

What are the Key Observations Regarding These Results?



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Key Observations

- Possible interpretations:
 - Every student had a passing average, so we must be doing well --

Examine How Students Are Supposed to Attain Skills

- Implications:
 - What aspects of the curriculum ensure that students have appropriate learning experiences to develop oral communications skills?
 - Do the aspects of the curriculum which develop skills in research methods and computer skills utilize appropriate pedagogy to address student learning style differences?



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Using Graphs, Tables and Charts to Communicate Assessment Results



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Use of Graphics

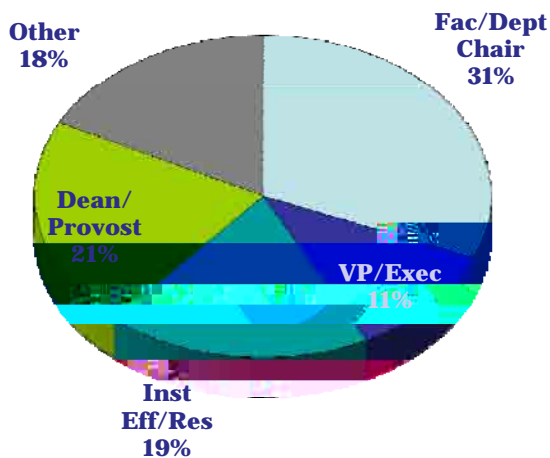
- Most popular types: line, bar, and pie charts
 - Design to fit the data
 - Part of Whole or Distribution: Pie Chart
 - Historical Trends: Line or Bar Chart
 - Categorical Groups: Bar Chart
 - Vary enough to make interesting
 - Be consistent enough to facilitate understanding
 - Always ask someone who will tell you the truth to review



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Percent of Whole: Pie Chart

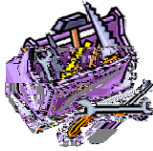
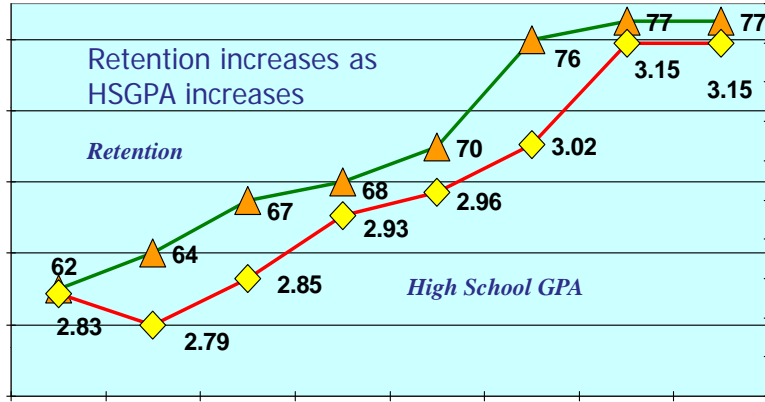


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**Academic Success and Retention
First-Time Freshmen**

Impact of Increased HSGPA on Freshman Retention



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Multi-Scale Graphs

- Allows to show relationship and/or suggest causation
- Interpretive statement provided
- Plot information on two different scales
- Relate to the major point you are trying to make



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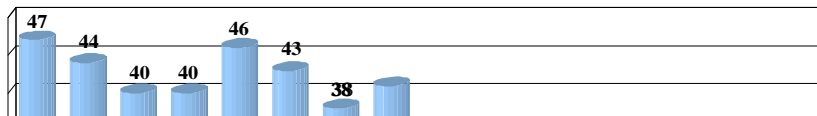
Bar Charts and the Importance of Scaling



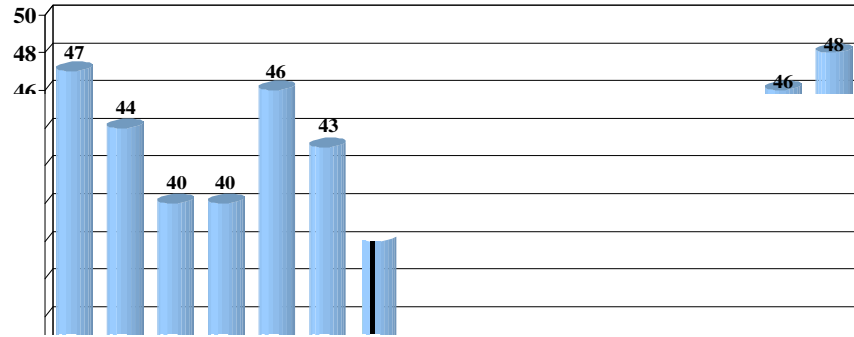
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Six Year Graduation Rates of First-Time Freshman



Six Year Graduation Rates of First-Time Freshman



DID YOU INTEND THE PRESENTATION TO BE INCOMPREHENSIBLE, OR DO YOU HAVE SOME SORT OF RARE "POWER-POINT" DISABILITY?

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ARE THERE ANY QUESTIONS ABOUT THE PRESENTATION CONTENT?



THERE WAS CONTENT?



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DEATH BY POWERPOINT



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Characteristics of Presenter

- Importance of self-awareness of presenter
- Are data consistent or conflicting?
- It is NOT “all about you”
- Remember the characteristics of your audience



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Oral Presentation Tips

- Decide the most important aspects to tell
 - Don't tell all that you know
 - Focus on the relevant
- Be fair and honest – present conflicting and negative results
- Interface with your own personality – don't try to be someone you are not
- Anticipate likely questions in advance, and prepare your responses
- Gauge the audience's response – and adapt accordingly



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Bibliography

Nichols, James. IEA Associates Website
<http://www.iea->

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Southern Association of Colleges and Schools
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