CREATING EFFECTIVE ONE-PAGERS
A HANDS ON WORKSHOP

INTRODUCTIONS

EMMA Perk
LYSSA Wilson Becho
CREATING EFFECTIVE ONE-PAGERS
Emma Perk & Lyssa Wilson Becho

www.evalu-ate.org
WHAT?
is a one-page report

evalu-ate.org/resources/one-pagers
CREATING EFFECTIVE ONE-PAGERS
Emma Perk & Lyssa Wilson Becho

**ONE-PAGE REPORT**
- Single page
- Summarize key information
- Audience specific
- Engaging and accessible

**WHY?**
A one-page report
CREATING EFFECTIVE ONE-PAGERS
Emma Perk & Lyssa Wilson Becho

YOUR EVALUATION REPORT

FULL EVALUATION REPORT

ACCOMPANYING ONE-PAGE REPORT
HOW?

to create a one-page report
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

CREATING ONE-PAGE REPORTS WORKSHEET

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

CREATE AN INTENTIONAL VISUAL PATH

6. Pay attention to
drafting created by Emma Perk & Lyssa Wilson Becho

MAE 2018
10 STEPS to create a one-page report

1. Identify the audience
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

Good to provide project level info (basic background)

MAKE NOTE ON WORKSHEET!
10 STEPS to create a one-page report

1. Identify the audience
2. Identify the purpose

Original Purpose Statement:
Provide a visual executive summary.
To present an evaluative summary of what activities the project is doing and the strengths and achievements the project has made.

Purpose Statement Scope:
- Too Big
- Too Small
Identify the PURPOSE 2

Purpose Statement Scope:

Too Big | Too Small
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
Prioritize the information

DATA COLLECTED

THE OYSTER
Cole Knaflic
Storytelling with Data

Prioritize the information

MEANINGFUL DATA

THE OYSTER
Cole Knaflic
Storytelling with Data
Prioritize the INFORMATION 3

Providing Call Outs on Meaningful Data

THE OYSTER
Cole Knaflic
Storytelling with Data

Use One Pager to Report on Only Meaningful Data

THE OYSTER
Cole Knaflic
Storytelling with Data
Expanding Lifelong STEM Career Pathways in Sustainable Building Science Technology (SBST)

Executive Summary

SBST is meeting or exceeding its goals with respect to recruiting females. 4 will have students in Cohort 3 provided insight into the transformative experience of being a cohort group in the SBST program. The most perceived value. The feedback mechanism captured student impact in terms of lasting change and accomplishment. Articulation Agreements and 18 students in Cohort 2 articulated with six SBST students in the first three years. The persistence rate for the year 3 cohort in the BAS in Sustainable Building Science Technology is 68 percent of the target total - this is a stretch goal for the fourth year, but doable.

The Summer Institute cost extension will add another year to the year award from NSF ATE (DUE 1406320) in July 2014, with the grant ending on June 30, 2018.

Regarding veterans, there are two scheduled returnees to the ENH program in Sustainable Building Science Technology. This is more than triple the number of workers reached in Year Two.

The project reached 13 of 75 enrollment shortfall.

In Year Three, this outreach effort, and they would be prime candidates for AS degree students to attend the SSC BAS program. This is a stretch goal for the fourth year, but doable.

The persistence rate for the year 2 cohort in the BAS program in Sustainable Building Science Technology. This is more than triple the number of workers reached in Year Two.

The persistence rate for the year 1 cohort in the BAS in Sustainable Building Science Technology is 67% by the end of the first year, half of which were related to health/medical issues and military deployment. There are two scheduled returnees to the ENH program in Sustainable Building Science Technology. This is more than triple the number of workers reached in Year Two.

Nearly 75 current workers in the program had quit or threatened to quit the program. This is a stretch goal for the fourth year, but doable.

Veterans and Women: The persistence rate for the year 3 cohort in the BAS in Sustainable Building Science Technology is 68 percent of the target total - this is a stretch goal for the fourth year, but doable.

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The project anticipates that the target will be attained.

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EXECUTIVE SUMMARY

The Expanding Lifelong STEM Career Pathways in Sustainable Building Science Technology (SBST) Project received a three-year award from NSF ATE (DUE 1406320) in July 2014, with the grant ending on June 30, 2017. An no-cost extension will add another year to the grant, ending June 30, 2018.

