See the Difference! Visualizing Assessment Data

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University of Houston, Office of Institutional Research

TAIR 2019 Conference
February 26, 2019

Outcomes

- Understand the value of using data visualization to present data
- Identify ways that Tableau can be used to present assessment data within your organization
- Cite three best practices for building Tableau visualizations

Excel vs. Data Visualization Tools

Excel	Data Visualization Tools
Primarily static charts	Flexible charts
Dashboards are complicated	Dashboards are drag and drop
Constraints on dataset size and efficiency	Ability to analyze large datasets with speed and ease
Maps? What are maps?	Mapping capability
Without lots of programming, product is static (usually printed)	Explore data in real-time

Excel Document

As of April 09, 2017
Day 03 of the Fall Enrollment Cycle

New and Continuing Student Enrollment *(Session 1 Only)*

Headcount	New				Continuing				Total			
Student Level	Fall 2015	Fall 2016	Fall 2017	2015-17 % Diff	Fall 2015	Fall 2016	Fall 2017	2015-17 % Diff	Fall 2015	Fall 2016	Fall 2017	2015-17 % Diff
UGRD - FTIC	0	0	0	#DIV/0!	2,632	3,832	5,120	94.5%	2,632	3,832	5,120	94.5%
UGRD - Transfer	0	0	0	#DIV/0!	550	629	777	41.3%	550	629	777	41.3%
All Undergraduate	0	0	0	#DIV/0!	3,182	4,461	5,897	85.3%	3,182	4,461	5,897	85.3%
Post-Bacc	0	0	3	#DIV/0!	2	2	3	50.0%	2	2	6	200.0%
Masters	18	14	0	-100.0%	703	656	866	23.2%	721	670	866	20.1%
Doctoral	1	0	0	-100.0%	97	54	95	-2.1%	98	54	95	-3.1%
All Graduate	19	14	0	-100.0%	800	710	961	20.1%	819	724	961	17.3%
Law	0	0	0	#DIV/0!	22	24	43	95.5%	22	24	43	95.5%
Optometry	0	0	0	#DIV/0!	0	0	0	#DIV/0!	0	0	0	#DIV/0!
Pharmacy	3	3	0	-100.0%	74	8	72	-2.7%	77	11	72	-6.5%
All Special Prof.	3	3	0	-100.0%	96	32	115	19.8%	99	35	115	16.2%
Total	22	17	3	-86.4%	4,080	5,205	6,976	71.0%	4,102	5,222	6,979	70.1%

SCH	New				Continuing				Total			
Student Level	Fall 2015	Fall 2016	Fall 2017	2015-17 % Diff	Fall 2015	Fall 2016	Fall 2017	2015-17 % Diff	Fall 2015	Fall 2016	Fall 2017	2015-17 % Diff
UGRD - FTIC	0	0	0	#DIV/0!	35,825	53,190	71,261	98.9%	35,825	53,190	71,261	98.9%
UGRD - Transfer	0	0	0	#DIV/0!	6,448	7,238	9,084	40.9%	6,448	7,238	9,084	40.9%
All Undergraduate	0	0	0	#DIV/0!	42,273	60,428	80,345	90.1%	42,273	60,428	80,345	90.1%
Post-Bacc	0	0	0	#DIV/0!	6	6	18	200.0%	6	6	18	200.0%
Masters	161	132	0	-100.0%	6,314	5,450	7,208	14.2%	6,474	5,582	7,208	11.3%
Doctoral	9	0	0	-100.0%	748	394	704	-5.9%	757	394	704	-7.0%
All Graduate	170	132	0	-100.0%	7,062	5,844	7,912	12.0%	7,231	5,976	7,912	9.4%
Law	0	0	0	#DIV/0!	281	329	545	94.0%	281	329	545	94.0%
Optometry	0	0	0	#DIV/0!	0	0	0	#DIV/0!	0	0	0	#DIV/0!
Pharmacy	39	42	0	-100.0%	984	98	1,012	2.8%	1,023	140	1,012	-1.1%
All Special Prof.	39	42	0	-100.0%	1,265	427	1,557	23.1%	1,304	469	1,557	19.4%
Total	209	174	0		50,606	66,705	89,832	77.5%	50,814	66,879	89,832	76.8%

Tableau Version

New and Continuing Student Fall Enrollment (Headcount)

As of May 21, 2017

		New			Continuing			Total		
		2016	2017	% Change	2016	2017	% Change	2016	2017	% Change
Undergraduate	FTIC	281	303	7.8%	9,322	9,904	6.2%	9,603	10,207	6.3%
	Transfer	24	25	4.2%	10,346	11,303	9.2%	10,370	11,328	9.2%
	Total	305	328	7.5%	19,668	21,207	7.8%	19,973	21,535	7.8%
Post-Bacc	Post-Bacc	41	32	-22.0%	647	656	1.4%	688	688	0.0%
	Total	41	32	-22.0%	647	656	1.4%	688	688	0.0%
Graduate	Master's	102	194	90.2%	1,573	1,742	10.7%	1,675	1,936	15.6%
	Doctoral	33	76	130.3%	445	653	46.7%	478	729	52.5%
	Total	135	270	100.0%	2,018	2,395	18.7%	2,153	2,665	23.8%
Special Prof.	Law	13	38	192.3%	469	486	3.6%	482	524	8.7%
	Optometry		5			1			6	
	Pharmacy	117	102	-12.8%	222	234	5.4%	339	336	-0.9%
	Total	130	145	11.5%	691	721	4.3%	821	866	5.5%
Grand Total		611	775	26.8%	23,024	24,979	8.5%	23,635	25,754	9.0%

Select View: Headcount

Select Semester: Fall

Number of Years: Two Years

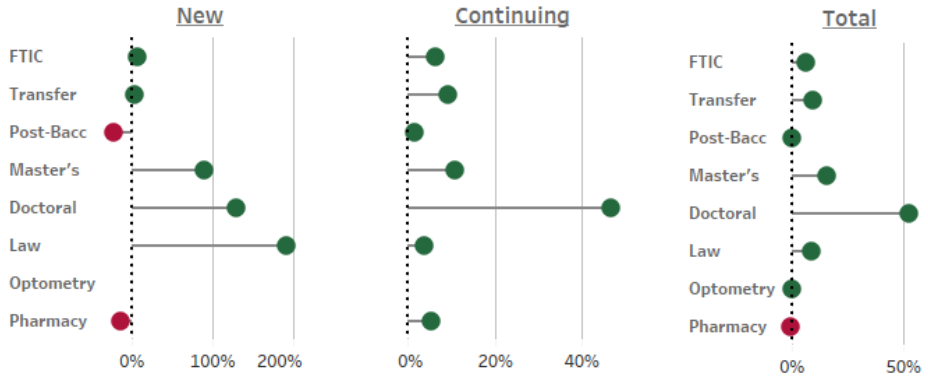
Select a Week: Most Recent Week

Select a Sunday: 5/21/2017

College: (All)

Department: (All)

Overall Percent Change

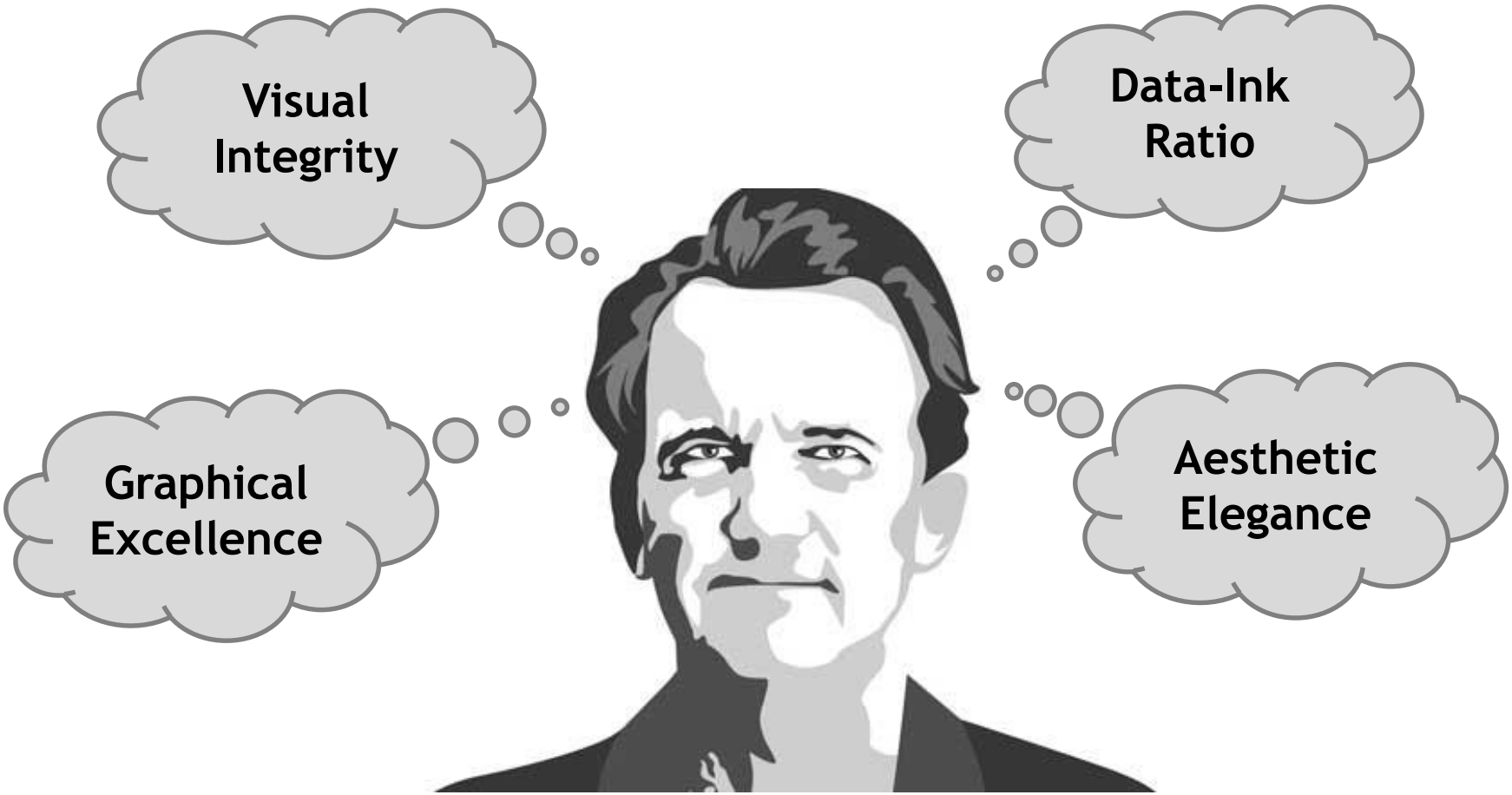


Semester: Fall
Alignment: As of May 21, 2017
College: All
Department: All

Why Use a Visual Tool

- Find patterns and relationships in data
- Meet the needs of the audience
- Make sure the real “story” doesn’t get lost in the data

Principles of Data Visualization



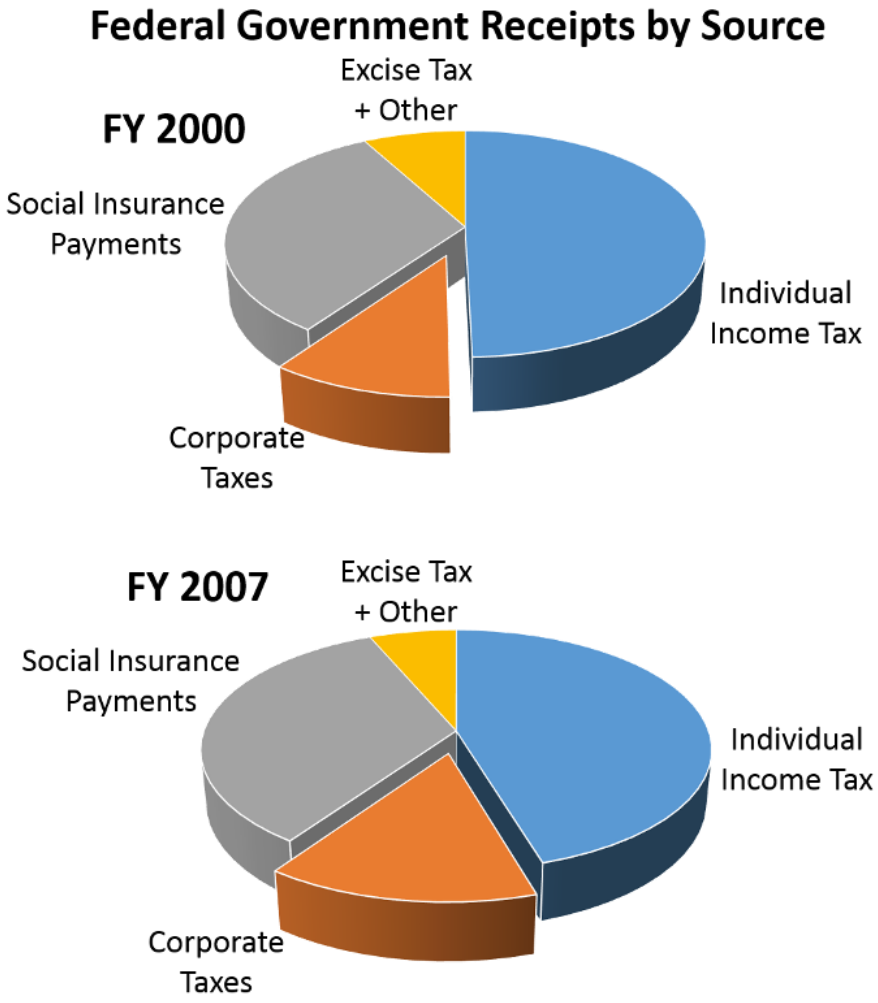
Graphical Excellence

U.S. Employment Statistics (000's)
March 2015

Unemployment Rate	=	Unemployed / Civilian Labor Force	=	8,575 / 156,906	=	5.5%
Labor Force Participation Rate	=	Labor Force / Civilian Population	=	156,906 / 250,080	=	62.7%
Employment to Population Ratio	=	Employed / Civilian Population	=	148,331 / 250,080	=	59.3%

Source Data: FRED Database

Visual Integrity



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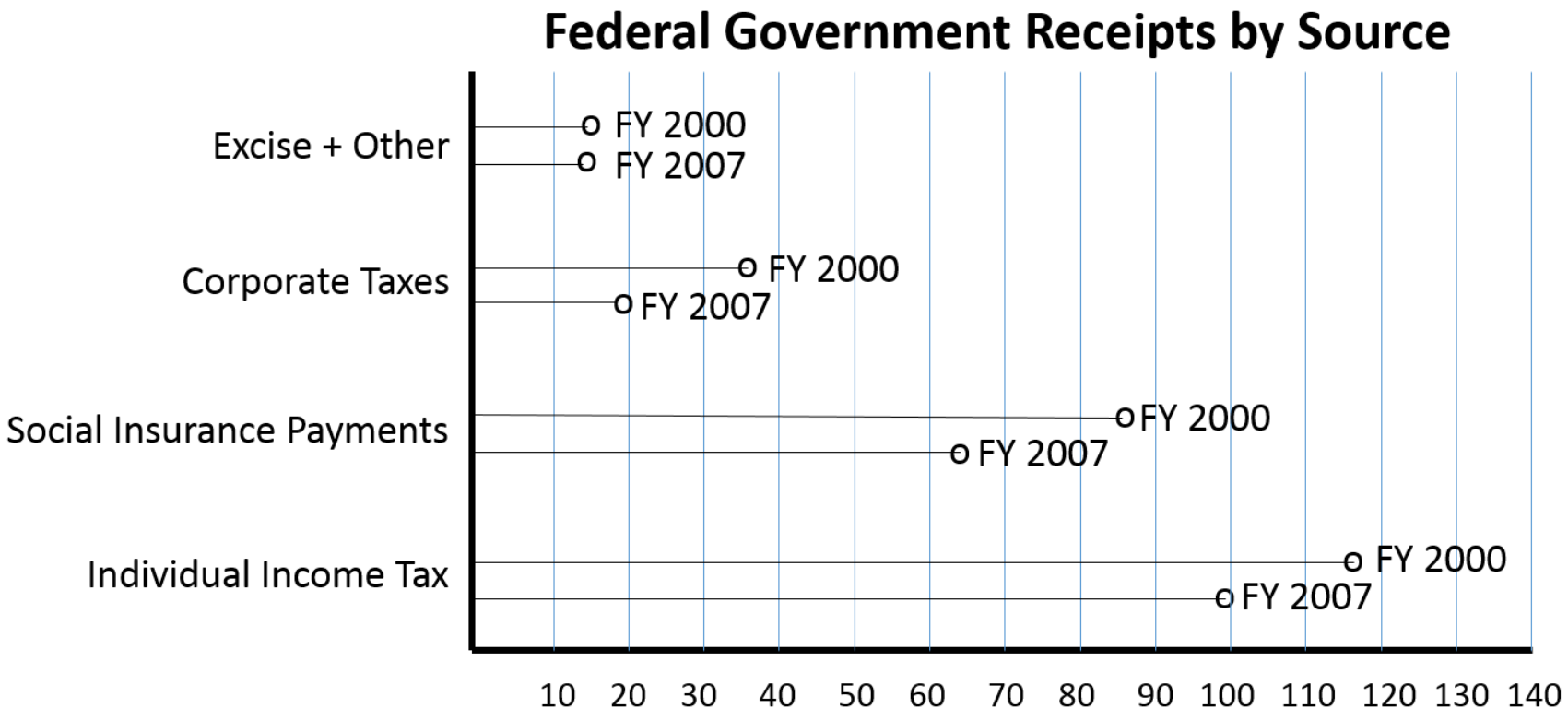
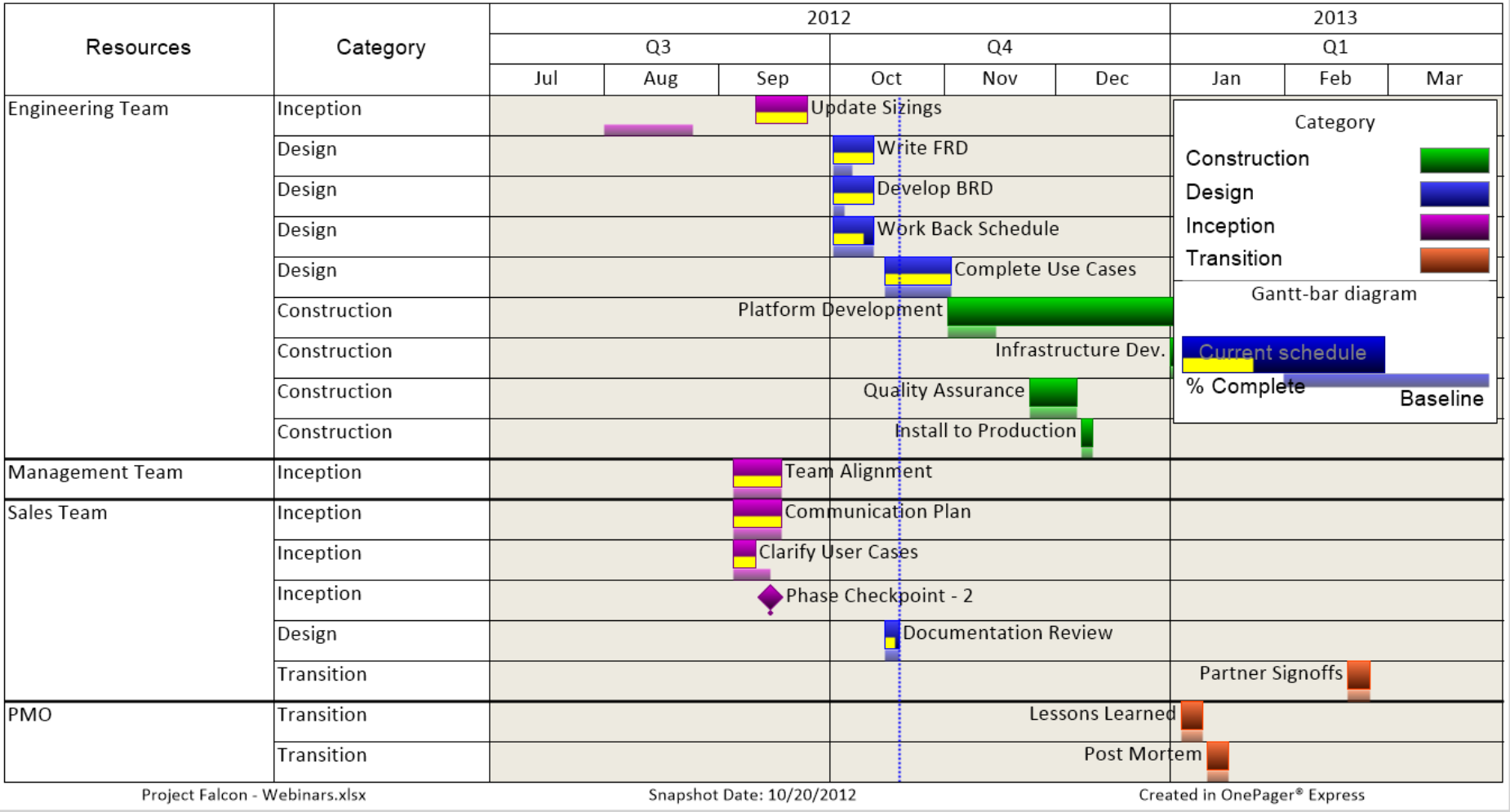


