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

<table>
<thead>
<tr>
<th>Percentage of first-year students saying chances are very good they will</th>
<th>Faux Pas U</th>
<th>All Universities</th>
<th>All Public Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
<td>All</td>
</tr>
<tr>
<td>Change major field</td>
<td>11.4%</td>
<td>12.4%</td>
<td>12.8%</td>
</tr>
<tr>
<td>Change career choice</td>
<td>16.5%</td>
<td>13.5%</td>
<td>15.5%</td>
</tr>
<tr>
<td>Get a job to help pay for college expense</td>
<td>33.5%</td>
<td>44.1%</td>
<td>38.8%</td>
</tr>
<tr>
<td>Make at least a B average</td>
<td>48.3%</td>
<td>55.3%</td>
<td>51.4%</td>
</tr>
<tr>
<td>Need extra time to complete degree</td>
<td>9.0%</td>
<td>9.3%</td>
<td>9.1%</td>
</tr>
<tr>
<td>Get a bachelor’s degree</td>
<td>72.5%</td>
<td>81.3%</td>
<td>77.7%</td>
</tr>
<tr>
<td>Be satisfied with college</td>
<td>61.2%</td>
<td>73.2%</td>
<td>69.7%</td>
</tr>
</tbody>
</table>

From 2010 National Student Survey

## Table After

<table>
<thead>
<tr>
<th>Percentage of first-year students saying chances are very good they will:</th>
<th>All Public Universities</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be satisfied with college</td>
<td>70%</td>
<td>49%</td>
</tr>
<tr>
<td>Make at least a B average</td>
<td>51%</td>
<td>42%</td>
</tr>
<tr>
<td>Get a bachelor’s degree</td>
<td>78%</td>
<td>74%</td>
</tr>
<tr>
<td>Get a job to help pay for college expense</td>
<td>38%</td>
<td>38%</td>
</tr>
<tr>
<td>Change major field</td>
<td>13%</td>
<td>13%</td>
</tr>
<tr>
<td>Change career choice</td>
<td>12%</td>
<td>12%</td>
</tr>
<tr>
<td>Need extra time to complete degree</td>
<td>0%</td>
<td>16%</td>
</tr>
</tbody>
</table>

From 2010 National Student Survey
PIE CHARTS

**Pie Chart**

**Level of Preparation for Information Literacy Demands**

- Prepared: 55%
- Partially prepared: 32%
- Not prepared: 11%
- Well prepared: 2%

Fall 2010 percent of students (n=78)

**Improved Pie Chart**

**Level of Preparation for Information Literacy Demands**

- Prepared: 50%
- Partially prepared: 11%
- Not prepared: 11%
- Well prepared: 2%

Fall 2010 percent of students (n=78)
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
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.”

- Poster/paper submission procedure
- Availability of conference information
- Online registration
- Timely announcement of the conference
- Conference publicity

Stacked Bar Graph After

Attendees responses to “Please rate the following features of the conference organization.”
2010 Faux Conference (100 respondents)
Bar Graph Before

Percent of Respondents Agreeing with Each Item

- Career Services
- Tutoring
- Internships
- Service Learning
- Financial Aid
- Academic Advising

Bar Graph After

2010 Graduating Senior Survey
Percent of Seniors Who Agreed These Services were "Useful" or "Very Useful"

- Career Services: 97%
- Academic Advising: 90%
- Service Learning: 85%
- Tutoring: 85%
- Financial Aid Advising: 80%
- Internships: 70%

N=800
Program assessment is…

Thank You!

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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: