

Strategies For Surprises

Managing Large Data Requests in a Condensed Time Frame



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Introduction

- Enrollment Retreat Overview
- Past vs. Present
- Process Cycles
- Strategies
- Visualization

Enrollment Retreat

Purpose

Past Goals

- Assess where the institution is
- Set the 5-yr forecasted enrollment numbers

Present Goals

- All of the above
- Set a vision for the next 5-10 years
- “How to get there”

Audience

- Upper Level Administration



Past and Present

PAST

1 retreat

Late Spring:
March

Scope/Expectations:

- Setting enrollment numbers – focus on 1 to 2 years out



PRESENT

3+ retreats

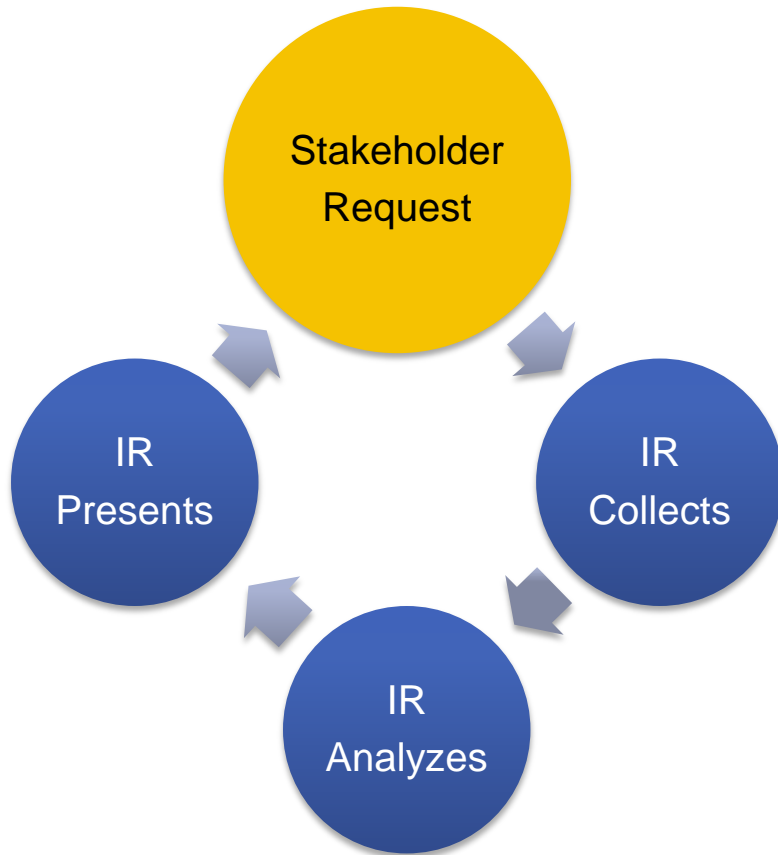
Throughout Spring:
January, March & April

Scope/Expectations:

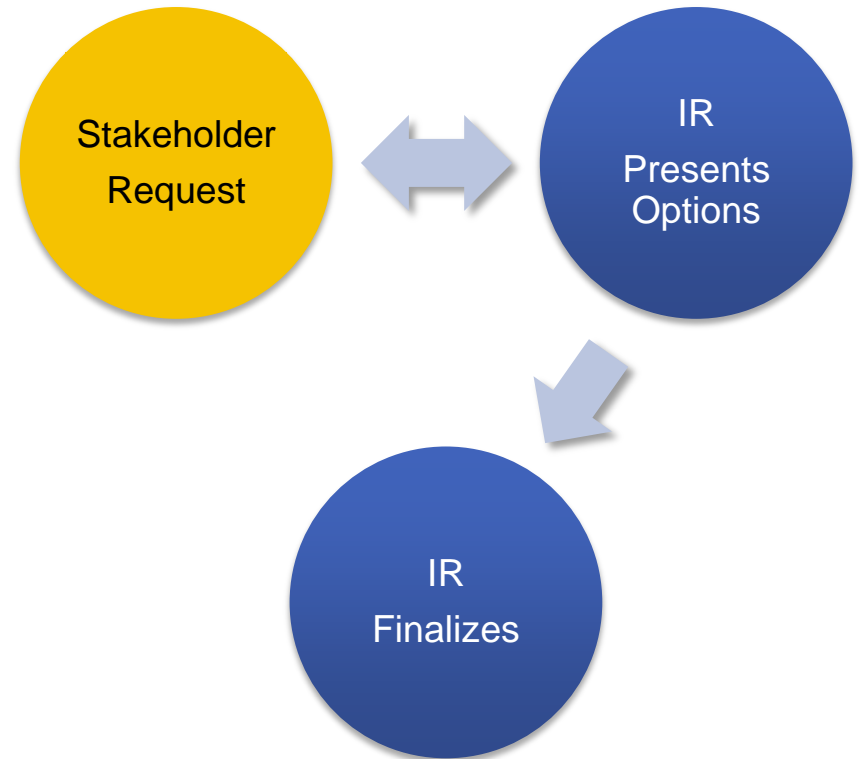
- Analyzing past & future
- Revising UCF strategic goals
- Focus on 5 years

Process Cycle

PHASE I: Data Exploration



PHASE II: Data Visualization



Strategies

- Meetings with Stakeholders
- Daily Progress Sessions
- Atomic Data with Pivot Tables
- Trend Indicators and Sparklines
- Shared Drive
- Constant Communication

Strategies: Meetings with Stakeholders

Data analysts were included in meetings with stakeholders to interpret the data as questions arose.

- Provided insight into stakeholder thought processes & motivation behind requests
- Refined data requests
- Sped up entire process



Strategies: Atomic Data with Pivot Tables

Stakeholders were provided with atomic data and pivot tables, enabling them to manipulate the analysis variables.

- Stakeholders were able to conduct their own data analysis
- Promoted higher level discussion
- Allowed stakeholders to ask more focused questions

7				
8	Enrollment	Column Labels		
9	Row Labels	2005-2006	2009-2010	2010-2011
10	College of Arts & Humanities	66,808	73,781	76,206
11	Graduate			
12	Live	1,469	1,722	1,655
13	Online	206	432	488
14	Blended	101	181	230
15	Lower Undergraduate			
16	Live	39,715	40,530	37,635
17	Online	1,714	3,447	6,305
18	Blended	1,025	1,102	1,654
19	Upper Undergraduate			
20	Live	17,923	18,343	19,189
21	Online	3,442	6,299	7,382
22	Blended	1,213	1,725	1,668
23	College of Business Adm	62,727	63,777	65,591
24	Graduate			
25	Live	5,620	5,282	5,452
26	Online	147		
27	Blended	457		61
28	Lower Undergraduate			
29	Live	9,846	12,141	5,679
30	Online	211	191	5,798
31	Blended	2,569		
32	Upper Undergraduate			
33	Live	41,201	36,194	25,740
34	Online	2,187	9,739	21,858

Strategies: Trend Indicators and Sparklines

Adding trend indicators and sparklines to data provided helped expedite the identification of trends.

- Helped illustrate a clearer picture of the data
- Provided a quick look at growth patterns and trends
- Easy to understand, accessible to all technological skill levels

Fall Headcount %									
	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014		2009 to 2014	
								Difference of %	
UGRD									
FTIC									
Florida	52.52%	50.02%	47.74%	46.06%	45.56%	45.17%		▼ -7.35%	-4.85%
Non-Florida	2.02%	1.87%	1.87%	1.83%	1.82%	1.91%		▼ -0.12%	0.04%
FCS Transfer									
Florida	40.75%	43.69%	46.05%	47.93%	48.35%	47.41%		▲ 6.66%	3.72%
Non-Florida	0.52%	0.56%	0.54%	0.62%	0.64%	0.76%		▲ 0.24%	0.20%
Other Transfer									
Florida	3.63%	3.33%	3.14%	2.91%	2.86%	3.79%		▲ 0.16%	0.46%
Non-Florida	0.55%	0.54%	0.66%	0.65%	0.76%	0.96%		▲ 0.41%	0.42%
UGRD Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%			