Maximizing the Data-Ink Ratio



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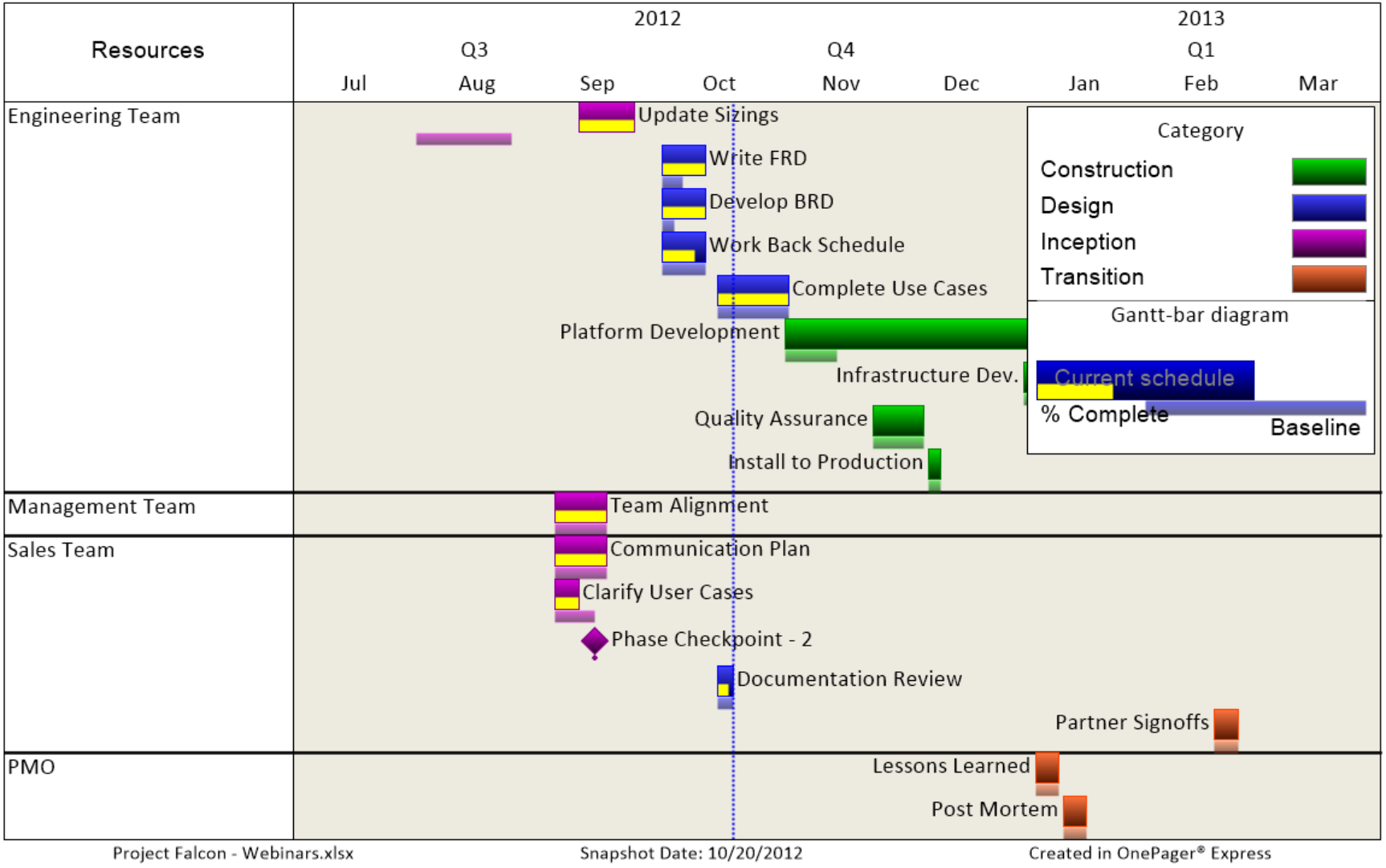
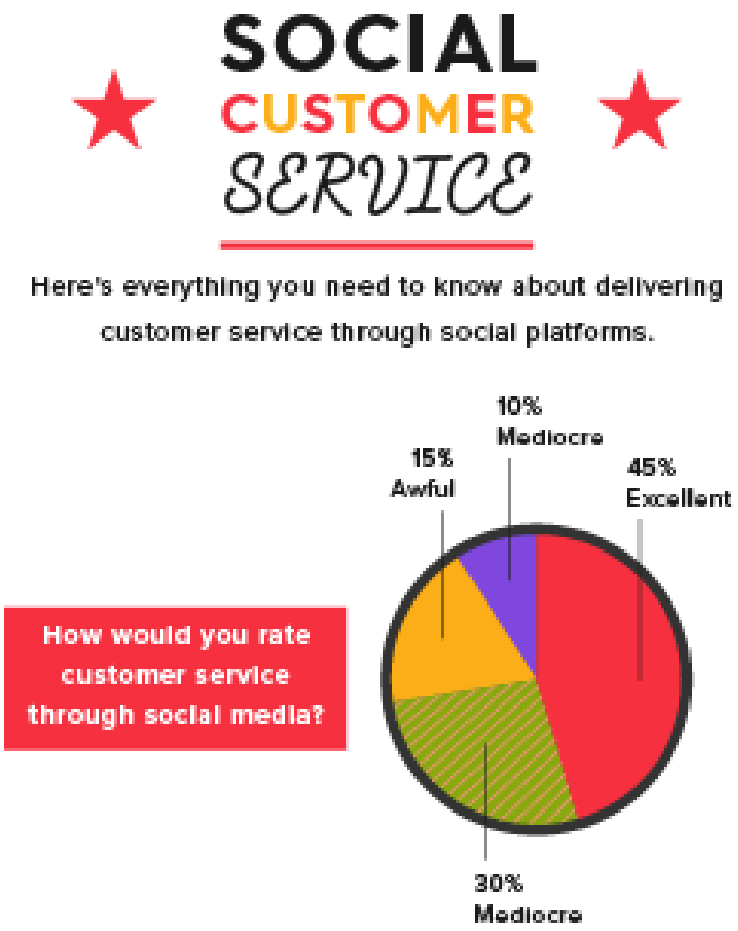


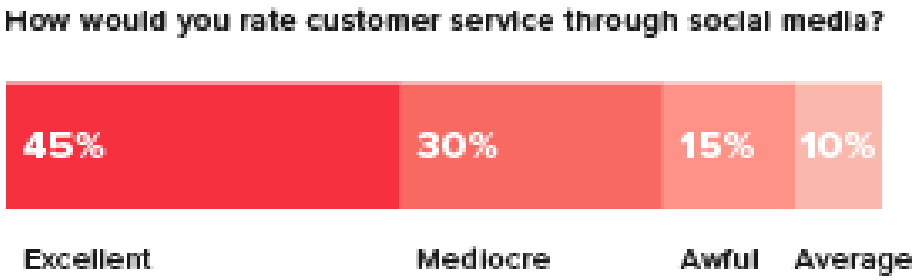
Aesthetic Elegance



Aesthetic Elegance

SOCIAL CUSTOMER SERVICE

Here's everything you need to know about delivering customer service through social platforms.



NSSE national survey of student engagement

NSSE 2014 Engagement Indicators

Campus Environment

University of Houston

Campus Environment: First-year students

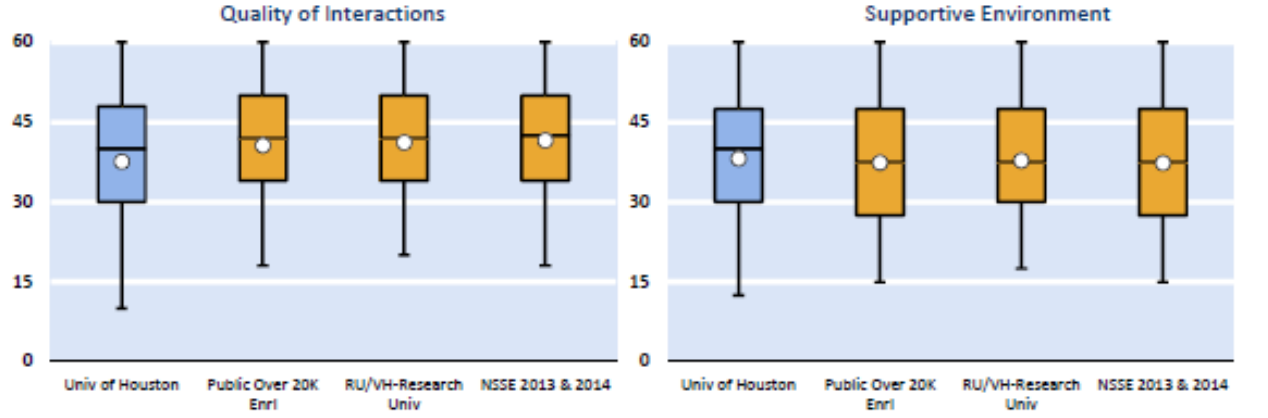
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

	Univ of Houston	*Your first-year students compared with*					
		Public Over 20K Enrl		RU/VH-Research Univ		NSSE 2013 & 2014	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	37.6	40.6 **	-.24	41.2 ***	-.31	41.5 ***	-.32
Supportive Environment	38.2	37.4	.06	37.8	.03	37.3	.06

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding.

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Summary of Indicator Items

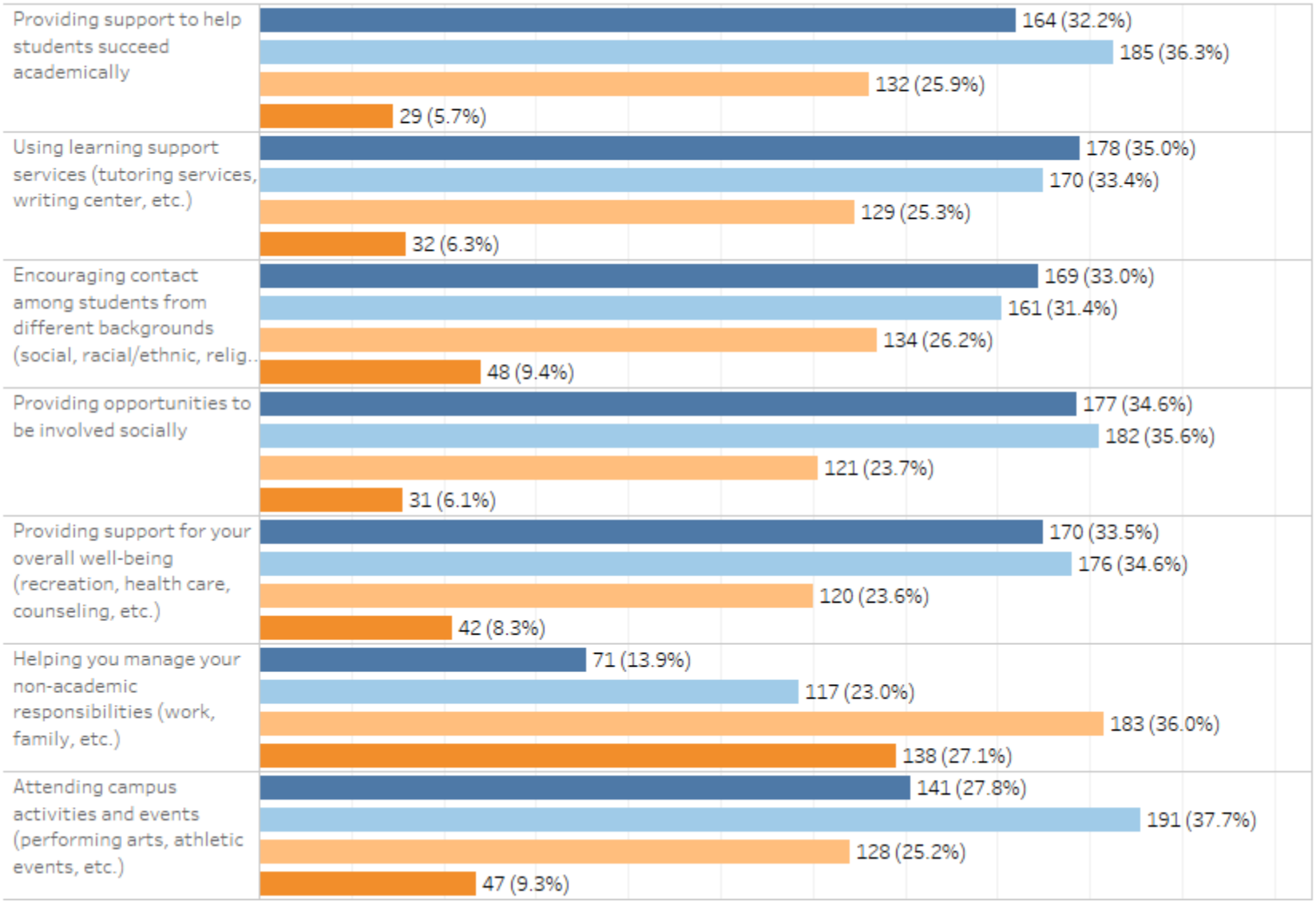
Quality of Interactions	Univ of Houston	Public Over 20K Enrl	RU/VH-Research Univ	NSSE 2013 & 2014
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...	%	%	%	%
13a. Students	57	58	61	59
13b. Academic advisors	38	46	47	48
13c. Faculty	45	45	45	50
13d. Student services staff (career services, student activities, housing, etc.)	30	42	42	44
13e. Other administrative staff and offices (registrar, financial aid, etc.)	28	37	37	41

Supportive Environment

"How much does your institution emphasize the following?"

	Very much		Quite a bit		Some		Very little	
	N	%	N	%	N	%	N	%
Providing support to help students succeed academically	164	32.2%	185	36.3%	132	25.9%	29	5.7%
Using learning support services (tutoring services, writing center, etc.)	178	35.0%	170	33.4%	129	25.3%	32	6.3%
Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	169	33.0%	161	31.4%	134	26.2%	48	9.4%
Providing opportunities to be involved socially	177	34.6%	182	35.6%	121	23.7%	31	6.1%
Providing support for your overall well-being (recreation, health care, counseling, etc.)	170	33.5%	176	34.6%	120	23.6%	42	8.3%
Helping you manage your non-academic responsibilities (work, family, etc.)	71	13.9%	117	23.0%	183	36.0%	138	27.1%
Attending campus activities and events (performing arts, athletic events, etc.)	141	27.8%	191	37.7%	128	25.2%	47	9.3%
Attending events that address important social, economic, or political issues	93	18.5%	152	30.2%	187	37.1%	72	14.3%

"How much does your institution emphasize the following?"