South Seattle College in Seattle, WA is the SBST Project fiscal agent. 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 the Puget Sound Region and other ATE projects and centers. Additionally, SBST will provide a model for Baccalaureate 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 SBST students in the spring of 2017 to determine impact of the SBST program on their education and career goals, how the experience changed them 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 mechanism captured student impact in terms of lasting change and provided insight into the transformative experience of being a cohort group in the SBST program.

The project is behind in enrollments into the BAS program and on recruitment of veterans. In year three, there were 15 students in Cohort 1 (from Year One), 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 enrollees. 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 no-cost extension year.

There were significant recruiting efforts by project partners and staff to address the enrollment shortfall. In year three, the project reached 4,020 individuals, significant increase over the 1,393 individuals in Year Two. 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 state (and one in Oregon) for AS degree students to attend the SSC BAS program.

The persistence rate for the year 3 cohort in the BAS in Sustainable Building Science Technology dropped to 67% by the end of the first year, half of which were related to health/medical issues and military deployment. There are two scheduled returnees 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, SBST is meeting or exceeding expectations, and the project is making progress toward its goals.

PI Holly Moore, Co-PI and Director Ali Pugh and the SBST 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.
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Prioritize the 

**INFORMATION**

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

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### Prioritize the

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CREATING EFFECTIVE ONE-PAGERS
Emma Perk & Lyssa Wilson Becho

Prioritize the INFORMATION

1. Mission/project background
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Header

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

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
Choose a GRID 4

Choose a GRID 4

MISALIGNED
Choose a **GRID 4**

Choose a **GRID 4**
Choose a **GRID** 4

Prioritize the **INFORMATION**

1. Mission/project background
2. Enrollment goals
3. Quality of program
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Header
Footer
# Creating Effective One-Pagers

Emma Perk & Lyssa Wilson Becho

## Choose a Grid

![Diagram of grid categories: Header, Mission/Project Background, Enrollment Goals, Quality of Program, Utility of Program, Footer]

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
Draft the LAYOUT 5

Draft the LAYOUT 5
Draft the LAYOUT 5

[Image of a page layout with text and graphics]
10 STEPS to create a one-page report

1. Identify the audience
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6. Create an intentional visual path
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Tableau eye tracking study (2017)

Tableau eye tracking study (2017)
Create an intentional visual path

Size

Color

Ink density

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
2. Enrollment Goals
3. Quality of Program

4. Utility of Program

Header: College Name/Title
Footer: The Allison Group & Data Source
NSF Disclaimer
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Create an intentional
VISUAL PATH

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

MAE 2018
This report is based on findings from the Year 3 Evaluation Report prepared by The Allison Group. The report was created by South Seattle College and is available at www.southseattle.edu. Any questions or comments about the findings should be addressed to the authors and do not necessarily reflect the views of the National Science Foundation.

The project is supported by the National Science Foundation under Grant No. 1406320. 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.

The year-to-year funding for the project is as follows:

- Yr1: $862,080.00
- Yr2: ~$215,520/year
- Yr3: $862,080.00
- Yr4: ~$215,520/year

The timeframe for the project is 3 years, with a 1-year no-cost extension.

The funding was used to expand the Sustainability Buildings Science Technology (SBST) program, which is designed to be a pathway for career advancement through终生的STEM Career Pathways in Sustainable Building Science Technology.

The SBST program is a 3-year grant focused on sustainable building science, with the following goals:

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

The program is designed to serve students in a variety of STEM fields, including those in sustainability and renewable energy. The program is intended to be a pathway for career advancement through lifelong STEM education.

The program fosters collaboration with other programs, including the National Science Foundation (NSF) and other partners. The program is supported by the NSF under Grant No. 1406320, and 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 NSF.
10 STEPS to create a one-page report

1. Identify the audience
2. Identify the purpose
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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. Create an purposeful hierarchy
Use headings intentionally to help your readers navigate and identify the content.

