

CREATING EFFECTIVE ONE-PAGERS

Emma Perk & Lyssa Wilson Becho

CREATING EFFECTIVE ONE-PAGERS

A HANDS ON WORKSHOP

Michigan Association for Evaluation Conference | 2018

INTRODUCTIONS



EMMA
Perk



LYSSA
Wilson Becho

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EvaluATE Advancing excellence through evaluation

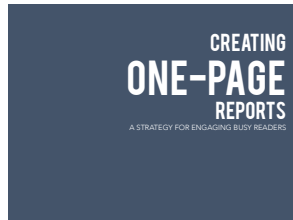
Webinars Resource Library Blog and Newsletter ATE Survey Data

www.evaluate.org

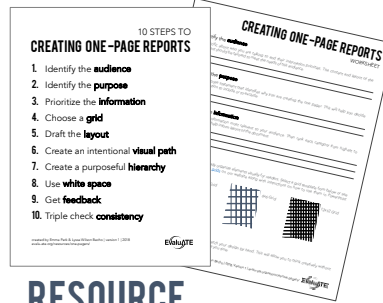
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MATERIALS



SLIDES



RESOURCE
HANDOUTS

evalu-ate.org/resources/one-pagers

WHAT?

is a one-page report

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ONE-PAGER REPORT

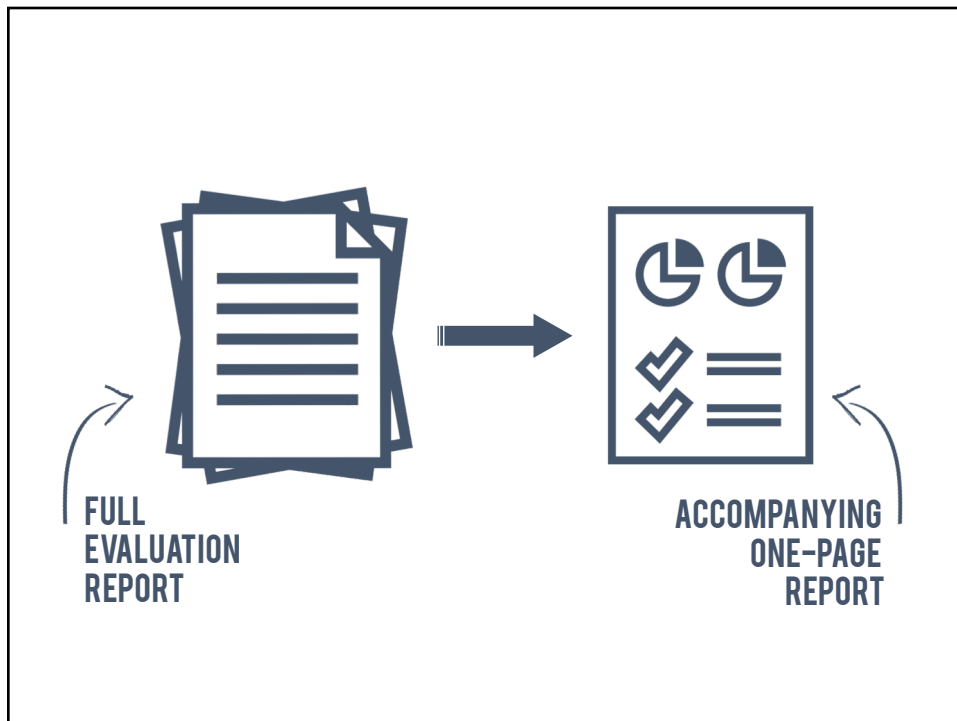
- Single page
- Summarize key information
- Audience specific
- Engaging and accessible

WHY?

a one-page report

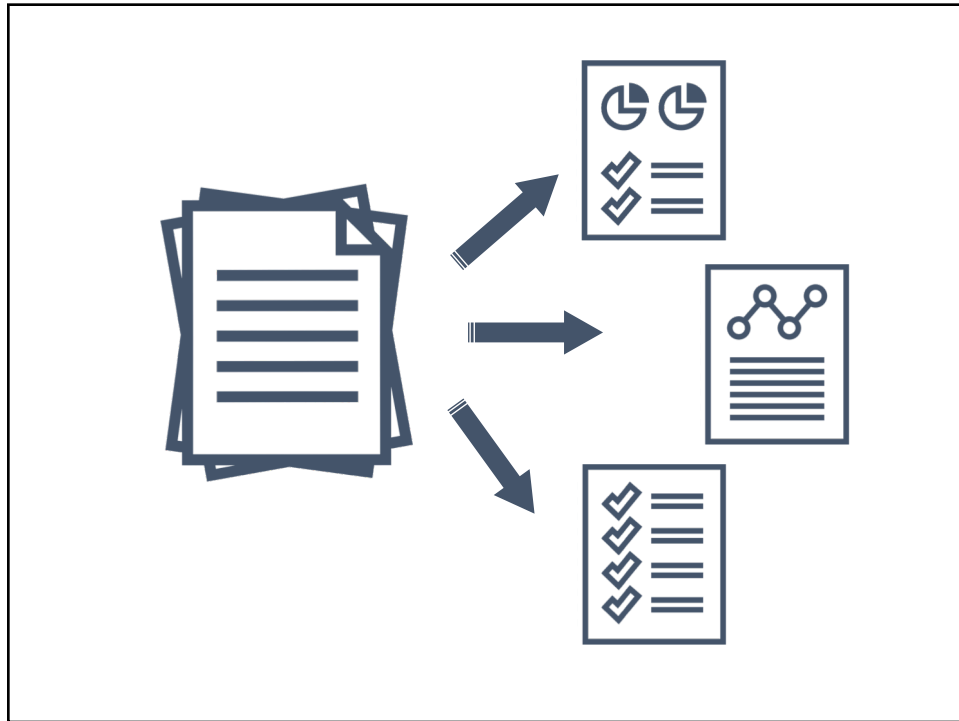
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HOW?

to create a
one-page report


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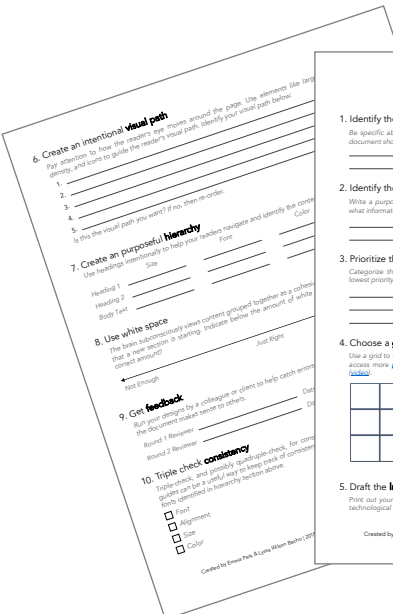
Emma Perk & Lyssa Wilson Becho

10 STEPS TO
CREATING ONE-PAGE REPORTS

1. Identify the **audience**
2. Identify the **purpose**
3. Prioritize the **information**
4. Choose a **grid**
5. Draft the **layout**
6. Create an intentional **visual path**
7. Create a purposeful **hierarchy**
8. Use **white space**
9. Get **feedback**
10. Triple check **consistency**

created by Emma Perk & Lyssa Wilson Becho | version 1 | 2018
eval-ate.org/resources/one-pager/





6. **Create an intentional visual path**
Pay attention to how the reader's eye moves around the page. Use elements like large empty space and lines to guide the reader's visual path. Identify your visual path below.

1. _____
2. _____
3. _____
4. _____

7. **Create an purposeful hierarchy**
Use headings intentionally to help your readers navigate and identify the content of the document. Make sure to use the correct amount of white space.

Heading 1 _____
Heading 2 _____
Body Text _____

8. **Use white space**
The brain subconsciously views content grouped together as a cohesive unit. Use white space to separate content and identify the amount of white space that is most effective.

9. **Get feedback**
Ask your design to a colleague or client to help catch errors in the document. Make sure to ask for feedback on the following:

Round 1 Reviewer _____ Date _____
Round 2 Reviewer _____ Date _____

10. **Triple check consistency**
Triplecheck, and carefully doublecheck, for consistency in the following areas:

- Font
- Alignment
- Size
- Color

Contact Us: Emma Perk & Lyssa Wilson Becho | 2018

CREATING ONE-PAGE REPORTS


WORKSHEET

1. **Identify the audience**
Be specific about who you are talking to and their information priorities. The content and layout of the document should be tailored to meet the needs of this audience.


2. **Identify the purpose**
Write a purpose statement that identifies why you are creating the one pager. This will help you decide what information to include or to exclude.

3. **Prioritize the information**
Categorize the information most relevant to your audience. Then rank each category from highest to lowest priority to help inform layout of the document.


4. **Choose a grid**
Use a grid to intentionally organize elements visually for readers. Select a grid template from below or see access more eval-ate.org/resources/one-pager/ on our website along with instructions on how to use them in PowerPoint ([link](#)).



2x2 Grid




6x6 Grid



12x12 Grid

5. **Draft the layout**
Print out your grid layout and sketch your design by hand. This will allow you to think creatively without technological barriers and will save you time.

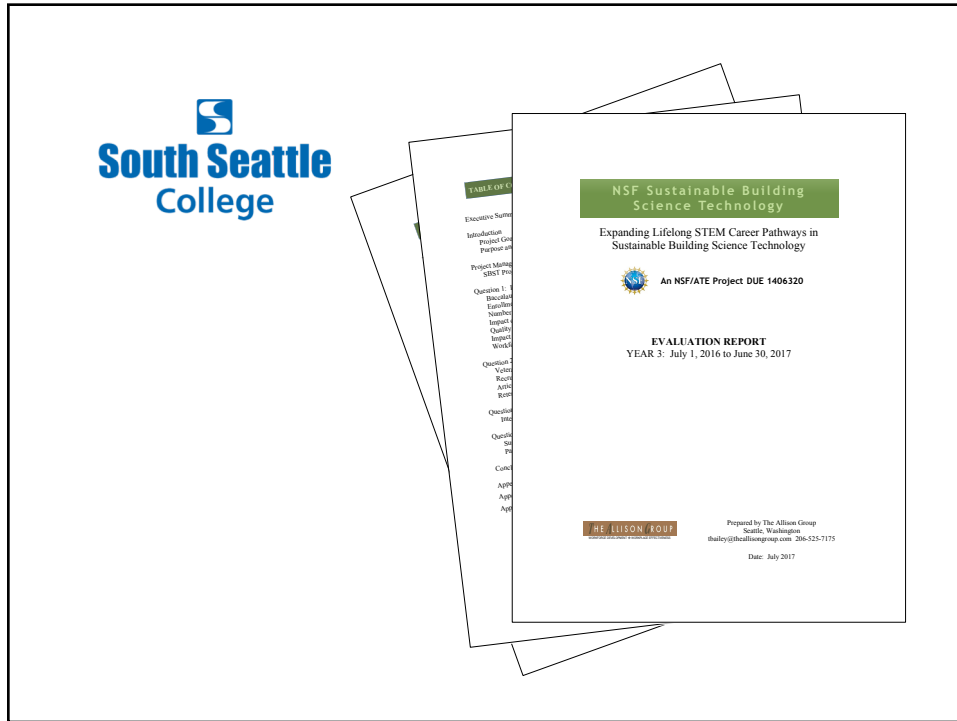
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MAE 2018

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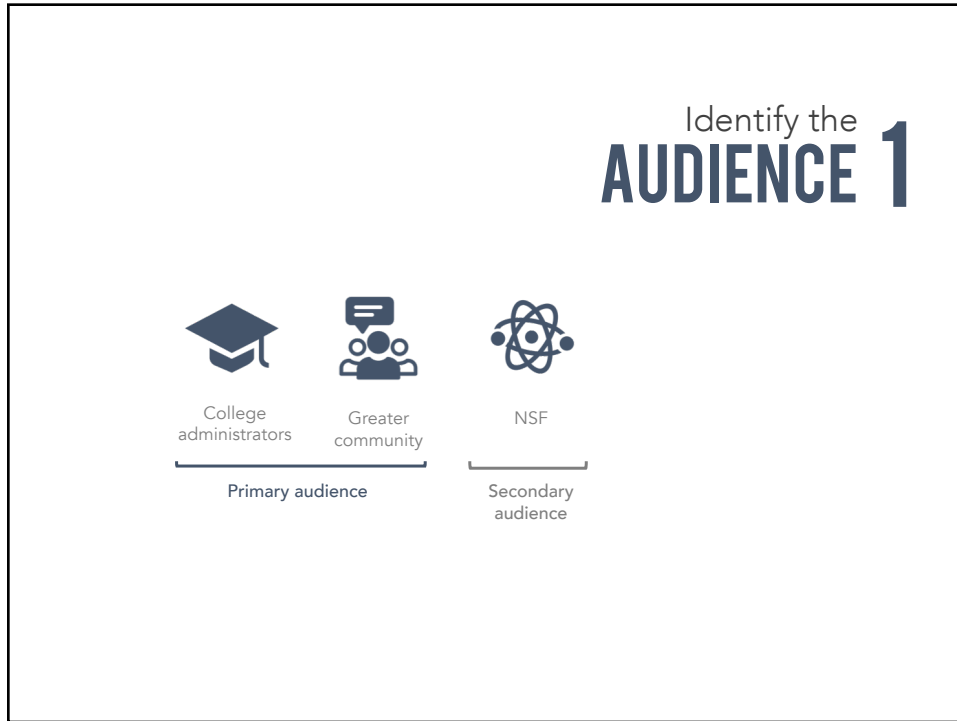
10 STEPS

to create a one-page report

1. Identify the audience

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Identify the **AUDIENCE 1**

* 1. Identify the audience

Be specific about who you are talking to and their information priorities. The content and layout of the document should be tailored to meet the needs of this audience.

South Seattle College Campus & Greater Community
↳ need to provide project level info (basic background)

MAKE NOTE ON WORKSHEET!

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10 STEPS

to create a
one-page report

1. Identify the audience
2. Identify the purpose

Identify the PURPOSE 2

Original Purpose Statement:

Provide a visual executive summary.

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Identify the **PURPOSE 2**

Purpose Statement:

To present an evaluative summary of what activities the project is doing and the strengths and achievements the project has made.

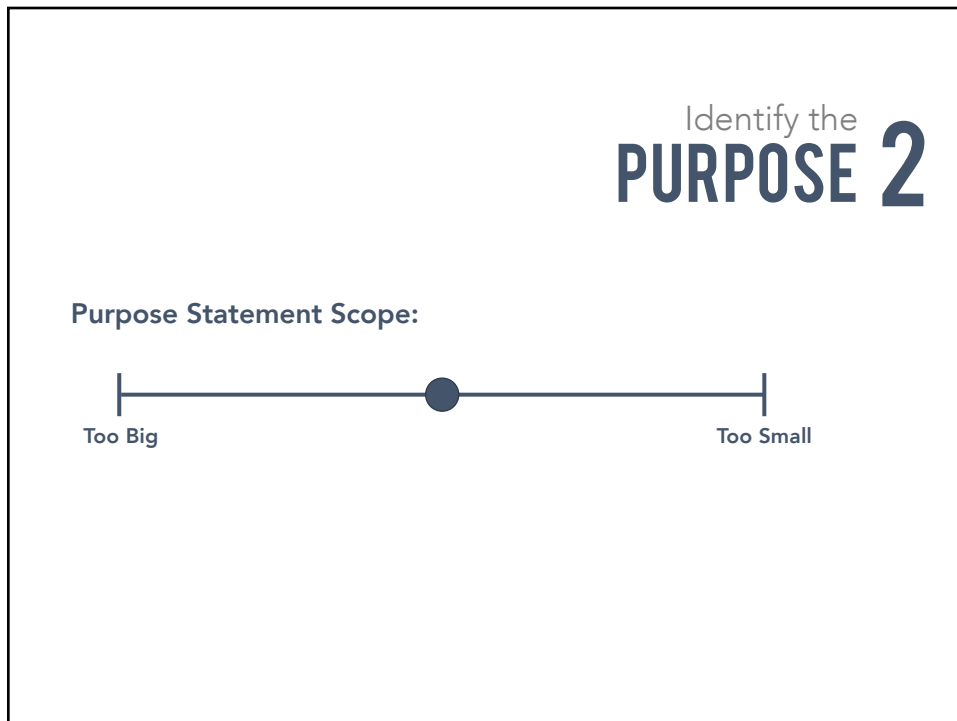
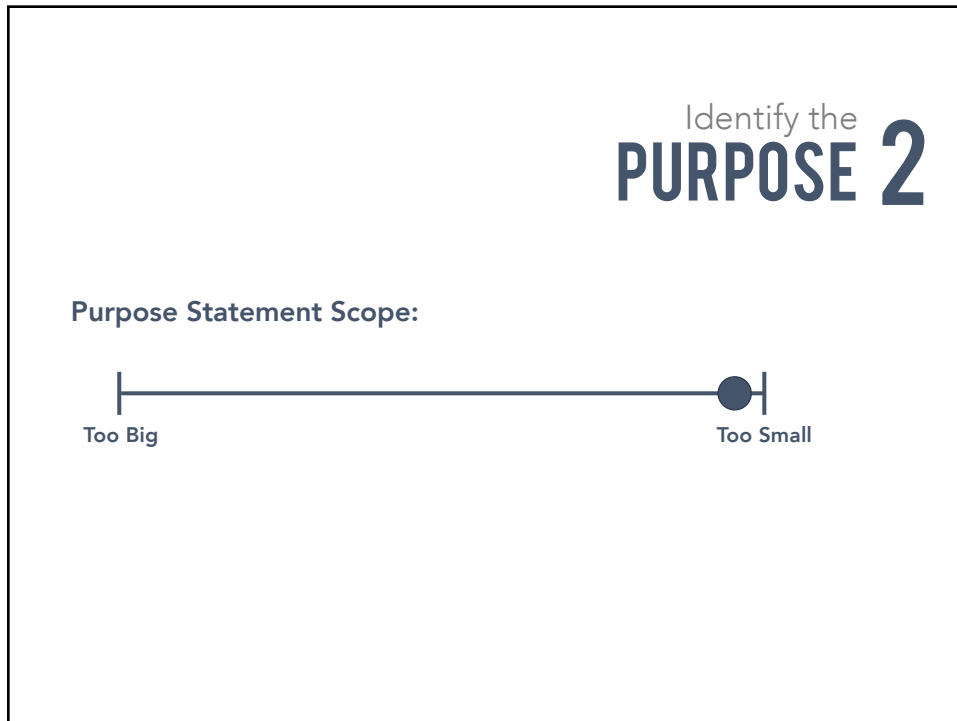
Identify the **PURPOSE 2**

Purpose Statement Scope:



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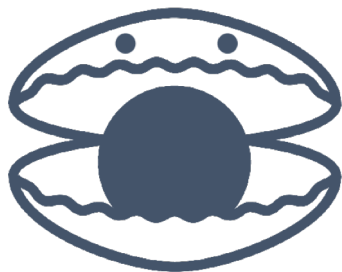
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10 STEPS

to create a
one-page report

1. Identify the audience
2. Identify the purpose
3. Prioritize the **information**



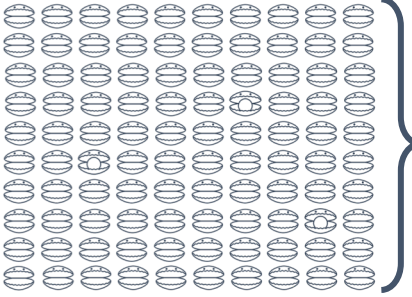
Prioritize the
INFORMATION 3

THE OYSTER
Cole Knaflic
Storytelling with Data

CREATING EFFECTIVE ONE-PAGERS

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Prioritize the
INFORMATION 3

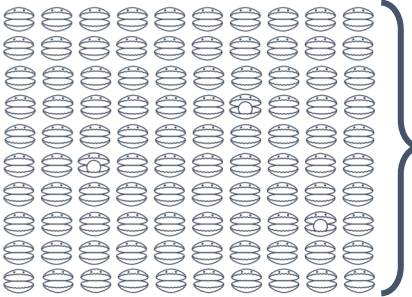


DATA COLLECTED


THE OYSTER
Cole Knaflic
Storytelling with Data

This diagram illustrates the concept of prioritizing information. It features a grid of 100 oyster icons arranged in 10 rows and 10 columns. A large right-facing curly bracket groups the entire grid, with the text 'DATA COLLECTED' positioned to its right. In the top right corner, the text 'Prioritize the INFORMATION 3' is displayed, with 'INFORMATION' in a smaller font and '3' in a large, bold font. In the bottom right corner, the logo for 'THE OYSTER' is shown, including the author's name 'Cole Knaflic' and the subtitle 'Storytelling with Data'.

Prioritize the
INFORMATION 3



MEANINGFUL DATA



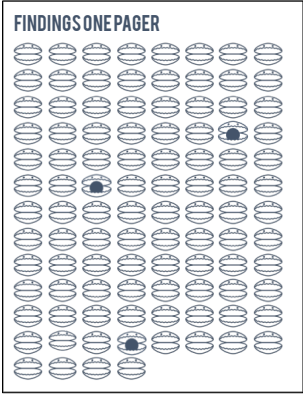
THE OYSTER
Cole Knaflic
Storytelling with Data

This diagram illustrates the concept of prioritizing information. It features a grid of 100 oyster icons arranged in 10 rows and 10 columns. A large right-facing curly bracket groups the entire grid, with the text 'MEANINGFUL DATA' positioned to its right. Below this text, three oyster icons are highlighted with a dark fill, representing the prioritized information. In the top right corner, the text 'Prioritize the INFORMATION 3' is displayed, with 'INFORMATION' in a smaller font and '3' in a large, bold font. In the bottom right corner, the logo for 'THE OYSTER' is shown, including the author's name 'Cole Knaflic' and the subtitle 'Storytelling with Data'.

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Prioritize the **INFORMATION 3**




FINDINGS ONE PAGER

PROVIDING CALL OUTS ON MEANINGFUL DATA

THE OYSTER
Cole Knaflic
Storytelling with Data

Prioritize the **INFORMATION 3**



FINDINGS ONE PAGER

TAKEAWAY 1

TAKEAWAY 2

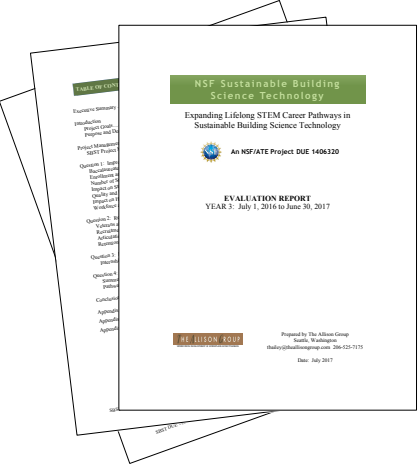
TAKEAWAY 3

USE ONE PAGER TO REPORT ON ONLY MEANINGFUL DATA


THE OYSTER
Cole Knaflic
Storytelling with Data


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Prioritize the
INFORMATION 3





Prioritize the
INFORMATION 3

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Prioritize the INFORMATION 3

AUDIENCE

College administrators

Greater community

NSF

Primary audience

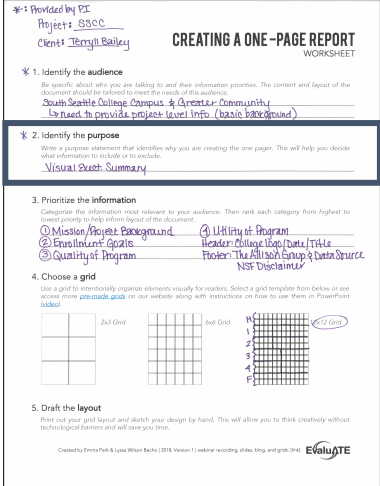
Secondary audience

Prioritize the INFORMATION 3

1. Mission/project background

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CREATING A ONE-PAGE REPORT WORKSHEET

1. Identify the audience
Be specific about who you are talking to and their information priorities. The content and layout of the document should be tailored to meet the needs of this audience.
South Seattle College Campus & Area: Community
To need to provide project-level info. (basic background)

2. Identify the purpose
Write a purpose statement that identifies why you are creating the one-pager. This will help you decide what information to include on the one-pager.
Visual: Short Summary

3. Prioritize the information
Categorize the information most relevant to your audience. Then rank each category from highest to lower priority in the grid below.
① Mission/Project Background ④ Utility of Program
② Enrollment Goals ⑤ Quality of Program
Priority: The All-SEU Group & Data Structure
NSF Discipline

4. Choose a grid
Use a grid to intentionally organize elements visually for readers. Select a grid template from below or see scores more patmash.github.io on our website along with instructions on how to use them in PowerPoint (link).

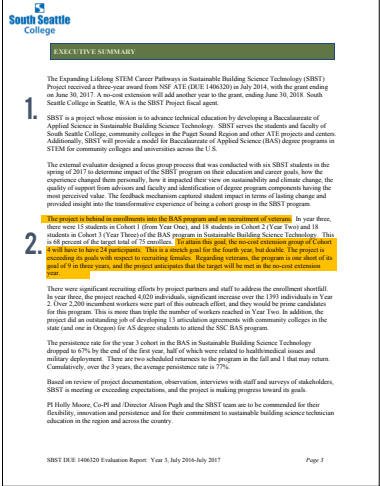
5. Draft the layout
Print out your grid layout and sketch your design by hand. This will allow you to think creatively without technological barriers and will save you time.

Created by Emma Perk & Lyssa Wilson Becho (2018, Version 1) [video recording](https://www.youtube.com/watch?v=4d6k-fh9p-8), [pptmash.com](https://www.pptmash.com) and [gridmash.com](https://www.gridmash.com) **EVALUATE**

Prioritize the INFORMATION 3

PURPOSE

To present an evaluative summary of what **activities** the project is doing and the **strengths** and **achievements** the project has made.



South Seattle College

EXECUTIVE SUMMARY

The Expanding Lifelong STEM Career Pathways in Sustainable Building Science Technology (SBSST) Project received a three-year award from NSF ATE (DUE 1460320) in July 2014, with the grant ending on June 30, 2017. A one-year extension will add another year to the grant, ending June 30, 2018. South Seattle College in Seattle, WA is the SBSST Project fiscal agent.

SBSST is a project whose mission is to advance technical education by developing a Bachelor's of Applied Science in Sustainable Building Science Technology. SBSST serves the students and faculty of South Seattle College, community colleges in the Puget Sound Region and other ATE projects and centers. Additionally, SBSST will provide a model for Bachelor's of Applied Science (BAS) degree programs in STEM for community colleges and universities across the U.S.

The external evaluator designed a focus group process that was conducted with six SBSST students in the spring of 2017 to determine impact of the SBSST program on their education and career goals, how the experience changed their personally, how it impacted their view on sustainability and climate change, the quality of support from advisors and faculty and identification of degree program components having the most perceived value. The feedback mechanisms captured student impact in terms of feeling change and provided insight into the transformative experience of being a cohort group in the SBSST program.

The project is aligned on commitments into the BAS program and on measurement of outcomes. In year three, there were 13 students in Cohort 1 (Open Year One), and 18 students in Cohort 2 (Year Two) and 18 students in Cohort 3 (Year Three) of the BAS program in Sustainable Building Science Technology. This is 68 percent of the target total of 75 students. To attain this goal, the second outcome group of Cohort 1 will begin to hire and prepare. This will be the goal for the fourth year, but due to the program's exceeding its goals with respect to recruiting female. Regarding retention, the program is one short of its goal of 100 percent, and the project anticipates that the target will be met in the second extension year.

There were significant recruiting efforts by project partners and staff to address the recruitment shortfall. In year three, the project reached 620 individuals, significant increase over the 190 individuals in Year 2. Over 2,200 recruitment activities were part of this outreach effort, and they would be prime candidates for this program. This is more than triple the number of workers enrolled in Year Two. In addition, the project did an outstanding job of developing 13 articulation agreements with community colleges in the state and one in Oregon for AS degree students to attend the BAS program.

The persistence rate for the year 3 cohort in the BAS in Sustainable Building Science Technology dropped 6% by the end of the first year, half of which were related to individualized issues and military deployment. There are two scheduled entrances to the program in the fall and 1 that may return. Cumulatively over the 3 years, the average persistence rate is 77%.

Based on review of project documentation, observation, interviews with staff and surveys of stakeholders, SBSST is meeting or exceeding expectations, and the project is making progress toward its goals.

PI Holly Moore, Co-PI and Director Alison Pugh and the SBSST team are to be commended for their flexibility, innovation and persistence and for their commitment to sustainable building science technician education in the region and across the country.

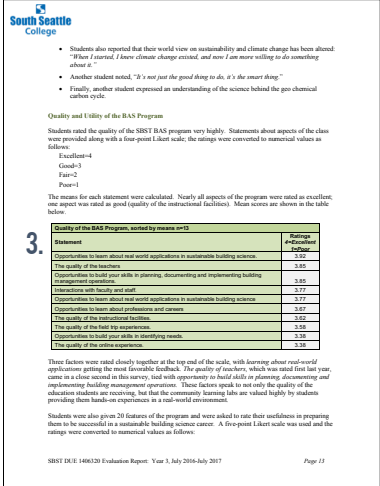
SBSST DUE 1460320 Evaluation Report: Year 3, July 2016-July 2017 Page 3

Prioritize the INFORMATION 3

1. Mission/project background
2. Enrollment goals

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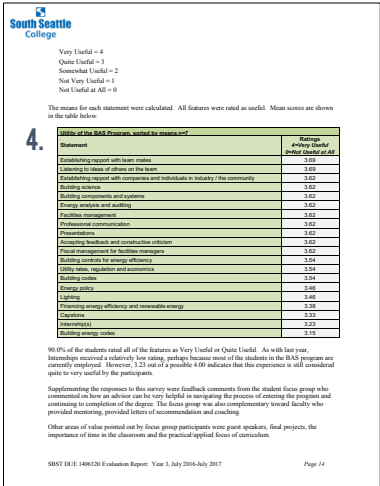


3. Quality of the BAS Program, ranked by means score

Statement	Ranking (Higher Means = Higher Rating)
Opportunities to learn about real world applications in sustainable building science.	3.32
The quality of the lectures.	3.85
Opportunities to build your skills in planning, documenting and implementing building management operations.	3.86
Interactions with faculty and staff.	3.77
Opportunities to learn about real world applications in sustainable building science.	3.77
Opportunities to learn about real world applications in sustainable building science.	3.69
The quality of the lab trip experiences.	3.58
Opportunities to build your skills in identifying needs.	3.38
The quality of the online experiences.	3.38

Prioritize the INFORMATION 3

1. Mission/project background
2. Enrollment goals
3. Quality of program



4. Utility of the BAS Program, ranked by means score

Statement	Ranking (Higher Means = Higher Rating)
Establishing rapport with team mates.	3.22
Learning to share of ideas on the team.	3.22
Communicating with colleagues and students in industry / the community.	3.22
Building science.	3.22
Building components and systems.	3.22
Energy systems and building.	3.22
Facilities management.	3.22
Professional communication.	3.22
Presentations.	3.22
Learning feedback and constructive criticism.	3.22
Facilities management for facilities managers.	3.22
Building models for energy efficiency.	3.24
Costs, time, budget and economics.	3.24
Building codes.	3.24
Energy audits.	3.40
Lighting.	3.40
Climate, energy efficiency and renewable energy.	3.24
Construction.	3.24
Intelligence.	3.24
Building energy codes.	3.24

Prioritize the INFORMATION 3

1. Mission/project background
2. Enrollment goals
3. Quality of program
4. Utility of program

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Prioritize the
INFORMATION 3

- 1. Mission/project background
- 2. Enrollment goals
- 3. Quality of program
- 4. Utility of program

Header



Institution Logo



Date



Title

Prioritize the
INFORMATION 3

- 1. Mission/project background
- 2. Enrollment goals
- 3. Quality of program
- 4. Utility of program

Header

Footer



Author Credit



Data Source



Funder

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10 STEPS

to create a
one-page report

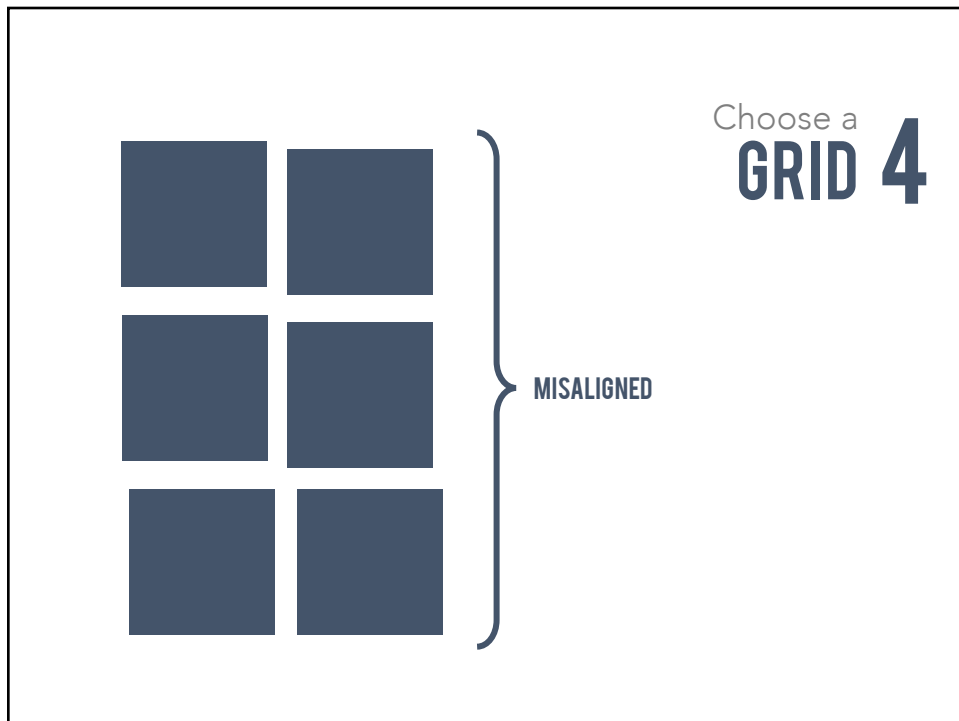
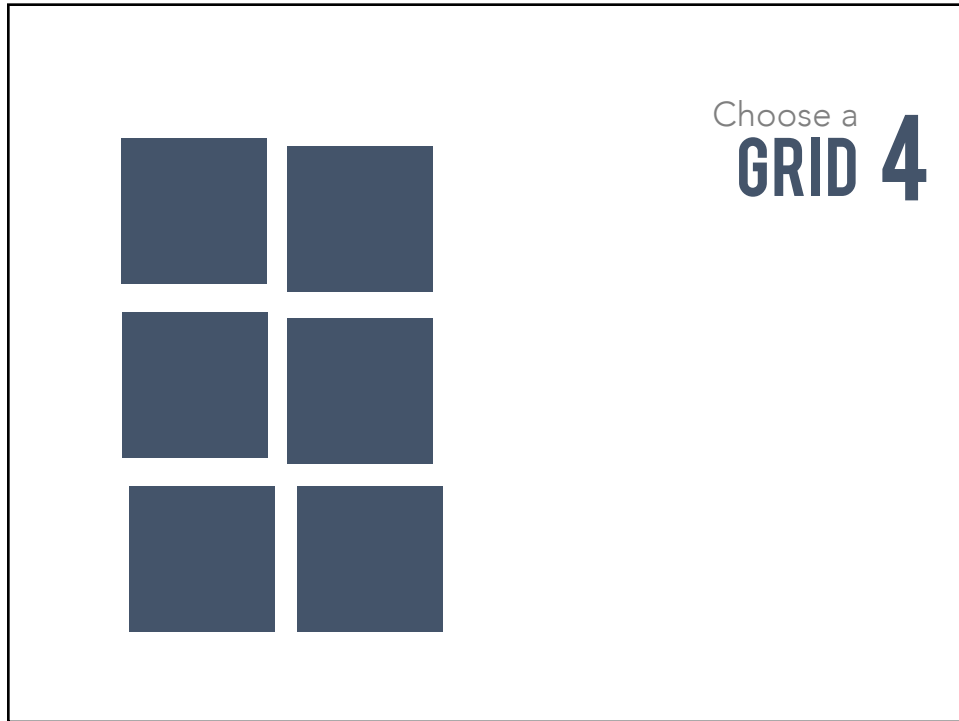
1. Identify the audience
2. Identify the purpose
3. Prioritize the information
4. Choose a **grid**



Choose a
GRID 4

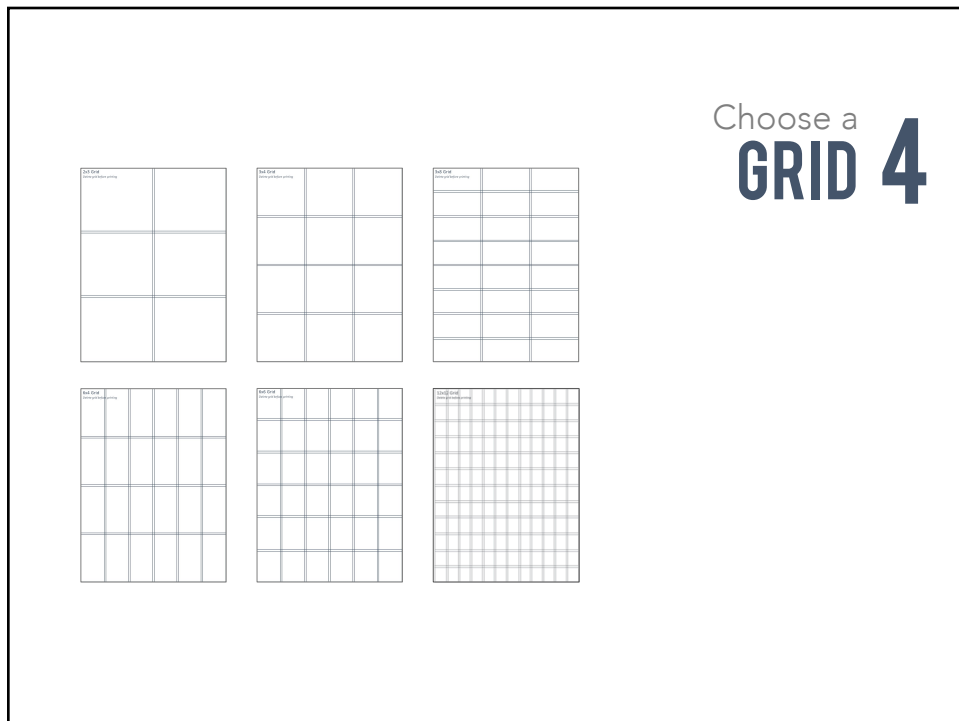
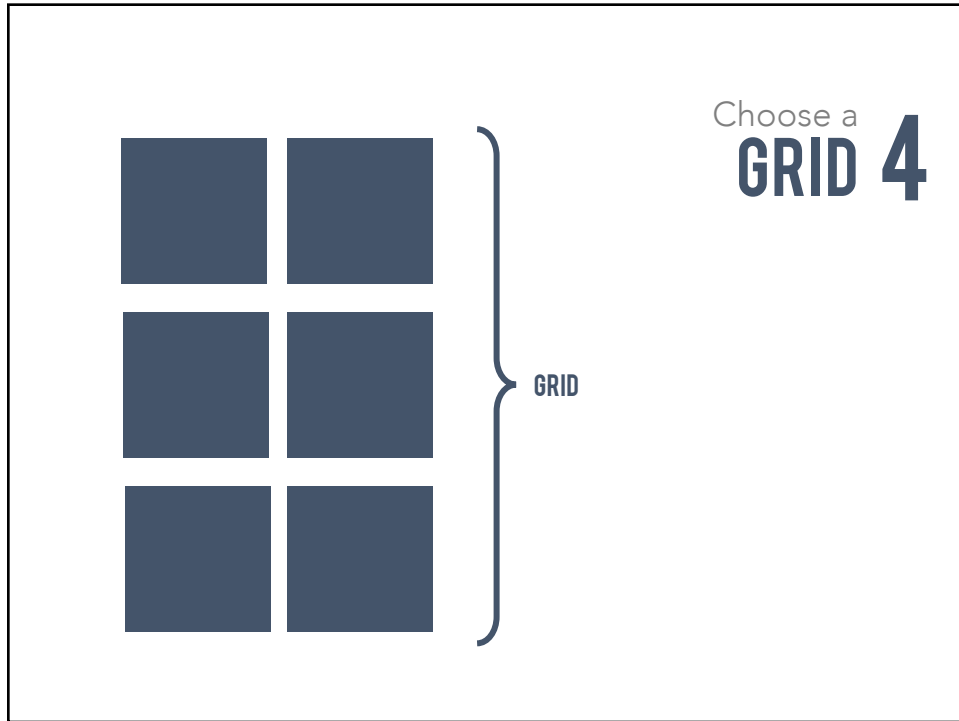
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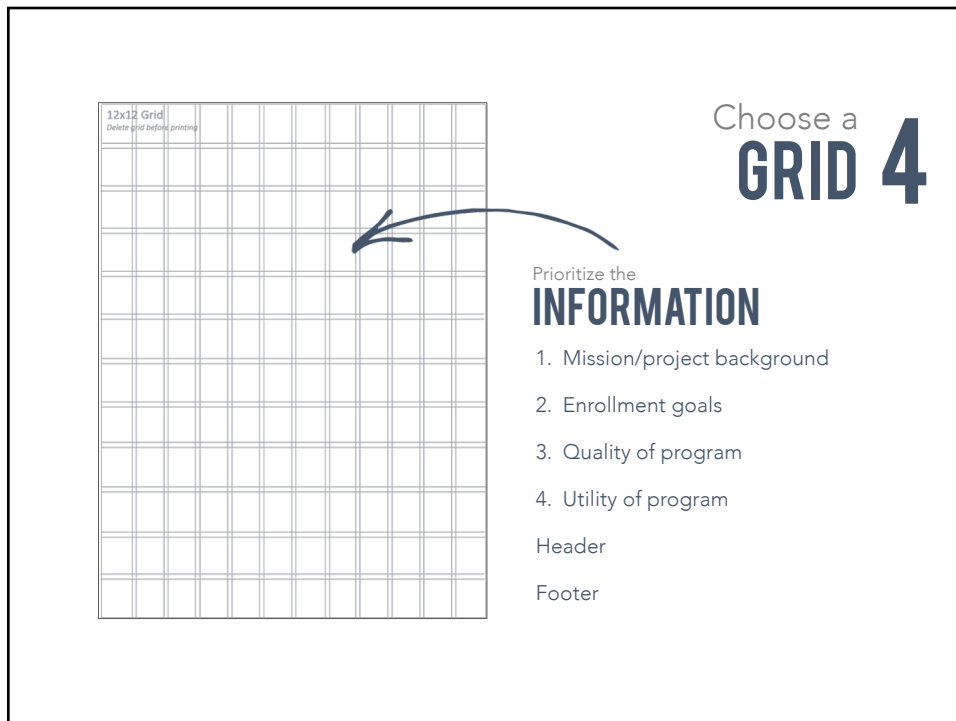
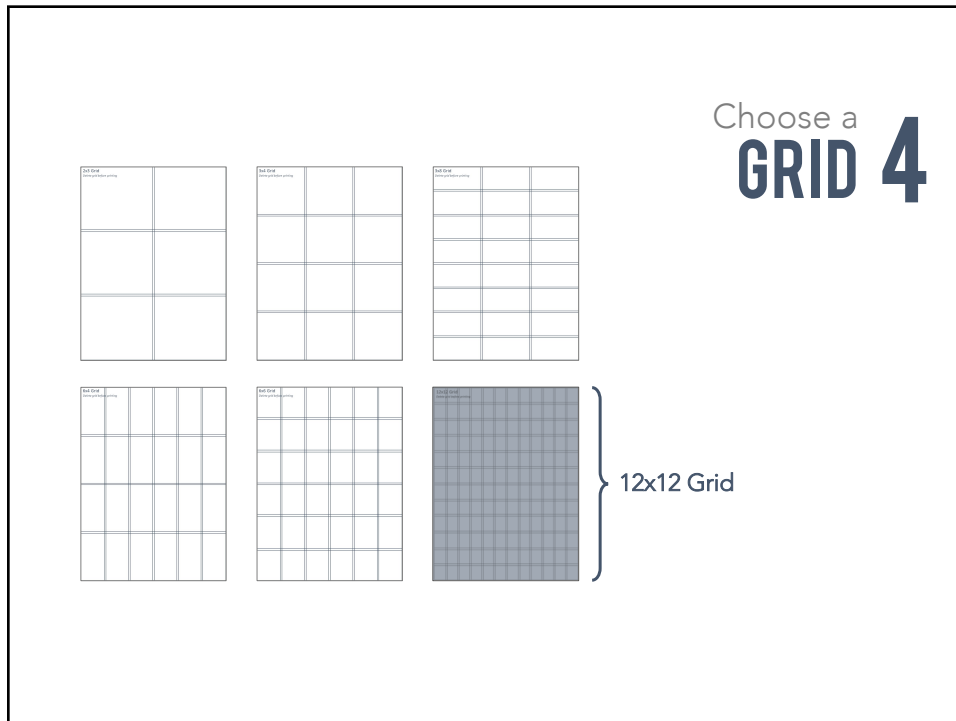
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Choose a **GRID 4**

Prioritize the **INFORMATION**

1. Mission/project background
2. Enrollment goals
3. Quality of program
4. Utility of program

Header
Footer

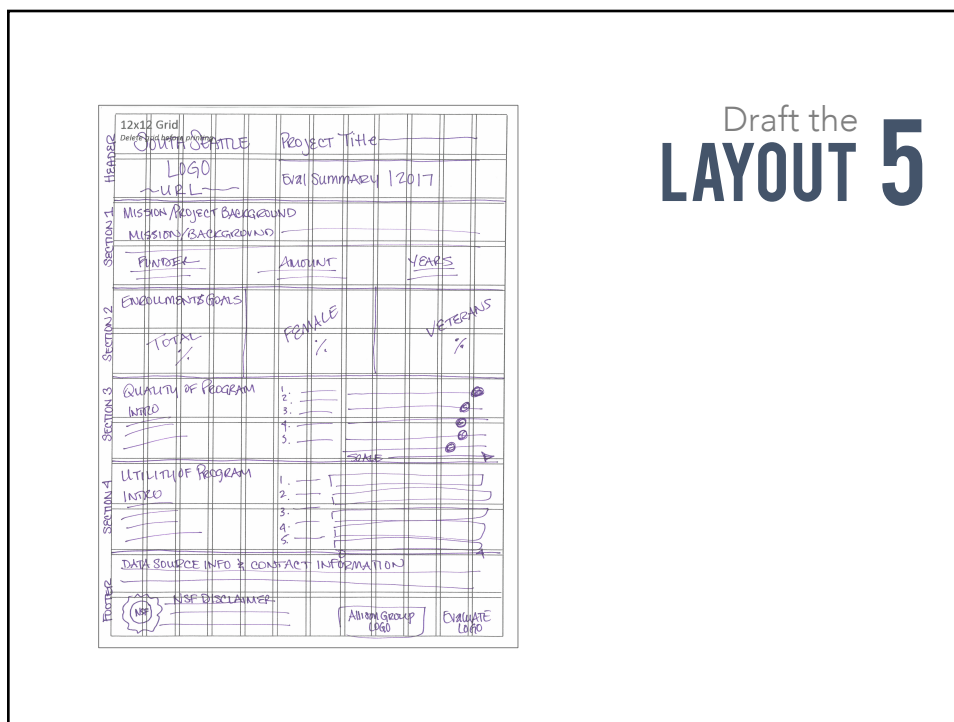
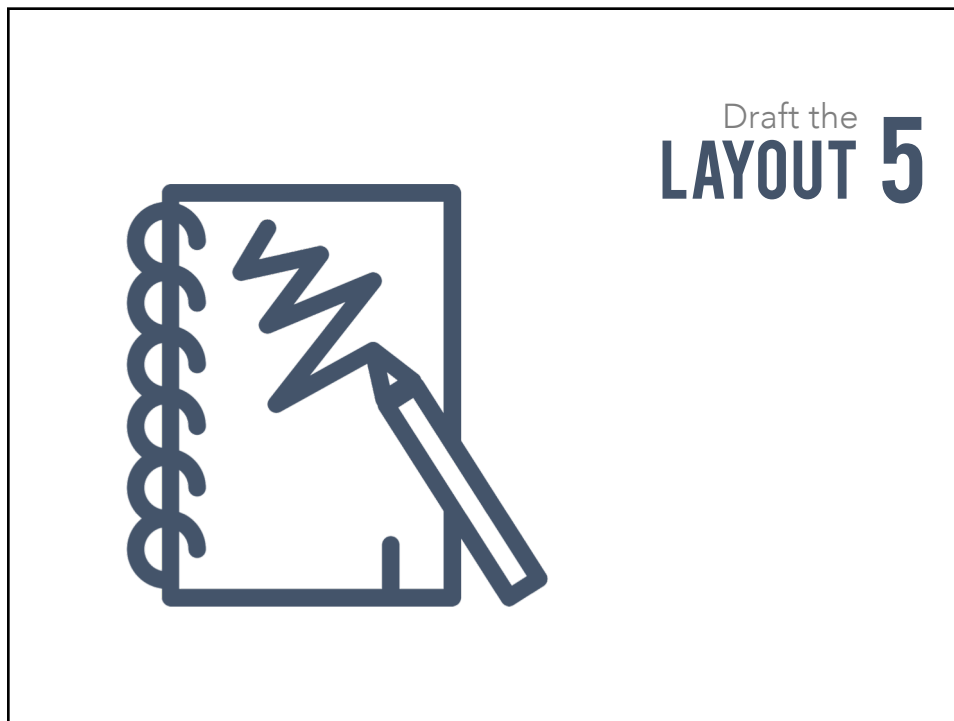
10 STEPS

to create a one-page report

1. Identify the audience
2. Identify the purpose
3. Prioritize the information
4. Choose a grid
5. Draft the layout

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Draft the LAYOUT 5

12x12 Grid	OBJECTIVE	Project Title
LIBRARY	LOGO	Eval Summary 1/2017
MISSION AND/OR BACKGROUND	MISSION STATEMENTS	
PLANNING	ANNUAL	YEARS
ENROLLMENT GOALS	TOTAL	FEMALE
QUALITY OF PROGRAM	1.	2.
UTILILITY OF PROGRAM	1.	2.
DATA SOURCE INFO & CONTACT INFORMATION		
FOSE DEVELOPER	ADMIN GROUP	OUTSIDE INFO

Draft the LAYOUT 5

12x12 Grid	OBJECTIVE	Project Title
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DATA SOURCE INFO & CONTACT INFORMATION		
FOSE DEVELOPER	ADMIN GROUP	OUTSIDE INFO



South Seattle College
www.southseattle.edu

Expanding Lifelong STEM Career Pathways in Sustainable Building Science Technology

Evaluation Summary 1/2018

BACKGROUND
South Seattle College's Career Pathways in Sustainable Building Science Technology (SBST) is a program whose mission is to provide technical education for developing a 21st-century workforce in Sustainable Building Science Technology (SBST) across the students of the City of South Seattle College, community college of Puget Sound Region and other major employers in the Puget Sound Region's Advanced Technology Education program.

FUNDERS: National Science Foundation
Advanced Technological Education Program

TITLE: SBST 1818
Career path with 1200+ hours estimated

AWARD AMOUNT: \$250,000
1/2015-2018

ENROLLMENT GOALS

Year	Total	Female	Veterans
2015	100	10	0
2016	120	15	0
2017	140	20	0
2018	160	25	0

QUALITY OF THE PROGRAM


Students are satisfied with the quality of the program. They are given the opportunity to participate in the program. The program is well-organized and the instructors are knowledgeable and experienced. The program is well-organized and the instructors are knowledgeable and experienced.

UTILITY OF THE PROGRAM


Students are satisfied with the quality of the program. They are given the opportunity to participate in the program. The program is well-organized and the instructors are knowledgeable and experienced. The program is well-organized and the instructors are knowledgeable and experienced.

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Draft the
LAYOUT 5



South Seattle College
www.southseattle.edu

Expanding Lifelong STEM Career Pathways in Sustainable Building Science Technology
Evaluation Summary | 2018

BACKGROUND
Expanding Lifelong STEM Career Pathways in Sustainable Building Science Technology (SBST) is a project whose mission is to advance technical education by developing a Baccalaureate of Applied Science in Sustainable Building Science Technology. SBST serves the students and faculty of South Seattle College, community colleges in Puget Sound Region and other project and centers in the National Science Foundation's Advanced Technological Education program.

FUNDING	TIMEFRAME	AWARD AMOUNT
National Science Foundation Advanced Technological Program	2016-2018 (3 year grant, with 1-year no-cost extension)	\$862,080.00 -\$215,520/year

ENROLLMENT GOALS

Year	Total Students Enrolled	Female Students Enrolled	Veteran Students Enrolled
Y1	15	4	0
Y2	33	9	1
Y3	45	12	4
Y4	75 (Goal)	15	8

QUALITY OF THE PROGRAM
Student were asked about the quality of the program, they were given 10 areas to rate on a 4-point scale. The lowest rated areas were online experience and the troubleshooting process, but both areas were still rated with a good rating of 3.38.

Area	Score
Build skills in sustainable building science.	3.8
Build skills in building management operations.	3.6
The quality of the teachers.	3.6
Interactions with faculty and staff.	3.5
Learn about real world applications.	3.38

UTILITY OF THE PROGRAM
Students were asked to rate the usefulness in preparing them to be successful in a sustainable building science career. These are the top five areas picked by students on a 0-100 useful at all to 4 (Very Useful) scale.

Area	Score
Establishing rapport with team mates	8.65
Listening to ideas of others on the team	8.65
Establishing rapport with	8.62
Building science	8.62
Building components and systems	8.62

This report is based on findings from a 3 Evaluation Report prepared by The Albion Group. The report was created by EvalUATE (NSF# 160903) as an example one page report. Any questions about the findings should be addressed to Teryl Babay at teryl@thealbiongroup.com.

This project is supported by the National Science Foundation under Grant No. 1406230. Any opinions, findings, and conclusions or recommendations expressed in this site are those of the authors and do not necessarily reflect the views of the National Science Foundation.

10 STEPS

to create a one-page report

1. Identify the audience
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Create an intentional
VISUAL PATH 6



The diagram illustrates three visual hierarchy elements: **SIZE** (two gray circles of different diameters), **COLOR** (two circles, one gray and one yellow), and **INK DENSITY** (three circles: a white circle with a yellow outline, a solid yellow circle, and a solid dark blue circle).


Create an intentional
VISUAL PATH 6

3. Prioritize the information
Categorize the information most relevant to your audience. Then rank each category from highest to lowest priority to help inform layout of the document.

① Mission/Project Background	④ Utility of Program
② Enrollment Goals	Header: College Logo/Date/Title
③ Quality of Program	Footer: The Allison Group & Data Source NSF Disclaimer

CREATING EFFECTIVE ONE-PAGERS

Emma Perk & Lyssa Wilson Becho



Expanding Lifelong STEM Career Pathways in Sustainable Building Science Technology

Evaluation Summary | 2018

BACKGROUND
Expanding Lifelong STEM Career Pathways in Sustainable Building Science Technology (SBST) is a project whose mission is to advance technical education by developing a Bachelorate of Applied Science in Sustainable Building Science Technology. SBST serves the students and faculty of South Seattle College, community colleges in Puget Sound Region and other project and centers in the National Science Foundation's Advanced Technological Education program.

FUNDING: National Science Foundation
Advanced Technological Program
(3 year grant, with 1-year no-cost extension)

TIMEFRAME: 2016-2018

AWARD AMOUNT: \$862,080.00
-\$215,520/year

ENROLLMENT GOALS

Year	Total Students Enrolled	Female Students Enrolled	Veteran Students Enrolled
Y1	15	4	0
Y2	22	6	0
Y3	31	9	0
Y4	38	12	0

QUALITY OF THE PROGRAM
Student were asked about the quality of the program, they were given 10 areas to rate on a 4-point scale. The lowest rated areas were online experience and the troubleshooting process, but both areas were still rated with a good rating of 3.38.

Area	Rating
Build skills in sustainable building science operations.	3.88
Build skills in building management operations.	3.88
The quality of the teachers.	3.88
Interactions with faculty and staff.	3.88
Learn about real world applications.	3.38


UTILITY OF THE PROGRAM
Student were asked to rate the usefulness in preparing them to be successful in a sustainable building science career. These are the top five areas picked by students on a 0-Not useful at all to 4-Very Useful scale.

Area	Rating
Establishing rapport with team mates	3.63
Listening to ideas of others on the team	3.63
Establishing rapport with	3.63
Building science	3.63
Building components and systems	3.63

This report is based on findings from the Year 3 Evaluation Report prepared by The Allston Group. The report was created by Evaluate (NSF 1606902) as an example one page report. Any questions about the findings should be addressed to Terri Baky at bakyt@buildingengineering.com.

This project is supported by the National Science Foundation under Grant No. 1606200. Any opinions, findings, and conclusions or recommendations expressed in this site are those of the authors and do not necessarily reflect the views of the National Science Foundation.

Create an intentional VISUAL PATH 6



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Evaluation Summary | 2018

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Create an intentional VISUAL PATH 6

CREATING EFFECTIVE ONE-PAGERS

Emma Perk & Lyssa Wilson Becho



Expanding Lifelong STEM Career Pathways in Sustainable Building Science Technology
Evaluation Summary | 2018

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Expanding Lifelong STEM Career Pathways in Sustainable Building Science Technology (SBST) is a project whose mission is to advance technical education by developing a Baccalaureate of Applied Science in Sustainable Building Science Technology. SBST serves the students and faculty of South Seattle College, community colleges in Puget Sound Region and other project and centers in the National Science Foundation's Advanced Technological Education program.

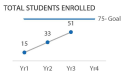
FUNDING: National Science Foundation
Advanced Technological Program

TIMEFRAME: 2014-2018
(3 year grant, with 1-year no-cost extension)

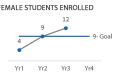
AWARD AMOUNT: \$862,080.00
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ENROLLMENT GOALS

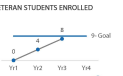
TOTAL STUDENTS ENROLLED



FEMALE STUDENTS ENROLLED



VETERAN STUDENTS ENROLLED




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Learn about real world applications.	3.38

UTILITY OF THE PROGRAM
Students were asked to rate the usefulness in preparing them to be successful in a sustainable building science career. These are the top five areas picked by students on a 0-100 useful at all to 4=Very Useful scale.

Establishing rapport with team mates.	8.63
Listening to ideas of others on the team.	8.63
Establishing rapport with.	8.63
Building science.	8.63
Building components and systems.	8.63

Create an intentional VISUAL PATH 6



Expanding Lifelong STEM Career Pathways in Sustainable Building Science Technology
Evaluation Summary | 2018

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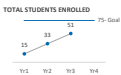
FUNDING: National Science Foundation
Advanced Technological Program

TIMEFRAME: 2014-2018
(3 year grant, with 1-year no-cost extension)

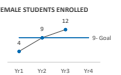
AWARD AMOUNT: \$862,080.00
~\$215,520/year

ENROLLMENT GOALS

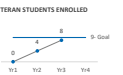
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Create an intentional VISUAL PATH 6

CREATING EFFECTIVE ONE-PAGERS

Emma Perk & Lyssa Wilson Becho

10 STEPS

to create a
one-page report

1. Identify the audience
2. Identify the purpose
3. Prioritize the information
4. Choose a grid
5. Draft the layout
6. Create an intentional visual path
7. Create a purposeful hierarchy

Your eyes go here first.

Then here. Using a hierarchy in your text can help readers skim information more effectively and can help you guide your reader to the information you decide is most important. It can even help readers remember and understand your information better!

This is seen as **most important.**

Not so much this.

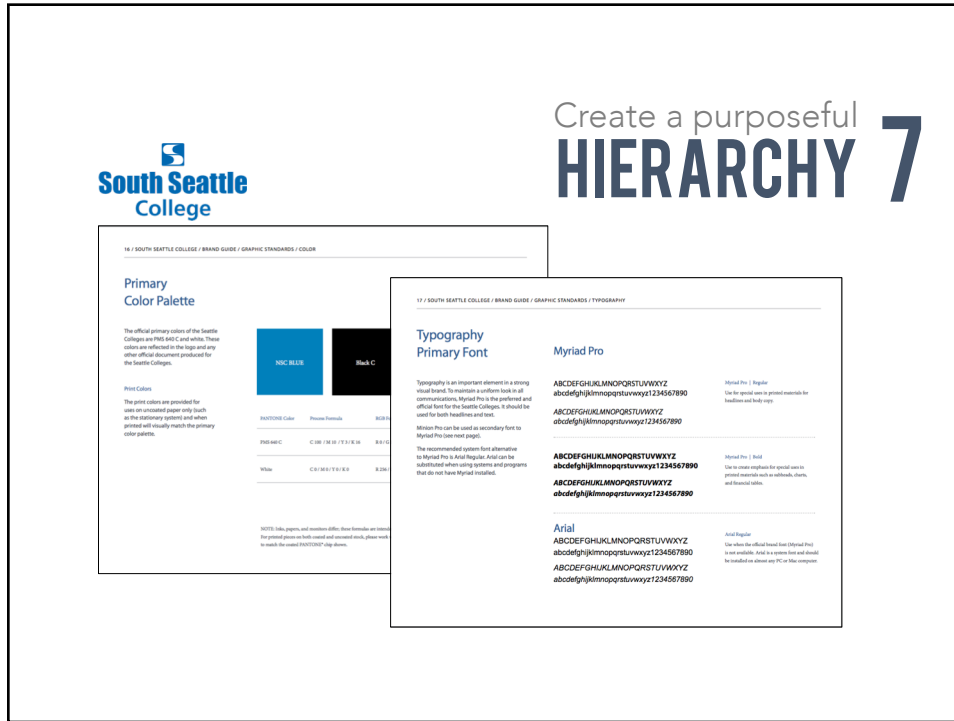
Or this.

OR EVEN THIS.

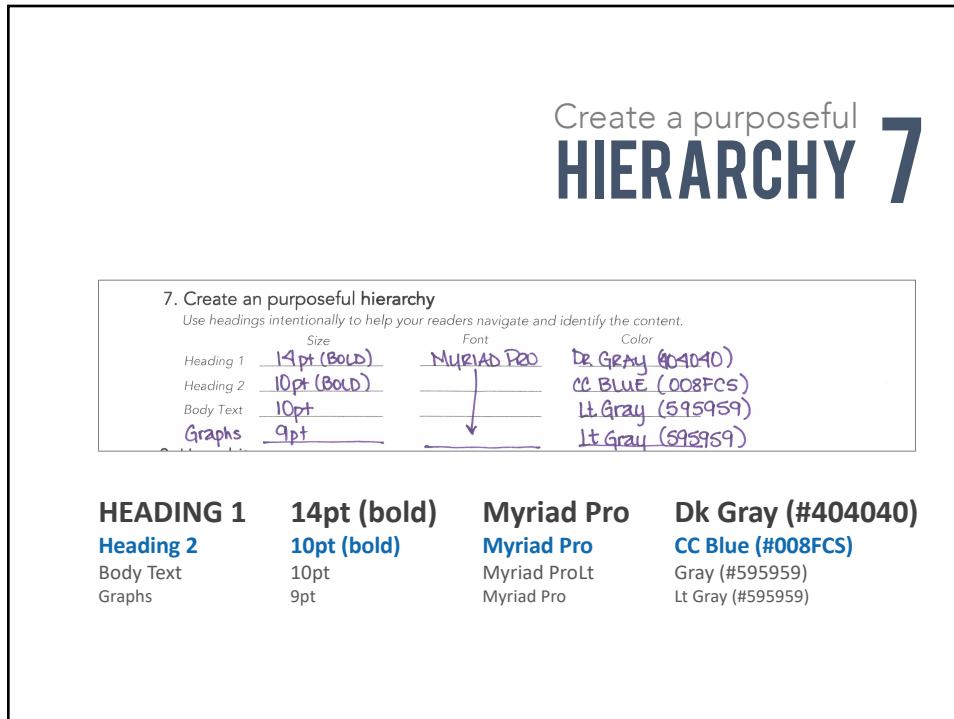
Create a purposeful
HIERARCHY 7

CREATING EFFECTIVE ONE-PAGERS

Emma Perk & Lyssa Wilson Becho



Create a purposeful HIERARCHY 7



CREATING EFFECTIVE ONE-PAGERS

Emma Perk & Lyssa Wilson Becho

South Seattle College
www.southseattle.edu

Expanding Lifelong STEM Career Pathways in Sustainable Building Science Technology
Evaluation Summary | 2018

BACKGROUND
Expanding Lifelong STEM Career Pathways in Sustainable Building Science Technology (SBST) is a project whose mission is to advance technical education by developing a Bachelor's degree of Applied Science in Sustainable Building Science Technology. SBST serves the students and faculty of South Seattle College, community colleges in Puget Sound Region and other project centers in the National Science Foundation's Advanced Technological Education program.

FINANCER: National Science Foundation
Division of Technological Program

TIMEFRAME: 2014-2018
(3 year grant, with 3-year no-cost extension)

AWARD AMOUNT: \$82,088.00
~\$15,520/year

ENROLLMENT GOALS

TOTAL STUDENTS ENROLLED

Year	Enrollment	Goal
Y1	15	25
Y2	25	25
Y3	33	25
Y4	33	25

FEMALE STUDENTS ENROLLED

Year	Enrollment	Goal
Y1	9	12
Y2	9	12
Y3	12	12
Y4	12	12

VETERAN STUDENTS ENROLLED

Year	Enrollment	Goal
Y1	0	8
Y2	4	8
Y3	4	8
Y4	8	8

QUALITY OF THE PROGRAM
Student were asked about the quality of the program. They were given 10 items to rate on a 4-point scale. The lowest rated areas were online experience and the troubleshooting process, but both areas were still rated with a good rating of 3.38.

UTILITY OF THE PROGRAM
Students were presented with 20 features of the program and were asked to rate their usefulness in preparing them to be successful. All areas were rated as very useful or quite useful. Three themes emerged in the top items including:

- TEAMWORK
- TECHNICAL SKILLS
- COMMUNICATION

Create a purposeful
HIERARCHY 7

HEADING 1

Body Text

HEADING 2

Graphs

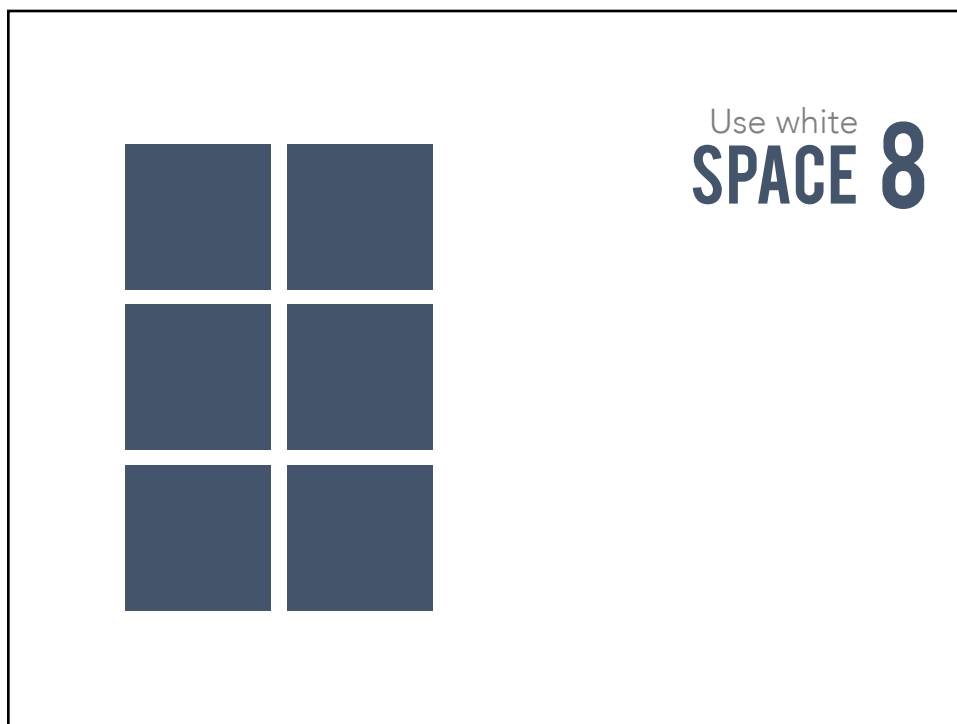
10 STEPS

to create a one-page report

1. Identify the audience
2. Identify the purpose
3. Prioritize the information
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5. Draft the layout
6. Create an intentional visual path
7. Create a purposeful hierarchy
8. Use white space

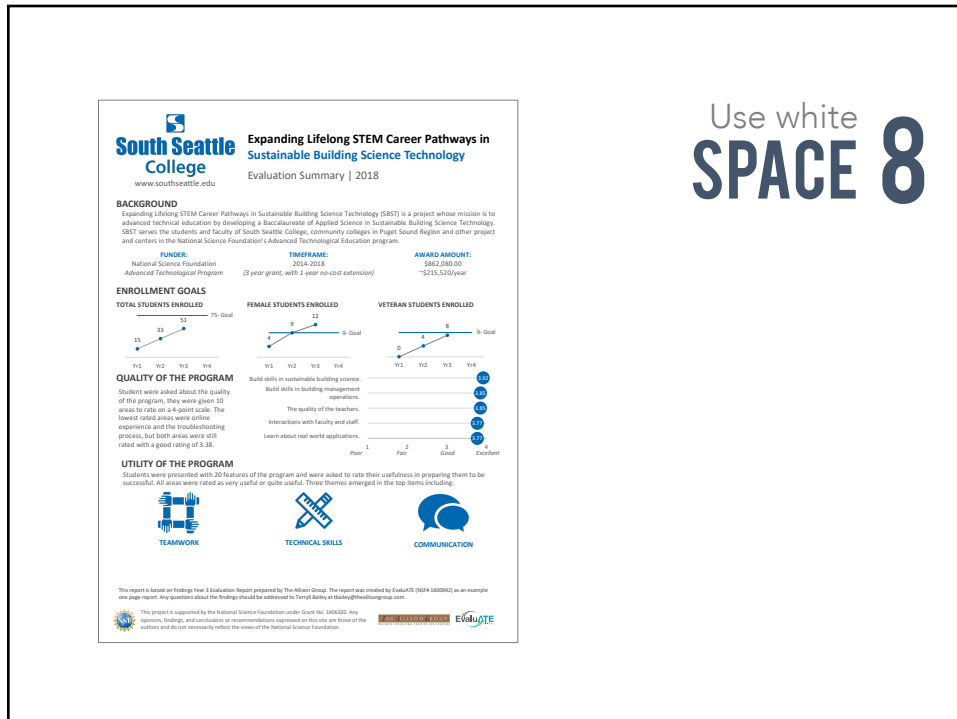
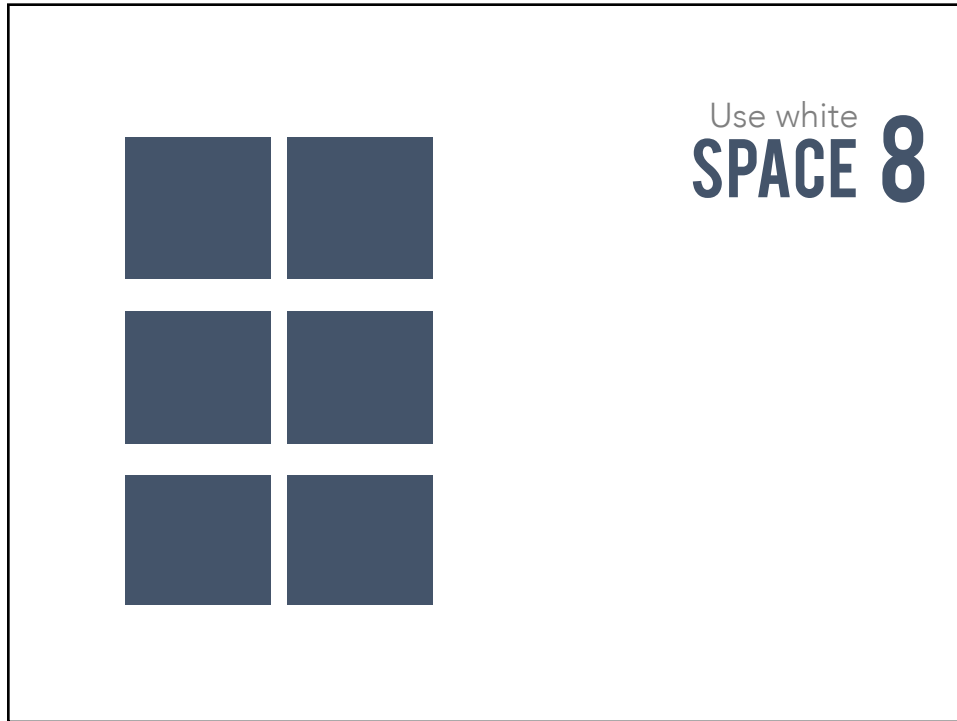
CREATING EFFECTIVE ONE-PAGERS

Emma Perk & Lyssa Wilson Becho



CREATING EFFECTIVE ONE-PAGERS

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CREATING EFFECTIVE ONE-PAGERS

Emma Perk & Lyssa Wilson Becho

Use white
SPACE 8

Use white
SPACE 8

CREATING EFFECTIVE ONE-PAGERS

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The left page layout is cluttered with text and graphics. The title 'Expanding Lifelong STEM Career Pathways in Sustainable Building Science Technology' is prominent. Below it, the 'BACKGROUND' section is dense with text. The 'ENROLLMENT GOALS' section features three line graphs for Total, Female, and Veteran students, which are difficult to read due to the small font and overlapping lines. The 'QUALITY OF THE PROGRAM' section contains several horizontal bar charts for various metrics, also with small text. The 'UTILITY OF THE PROGRAM' section lists 20 features with small icons and text. The overall design is cramped and lacks clear visual hierarchy.

Not enough white space

The right page layout is very sparse. It follows the same structure as the left page but with significantly more white space. The text is larger and more legible. The line graphs and bar charts are simplified and more clearly presented. The overall design is clean and uncluttered, making the information easier to digest.

Too much white space

Use white
SPACE 8

The bottom page layout is a refined version of the right page. It maintains the clean design but with a more balanced use of white space. The text is well-spaced, and the graphics are clear and easy to read. The overall design is professional and effective, demonstrating a good balance between content and white space.

Use white
SPACE 8


CREATING EFFECTIVE ONE-PAGERS

Emma Perk & Lyssa Wilson Becho

10 STEPS

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8. Use white space
9. Get feedback



South Seattle College
www.southseattle.edu

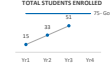
Expanding Lifelong STEM Career Pathways in Sustainable Building Science Technology
Evaluation Summary | 2018

BACKGROUND
Expanding Lifelong STEM Career Pathways in Sustainable Building Science Technology (SEST) is a project whose mission is to advanced technical education by developing a Bachelorsate of Applied Science in Sustainable Building Science Technology. SEST serves the students and faculty of South Seattle College, community colleges in Puget Sound Region and other project centers in the National Science Foundation's Advanced Technological Education program.


FUNDER: National Science Foundation Advanced Technological Program	TIMEFRAME: 2014-2018 (3 year grant +2 year no-cost extension)	AWARD AMOUNT: \$642,000.00 *\$215,320/year
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ENROLLMENT GOALS


TOTAL STUDENTS ENROLLED



FEMALE STUDENTS ENROLLED



VETERAN STUDENTS ENROLLED




QUALITY OF THE PROGRAM

Student were asked about the quality of the program, they were given 20 areas to rate on a 4-point scale. The lowest rated areas were quality experience and the troubleshooting process, but both areas were still rated with a good rating of 3.33.


Build skills in sustainable building science.	Build skills in building management operations.	The quality of the teachers.	
3.33	3.33	3.33	3.33
3.33	3.33	3.33	3.33
3.33	3.33	3.33	3.33
3.33	3.33	3.33	3.33
3.33	3.33	3.33	3.33
3.33	3.33	3.33	3.33
3.33	3.33	3.33	3.33
3.33	3.33	3.33	3.33
3.33	3.33	3.33	3.33

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TEAMWORK



TECHNICAL SKILLS



COMMUNICATION

This report is based on findings from the Year 3 Evaluation Report prepared by The Alliant Group. This one page report was created by EduATE (EPA #102002) as an example one page report. Any questions about the findings should be addressed to Tomislav Bakic at bakic@alliantgroup.com. The project is supported by the National Science Foundation under Grant No. 1802026. Any opinions, findings, and conclusions or recommendations expressed on this site are those of the authors and do not necessarily reflect the views of the National Science Foundation.

Get **FEEDBACK 9**

CREATING EFFECTIVE ONE-PAGERS

Emma Perk & Lyssa Wilson Becho

South Seattle College
Expanding Lifelong STEM Career Pathways in Sustainable Building Science Technology
Evaluation Summary | 2018

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Expanding Lifelong STEM Career Pathways in Sustainable Building Science Technology (SBST) is a project whose mission is to advance technical education by developing a Bachelor's degree in Sustainable Building Science Technology. SBST serves the students and faculty of South Seattle College, community colleges in Puget Sound Region and other project centers in the National Science Foundation's Advanced Technological Education program.

FUNDERS: National Science Foundation
Advanced Technological Program

TIMEFRAME: 2014-2018
(3 year grant + 1 year no-cost extension)

AWARD AMOUNT: \$802,080.00
\$225,520.00/year

ENROLLMENT GOALS
TOTAL STUDENTS ENROLLED: 75 Goal
FEMALE STUDENTS ENROLLED: 0 Goal
VETERAN STUDENTS ENROLLED: 0 Goal

QUALITY OF THE PROGRAM
Students were asked about the quality of the program, they were given 10 areas to rate on a 5-point scale. The overall score in each area was excellent and the troubleshooting process, but both areas were still rated with a good rating of 3.38.

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- TECHNICAL SKILLS
- COMMUNICATION

LYSSA'S REVIEW

Get
FEEDBACK 9

South Seattle College
Expanding Lifelong STEM Career Pathways in Sustainable Building Science Technology
Evaluation Summary | 2018

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LYSSA'S REVIEW

Get
FEEDBACK 9

CREATING EFFECTIVE ONE-PAGERS

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South Seattle College
www.southseattle.edu

Expanding Lifelong STEM Career Pathways in Sustainable Building Science Technology
Evaluation Summary | 2018

Make notes w/ logo + title

BACKGROUND
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FUNDER: National Science Foundation
Advanced Technological Program

TIMEFRAME: 2014-2018
(3 year grant + 1 year no-cost extension)

AWARD AMOUNT: \$802,080.00
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Save size as much as possible? Make it as visual as possible?

ENROLLMENT GOALS
TOTAL STUDENTS ENROLLED 75-Goal
FEMALE STUDENTS ENROLLED 0-Goal
VETERAN STUDENTS ENROLLED 0-Goal

larger able to draw attention to goals

QUALITY OF THE PROGRAM
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TEAMWORK **TECHNICAL SKILLS** **COMMUNICATION**

7/14

Make it more "visual"

LYSSA'S REVIEW

Get
FEEDBACK 9

South Seattle College
www.southseattle.edu

Expanding Lifelong STEM Career Pathways in Sustainable Building Science Technology
Evaluation Summary | 2018

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Advanced Technological Program

TIMEFRAME: 2014-2018
(3 year grant + 1 year no-cost extension)

AWARD AMOUNT: \$802,080.00
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TEAMWORK **TECHNICAL SKILLS** **COMMUNICATION**

POST-REVIEW DRAFT

Get
FEEDBACK 9

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Emma Perk & Lyssa Wilson Becho

South Seattle College
www.southseattle.edu

Expanding Lifelong STEM Career Pathways in Sustainable Building Science Technology
Evaluation Summary | 2018

BACKGROUND
Expanding Lifelong STEM Career Pathways in Sustainable Building Science Technology (SLST) is a project whose mission is to advance technical education by developing a framework of Applied Science & Sustainable Building Science Technology. SLST serves the students and faculty of South Seattle College, community colleges in Puget Sound Region and other regional centers in the National Science Foundation's Advanced Technological Education program.

FUNDING: National Science Foundation
Advanced Technological Program

TIMEFRAME: 2014-2018
(7 year grant / 3 year report extension)

AWARD AMOUNT: \$862,080.00
(\$125,200 report)

ENROLLMENT GOALS

TOTAL STUDENTS ENROLLED 75-Goal

FEMALE STUDENTS ENROLLED 9-Goal

VETERAN STUDENTS ENROLLED 8-Goal

QUALITY OF THE PROGRAM

Qualifiers were asked to rate the quality of the program. They were given 1-3 stars or 1-4 points on a 4-point scale. The lowest rated areas were: **experience and the troubleshooting process** and **the troubleshooting process**. Both have a rating of 1.33. **the following are quality indicators.**

UTILITY OF THE PROGRAM

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TEAMWORK **TECHNICAL SKILLS** **COMMUNICATION**

*This report is based on findings from the Year 3 evaluation report prepared by The Albert Group. This report was prepared by KIMBLE 2018. 10/10/18 as a complete one-page report. Any questions about the findings should be addressed to terryl@terryll.com or terryl@terryll.com. This report is prepared by the National Science Foundation under grant number 1400000. The design, layout, and conclusions or recommendations are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.

Get
FEEDBACK 9

“It’s kind of amazing how you boil everything down so much and still convey the indicators of impact and the core conclusions.”

TERRYL'S REVIEW

10 STEPS

to create a
one-page report

1. Identify the audience
2. Identify the purpose
3. Prioritize the information
4. Choose a grid
5. Draft the layout
6. Create an intentional visual path
7. Create a purposeful hierarchy
8. Use white space
9. Get feedback
10. Triple check consistency

CREATING EFFECTIVE ONE-PAGERS

Emma Perk & Lyssa Wilson Becho

first draft prior to feedback

final draft after feedback

10 STEPS


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one-page report

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CREATING EFFECTIVE ONE-PAGERS

Emma Perk & Lyssa Wilson Becho


Triple check
CONSISTENCY 10




Fonts



Alignment

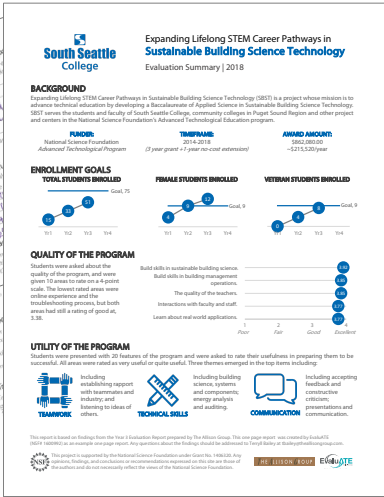



Size




Colors

Triple check
CONSISTENCY 10







Fonts



Alignment



Size



Colors

CREATING EFFECTIVE ONE-PAGERS

Emma Perk & Lyssa Wilson Becho

EXECUTIVE SUMMARY

The Expanding Lifelong STEM Career Pathways in Sustainable Building Science Technology (SRST) Project received a three-year award from NSF A/E/C E1-1406320 in July 2014 with the grant ending on June 30, 2017. A no-cost extension will add another year to the grant, ending June 30, 2018. South Seattle College in Seattle, WA is the SRST Project final report.

SRST is a project whose mission is to advance technical education by developing a Bachelorate of Applied Science in Sustainable Building Science Technology. SRST serves the students and faculty of South Seattle College, community colleges in the Puget Sound Region and other A/E/C projects and centers. Additionally, SRST will provide a model for Bachelorate of Applied Science (BAS) degree programs in STEM at community colleges and universities across the U.S.

The external evaluator designed a focus group process that was conducted with six SRST students in the spring of 2017 to determine impact of the SRST program on their educational and career goals, how the experience changed their perspective, how it respected their view on sustainability and climate change, the quality of support from advisors and faculty and identification of degree program components having the most perceived value. The feedback mechanism captured student input in terms of learning change and provided insight into the transformative experience of being a cohort group in the SRST program.

The project is broken into conferences into the BAS program and its recruitment of students. In year three, there were 15 students in Cohort 1 (first Year Only), and 14 students in Cohort 2 (1 Year Two) and 15 students in Cohort 3 (1 Year Three) of the BAS program in Sustainable Building Science Technology. This is 44 percent of the target total of 75 students. To attain this goal, the no-cost extension group of Cohort 4 will have to have 24 participants. This is a stretch goal for the fourth year, but doable. The project is exceeding its goals with respect to recruiting females. Regarding veterans, the program is one short of its goal of 9 in three years, and the project anticipates that the target will be met in the next extension year.

There were significant recruiting efforts by project partners and staff to address the enrollment shortfall. By year three, the project reached 4,620 individuals, significant increase over the 1,100 individuals in Year 2. Over 2,200 incumbent workers were part of this outreach effort, and they would be prime candidates for this program. This is more than triple the number of workers reached in Year Two. In addition, the project did an outstanding job of developing 13 articulation agreements with community colleges in the area (and one in Oregon) for AS degree students to attend the SRST BAS program.

The persistence rate for the year 3 cohort in the BAS in Sustainable Building Science Technology dropped to 9% by the end of the first year, but of which were related to health related issues and military deployment. There are two scheduled reviews to the program in the fall and 1 that may occur. Cumulatively, over the 3 years, the average persistence rate is 7%.

Based on review of project documentation, observation, interviews with staff and surveys of stakeholders, SRST is meeting or exceeding expectations, and the project is making progress toward its goals.

PI Holly Moore, Co-PI and Director Alison Pugh and the SRST team are to be commended for their flexibility, innovation and persistence and for their commitment to sustainable building science technician education in the region and across the country.

SRST EDC E-1406320 Evaluation Report Year 3, July 2016-Aug 2017 Page 7

South Seattle College

Expanding Lifelong STEM Career Pathways in Sustainable Building Science Technology (SRST) Evaluation Summary 2018

BACKGROUND
Expanding Lifelong STEM Career Pathways in Sustainable Building Science Technology (SRST) is a project whose mission is to advance technical education by developing a Bachelorate of Applied Science in Sustainable Building Science Technology. SRST serves the students and faculty of South Seattle College, community colleges in Puget Sound Region and other project and centers in the National Science Foundation's Advanced Technological Education program.

PURPOSE
National Science Foundation
Advanced Technological Program

TIMEFRAME
2014-2018
(2 year grant + 1 year no-cost extension)

AWARD AMOUNT
\$6,028,000
-\$315,000/year

ENROLLMENT GOALS
TOTAL STUDENTS ENROLLED
Goal: 75
101 102 103 104

FEMALE STUDENTS ENROLLED
Goal: 75
101 102 103 104

VETERAN STUDENTS ENROLLED
Goal: 9
101 102 103 104

QUALITY OF THE PROGRAM
Students were asked about the quality of the program, with seven goals. 50 stars to later on a 4-point scale. The lowest goal area covers online experience and the teaching/learning process, but both areas had a rating of good at 3.8.

UTILITY OF THE PROGRAM
Students were presented with 20 features of the program and were asked to rate their confidence in preparing them to be successful. All areas were rated as very useful or quite useful. Three themes emerged in the top items including:

- TECHNIQUE** including establishing support with teammates and collaborating and sharing to those of others.
- TECHNICAL SKILLS** including building science, systems and components, energy analysis and auditing.
- COMMUNICATION** including accepting feedback and constructive criticism, presentations and communications.

This report is based on findings from the three Evaluation Reports prepared by The Alston Group. This page report was created by Alston Group in Seattle as an example one page report. Any questions about the findings should be addressed to Holly Moore at hmoore@southseattlecollege.edu. This report is provided as a public document under the Creative Commons Attribution-NonCommercial-ShareAlike license. All rights reserved. For more information, please contact Holly Moore at hmoore@southseattlecollege.edu. The use of the Alston Group logo and the text "Alston Group" in this report is the property of Alston Group.

before

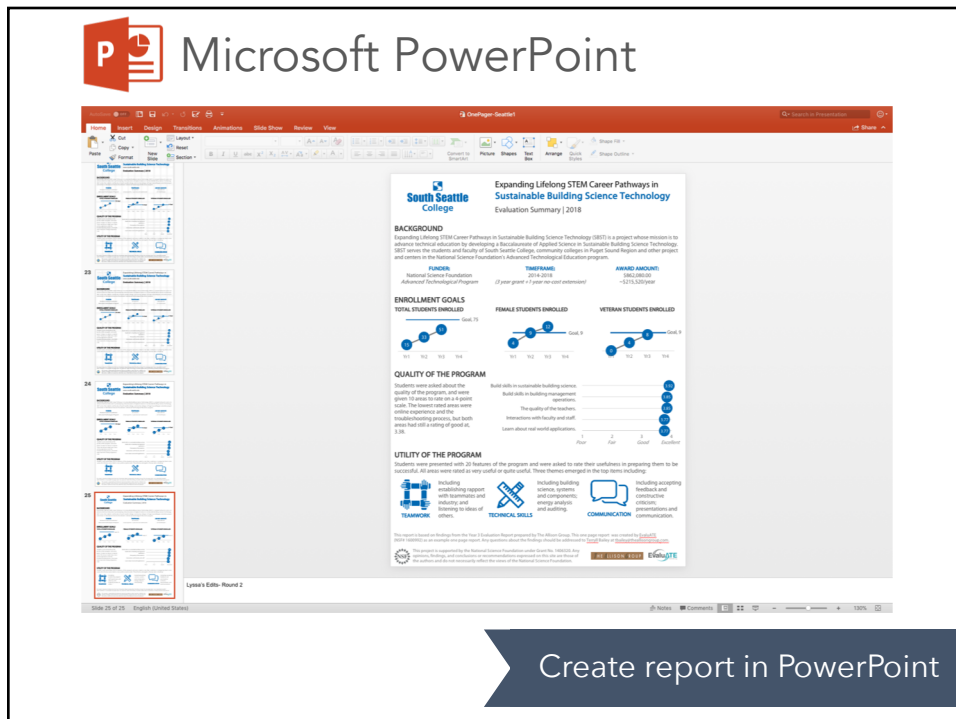
after

TIPS & TRICKS

for succeeding on your own

CREATING EFFECTIVE ONE-PAGERS

Emma Perk & Lyssa Wilson Becho



CREATING EFFECTIVE ONE-PAGERS

Emma Perk & Lyssa Wilson Becho

Microsoft PowerPoint

Expanding Lifelong STEM Career Pathways in Sustainable Building Science Technology Evaluation Summary 2018

BACKGROUND
Expanding Lifelong STEM Career Pathways in Sustainable Building Science Technology (SEST) is a project whose mission is to advance technical education by developing a Bachelor's of Applied Science in Sustainable Building Science Technology (SBST) across the students and faculty of South Seattle College, community colleges in Puget Sound Region and other project partners in the National Science Foundation's Advanced Technological Education program.

FUNDERS: National Science Foundation
Advanced Technological Program

TRIMESTERS: 2018-2019
(2 year grant + 1 year cost extension)

AWARDED AMOUNT: \$602,046.00
-\$173,520/year

ENROLLMENT GOALS

Category	Goal 1	Goal 2	Goal 3	Goal 4
TOTAL STUDENTS ENROLLED	101	102	103	104
FEMALE STUDENTS ENROLLED	101	102	103	104
VETERAN STUDENTS ENROLLED	101	102	103	104

QUALITY OF THE PROGRAM
Students were asked about the quality of the program, and were given 10 stars to rate on a 5-point scale. The lowest and highest scores were 100% (5 stars) and 0% (1 star), respectively. The quality of the program, as measured by the number of stars, has been above and below the goal of 4.0.

UTILITY OF THE PROGRAM
Students were presented with 20 features of the program and were asked to rate their usefulness in preparing them to be successful. All areas were rated as very useful or quite useful. Three themes emerged in the top items including:

- TEAMWORK:** Including building working support with classmates and industry and training in class of others.
- TECHNICAL SKILLS:** Including building science, systems and components, energy analysis and auditing.
- COMMUNICATION:** Including accepting feedback and constructive criticism, presentation and communication.

Slide 26 of 26 English United States

Lyssa's Edits - Round 2

Create multiple "drafts" in one file

Microsoft PowerPoint

Expanding Lifelong STEM Career Pathways in Sustainable Building Science Technology Evaluation Summary 2018

BACKGROUND
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Slide 26 of 26 English United States


Lyssa's Edits - Round 2

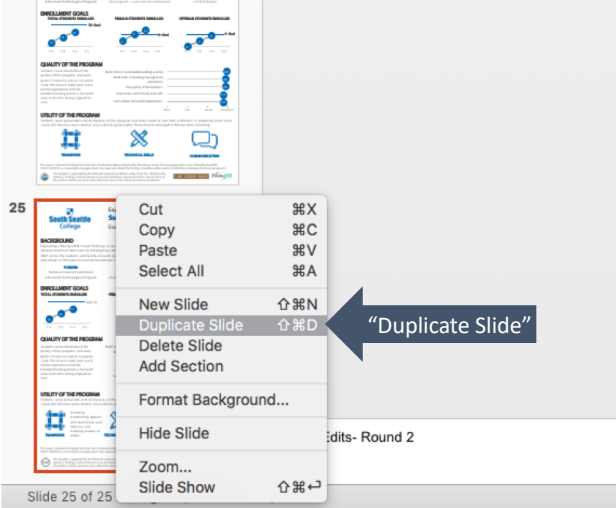
Right click slide

Duplicate slide for new draft

CREATING EFFECTIVE ONE-PAGERS

Emma Perk & Lyssa Wilson Becho

 Microsoft PowerPoint




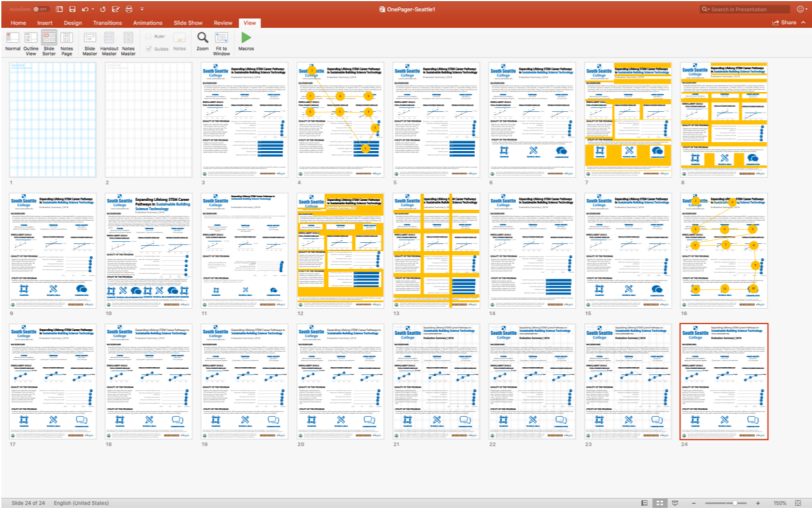
25

Slide 25 of 25

“Duplicate Slide”

“Duplicate Slide” for new draft

 Microsoft PowerPoint



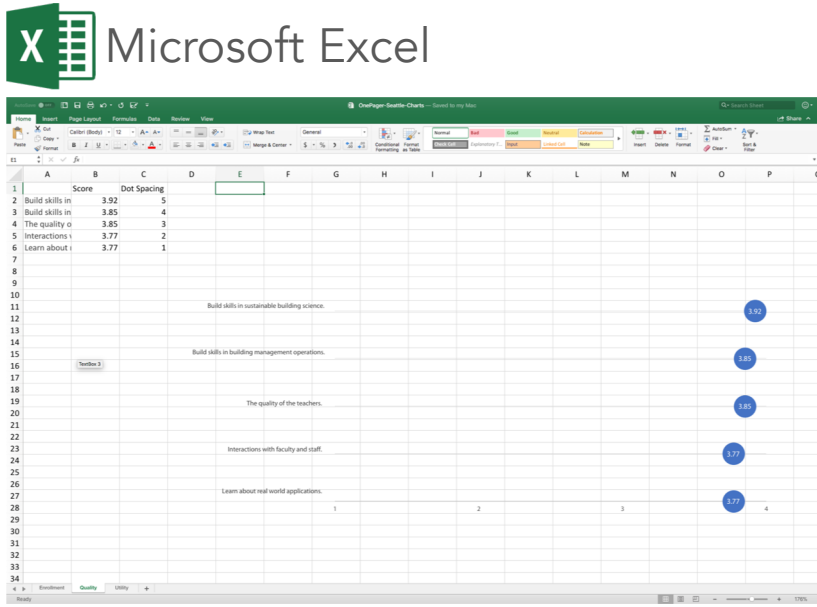
Home Insert Design Transitions Animations Slide Show Review View

Slide 24 of 24 English (United States)

Create multiple “drafts” in one file

CREATING EFFECTIVE ONE-PAGERS

Emma Perk & Lyssa Wilson Becho



The screenshot shows the Microsoft Excel interface with a data table and a chart. The data table is as follows:


	Score	Dot Spacing
2	3.92	5
3	3.85	4
4	3.85	3
5	3.77	2
6	3.77	1

The chart on the right is a dot plot with five data points, each represented by a blue circle with a white number inside. The data points correspond to the 'Dot Spacing' column in the table above.

Use Excel for charts and graphs

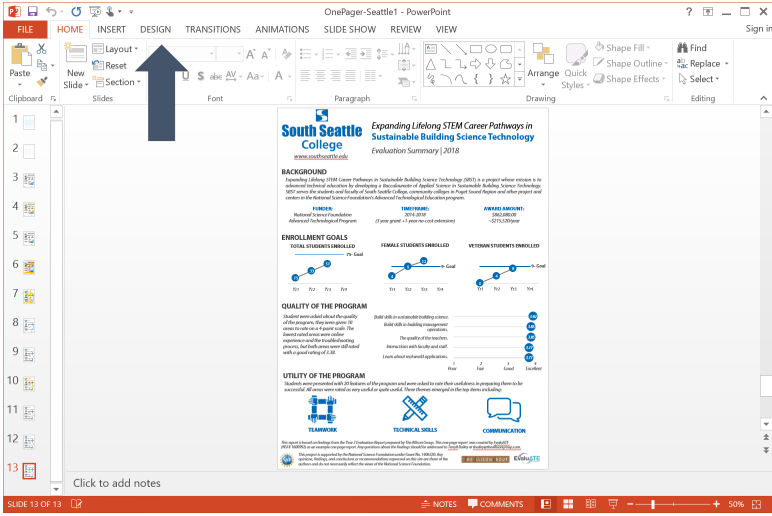
SLIDE SIZE

changing your slide size



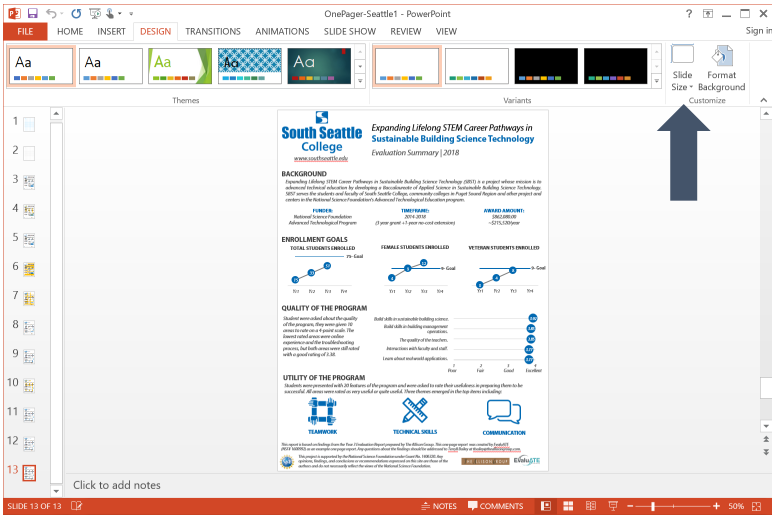
CREATING EFFECTIVE ONE-PAGERS

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The screenshot shows the PowerPoint interface with the 'Design' tab selected. A blue arrow points to the 'Design' tab label in the ribbon. The slide content includes a title 'Expanding Lifelong STEM Career Pathways in Sustainable Building Science Technology', a background section, a table with 'PURVIS', 'TIMOTHY', and 'ARIBO AMBROSIO' names, enrollment goals with charts, quality of the program, and utility of the program.

Select the "Design" tab

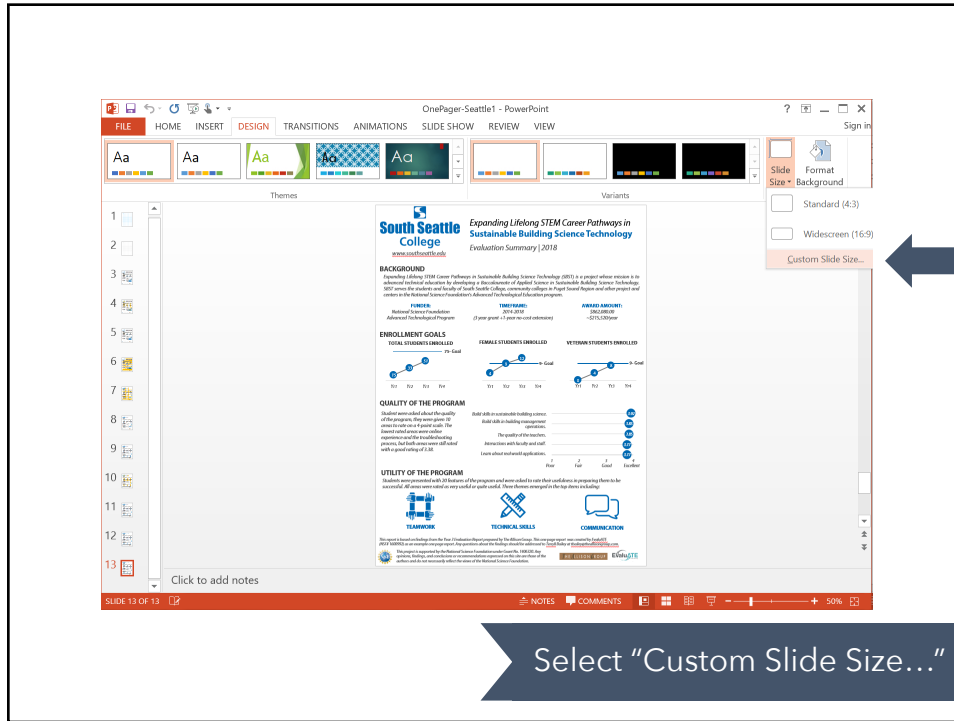


The screenshot shows the PowerPoint interface with the 'Slide Size' icon highlighted in the 'Slide Size - Background' dropdown menu. A blue arrow points to the 'Slide Size' icon. The slide content is the same as in the previous screenshot.

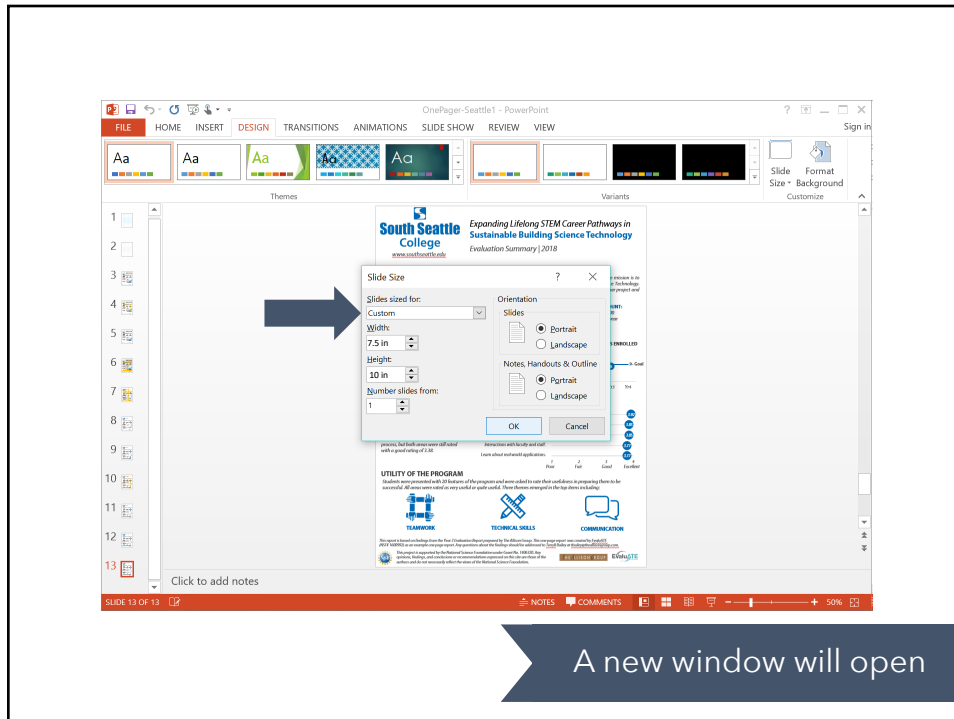
Select "Slide Size" icon

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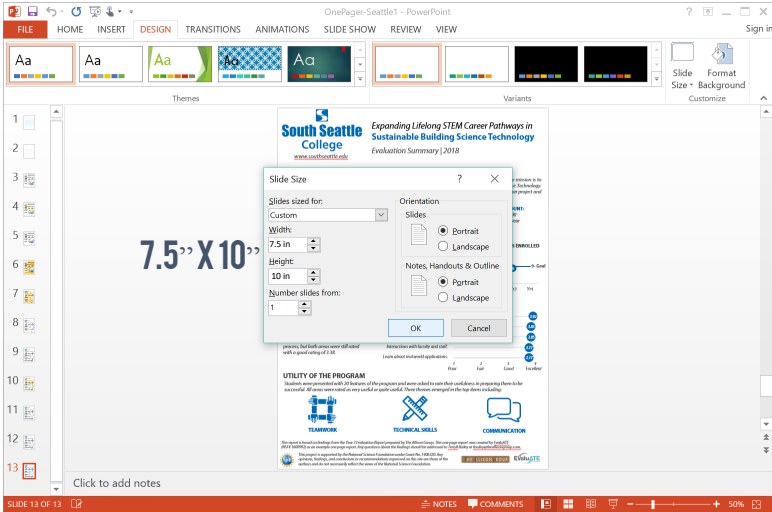
Select "Custom Slide Size..."



A new window will open

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Change the slide size to 7.5" x 10"

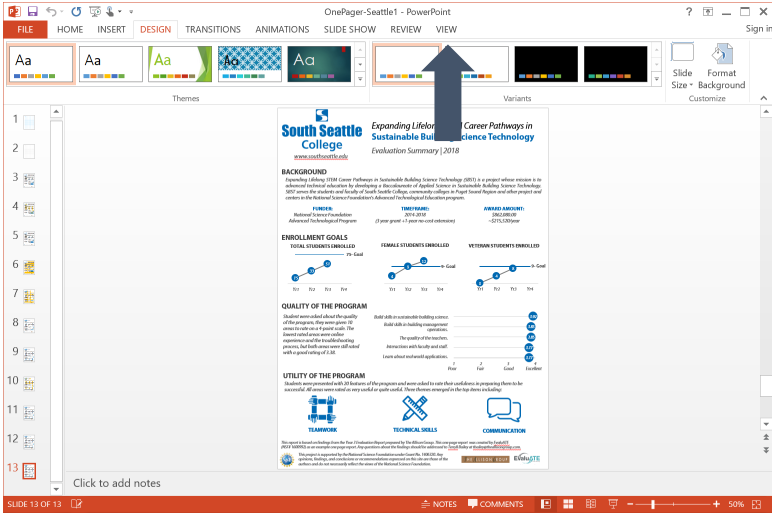
RULERS & GUIDES

how to make them visible



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Emma Perk & Lyssa Wilson Becho



OnePager-Seattle1 - PowerPoint

FILE HOME INSERT DESIGN TRANSITIONS ANIMATIONS SLIDE SHOW REVIEW VIEW

Themes Variants

1 2 3 4 5 6 7 8 9 10 11 12 13

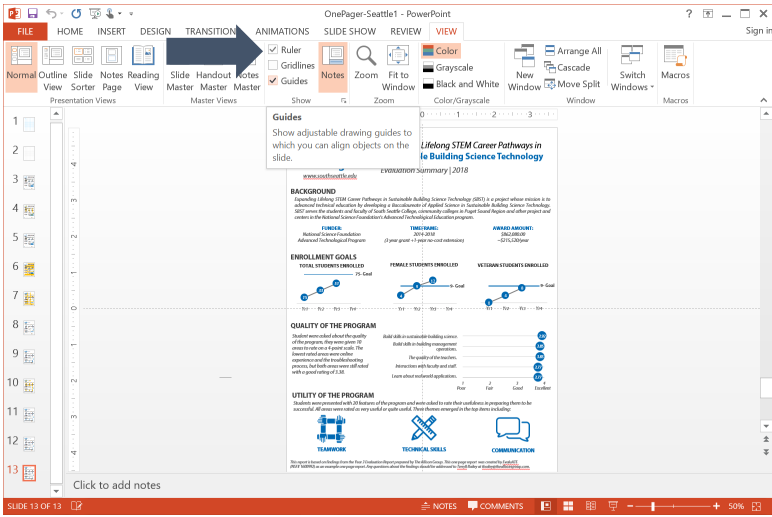
Click to add notes

SLIDE 13 OF 13

NOTES COMMENTS

50%

Click on the "View" tab



OnePager-Seattle1 - PowerPoint

FILE HOME INSERT DESIGN TRANSITION ANIMATIONS SLIDE SHOW REVIEW VIEW

Normal Outline Slides Notes Reading Slide Handout Notes Master Views

View Sorter Page View Master Views

Guides

Show Ruler Gridlines Guides

Zoom Window Color Grayscale Black and White Color/Grayscale

Arrange All Cascade Move Split Switch Windows

Macros

1 2 3 4 5 6 7 8 9 10 11 12 13

Click to add notes

SLIDE 13 OF 13

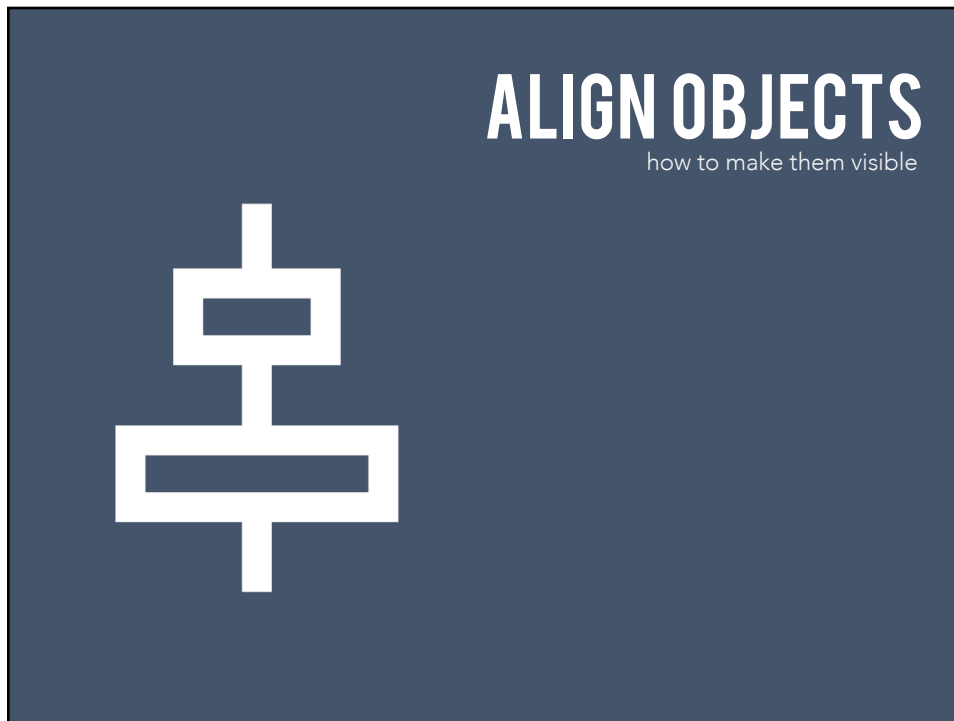
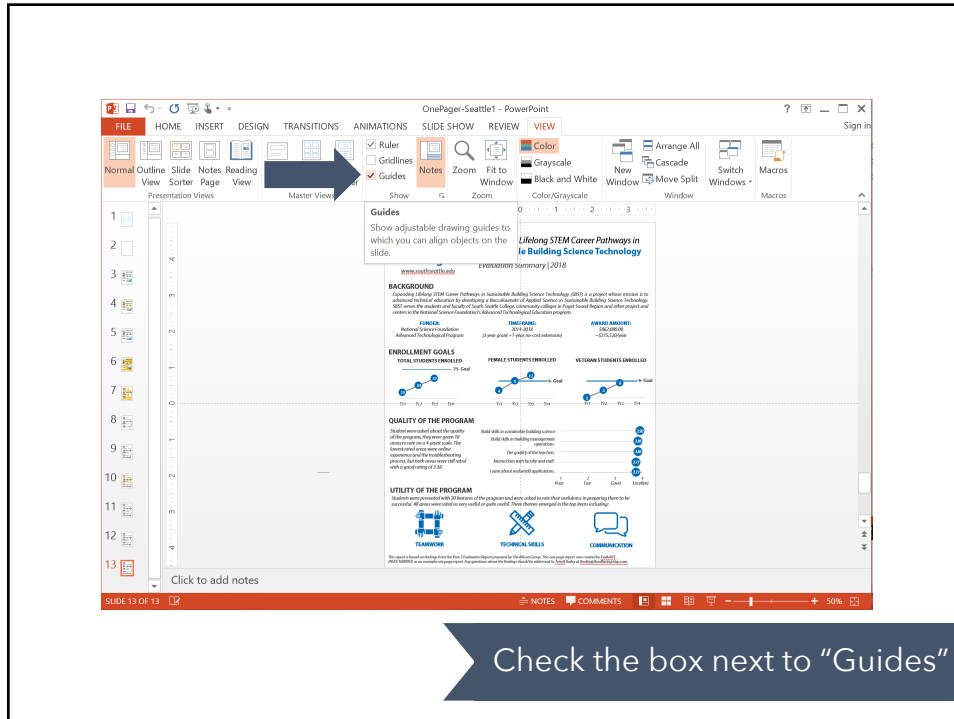
NOTES COMMENTS

50%

Check the box next to "Ruler"

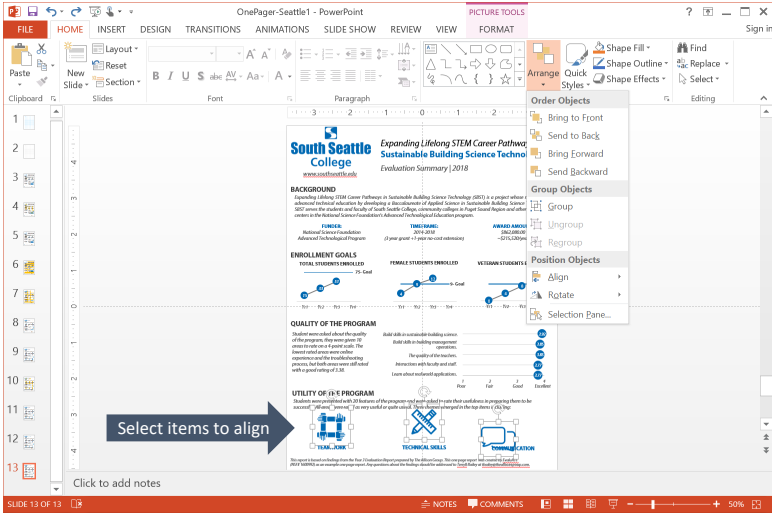
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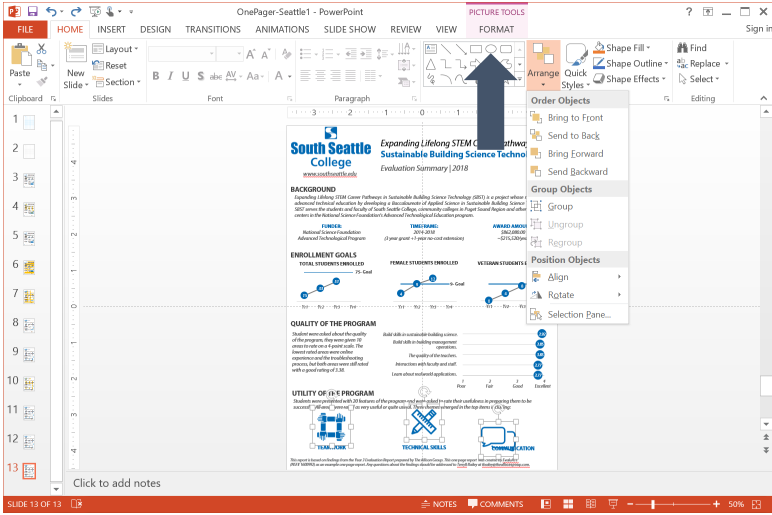


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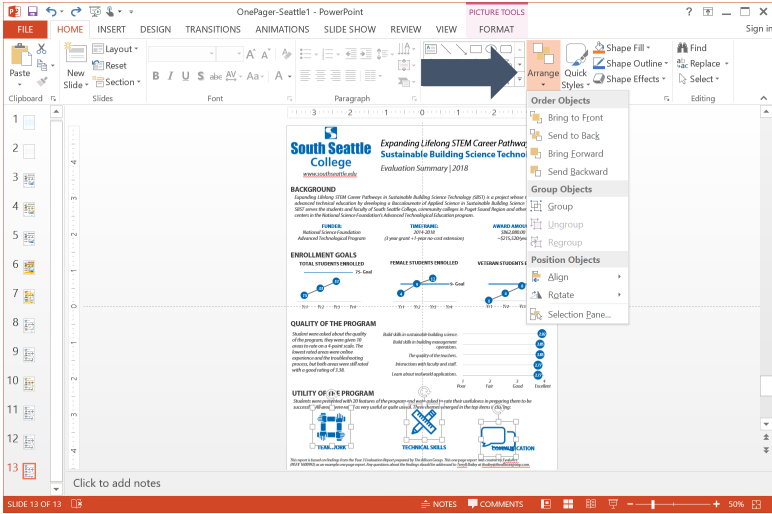
The screenshot shows a PowerPoint slide titled "Expanding Lifelong STEM Career Pathways in Sustainable Building Science Technology" from South Seattle College. The slide content includes sections for Background, Enrollments Goals, Quality of the Program, and Utility of the Program. A blue arrow points to the "Align" option in the "Position Objects" menu of the "Format" tab. A dark blue banner at the bottom contains the text "First select the items you want to align".



The screenshot shows the same PowerPoint slide as above, but with a dark blue arrow pointing to the "Format" tab in the ribbon. A dark blue banner at the bottom contains the text "Click on the 'Format' Tab".