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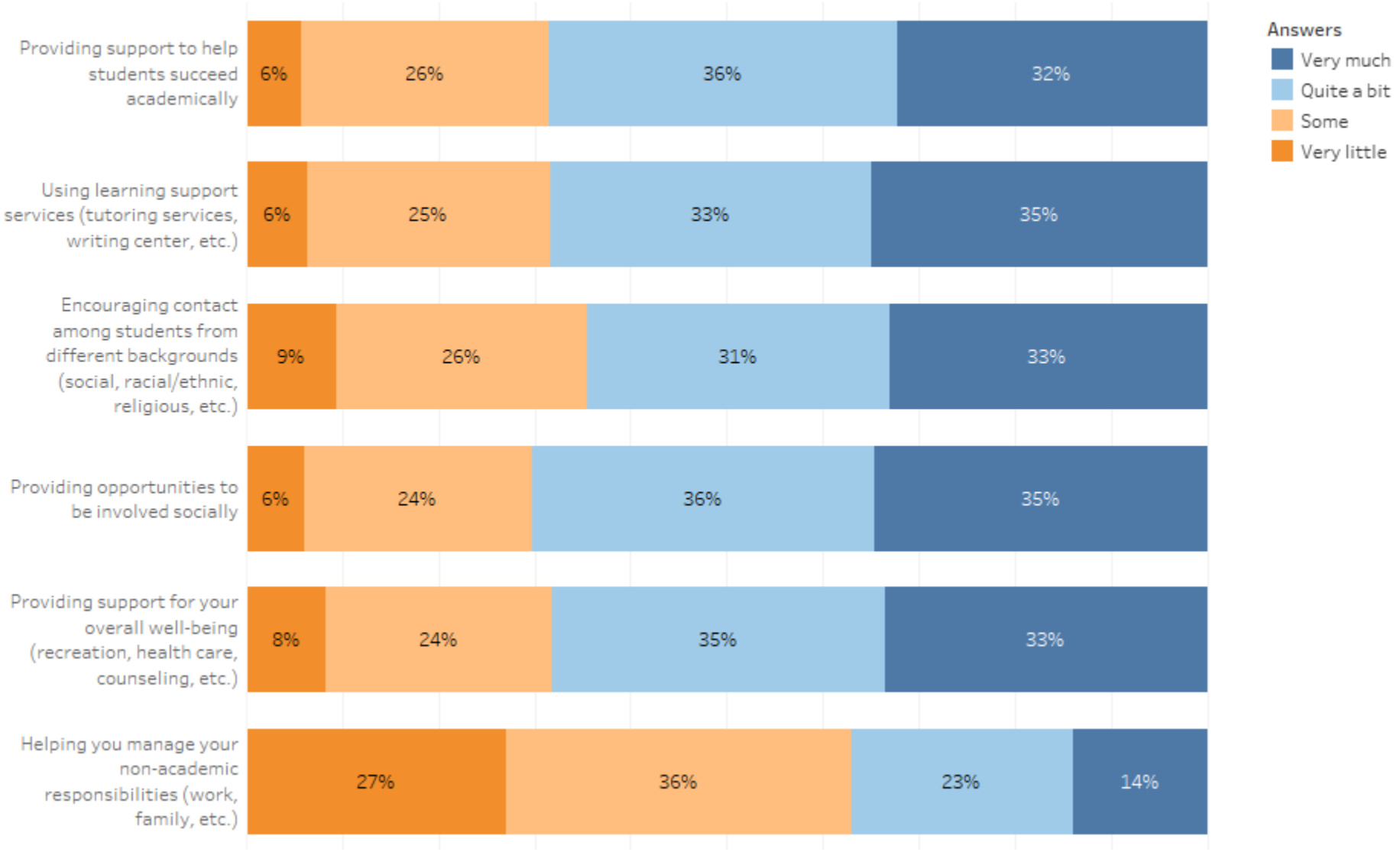
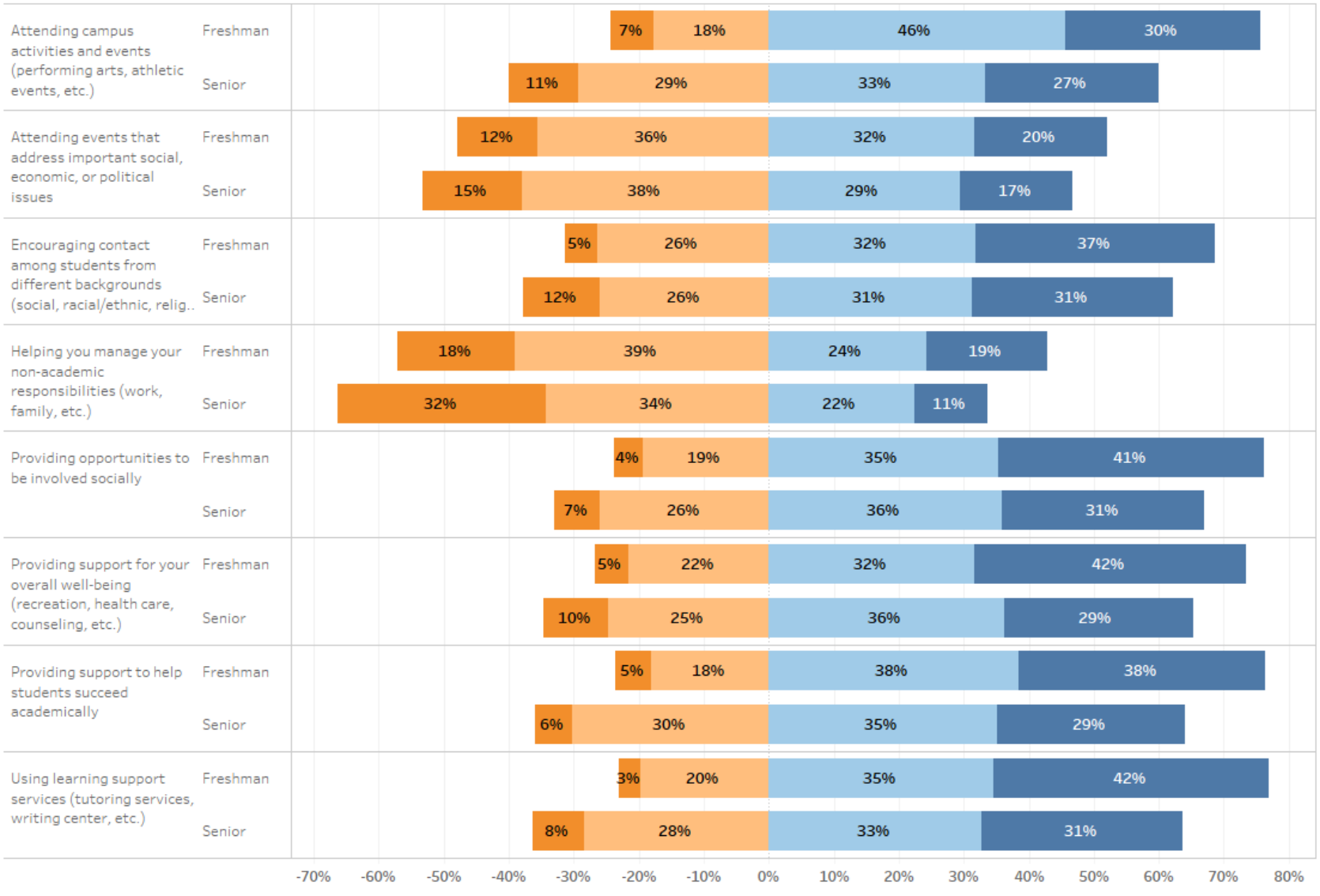


NSSE Engagement Indicators

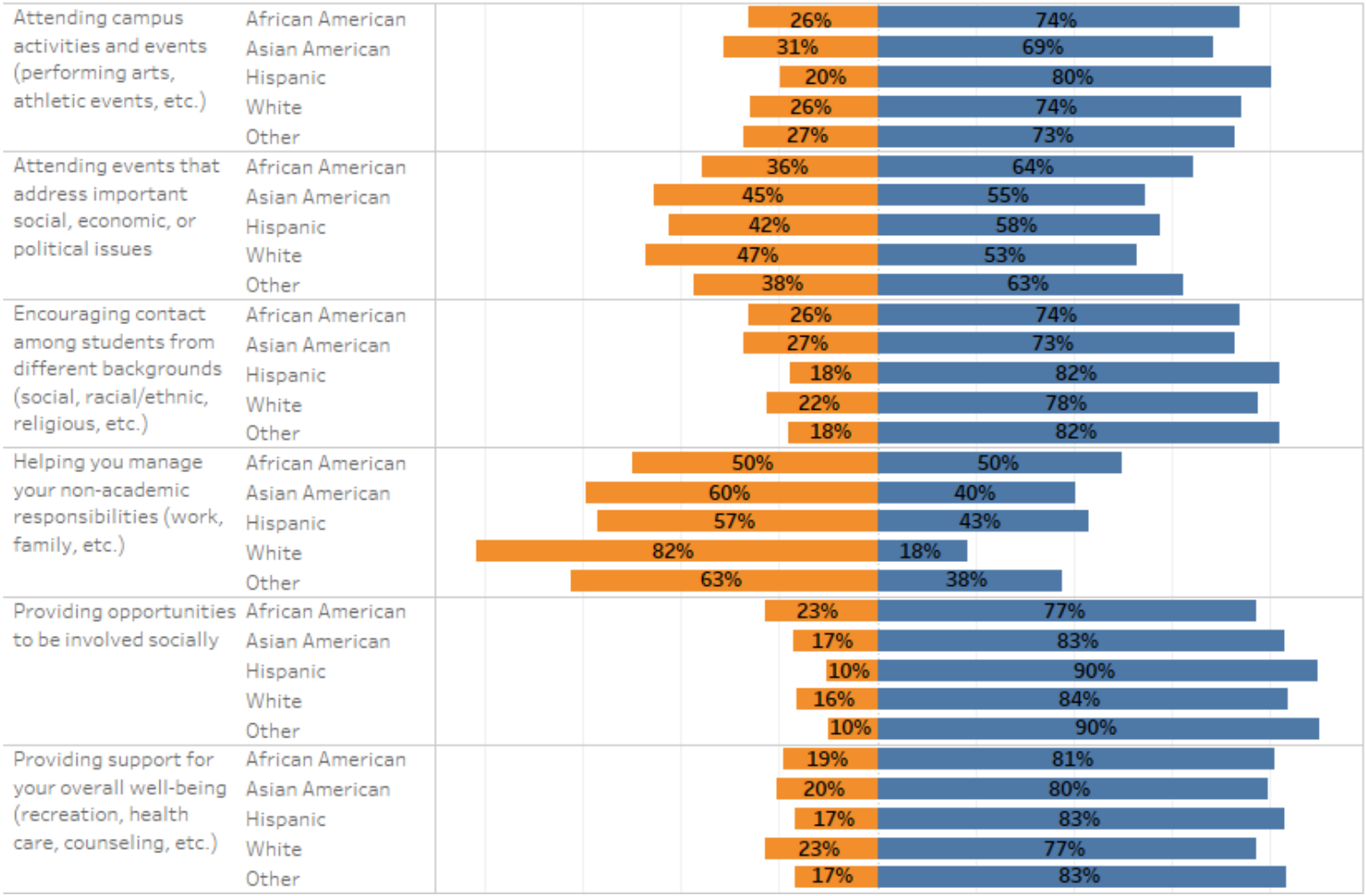


Answers
- Very little
- Some
- Quite a bit
- Very much

Display
All Answers

Comparison Groups
Classification

"How much does your institution emphasize the following?"



IASystem
The Course Evaluation Standard

SOC 362 A
Sociology
College of Arts and Sciences
Univ. of Washington, Seattle

Jorge Martinez
Pre-Doctoral Associate
Summer 2013

Instructor Copy

STUDENT EVALUATION OF INSTRUCTION

E=Excellent; VG=Very Good; G=Good; F=Fair; P=Poor; VP=Very Poor

	Respondents	PERCENTAGES [1] E (5)	VG (4)	G (3)	F (2)	P (1)	VP (0)	MEDIAN	Adjusted Median
1. The course as a whole was:	16	56	31	12				4.6	4.5
2. The course content was:	16	62	12	25				4.7	4.5
3. The instructor's contribution to the course was:	16	69	25	6				4.8	4.7
4. The instructor's effectiveness in teaching the subj. matter was:	16	56	38	6				4.6	4.5
COMBINED ITEMS 1-4	64	61	27	12				4.7	4.5
									Relative Rank
5. Course organization was:	16	56	25	19				4.6	2
6. Clarity of instructor's voice was:	16	62	31	6				4.7	14
7. Explanations by instructor were:	16	56	31	12				4.6	5
8. Instr's ability to present alternative explan. when needed was:	16	50	44	6				4.5	12
9. Instructor's use of examples and illustrations was:	16	56	38	6				4.6	11
10. Quality of questions or problems raised by instructor was:	16	50	38	12				4.5	13
11. Student confidence in instructor's knowledge was:	16	50	44	6				4.5	18
12. Instructor's enthusiasm was:	16	62	31	6				4.7	15
13. Encouragement given students to express themselves was:	16	62	25	12				4.7	10
14. Answers to student questions were:	16	56	31	12				4.6	8
15. Availability of extra help when needed was:	16	56	31	12				4.6	9
16. Use of class time was:	16	56	25	19				4.6	3
17. Instructor's interest in whether students learned was:	16	62	31	6				4.7	6
18. Amount you learned in the course was:	16	44	44	12				4.4	16
19. Relevance and usefulness of course content were:	16	69	19	12				4.8	1
20. Evaluative and grading techniques (tests, papers, etc.) were:	16	50	31	19				4.5	7
21. Reasonableness of assigned work was:	16	56	19	19	6			4.6	4
22. Clarity of student responsibilities and requirements was:	16	44	44	12				4.4	17
Relative to other college courses you have taken:		Much Higher (7)	(6)	Average (5)	(4)	(3)	Much Lower (2)	(1)	
23. Do you expect your grade in this course to be:	16	19	25	25	25	6			5.3
24. The intellectual challenge presented was:	16	19	25	19	38				5.2
25. The amount of effort you put into this course was:	15	20	13	33	27	7			5.0
26. The amount of effort to succeed in this course was:	15	13	20	40	27				5.1
27. Your involvement in course (assignments, attendance, etc.) was:	16	19	25	25	31				5.3

Student Evaluation of Instruction

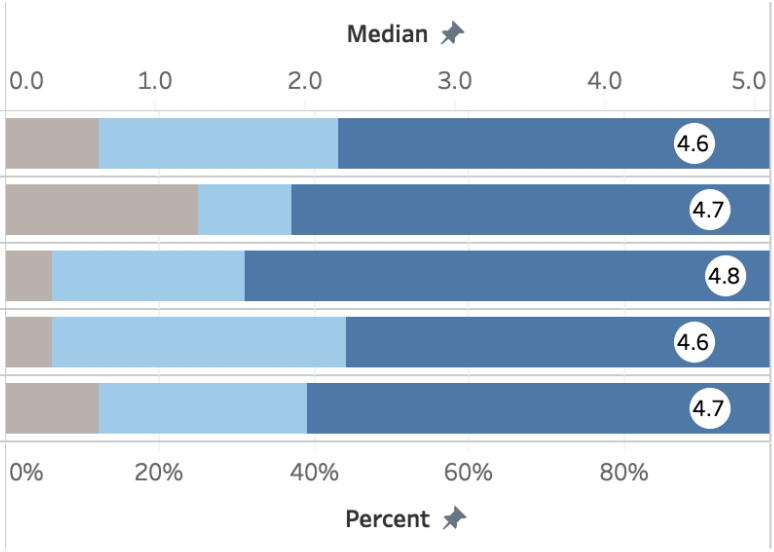
Enrolled	Respondents	Response Rate
34	16	47.1%

Ameican Race and Ethnic Relations

Sociology 362

Overall Assessment

Number	Item
1	The course as a whole was:
2	The course content was:
3	The instructor's contribution to the course was:
4	The instructor's effectiveness in teaching the subject matter was:
28	Combined Items 1-4



Choose Metric

Overall Assessment

Course

- Sociology 270
- Sociology 362

Year

- 2012
- 2013

Section

- A

- Excellent
- Very Good
- Good
- Fair
- Poor
- Very Poor

IASystem
The Course Evaluation Standard

SOC 362 A
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24. The intellectual challenge presented was:	16	19	25	19	38				5.2	
25. The amount of effort you put into this course was:	15	20	13	33	27	7			5.0	
26. The amount of effort to succeed in this course was:	15	13	20	40	27				5.1	
27. Your involvement in course (assignments, attendance, etc.) was:	16	19	25	25	31				5.3	

Student Evaluation of Instruction

Ameican Race and Ethnic Relations

Sociology 362

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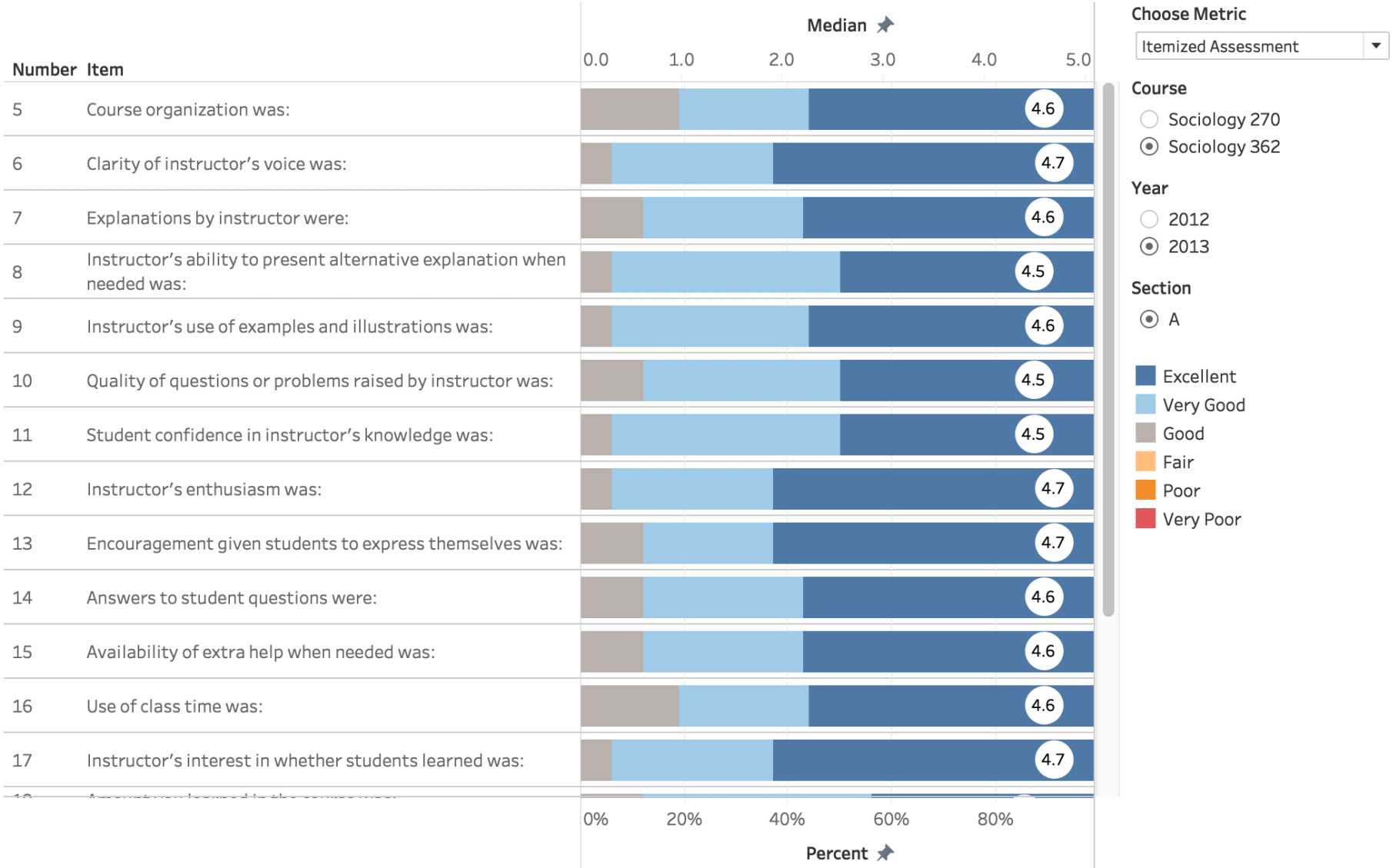
Itemized Assessment



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9. Instructor's use of examples and illustrations was:	16	56	38	6				4.6	11
10. Quality of questions or problems raised by instructor was:	16	50	38	12				4.5	13
11. Student confidence in instructor's knowledge was:	16	50	44	6				4.5	18
12. Instructor's enthusiasm was:	16	62	31	6				4.7	15
13. Encouragement given students to express themselves was:	16	62	25	12				4.7	10
14. Answers to student questions were:	16	56	31	12				4.6	8
15. Availability of extra help when needed was:	16	56	31	12				4.6	9
16. Use of class time was:	16	56	25	19				4.6	3
17. Instructor's interest in whether students learned was:	16	62	31	6				4.7	6
18. Amount you learned in the course was:	16	44	44	12				4.4	16
19. Relevance and usefulness of course content were:	16	69	19	12				4.8	1
20. Evaluative and grading techniques (tests, papers, etc.) were:	16	50	31	19				4.5	7
21. Reasonableness of assigned work was:	16	56	19	19	6			4.6	4
22. Clarity of student responsibilities and requirements was:	16	44	44	12				4.4	17

Relative to other college courses you have taken:		Much Higher (7)	(6)	(5)	Average (4)	(3)	Much Lower (2)	(1)	
23. Do you expect your grade in this course to be:	16	19	25	25	25	6			5.3
24. The intellectual challenge presented was:	16	19	25	19	38				5.2
25. The amount of effort you put into this course was:	15	20	13	33	27	7			5.0
26. The amount of effort to succeed in this course was:	15	13	20	40	27				5.1
27. Your involvement in course (assignments, attendance, etc.) was:	16	19	25	25	31				5.3

