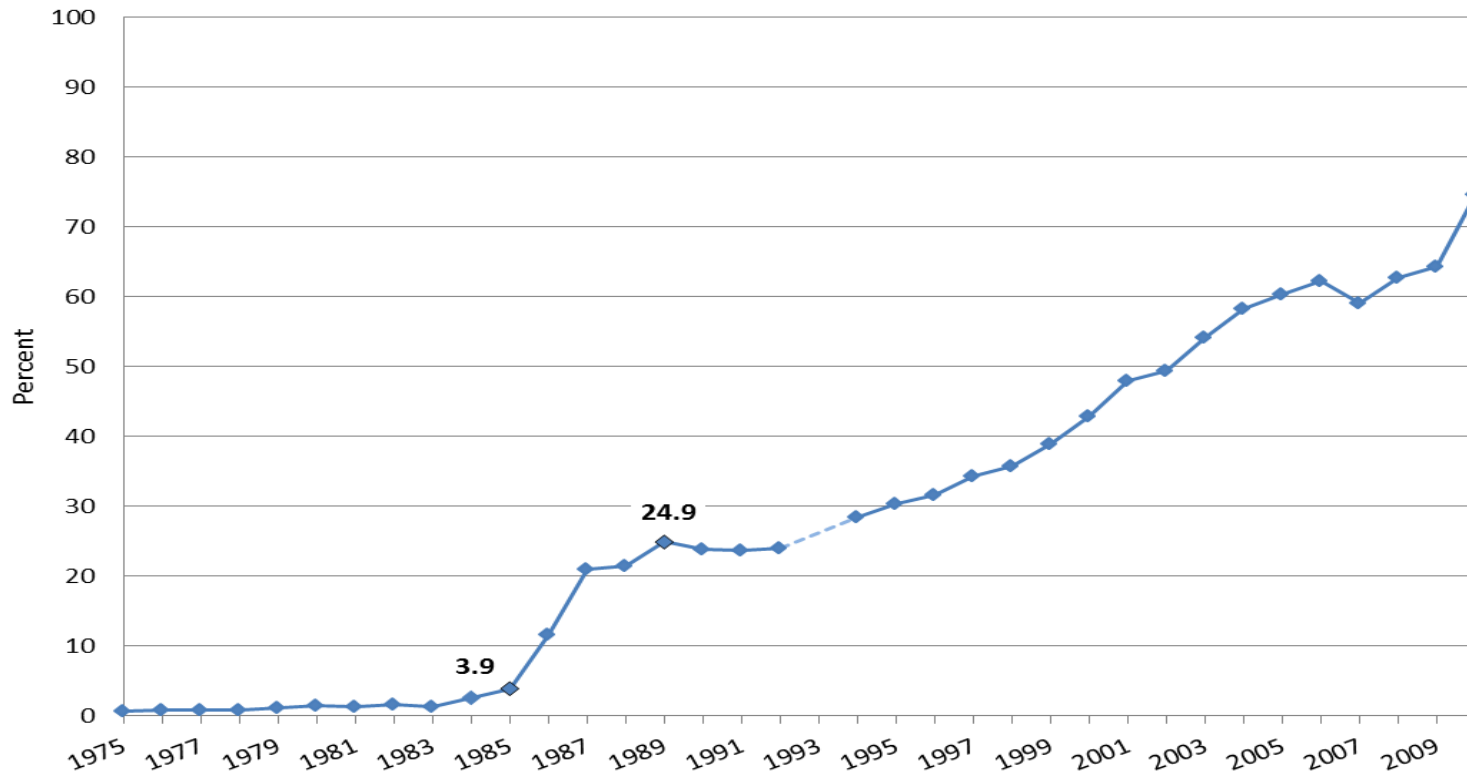
*The question was not asked in 2004.

