ONCE UPON A TIME,
There was an Institutional Researcher...

California Association of Institutional Researchers, CAIR 2019

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AGENDA

1. Why We Tell Stories
2. Delivery
3. Engagement
4. Data Visualizations and Storytelling
5. Storytelling and Decision-Making
6. Connecting with the Audience
7. Is My Story Working?
8. Structuring a Great Story
9. Questions?
WHY TELL STORIES?

“Those who tell the stories rule society.” PLATO
Voice

Gestures

Language
1. Volume - High or Low - Emphasis
2. Tone - Tempo and Pitch - Interest
3. Pause - Long or Short - Anticipation
“Our campus enrolls first generation students in greater percentages than all other AAU institutions in fact we enroll, 42%. We are an engine of social mobility. By five years after graduation those students go on to earn as much as their non-first generation counterparts, but we aren’t doing as much as we can for these students.

First-generation students are graduating at lower rates than their non-first generation counterparts.”
1. Open and Inviting - Leadership
2. Facial Expressions - Empathy
3. Duchenne Smile - Likeability
1. Familiar Examples - Rapport

2. Metaphors - Memorability

3. Authenticity - Trust
Eye Contact

- The Sweep
- The Float
- The Spot

Ask Questions

Use Names

And humor!
DATA VISUALIZATIONS & STORYTELLING
DATA VISUALIZATION

Each visualization is a page in the storybook.
TELLING STORIES USING VISUALIZATIONS

Situation  Complication  Question
Situation: Our campus enrolls greater percentages of first-generation freshmen than its AAU peers

Percentage of freshmen who are first-generation

<table>
<thead>
<tr>
<th></th>
<th>OUR CAMPUS</th>
<th>AAU PUBLIC</th>
<th>AAU PRIVATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>N = 9</td>
<td>N = 30</td>
<td>N = 25</td>
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<tr>
<td>Percentage</td>
<td>42%</td>
<td>27%</td>
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Source: Institutional Research and Academic Planning (2017) First-Generation Student Success at the University of California College, University of California Office of the President
Situation: By five years after graduation those students go on to earn as much as their non-first generation counterparts.
Complication: First-generation students are graduating at lower rates than their non-first generation counterparts

Four year freshmen graduation rates

Not First Generation

First Generation

11 pt. gap
48%
37%

14 pt. gap
74%
60%
QUESTION

• Would you support a one-time budget amount of $0.5m for a proof of concept to develop a First Generation Student Success program?

• Or, would you volunteer to mentor a first-generation student to make sure he or she doesn’t fall through the cracks?
“I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

**Maya Angelou**
I can tell a lot from an applicant’s storytelling skills. So tell me a story.

Last week, I broke into a morgue and took a selfie with a dead guy. But in my defense, I was super drunk.

I hired a new salesperson.
CAN STORIES AFFECT DECISIONS?

INTUITION

BIASES

GOOD STORIES

SHARE A STORY FOR 10 MINUTES TODAY
If you can tell me a story that connects with me, you can change my experience and affect my intuitions.

I rely on my intuition and experience when I make decisions. If I’ve done it before, that will be my go-to strategy.
COUNTERACTING BIASES

My biases tend to lead me astray. Can stories really address them?

I’m grateful for the stories I’ve heard. They really helped me to rethink my beliefs.
Data is great but help us remember by telling us good stories!

I know my data may be complex so I’ll give it you in story form.

Our goal is to turn data into stories and from stories, help you gather new insights.
CONNECTING WITH THE AUDIENCE

I HOPE YOU WON'T MIND MY PILLOW AND BLANKET AT YOUR PRESENTATION.

THE LAST TIME YOU PRESENTED, I LOST CONSCIOUSNESS AND BROKE MY NOSE ON THE TABLE.

WHATEVER HAPPENED TO GOOD MANNERS?
CONNECTING USING STORIES

1. Don’t forget the basics!

2. Make it visual.

3. Turn up the emotion.
IS MY STORY WORKING?

1. Blank stares
2. Questions, questions and more questions!
DEALING WITH BLANK STARES

Should I be concerned about the look on this guy’s face?

Maybe he’s just synthesizing the information I’m providing…

Should I keep going or quit while I’m ahead?

I think I’ll get louder, use more gestures and more animation…I know! I’ll smile more.
HANDLING QUESTIONS

I really don’t know the answer to her question. How do I respond without losing face?

That question is confusing. How do I prevent it from throwing my presentation off course?

That question is outside the realm of my research and presentation for today. How do I respond with grace?

I didn’t really understand her question. Is it okay for me to ask her to repeat it?
STRUCTURING A GREAT STORY

“Organization is what you do before you do it, so when you do it, it’s not all messed up.”

Winnie the Pooh
THE SPARKLINE STRUCTURE

HOPE

REALITY
"54 percent of first-time students left college without a degree because they couldn't afford to continue, compared to 45 percent of continuing-generation students."

QUESTIONS FOR YOU

• Would you support a one-time budget amount of $0.5m for a proof of concept to develop a First Generation Student Success program?

• Or, would you volunteer to mentor a first-generation student to make sure he or she doesn’t fall through the cracks?
“They may forget what you said, but they will never forget how you made them feel.”

Carl W. Buechner
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