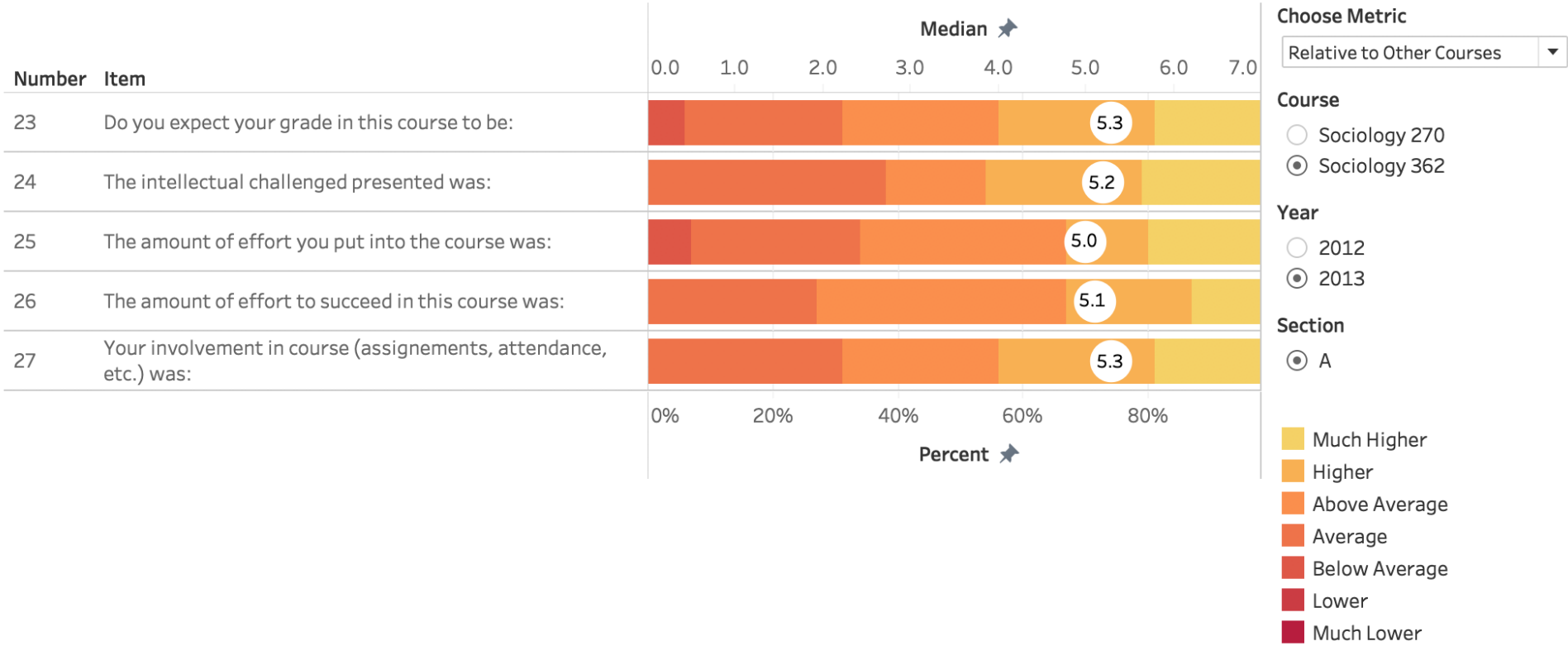
Student Evaluation of Instruction

Ameican Race and Ethnic Relations

Sociology 362

Enrolled	Respondents	Response Rate
34	16	47.1%

Relative to Other Courses



Curate Visualizations

- What is the main purpose of your visualization?
- What is the structure of your data?
- Who is your audience?

Overall DWIF Rates

Total DWIF Rate

14.7%

Term: (All)

Core Courses: (All)

Gateway Courses: (All)

Core Courses

Gateway Courses

Gender

Race/Ethnicity

FTIC

First Generation Status

Pell Eligibility

CHEM 1332:

FUNDAMENTALS OF CHEMISTRY

DWIF Rates for All

Core, Gateway Course

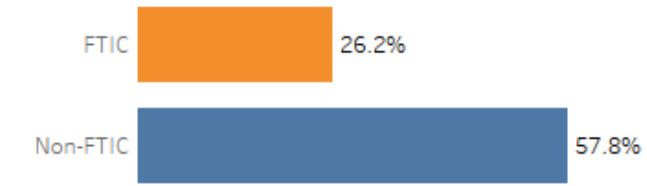
Course DWIF Rate	Total Enrollment
45.4%	1,685

Term: (All)

Course: CHEM 1332

Gender

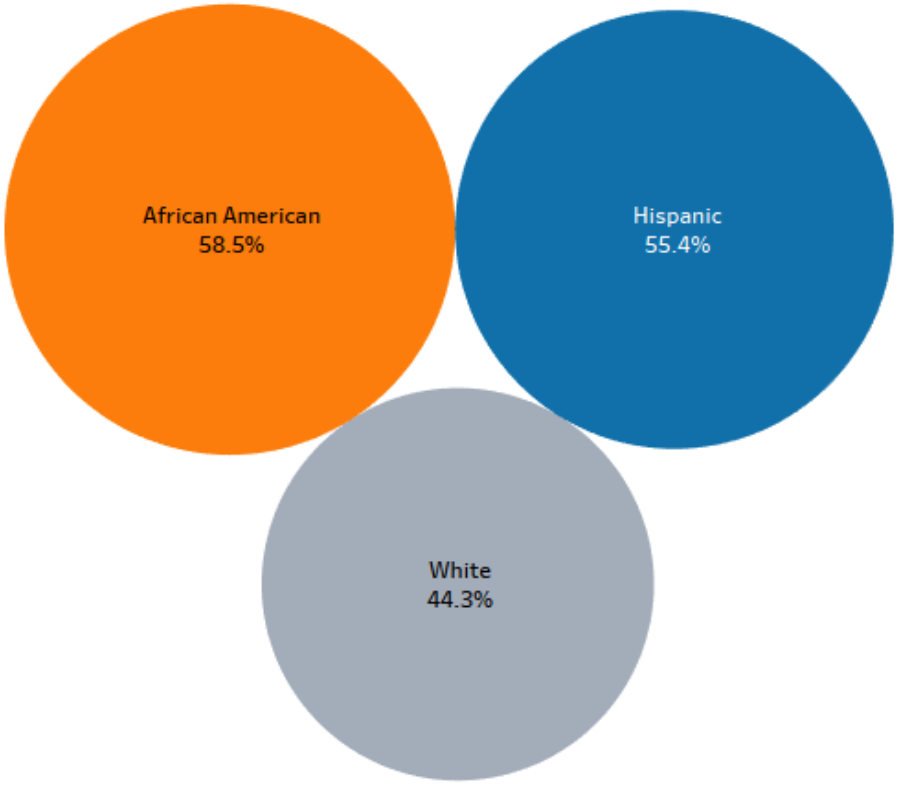
FTIC



First Generation Status

Pell Eligible Status

Race/Ethnicity



MATH 1300:

FUNDAMENTALS OF MATH

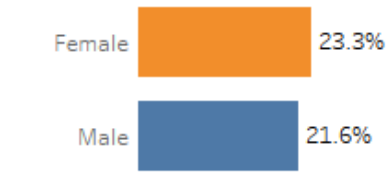
DWIF Rates for All Non-Core, Non-Gateway Course

Course DWIF Rate	Total Enrollment
22.3%	94

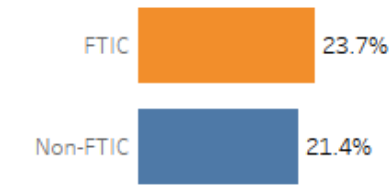
Term: (All)

Course: MATH 1300

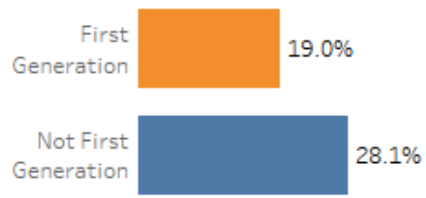
Gender



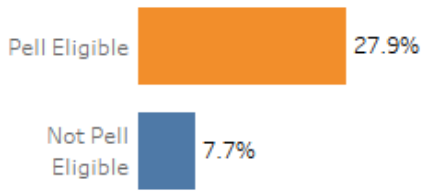
FTIC



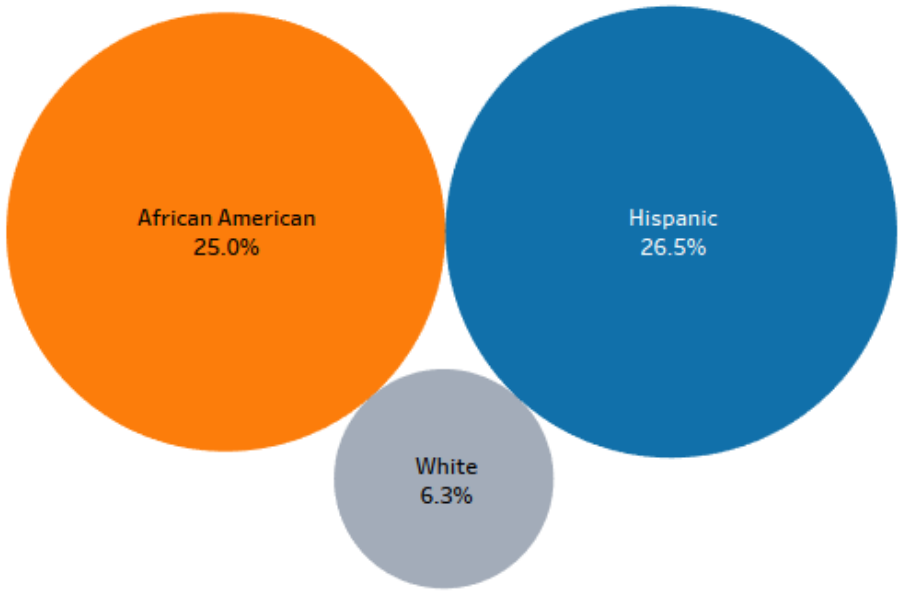
First Generation Status



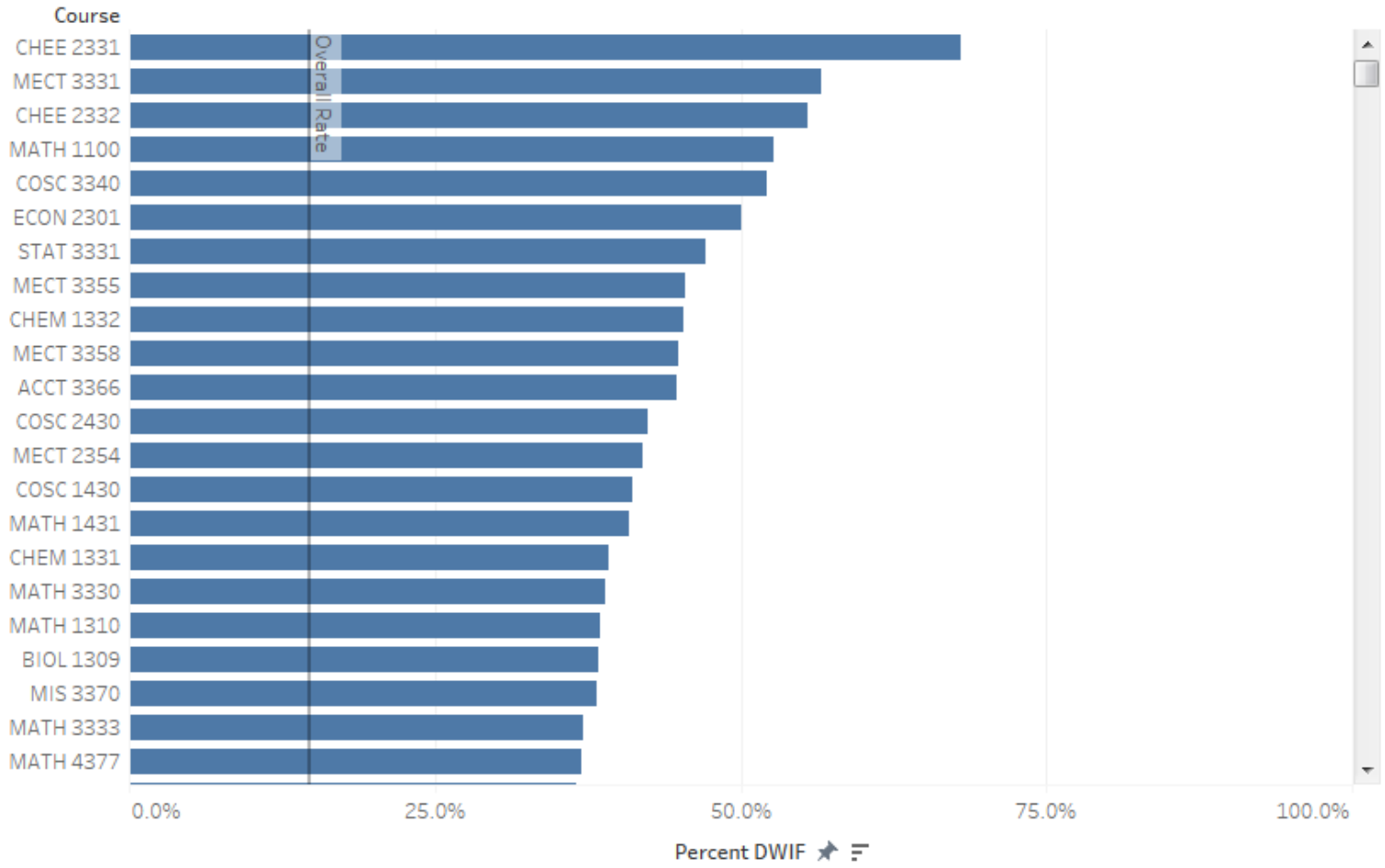
Pell Eligible Status



Race/Ethnicity



DWIF Rates by Course



Term
(All)

Course
(All)

Core Course
(All)

Gateway Course
(All)

Gateway College
(All)

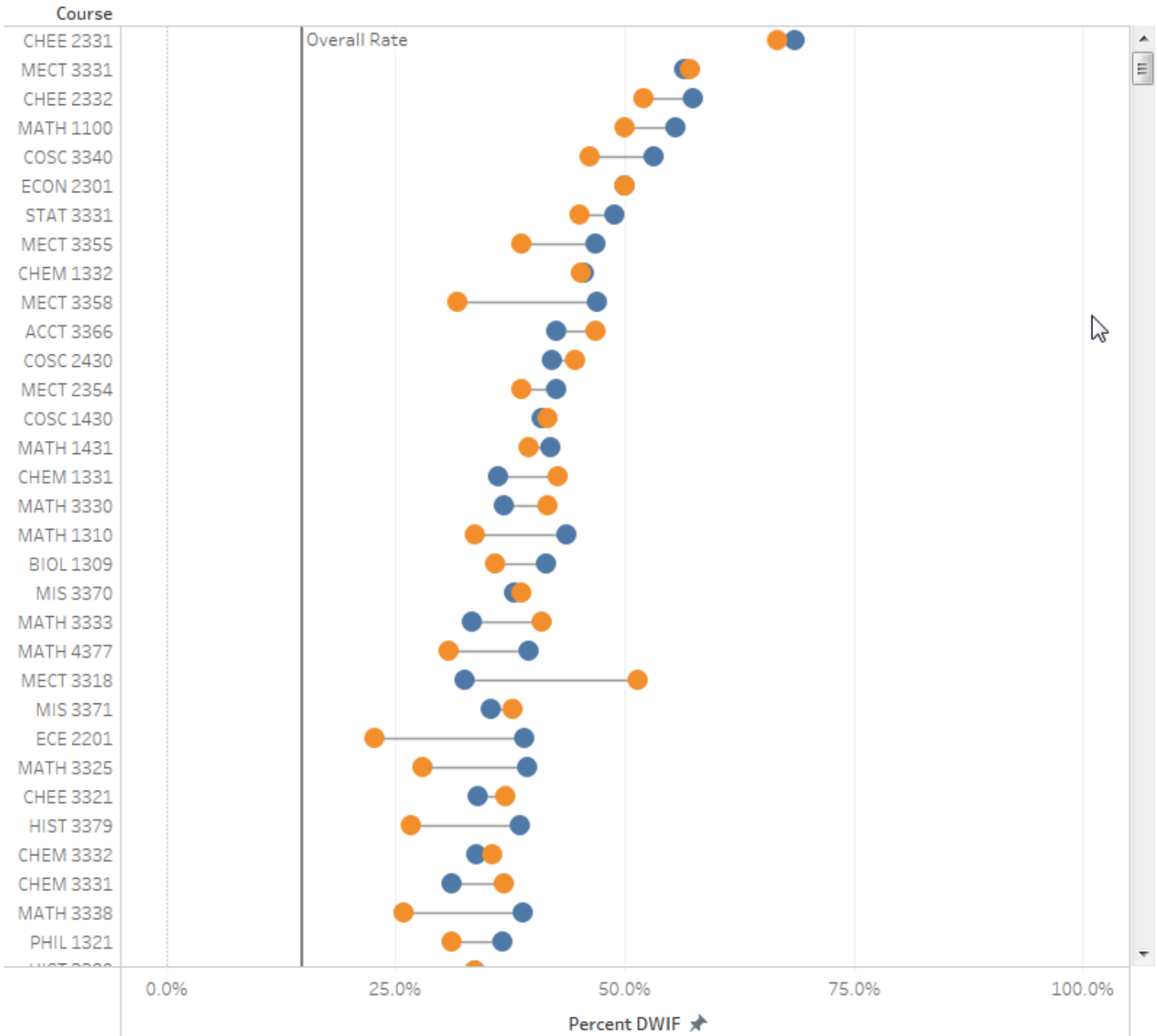
Filter by Enrollment
50 3034

* Reference line indicates overall DWIF rate.