UCUES Survey

<http://www.sairo.ucla.edu/data/documents/UCUES2006-2012campusclimatecomparisoncharts.pdf>

EX: CHANGE OVER TIME

**Number of College Applications Submitted for Admission
This Year (Not Including UCLA Application)**
% of Students Reporting "6 or More"†



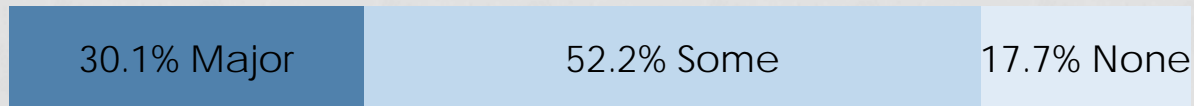
†Data points after 1996 represent the aggregate of three distinct options: "Six"; "Seven to Ten"; "Eleven or More."

*Survey administration moved to biennial cycle in 2009
Data Source: CIRP Freshman Survey--University of California Los Angeles

OTHER EXAMPLES

Financing College

Financial Concern



Major (not sure I will have enough funds to complete college)

Some (but I probably will have enough funds)

None (I am confident that I will have sufficient funds)

Expectations for Work-

- **51.5%** plan to get a job to pay for college expenses
- **10.0%** plan to work full-time while attending college

INFOGRAPHICS

Emotional and psychological wellness of incoming transfer students



Frequently felt overwhelmed in the past year
22.5%

- Compared to 25.5% for Freshmen



Frequently felt depressed
7.5%

- Compared to 4.5% for Freshmen



Expect to seek personal counseling in the future
42.0%

- Compared to 16.8% for Freshmen

INTERGROUP RELATIONS, GLOBAL CITIZENSHIP AND CIVIC ENGAGEMENT

SELF RATINGS OF INTERGROUP COMPETENCIES

% rating current abilities as "somewhat strong" or "a major strength"

- 86.4%** Ability to work cooperatively with diverse people
- 86.2%** Tolerance of others with different beliefs
- 85.0%** Ability to see the world from someone else's perspective
- 83.7%** Ability to get along with people of different races/cultures
- 78.8%** Openness to having my own views challenged
- 76.1%** Ability to discuss and negotiate controversial issues
- 59.7%** Knowledge of people from different races/cultures

PAST YEAR EXPERIENCES

% reporting that in the past year they "frequently"...

4.7%

Demonstrated for a cause

13.6%

Publicly communicated my



FUTURE EXPECTATIONS FOR COLLEGE INVOLVEMENT

% reporting a "very good chance" that they will...

8.6%

Participate in student protests



Did you know... The Dashew Center has served over 5,000 free international coffees at just nine World Café events? Join us twice per quarter to try coffee and meet people from all around the world. [Click here](#) for upcoming dates.



CIVIC ENGAGEMENT at Binghamton University



60% of undergraduate students helped raise funds for charitable causes in 2010-11

BINGHAMTON UNIVERSITY
STATE UNIVERSITY OF NEW YORK
Division of Student Affairs

STUDENT AFFAIRS 2012-'13

ACCESSIBILITY RESOURCES & SERVICE

PROCTORED

3,396

EXAMS THIS YEAR



CAMPUS Y

10 START-UPS HOSTED IN THE CUBE



The hub for social innovation at UNC

UNIVERSITY CAREER SERVICES



12 CAREER & INFO FAIRS HOSTED

with **728**

ORGANIZATIONS PARTICIPATING

and **4,373** STUDENTS ATTENDING

DEAN of STUDENTS

800+

GRADUATE & UNDERGRADUATE STUDENTS RECEIVED ASSISTANCE

CAMPUS HEALTH



HOUSING & RESIDENTIAL ED.



NEW STUDENT & CAROLINA PARENT PROGRAMS

more than **30,000** STUDENTS & FAMILIES participated in

WEEK OF WELCOME

QUALITATIVE REPORTING

- Theme #1: Identified and explained
 - Supporting evidence
 - Summary of theme
- Theme #2: Identified and explained
 - Supporting evidence
 - Summary of theme
- Theme #3: Identified and explained
 - Supporting evidence
 - Summary of theme

QUALITATIVE EXAMPLE

- Sources of academic exclusion
 - Undergraduate exclusion and limited access to graduate and professional school libraries
 - Limited opportunities for undergraduate research
 - Lack of positive faculty interactions
- Sources of social exclusion
 - Student organizations
 - Technology
- Ways to navigate feelings of exclusion
 - Individual agency
 - Key programs and agents of support (e.g. faculty mentors)
- Participants recommended programming
 - to promote genuine dialogue and interaction between student groups currently segregated on the basis of racial, cultural, or religious identities.

