**Draft Guidelines for Reporting Assessment Data at Valencia – 7-1-2015**

Note: This is a working document – we expect it to grow with the work of the college Data Team in the fall.

1. Always include a title at the top, the research question being answered, and the audience. These elements were defined by Christina and Nichole.
2. Use comparative data (non-SLS1122, prior SLS1122 data for example.) Tip: have a standard set now to use over time, if possible run it in advance of the quick deadlines that may emerge in the fall. Susan has asked for this.
3. Include the N= (typically the convention used to document the sample size) even if you have to note “the actual count varied slightly for each question asked in this survey.” Laura has asked for this.
4. Include the response rate if it is applicable.
5. Use page numbers (i.e. 1 of 3)
6. Include the course name beyond the course number (IR can run these, also “find and replace” in Word can help) Susan has asked for this and faculty members have pointed out that they cannot read the data when course names are not included.
7. If totals do not add up to 100% note why (include an asterisk with a note below– such as “answers were not mutually exclusive” or “those who replied ‘not applicable’ were not included in the above numbers.”) This is essential when there is a column called “total” and the numbers or percentages do not add to a total.
8. Include the date, who ran the data, and who created the table within the handouts (at the bottom of the graph or the bottom of the page for example.) IR does this.
9. Refer to any special definitions at the bottom of the tables (“Gateway courses” etc.) See the Glossary on the institutional assessment Website for text to use.
10. When it is applicable include an executive summary or key observations or questions for discussion to help people analyze the data (or some combination of these.)
11. Make sure the scale is consistent for any series of charts or graphs. For example if one is shown at 100% then they should all be. If one is shown at 40% then make the others consistent.
12. When it makes sense (for example within a Data Team) include a table of the numbers used to generate a chart or graph so readers get a sense of the full context and can ask more questions based on the slice of information presented in the graphic.
13. Become familiar with and use the standards for design presentation (currently being discussed by IR and OIT) for example when representing data by ethnicity, keep the colors for each consistent across charts and graphics. Daryl has recommended this.