Course	Total Enrollment	Percent DWIF
CHEE 2331	225	68.0%
MECT 3331	182	56.6%
CHEE 2332	135	55.6%
MATH 1100	72	52.8%
COSC 3340	184	52.2%
ECON 2301	134	50.0%
STAT 3331	1,939	47.1%
MECT 3355	189	45.5%
CHEM 1332	1,685	45.4%

DWIF Rates by Gender

Sorted by Percent DWIF by Course



Term

(All)

Course

(All)

Core Course

(All)

Gateway Course

(All)

Gateway College

(All)

Filter by Enrollment

50 3034

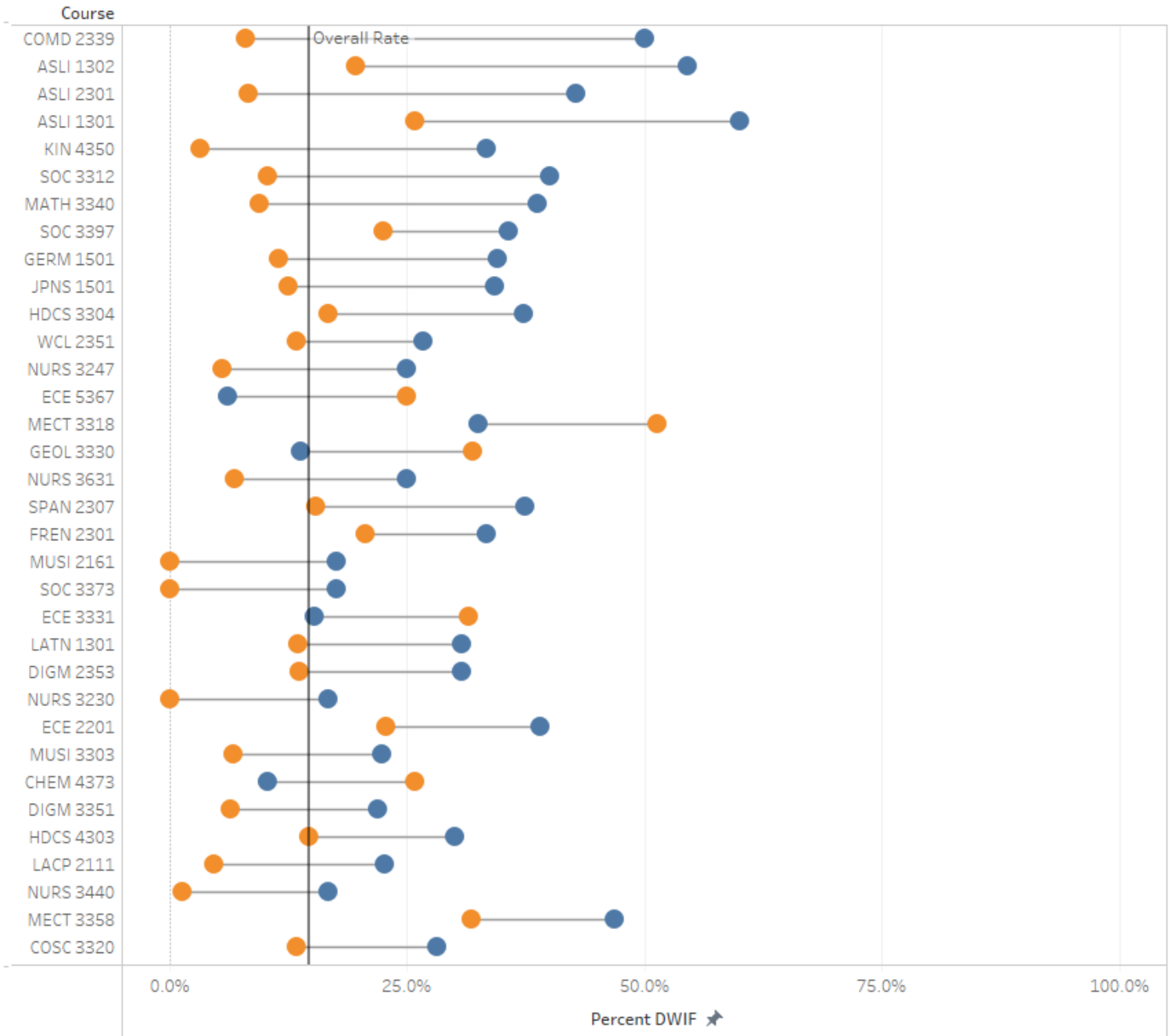
Female

Male

* Reference line indicates overall DWIF rate.

DWIF Rates by Gender

Gender-Difference



Term

(All)

Course

(All)

Core Course

(All)

Gateway Course

(All)

Gateway College

(All)

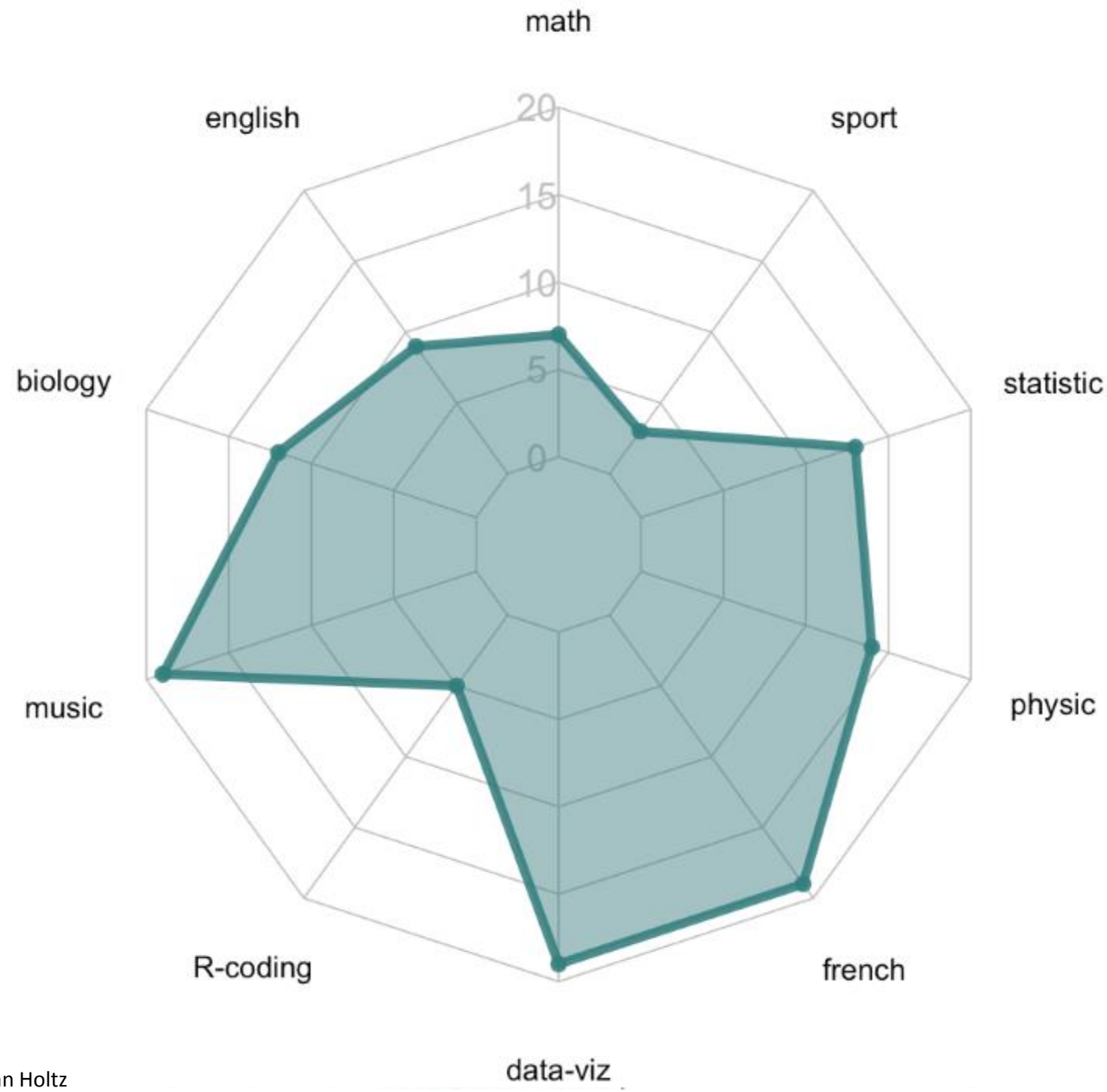
Filter by Enrollment

50 3034

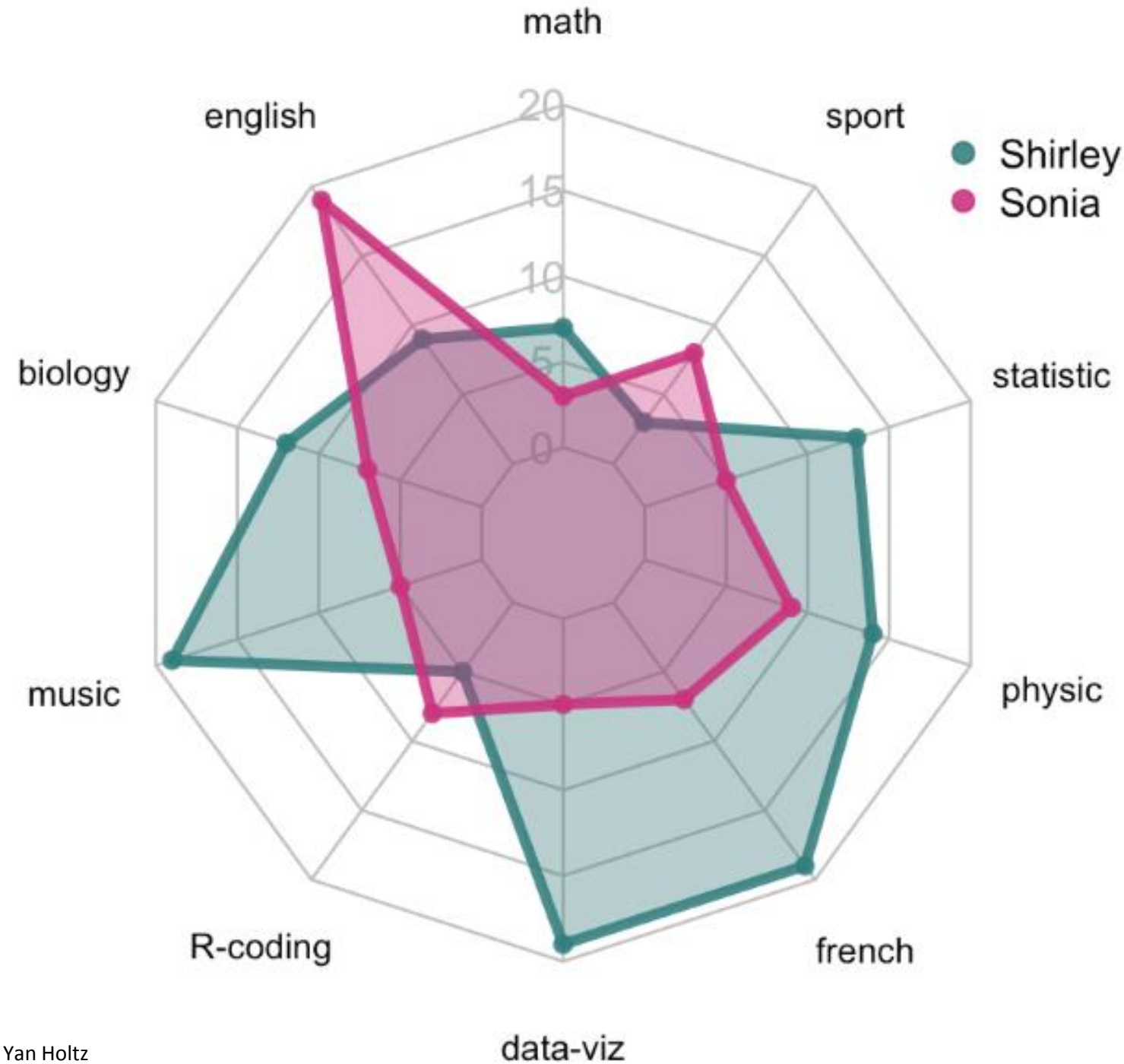
Female

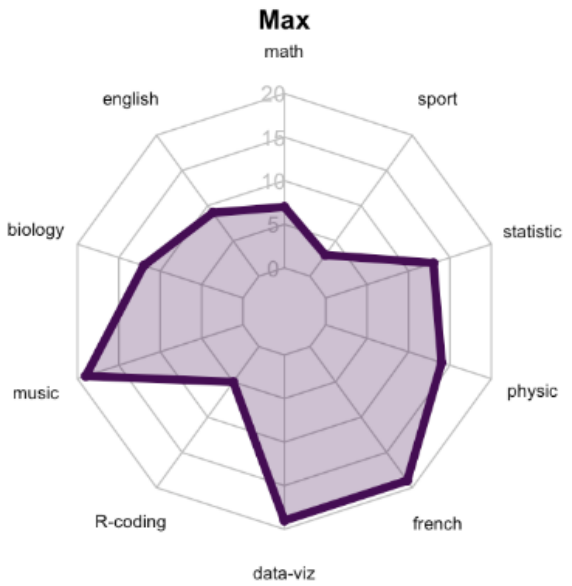
Male

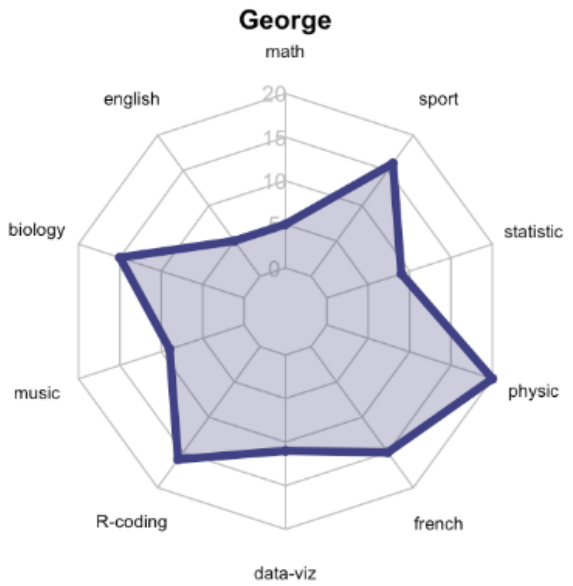
* Reference line indicates overall DWIF rate.

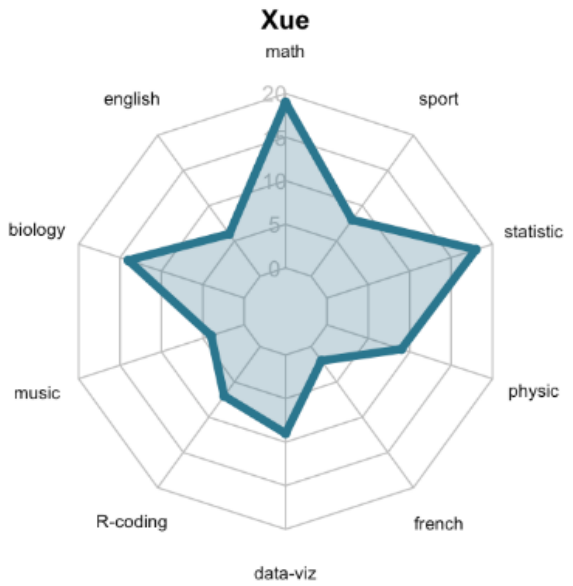


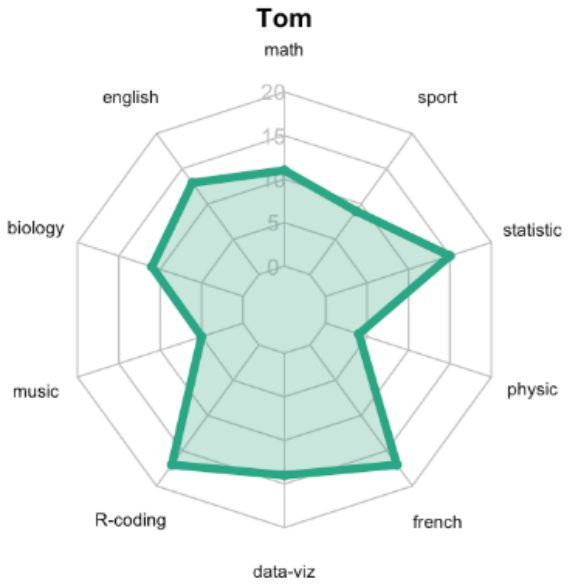
data-to-viz.com, Yan Holtz

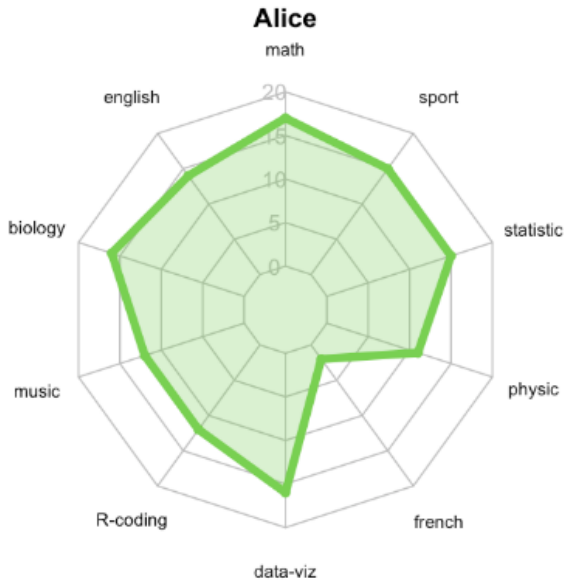

math
sport
statistic
physic
french
data-viz
R-coding
music
biology
english
20
15
10
5
0
Shirley
Sonia

