Welcome to the Art & Science of Data
This session will begin shortly!

Session Reminders:
• Remain muted
• Share video
• Use chat for questions during the presentation
• Complete the survey
• Reminder to follow-up with presenter for additional q’s
Using Pivot Tables and Charts

Explore and Get to know your Survey Data
Who We Are!

• Charla Orozco, Institutional Researcher
• Samuel Hatch, Program Specialist
Disclaimer

This is a short session & a complex topic
What is a pivot table/chart?

• "...a pivot table provides an interactive view of your data. With very little effort (and no formulas) you can look at the same data from many different perspectives. You can group data into categories, break down data into years and months, filter data to include or exclude categories, and even build charts." - ExcelJet
Why use a pivot table or chart for data analysis?

- Easy way to make your data more approachable – very quickly see how many responses from any subset of your data.
- Charts are visually appealing (with a little editing) and easy to use in reports.
- Charts can be quickly filtered for deeper analysis.
- User-friendly.
- Easy to share.
COVID-19 Faculty Experience Survey

• What is your present academic rank?
• What modifications did you make to your curriculum in the classes you moved online?
• What new techniques are you using in the classes you moved online?
• Which areas of your faculty role has the COVID-19 crisis motivated you to focus more on?
• Which areas of your faculty role do you wish you had more time to focus on since the COVID-19 crisis began?
• Describe the most challenging part of your transition to remote work.
• Have you utilized any of the following services/resources since transitioning to remote work?
• In what ways has the COVID-19 crisis impacted your research?
• What do you believe will be most helpful for you in your faculty role moving forward?
• What do you believe will be most helpful for your students moving forward?
<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>K</th>
<th>L</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Campus Filter (All)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Row Labels</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Full Professor</td>
<td>175</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Associate Professor</td>
<td>174</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Lecturer</td>
<td>149</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Assistant Professor</td>
<td>142</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Teaching Assistant</td>
<td>138</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Term Faculty</td>
<td>93</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Emeritus Professor</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Research Faculty</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td><strong>Grand Total</strong></td>
<td><strong>902</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Responses By Instructor Status**

- Full Professor: 175
- Associate Professor: 174
- Lecturer: 149
- Assistant Professor: 142
- Teaching Assistant: 138
- Term Faculty: 93
- Emeritus Professor: 17
- Research Faculty: 14
Activity!

• Please complete this quick survey about breakfast food preferences!
Let's **pivot** to a demonstration!

- We start with the raw data in an excel file
- We clean it, as needed
- We pivot -
  - To get started, just pivot on the questions that are the focus/priority for your survey
  - Then you can go back and dig deeper or explore more on other questions
Let's take a look at the excel file
Considerations

• Where to begin?
  • Demographics
  • Survey goal
  • Question by question

• If you start to feel overwhelmed with the results in a pivot, ask yourself:
  • Can I roll the items up into a larger group?
  • Can I combine multiple questions to highlight a larger trend or pattern?
  • Does this question provide the data I'm (or my constituents are) curious about?
Considerations II

• Unfavorable data is still useful data!!!
  • Tells us how to improve (our services, but also our data collection instruments)
  • Can provide insight on things we thought we knew
Thank You & Resources!

• **Microsoft Pivot Table How To:**

• **Excel Campus Pivot Table How To:**
  - [https://youtu.be/9NUjHBNWe9M](https://youtu.be/9NUjHBNWe9M)

• **Excel Jet Pivot Table How To:**
  - [https://exceljet.net/lessons/why-pivot-tables](https://exceljet.net/lessons/why-pivot-tables)

• **Office of Assessment Workshops:**
  - **Introduction to Data Viz** - Friday, March 5th (via zoom)
  - **Meaningful Data Analysis** – Friday, April 9th (via zoom)

• Us: Sam Hatch (sjhatch@unm.edu) and Charla Orozco (cehenley@unm.edu)