<table>
<thead>
<tr>
<th>HEADING 1</th>
<th>14pt (bold)</th>
<th>Myriad Pro</th>
<th>Dk Gray (#404040)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEADING 2</td>
<td>10pt (bold)</td>
<td>Myriad ProL</td>
<td>CC Blue (#008FCS)</td>
</tr>
<tr>
<td>Body Text</td>
<td>10pt</td>
<td>Myriad Pro</td>
<td>Gray (#595959)</td>
</tr>
<tr>
<td>Graphs</td>
<td>9pt</td>
<td>Myriad Pro</td>
<td>Lt Gray (#595959)</td>
</tr>
</tbody>
</table>
Expanding Life-long STEM Career Pathways in Sustainable Building Science Technology

BACKGROUND
Expanding Life-long STEM Career Pathways in Sustainable Building Science Technology (SBST) is a project whose mission is to expand advanced technical education by developing a Baccalaureate of Applied Science in Sustainable Building Science. The project involves the development of a new program of study, the offering of the new program to students, the development of resources and support materials for the new program, and the evaluation of the impact of the new program on student outcomes.

ENROLLMENT GOALS
- 2014-2018 (3 year grant, with 1 year no-cost extension)

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.

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:
- COMMUNICATION
- TECHNICAL SKILLS
- TEAMWORK

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

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6. Create an intentional visual path
7. Create a purposeful hierarchy
8. Use white space
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. The project is supported by the National Science Foundation's Advanced Technological Education program and 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.

TIMEFRAME: 2014 - 2018 (3 year grant, with 1 year no cost extension)
AWARD AMOUNT: $862,080.00 ~ $215,520/year
FUNDER: National Science Foundation Advanced Technological 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.

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Build skills in building management operations.
The quality of the teachers.
Interactions with faculty and staff.
Learn about real world applications.
This report is based on findings from the Year 3 Evaluation Report prepared by The Allison Group. The report was created by Terryll Bailey at tbailey@theallisongroup.com. Any questions about the findings should be addressed to this contact.

QUALITY 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: Learn about real world applications, Build skills in sustainable building science, and Interactions with faculty and staff.

The quality of the teachers was rated with a good rating of 3.38.

ENROLLMENT GOALS

FEMALE STUDENTS ENROLLED

SBST: 51

STEM: 75

Technology: 9

Advanced: 4

Career: 9

Pathways: 9

MALE STUDENTS ENROLLED

SBST: 4

STEM: 5

Technology: 3

Advanced: 3

Career: 4

Pathways: 3

MOBILE STUDENTS ENROLLED

SBST: 15

STEM: 33

Technology: 4

Advanced: 9

Career: 4

Pathways: 4

TOTAL STUDENTS ENROLLED

SBST: 61

STEM: 87

Technology: 13

Advanced: 16

Career: 17

Pathways: 16

SBST Goal: 55

STEM Goal: 75

Technology Goal: 15

Advanced Goal: 15

Career Goal: 17

Pathways Goal: 15

ENROLLMENT SUMMARY

AWARD AMOUNT: ~$215,520/year

TIMEFRAME:

- Yr1: 2014-2016
- Yr2: 2016-2018
- Yr3: 2018-2020

FUNDERS:

- National Science Foundation’s Advanced Technological Education Evaluation Support Center for Education (NSF# 1600992) as an example
- Seattle Community College
- Puget Sound Regional Education Agency

Strengths and Weaknesses

Strengths:

- A model of technical education that prepares students for professional excellence in STEM fields.
- Room for improvement:
  - Online modules can be improved with better instruction and troubleshooting.
  - Further development of online modules.
  - Project collaboration can lead to additional student interest.

Areas to rate on a 4 point scale. The lowest rated areas were online modules which need improvement.

BACKGROUND

The project started in 2014.

- The project is a 3 year grant, with 1 year no cost extension.
- The total project cost is $862,080.00.

References:

- Seattle Community College
- Puget Sound Regional Education Agency
- National Science Foundation (NSF# 1600992) as an example

Use white space 8
Students were presented with 20 features of the program and were asked to rate their usefulness in preparing them to be successful. The lowest rated areas were online experience and the troubleshooting process, but both areas were still rated with a good rating of 3.38. The quality of the teachers, the operation of the program, and Interactions with faculty and staff are still rated with a good rating of 3.85. The authors and do not necessarily reflect the views of the National Science Foundation. This project is supported by the National Science Foundation under Grant No. 1406320.
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. Get feedback

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). 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.

TIMEFRAME:

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

AWARD AMOUNT:

$862,080.00 ~ $215,520/year

FUNDER:

National Science Foundation
Advanced Technological Education 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.