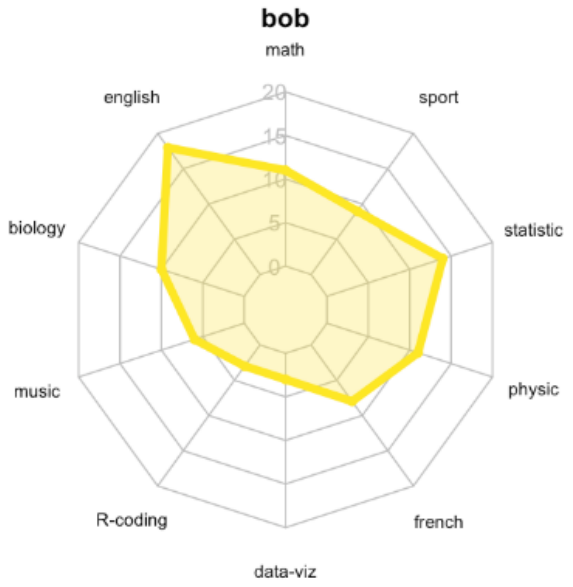




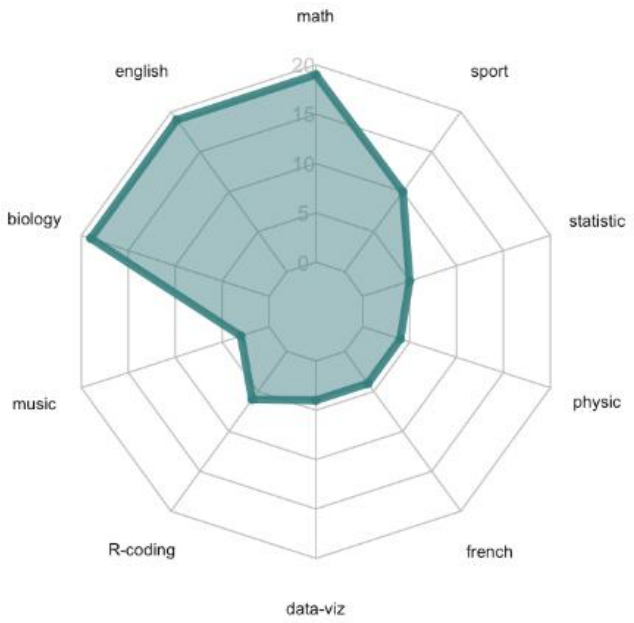


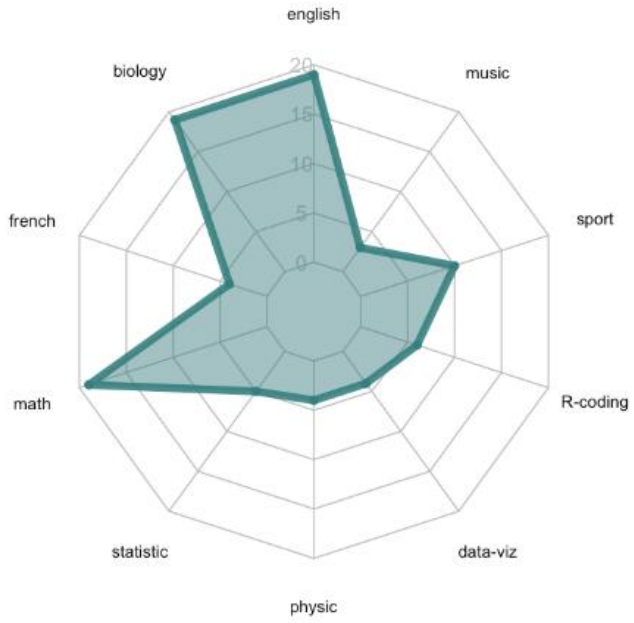


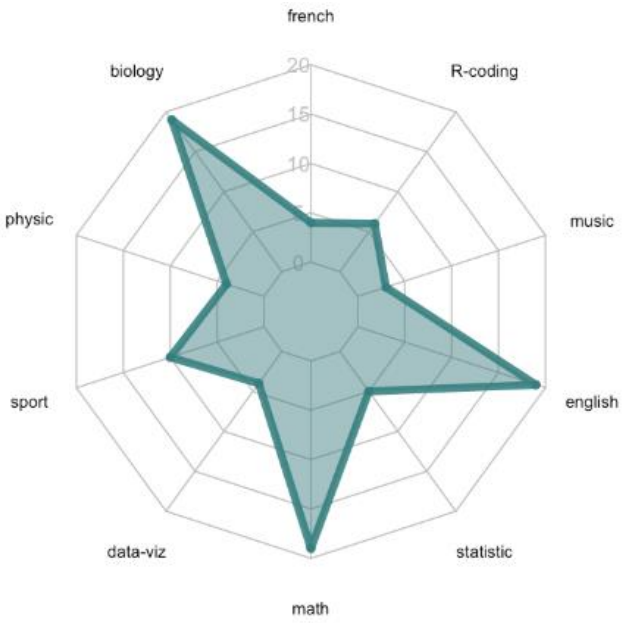




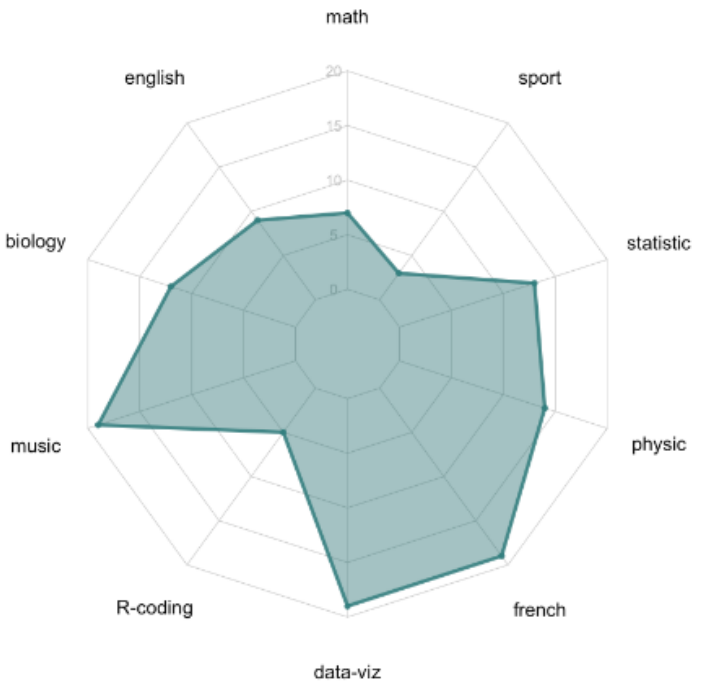
data-to-viz.com, Yan Holtz

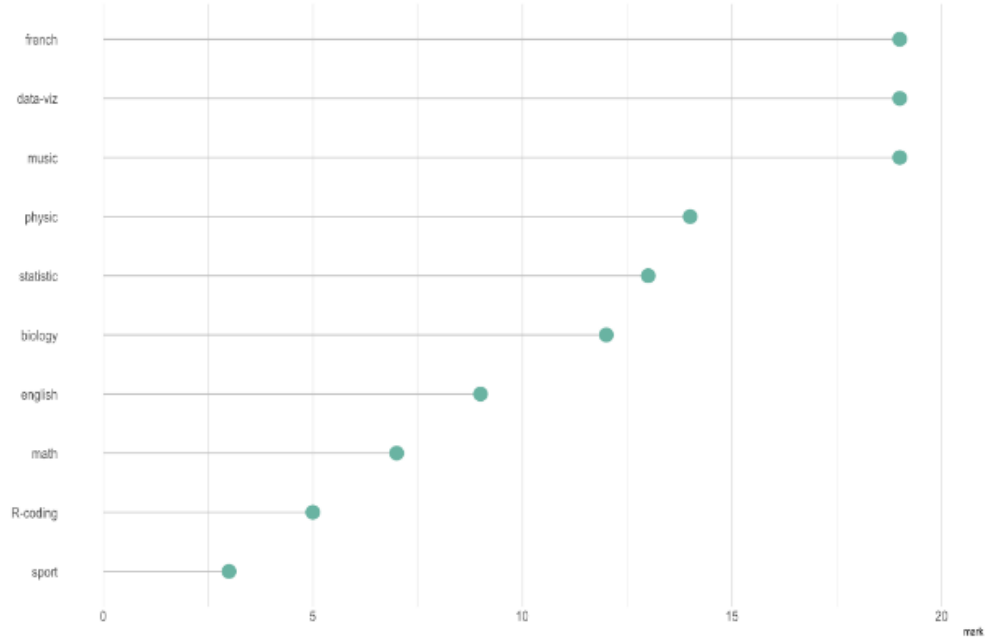




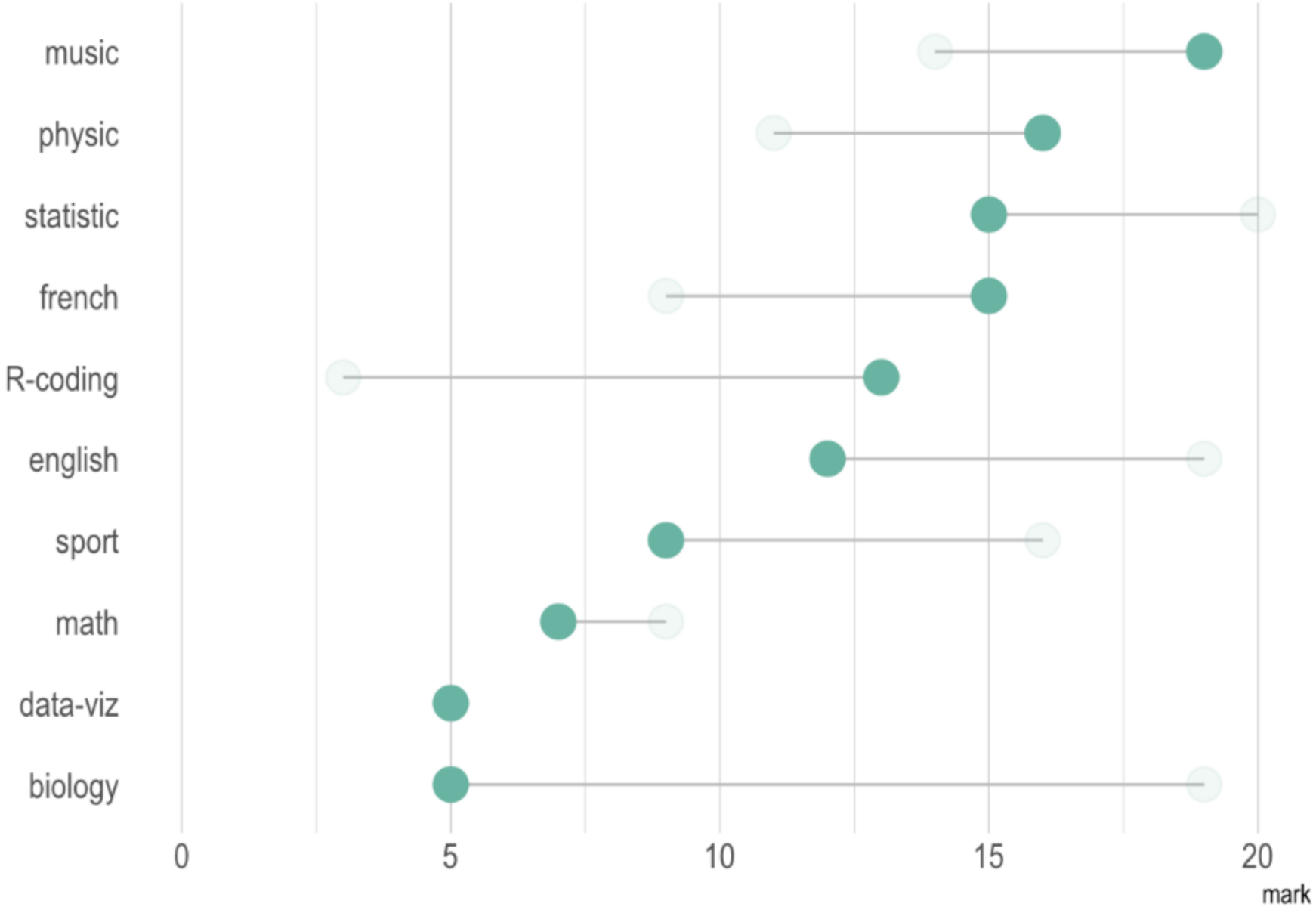


data-to-viz.com, Yan Holtz





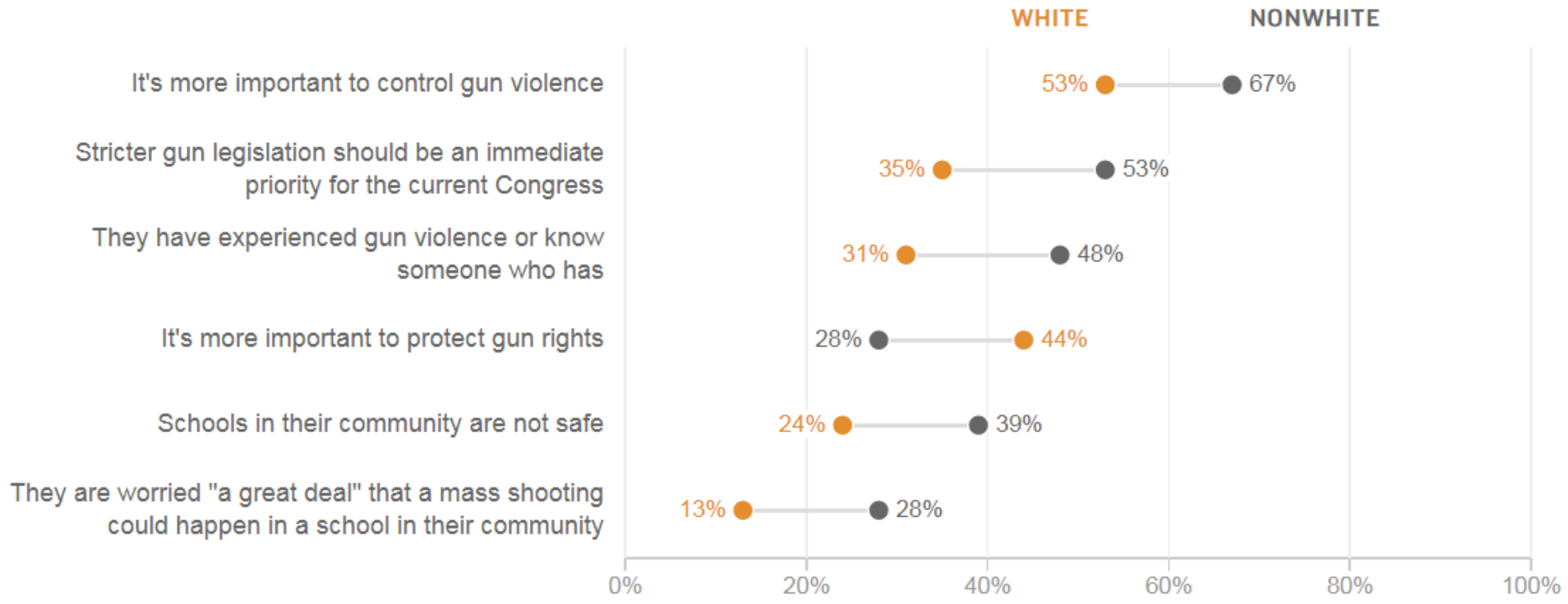
data-to-viz.com, Yan Holtz



data-to-viz.com, Yan Holtz

A Racial Divide On Gun Concerns

% who say…



Source: NPR/PBS NewsHour/Marist Poll of 880 U.S. adults conducted Feb. 5 to 11. The margin of error for the overall sample is 3.9 percentage points.

Credit: Alyson Hurt and Domenico Montanaro/NPR

Colors

- Colors as a data point
- Different color schemes
  - Categorical/Qualitative
  - Sequential
  - Diverging

Qualitative

- Discrete categories of data with no order (gender, race/ethnicity, student level)

Award Year

2017-18

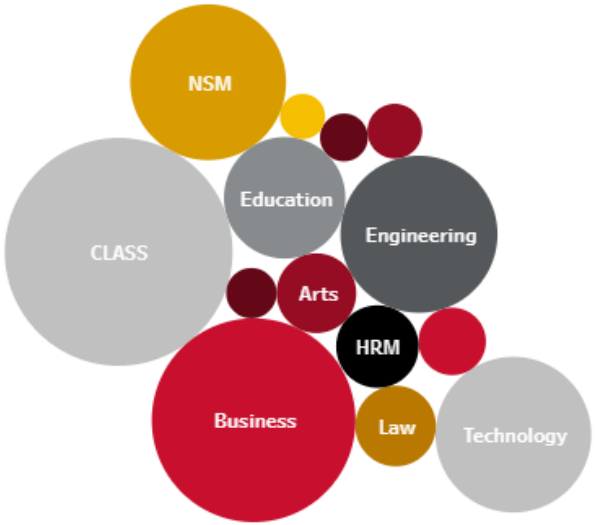
Total Degrees

2017-18 Total Degrees

10,283

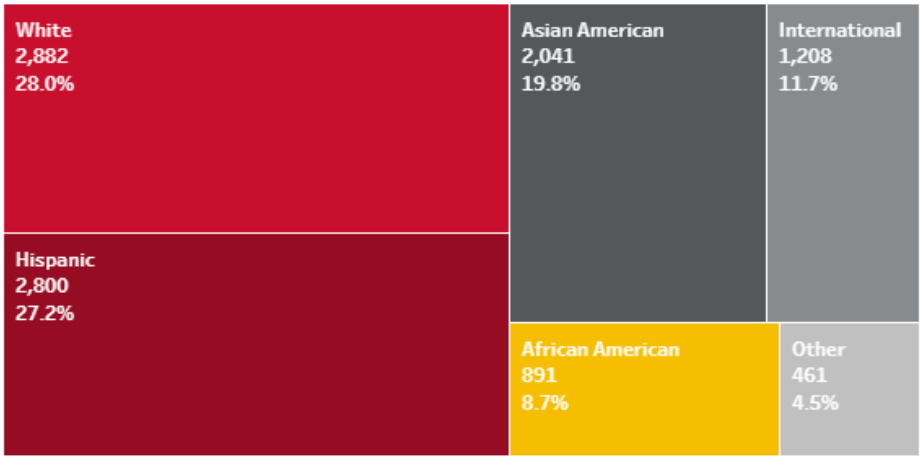
Bachelor's	7,415
Master's	2,038
Doctoral	381
Special Professional	449

College

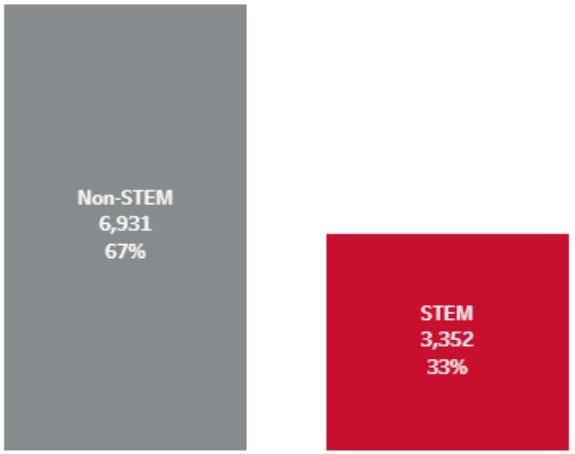


Gender

Race/Ethnicity

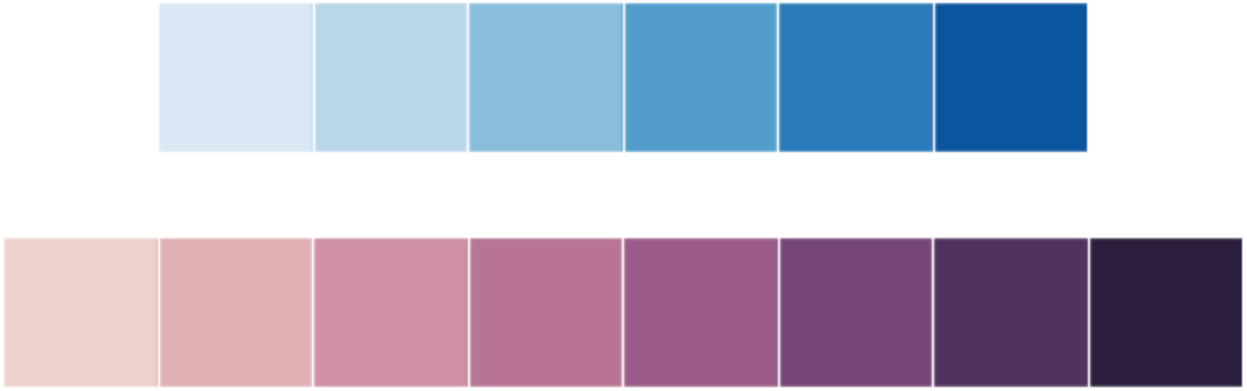


STEM



Sequential

- Gradients of colors used to show a sequence between higher and lower values (rain intensity)