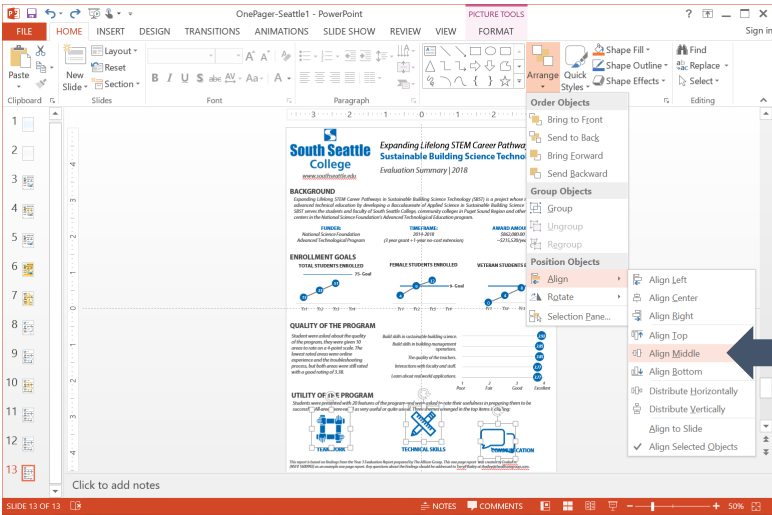
CREATING EFFECTIVE ONE-PAGERS

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The screenshot shows the PowerPoint interface with the 'Arrange' menu open. An arrow points to the 'Arrange' icon in the 'Picture Tools' ribbon. The slide content includes the South Seattle College logo and a title 'Expanding Lifelong STEM Career Pathways Sustainable Building Science Technology Evaluation Summary 2018'. The slide is divided into sections: BACKGROUND, PURPOSE, ENROLLMENT GOALS, QUALITY OF THE PROGRAM, and UTILITY OF THE PROGRAM. Each section contains text and small charts or diagrams.

Then click on the "Arrange" Icon

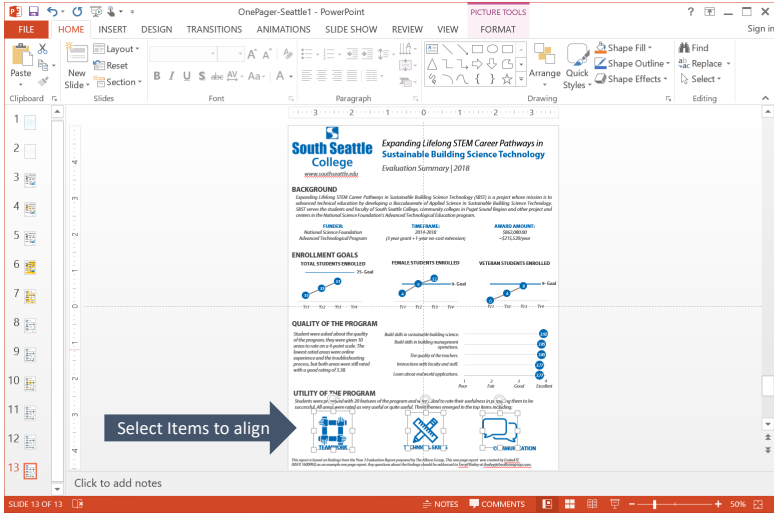


The screenshot shows the PowerPoint interface with the 'Align' menu open. An arrow points to the 'Align Middle' option. The slide content is the same as in the previous screenshot.

Click "Align," then "Align Middle"

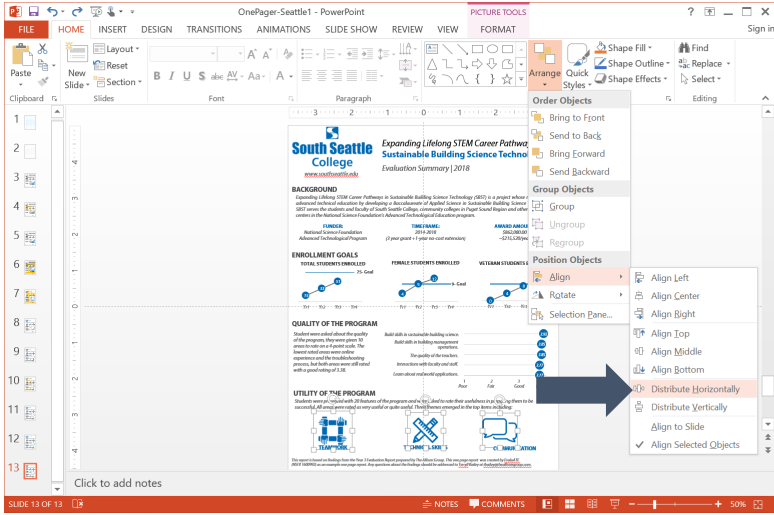
CREATING EFFECTIVE ONE-PAGERS

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The screenshot shows a PowerPoint slide titled "Expanding Lifelong STEM Career Pathways in Sustainable Building Science Technology" from South Seattle College. The slide contains text, a table, and a diagram. A blue callout box with the text "Select Items to align" and an arrow points to the diagram. The diagram shows a flow from "TEAMWORK" to "LEARNING" to "CAREER ACTION".

Another great feature

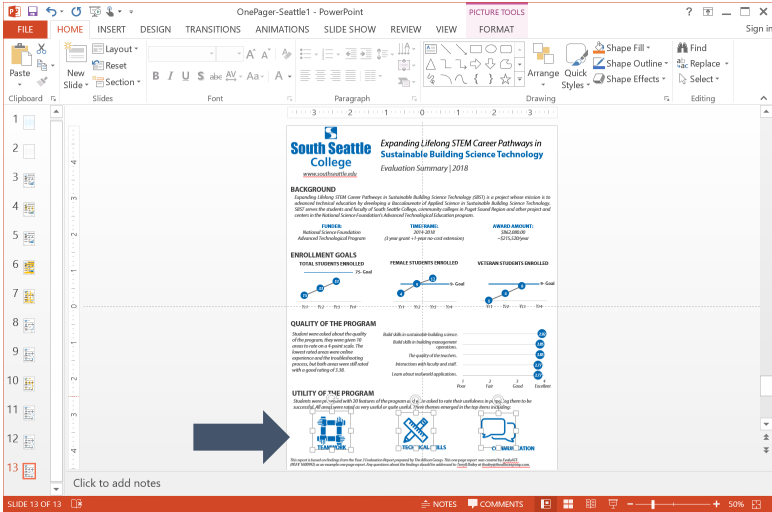


The screenshot shows the same PowerPoint slide as above, but with a context menu open over the diagram. The menu includes options like "Bring to Front", "Send to Back", "Group Objects", and "Position Objects". The "Distribute Horizontally" option is highlighted with a blue arrow.

"Distribute Horizontally"

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The screenshot shows a PowerPoint slide with the following content:

- South Seattle College** logo and title: *Expanding Lifelong STEM Career Pathways in Sustainable Building Science Technology Evaluation Summary (2018)*
- BACKGROUND:** Expanding Lifelong STEM Career Pathways in Sustainable Building Science Technology (SLST) is a program whose mission is to advance technical education by identifying & incorporating of Applied Science in Sustainable Building Science Technology (ASST) across the students and faculty of South Seattle College, community colleges in Puget Sound Region and other project and partners in the National Science Foundation's Research in Technological Education program.
- FINES:** National Science Foundation (1 year grant - 10 page pre-test submission) / **TIME FRAME:** 2018-2019 / **AWARD AMOUNT:** \$100,000
- ENROLLMENT GOALS:** Three line graphs showing enrollment trends for Total Students, Female Students, and Veteran Students from 2013 to 2018.
- QUALITY OF THE PROGRAM:** A section with a grid of icons representing various program quality metrics.
- UTILITY OF THE PROGRAM:** A section with a grid of icons representing various program utility metrics.

A large blue arrow points from the left side of the slide towards the content area.

“Distribute Horizontally”

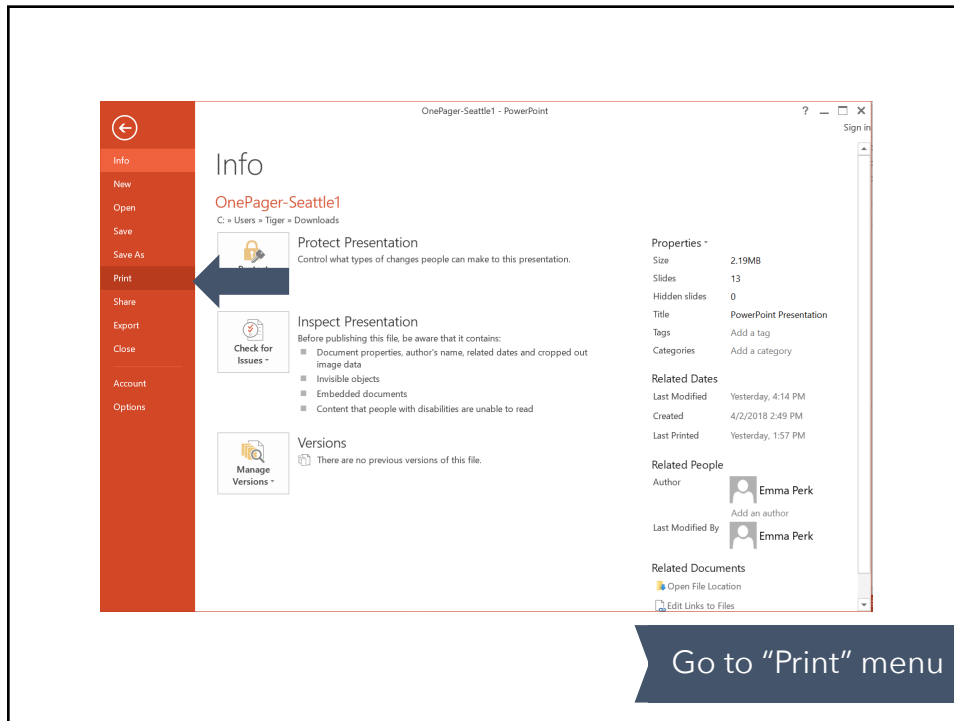
SAVING TO A PDF

how do I save this



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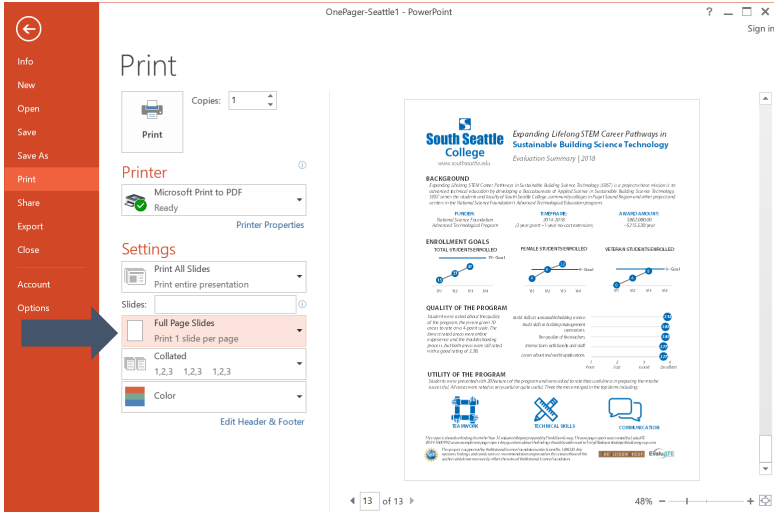
Go to "Print" menu



Select "Print to PDF"

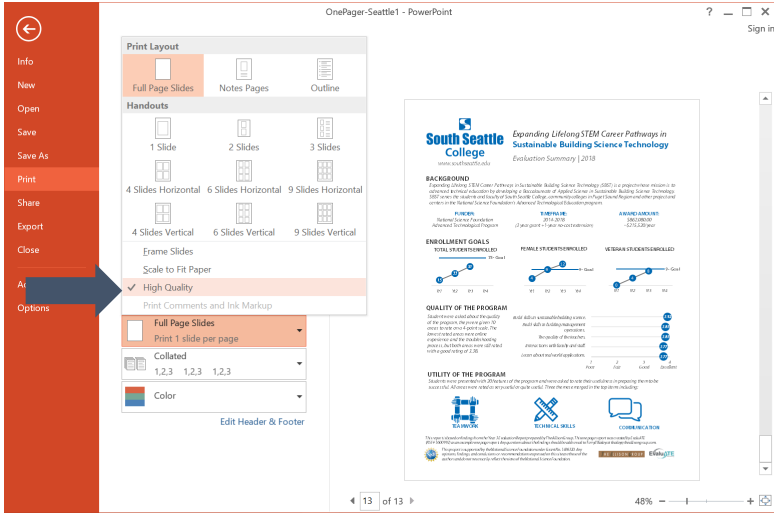
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The screenshot shows the PowerPoint interface with the Print menu open. The 'Settings' section is expanded, and 'Print 1 slide per page' is selected. Other options include 'Print All Slides', 'Print entire presentation', 'Full Page Slides', 'Collated', and 'Color'. A blue arrow points to the 'Print 1 slide per page' option.

Adjust to "High Quality"

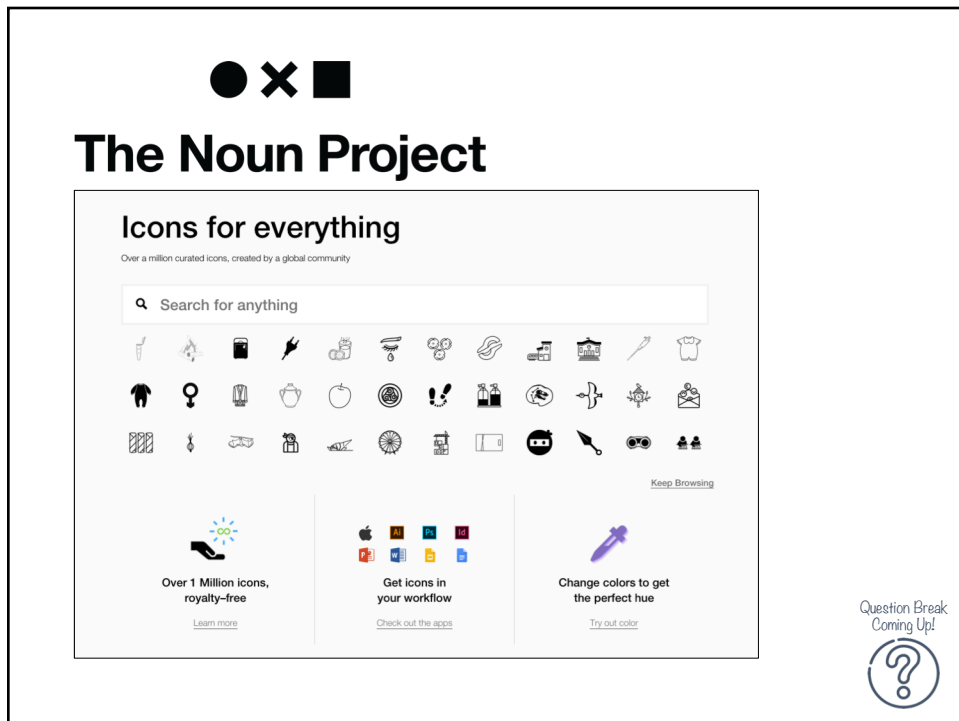
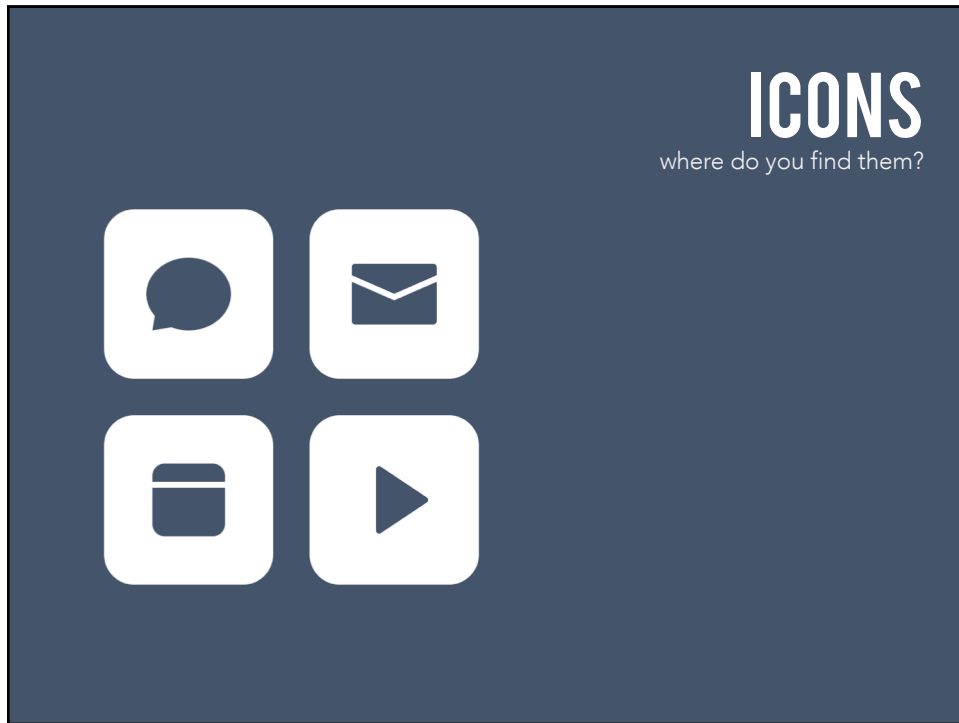


The screenshot shows the PowerPoint interface with the Print menu open. The 'Print Layout' section is expanded, and 'High Quality' is selected. Other options include 'Full Page Slides', 'Notes Pages', 'Outline', 'Handouts', 'Frame Slides', 'Scale to Fit Paper', and 'Print Comments and Ink Markup'. A blue arrow points to the 'High Quality' option.

Adjust to "High Quality"

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● ✕ ■

The Noun Project



Results for "computer"
26,263 icons 739 collections

Question Break
Coming Up!



THANK YOU

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Lyssa Wilson Becho

lyssa.becho@wmich.edu

@ly_wilson