INSERTING QUOTES

Finally, some students (176) described their on-campus jobs as meaningful environments. For example, one student described in detail his experience working for an on-campus office:

My whole work experience at ASUCLA provided me with the ability to understand perspectives of individuals from different backgrounds because the office I work at is so socio-economically and racially diverse.

(Asian male)

http://www.sairo.ucla.edu/data/documents/SeniorSurvey_experienceleadingtounderstandingofDiversePerspectives.pdf

ORGANIZING THEMES

Personal Growth (21%, 839 responses)

I did the most learning outside of the classroom, about myself. UCLA connected me with some of the closest friends I have ever had. I learned my strengths and weaknesses and what it takes to be successful in professional school. I learned my limits and degree of determination. I've learned that time is precious and to make the most of my opportunities. I learned to always be grateful for what I have and that I am very fortunate to have had this experience at UCLA.

I grew and matured a lot over my four years here and that mostly had to do with UCLA giving me the space, time, and resources to grow in whatever way I chose. I wanted to attend a large university and I'm ultimately glad I did.

Learning that a True Bruin is more than just a student of the books. A True Bruin respects others, handles problems maturely and successfully, and is a well-rounded, model individual.

Curriculum (21%, 827 responses)

I've really enjoyed learning about Geospatial Information Systems and Remote Sensing within the Geography major. I believe I have learned a useful skill that has fueled my interests in furthering my education and will help me find a job related to something I am truly interested in.

I cannot praise the English classes I have taken enough. I have been challenged and praised and learned to be extremely critical of my own writing abilities. I think that will carry me far into the future.

Seminar courses provided the liberal arts college environment that I envied. Seminars promoted valuable discussions between professors and colleagues. I never expected this at UCLA.

STEPS IN WRITTEN REPORTING

- Determine the audience
- Determine the appropriate format(s)
- “Write” important components
 - WHAT—What do you want your audience to take away from the report?
 - SO WHAT—What do you want your audience to do with the information?
- Check facts and proof-read
- Present draft for final review
- Submit/present the report and use the data

ORGANIZING WRITTEN CONTENT

- PUT IMPORTANT ITEMS FIRST
- Use headings and tables of contents to make skimming easier
- Make clear connections between your questions/ desired outcomes and the results
- Generally reports include the following components:
 - Why (objective/purpose)
 - How (participants, method, etc.)
 - What (results)
 - So What (recommendations/implications)

ACTIVITY

Assignment: work individually for 5-10 mins

- Come up with an idea (one page, graph, table or any other format) of how you'll would present the data from your assessment project considering your stakeholders.
- Discuss your idea with the class.

FINAL MEETING: JUNE 4, 2015

- 9am-12pm
 - Assessment Planning and Sharing
 - Strategic planning for short- and long-term
 - How to share your results beyond the campus
- 12pm – 1pm
 - Celebration lunch!
 - 3-5 minute “elevator speech” presentations of assessment plans (see handout for guidelines)
 - Special guests!
 - Certificates!
 - SWAG!
- Reminder: Assessment Plan is due
 - Please plan to meet with your SAIRO Mentor asap if you have any final questions.

SHORT FORMATIVE ASSESSMENT

On your index card please indicate any questions you still have about:

- 1) analysis and reporting
- 2) anything else you hoped you would learn this year

REFERENCES AND RESOURCES

- Cairo, A (2012). The Functional Art: An Introduction to Information Graphics and Visualization
- Few, S. (2013). Data Visualization for Human Perception

http://www.interaction-design.org/encyclopedia/data_visualization_for_human_perception.html

Check out our one-pagers:

<http://www.sairo.ucla.edu/GuideToAssessment.htm>

CampusLabs Pinterest page:

<http://www.pinterest.com/campuslabs1516/sharing-results/>