Rain

Ice

Snow

Mixed

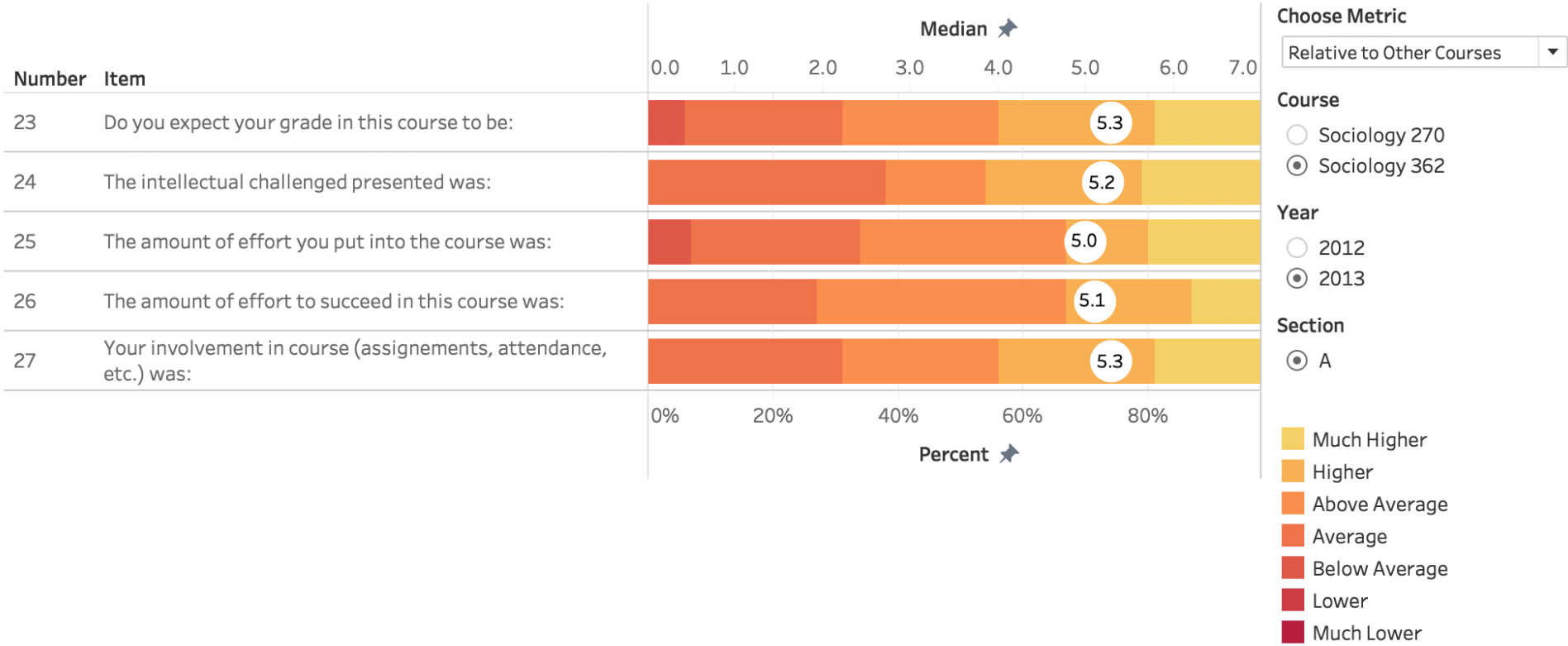
Student Evaluation of Instruction

Ameican Race and Ethnic Relations

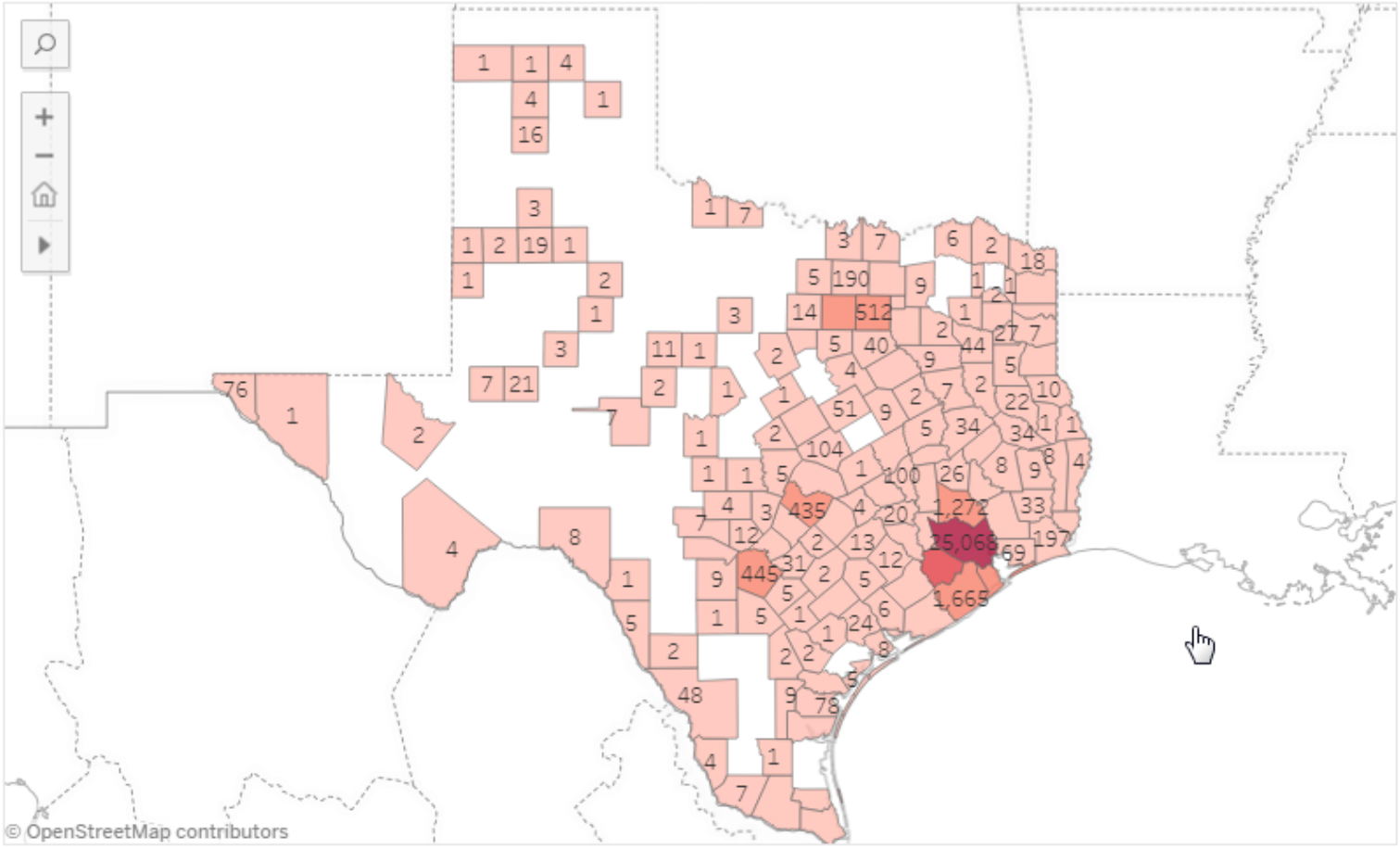
Sociology 362

Enrolled	Respondents	Response Rate
34	16	47.1%

Relative to Other Courses



Student Enrollment by Texas Counties



Rank	County	N	%
1	Harris	25,068	60.5%
2	Fort Bend	7,382	17.8%
3	Brazoria	1,665	4.0%
4	Montgomery	1,272	3.1%
5	Galveston	1,115	2.7%
6	Dallas	512	1.2%
7	Bexar	445	1.1%
8	Tarrant	440	1.1%
9	Travis	435	1.0%
10	Collin	311	0.8%

< 1.0% 1.0-4.9% 5.0-20% > 20%

Diverging

- Large low values that diminish and lead to large high values, negative to positive values (likert scales)

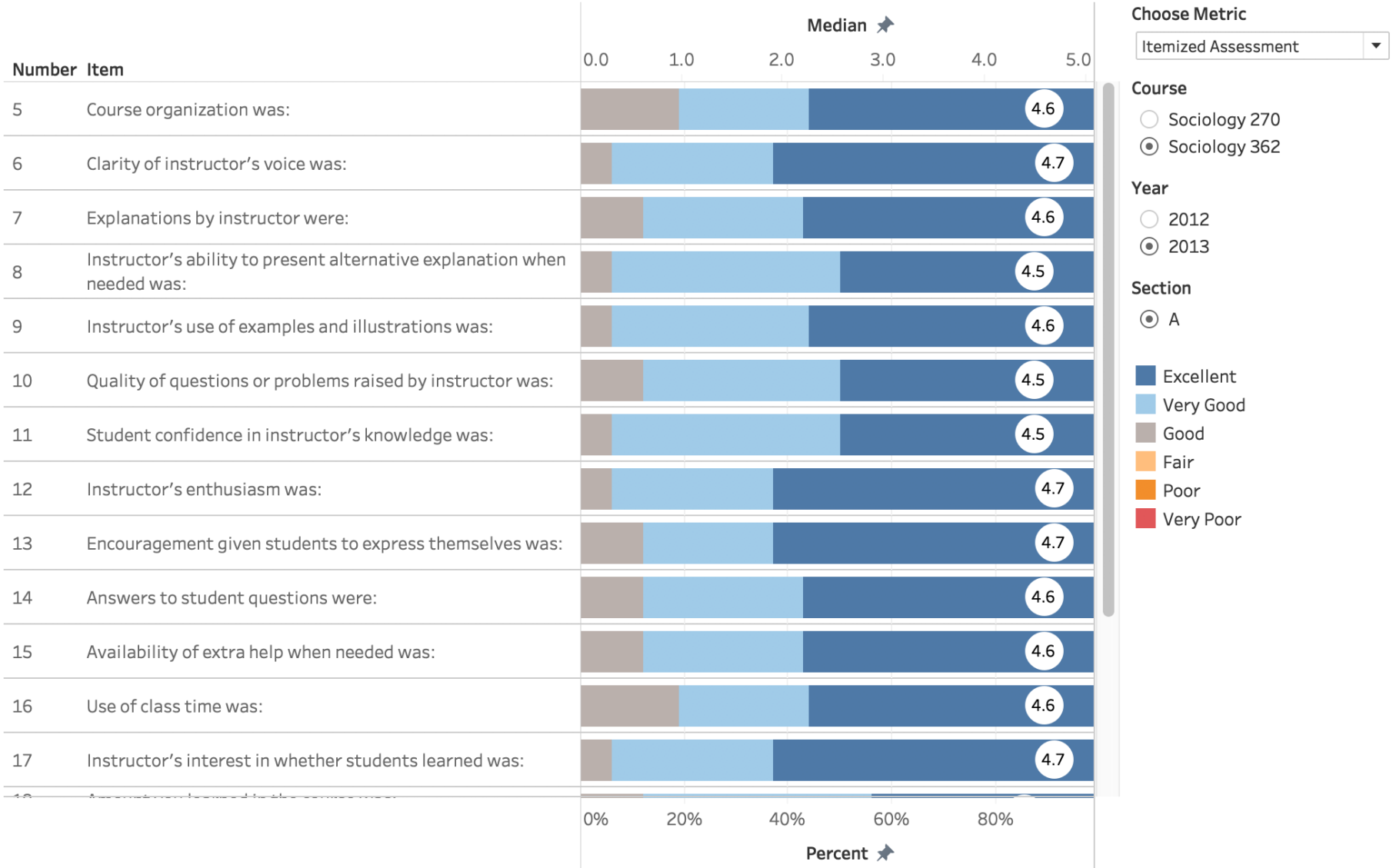
Student Evaluation of Instruction

Ameican Race and Ethnic Relations

Sociology 362

Enrolled	Respondents	Response Rate
34	16	47.1%

Itemized Assessment



Primary Brand Colors

RED
R:200 G:16 B:46
PMS: 186 C
C:0 M:100 Y:81 K:4
HEX: C8102E

TEAL
R:0 G:179 B:136
PMS: 339 C
C:84 M:0 Y:59 K:0
HEX: 00B388

GOLD
R:246 G:190 B:0
PMS: 7408 C
C:0 M:29 Y:100 K:0
HEX: F6BE00

GRAY
R:136 G:139 B:141
PMS: COOL GRAY 8 C
C:26 M:16 Y:13 K:46
HEX: 888B8D

CREAM
R:255 G:249 B:217
PMS: 7499 C
C:1 M:2 Y:24 K:0
HEX: FFF9D9

WHITE
R:255 G:255 B:255
PMS: WHITE
C:0 M:0 Y:0 K:0
HEX: FFFFFF

Secondary Brand Colors

BRICK
R:150 G:12 B:34
PMS: 704 C
C:8 M:97 Y:76 K:31
HEX: 960C22

GREEN
R:0 G:134 B:108
PMS: 328 C
C:100 M:10 Y:61 K:38
HEX: 00866C

MUSTARD
R:216 G:155 B:0
PMS: 124 C
C:10 M:30 Y:100 K:0
HEX: D89B00

SLATE
R:84 G:88 B:90
PMS: 425 C
C:45 M:29 Y:26 K:76
HEX: 54585A

Tertiary Brand Colors

CHOCOLATE
R:100 G:8 B:23
PMS: 490 C
C:26 M:85 Y:85 K:72
HEX: 640817

FOREST
R:0 G:89 B:80
PMS: 3305 C
C:95 M:25 Y:70 K:68
HEX: 005950

OCHER
R:185 G:120 B:0
PMS: 1245 C
C:9 M:35 Y:98 K:30
HEX: B97800

BLACK
R:0 G:0 B:0
PMS: BLACK
C:0 M:0 Y:0 K:100
HEX: 000000

Enrollment Trends

NOTE: The data contained on this website is available for University of Houston faculty and staff only. A valid CougarNet ID and password is required to log in and view this data. For publicly available institutional data, please visit the Institutional Research website at http://www.uh.edu/ir/.

For Internet Explorer 11 users: This site is not supported. Please view using the Firefox or Chrome browsers.

At a Glance | Race/Ethnicity | Gender | Student Level | Custom Tables

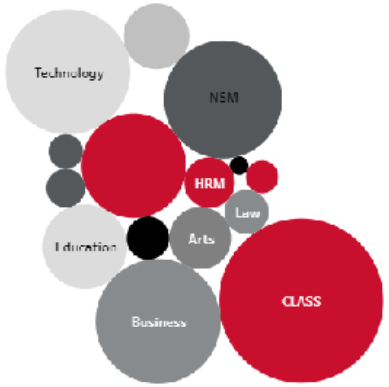
Semester: Fall 2017

Total Enrollment

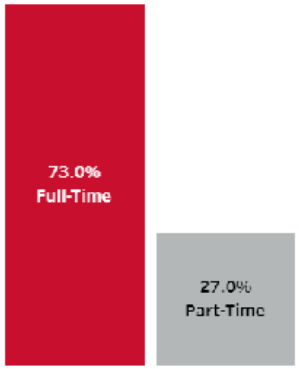
45,364

Undergraduate	36,088
Postbaccalaureate	1,246
Master's	4,174
Doctoral	2,249
Special Prof	1,607

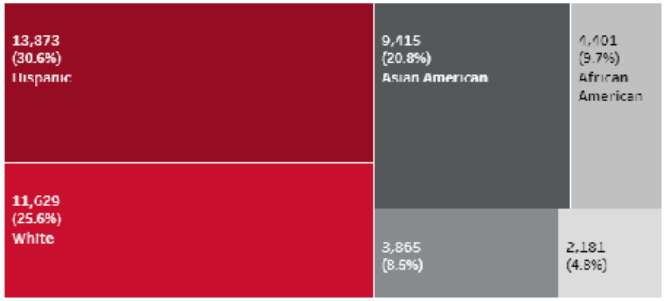
Enrollment by College



Full-Time/Part-Time Status



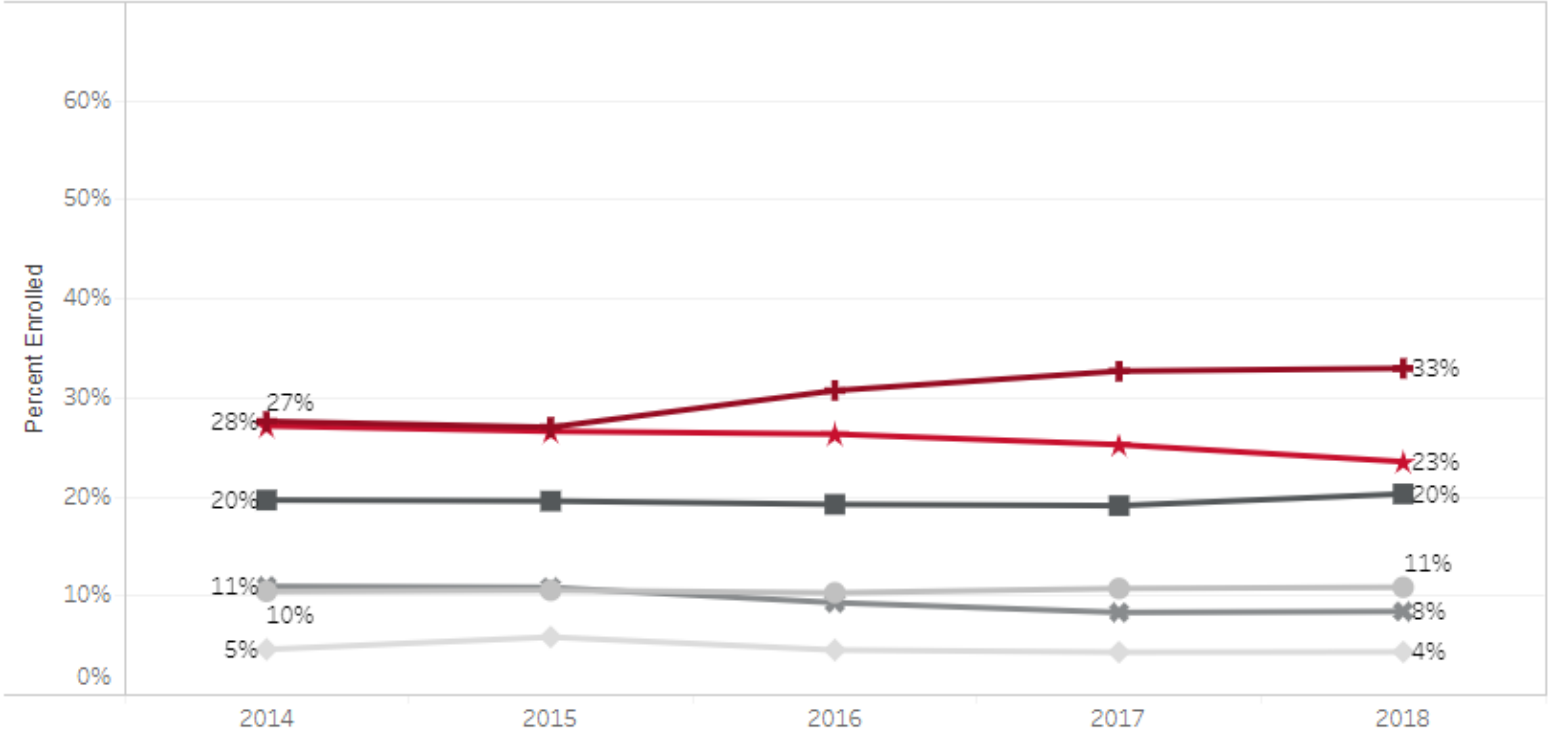
Race/Ethnicity



Gender

Undo | Redo | Revert | Refresh | Pause | View: Original | Alert | Subscribe | Edit | Share | Download | Full Screen

Student Composition by Race/Ethnicity



Year
(Multiple values)

New Student Type
(All)
FTIC
Graduate/Special Prof
Transfer

Student Level
(All)

Gender
(All)