3.92
3.85
3.85
3.77
3.77

1 2 3 4
Poor Fair Good Excellent

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:

COMMUNICATION
TECHNICAL SKILLS
TEAMWORK

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

This report is based on findings from the Year 3 Evaluation Report prepared by The Allison Group. This one page report was created by EvaluATE (NSF# 1600992) as an example one page report. Any questions about the findings should be addressed to Terryll Bailey at tbailey@theallisongroup.com.
BACKGROUND

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

ENROLLMENT GOALS

QUALITY OF THE PROGRAM

UTILITY 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.

FEMALE STUDENTS ENROLLED

TOTAL STUDENTS ENROLLED

VETERAN STUDENTS ENROLLED

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:

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CREATING EFFECTIVE ONE-PAGERS
Emma Perk & Lyssa Wilson Becho

Get FEEDBACK

“Terryll’s Review

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

10 STEPS to create a one-page report

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10. Triple check consistency
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**TIMEFRAME:** 2014 - 2018 (3 year grant +1 - year no - cost extension)

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

**FUNDER:** National Science Foundation Advanced Technological Program

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**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:**

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

**QUALITY OF THE PROGRAM**

Students were asked about the quality of the program, and 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 had still a rating of good at, 3.38.

**BUILDING SKILLS IN SUSTAINABLE BUILDING SCIENCE.**

**BUILDING SKILLS IN BUILDING MANAGEMENT OPERATIONS.**

**THE QUALITY OF THE TEACHERS.**

**INTERACTIONS WITH FACULTY AND STAFF.**

**LEARN ABOUT REAL WORLD APPLICATIONS.**

Including establishing rapport with teammates and industry; and listening to ideas of others.

**INCLUDING BUILDING SCIENCE, SYSTEMS AND COMPONENTS; ENERGY ANALYSIS AND AUDITING.**

**INCLUDING ACCEPTING FEEDBACK AND CONSTRUCTIVE CRITICISM; PRESENTATIONS AND COMMUNICATION.**

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**Evaluation Summary | 2018**

**BACKGROUND**

**ENROLLMENT GOALS**

**UTILITY OF THE PROGRAM**

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This report is based on findings from the Year 3 Evaluation Report prepared by The Allison Group. This one page report was created by EvaluATE (NSF# 1600992) as an example one page report. Any questions about the findings should be addressed to Terryll Bailey at tbailey@theallisongroup.com.

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[Image of evaluation summary report]

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**Triple check CONSISTENCY 10**

- **Quantum**
- **Alignment**
- **Size**
- **Colors**

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**Fonts**

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**Alignment**

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**Size**

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**Colors**

---

**Creating Effective One-Pagers**

Emma Perk & Lyssa Wilson Becho
**Crea ting Effective One-Pagers**

Emma Perk & Lyssa Wilson Becho

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**TIPS & TRICKS**

for succeeding on your own

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MAE 2018
SOFTWARE
what do we use?

Microsoft PowerPoint
Create report in PowerPoint
Create multiple "drafts" in one file

Right click slide

Duplicate slide for new draft
“Duplicate Slide” for new draft

Create multiple “drafts” in one file
Use Excel for charts and graphs

SLIDE SIZE
changing your slide size
Select the “Design” tab

Select “Slide Size” icon
Select “Custom Slide Size…”

A new window will open
Change the slide size to 7.5” x 10”

RULERS & GUIDES
how to make them visible
Click on the “View” tab

Check the box next to “Ruler”
Check the box next to “Guides”

ALIGN OBJECTS

how to make them visible
First select the items you want to align

Click on the "Format" Tab
Then click on the “Arrange” Icon

Click “Align,” then “Align Middle”
Another great feature

"Distribute Horizontally"
“Distribute Horizontally”

SAVING TO A PDF

how do I save this
CREATING EFFECTIVE ONE-PAGERS
Emma Perk & Lyssa Wilson Becho

Go to "Print" menu

Select "Print to PDF"
Creating Effective One-Pagers

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Adjust to “High Quality”
ICONS
where do you find them?

Icons for everything
Search for anything

The Noun Project

Over 1 Million icons, royalty-free
Get icons in your workflow
change colors to get
the perfect hue

Question Break
Coming Up!
Creating Effective One-Pagers
Emma Perk & Lyssa Wilson Becho

The Noun Project

Question Break
Coming Up!

Thank You
Emma Perk
emma.perk@wmich.edu
@emperky

Lyssa Wilson Becho
lyssa.becho@wmich.edu
@ly_wilson

MAE 2018

63