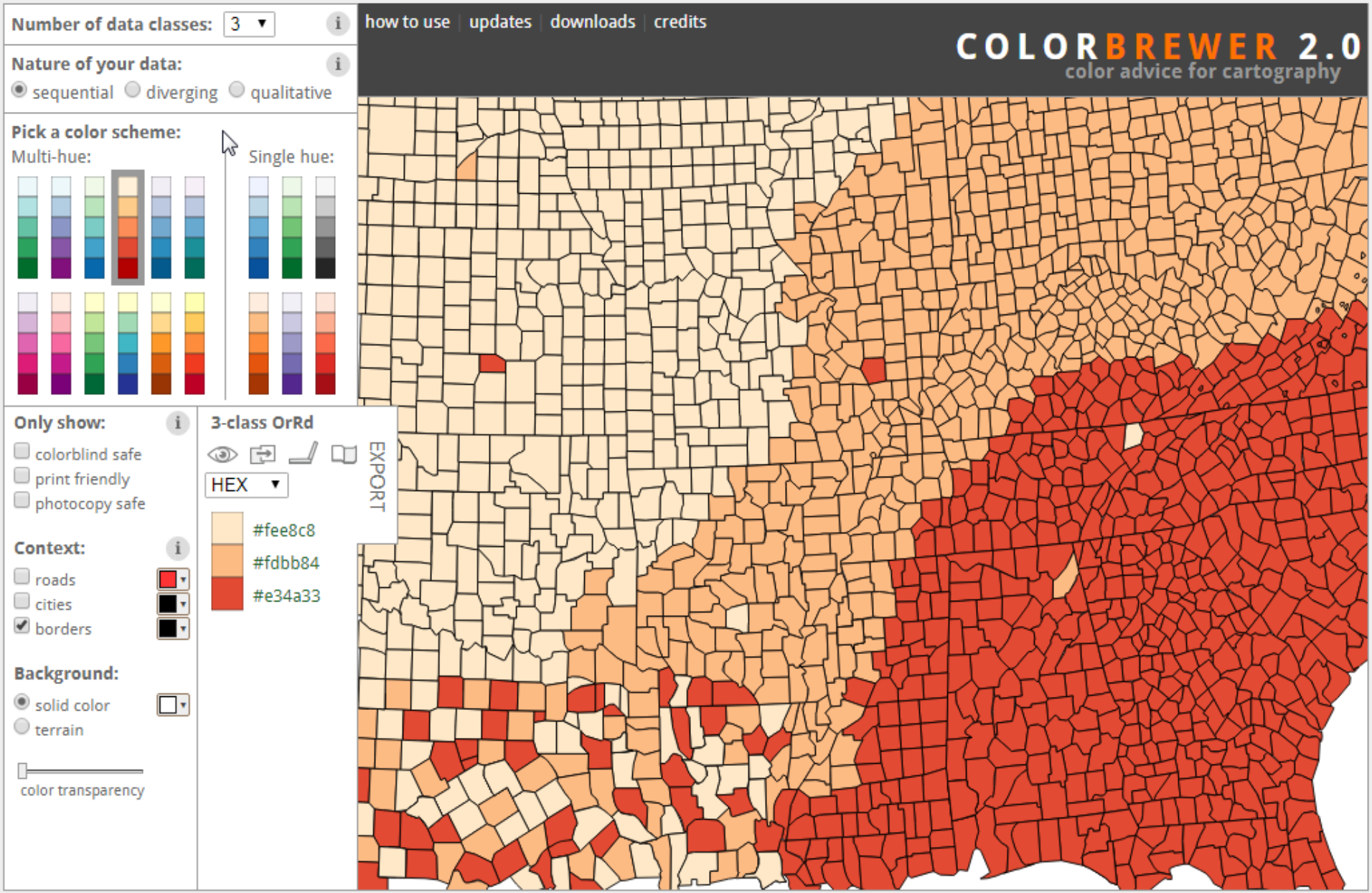
College Name
(All)

Department Name
(All)

Honors Students
All UH Students

		2014	2015	2016	2017	2018
African American	Headcount	1,165	1,238	1,257	1,363	1,406
	Percent	10%	10%	10%	11%	11%
Asian American	Headcount	2,201	2,303	2,355	2,432	2,634
	Percent	20%	19%	19%	19%	20%
Hispanic	Headcount	3,094	3,183	3,767	4,168	4,286
	Percent	28%	27%	31%	33%	33%
International	Headcount	1,222	1,272	1,135	1,054	1,087
	Percent	11%	11%	9%	8%	8%

Race/Ethnicity
African American
Asian American
Hispanic
International
White
Other



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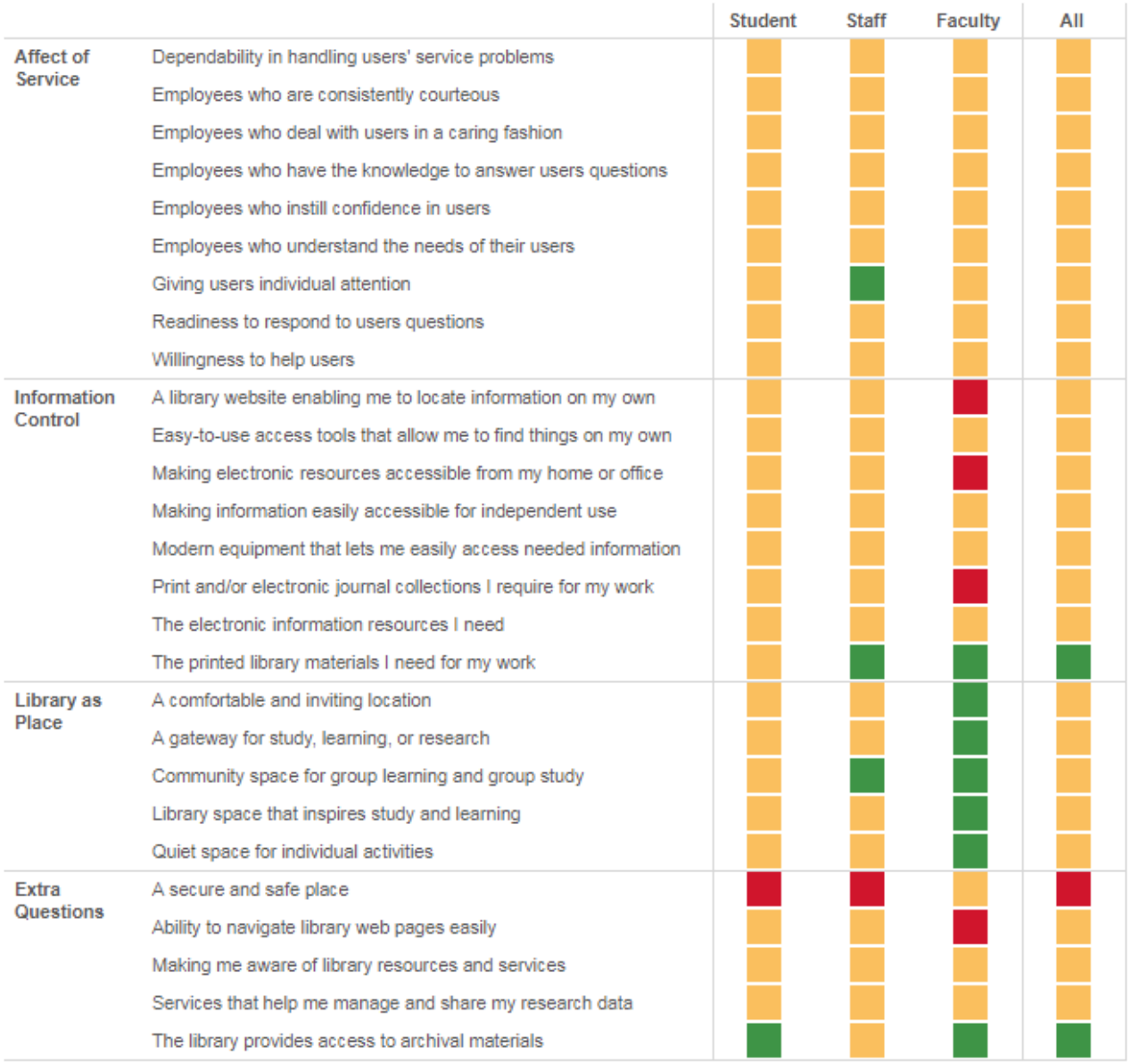
Source code and feedback

Back to Flash version

Back to ColorBrewer 1.0

axismaps



2015 LibQUAL Results at a Glance

For each question the LibQUAL survey asks respondents:

- The *minimum level* of service they would accept
- Their *desired level* of service
- Their *perceived level* of service at the library

How we rate

- Weak: Library performance below minimum
- Doing Well: Library performance between minumum and desi...
- Very Strong: Library performance above desired

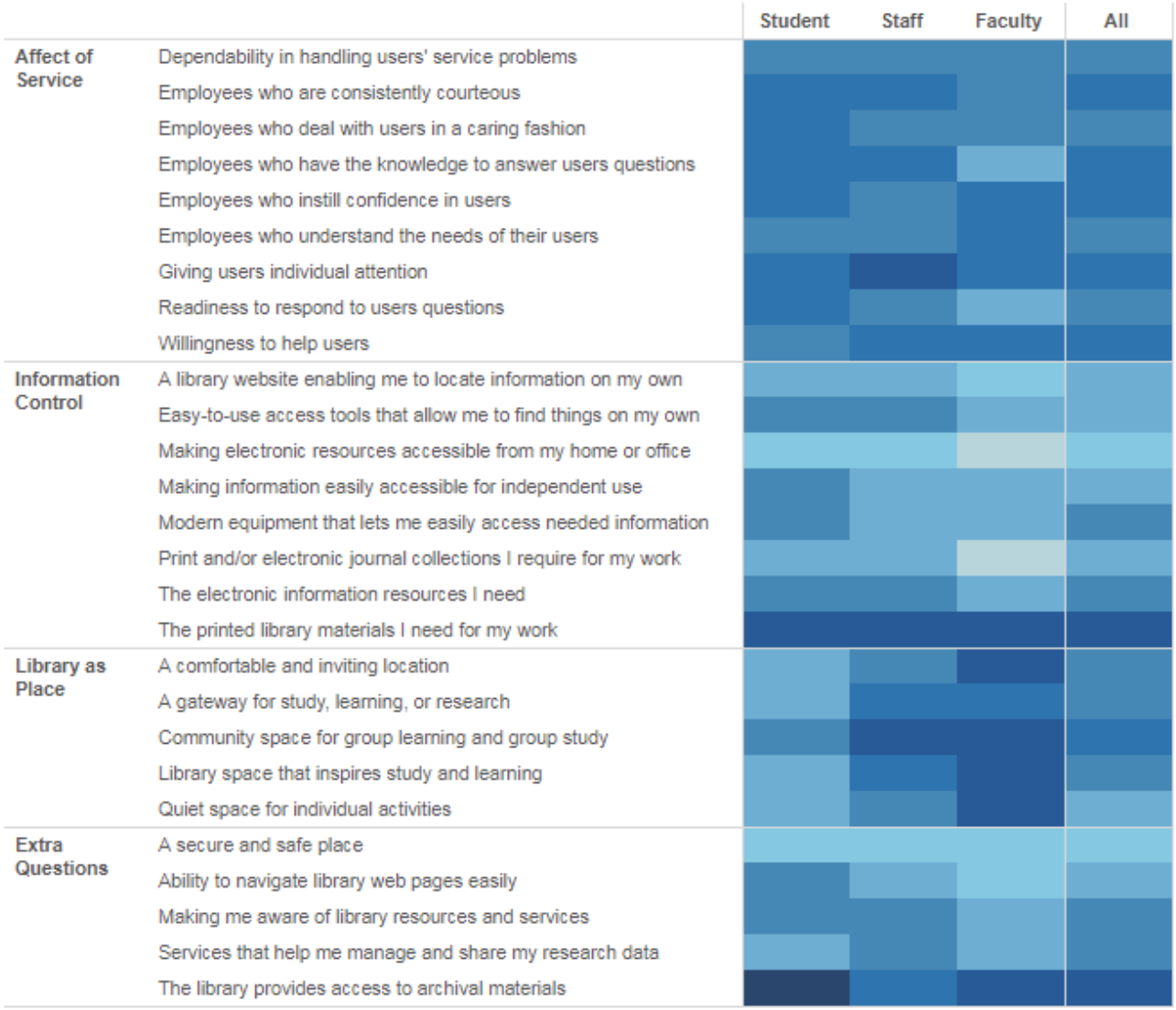
Library

(All)

School

(All)

Compiled by Ariel Deardorff, UCSF Assessment and Data Management Librarian
January 25, 2016



2015 LibQUAL Survey Results

This chart represents user satisfaction. The darker the line the higher the level of satisfaction

Mouse over the chart for more details

Satisfaction (from low to high)

-46.2 156.7

Library

(All)

School

(All)

Compiled by Ariel Deardorff, UCSF Assessment and Data Management Librarian
January 25, 2016

2013/2015 LibQUAL Survey Results Comparison

This chart shows the difference between user satisfaction in 2013 and 2015. Red indicates questions where users are less satisfied than in 2013 and green indicates questions where users are more satisfied than in 2013.

The "extra questions" are chosen by UCSF library and only two were used for both surveys.

Library

(All)

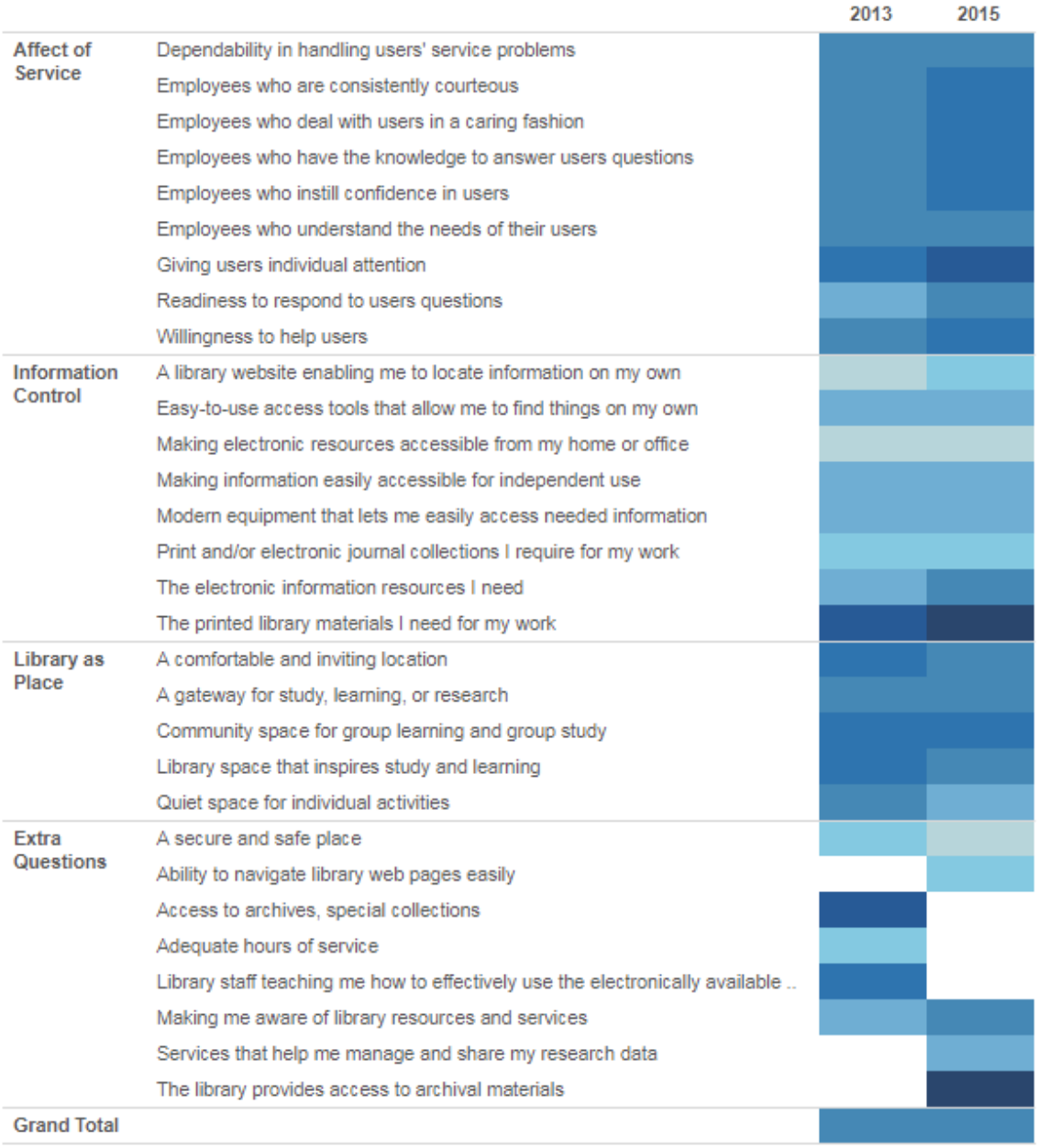
School

(All)

Population

(All)

Compiled by Ariel Deardorff, UCSF Assessment and Data Management Librarian
February 25, 2016



2013/2015 LibQUAL Survey Results Comparison

This chart compares user satisfaction from 2013 to 2015. The darker the line the higher the level of satisfaction

The "extra questions" are chosen by UCSF library and can change from survey to survey. The white spaces indicate that the questions was not asked that year.

Satisfaction (from low to high)

-4.2 122.4

Population

(All)

Library

(All)

School

(All)

Compiled by Ariel Deardorff, UCSF Assessment and Data Management Librarian
January 25, 2016

LibQUAL 2013/2015 Detailed Results

The lines represent levels of need
The blue band = the range of *minimum* to *desired* levels of service
The blue line = *perceived* level of service

The bars represent whether or not we are meeting user needs:
Red = areas where the perceived score is below the minimum
Green = areas where the perceived score is between the minimum and the desired
Gold = areas where the perceived score is above the desired

Try filtering the results by Topic or User group.

Topic
Information Control

Population
(All)

Library
(All)

School
(All)

How we rate
- Weak: Library performance below minimum
- Doing Well: Library performance between minumum ...
- Very Strong: Library performance above desired

Compiled by Ariel Deardorff, UCSF Assessment and Data Management Librarian
December 16, 2015

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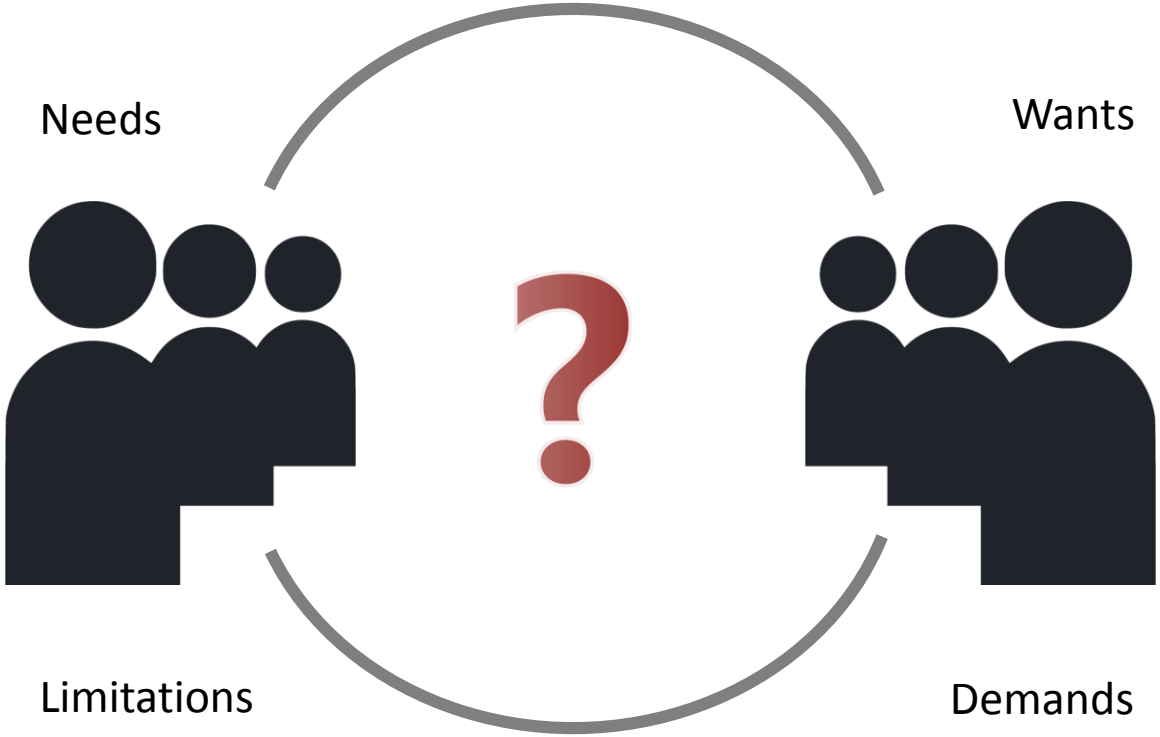
Other Example

- https://www.k-state.edu/assessment/surveys/dashboard/

Managing Expectations

The Great Balancing Act



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Jorge Martinez jxm@uh.edu

Resources

- Tableau Best Practices
- Color Schemes
- Visualizing Assessment Data
- Data Revelations
- Visualizing Survey Data
- VizWiz
- Tableau Community
- Tableau Gallery