Strategies: Trend Indicators and Sparklines

Career	Undergraduate ▾			
Fall Headcount	Term ▾			
Discipline by 2 Digit CIP	Fall 2013	Fall 2014	Difference	
Architecture and Environmental Design	118	126	8	
Area, Ethnic, Cultural, Gender, and Group Studies	6	7	1	
Business Management and Administrative Services	10392	10553	161	
Communications	1999	2022	23	
Computer and Information Sciences	1861	2066	205	
Education	3947	3938	-9	
Engineering	5020	5369	349	
Foreign Languages and Literatures	85	82	-3	
Health Professions and Related Programs	7437	7969	532	
History, General	425	412	-13	
Homeland Security, Law Enforcement, Firefighting and Related	1620	1642	22	
Law and Legal Studies	751	702	-49	
Letters	805	885	80	
Liberal/General Studies	939	941	2	
Life Sciences	4294	4205	-89	
Mathematics	255	329	74	
Multi/Interdisciplinary Studies	1951	1941	-10	
Philosophy and Religion	100	125	25	
Physical Sciences	469	453	-16	
Psychology	3624	3561	-63	
Public Administration and Services	618	586	-32	
Social Sciences	1778	1690	-88	
Visual and Performing Arts	2804	2935	131	
Grand Total	51298	52539	1241	

Strategies: Trend Indicators and Sparklines

Percent Change by College: Fall 2010 to Fall 2014					
	Master's/Specialist		Doctoral		
	% Change	Difference	% Change	Difference	
College of Arts & Humanities	↓ -10.83%	-51	↗ 0.00%	0	
College of Business Adm	↓ -20.98%	-179	↓ -6.67%	-3	
College of Educ & Human Perfr	↓ -8.66%	-120	↗ 2.43%	8	
College of Engr & Comp Sci	↓ -11.15%	-89	↑ 24.22%	117	
College of Health & Public Aff	↓ -5.07%	-73	↑ 10.75%	20	
College of Medicine	↗ 0.00%	0	↑ 100.00%	7	
College of Nursing	↓ -51.06%	-192	↑ 6.42%	7	
College of Optics & Photonics	↑ 5.00%	1	↓ -20.69%	-24	
College of Sciences	↓ -8.79%	-35	↑ 7.44%	29	
Rosen College Hospitality Mgm	↓ -22.35%	-19	N/A	N/A	
College of Graduate Studies	↓ -5.88%	-3	↓ -33.01%	-34	
Total	↓ -12.83%	-760	↑ 8.74%	158	

Trend indicators:

- ↑ ≥ 5%
- ↗ 5% - 0%
- ↘ 0% - -5%
- ↓ < -5%

Strategies: Shared Drive

A shared drive was created allowing stakeholders to collaborate on document revisions and instantly share those revisions with the group.

- No need to send large files through email
- Everyone with access to the shared drive could edit the files
- Most current file versions were always in the same location
- Secure

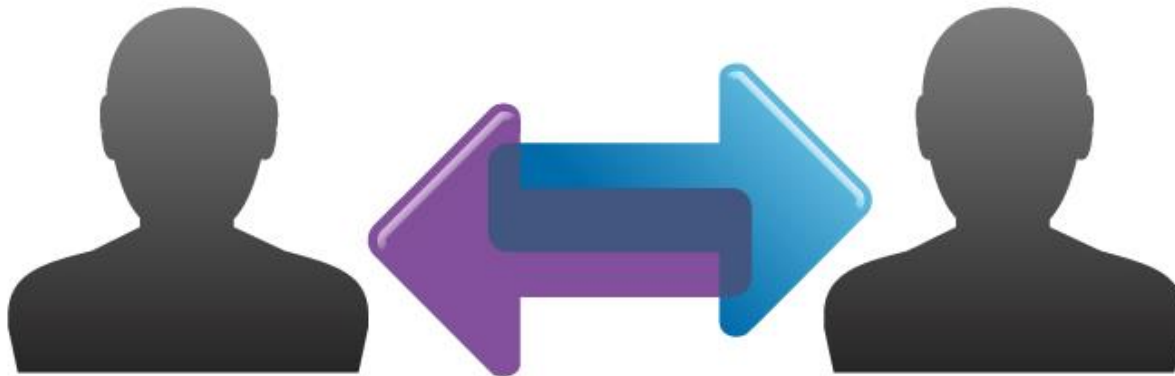
Shared Drive Alternative:
Collaboration software



Strategies: Constant Communication

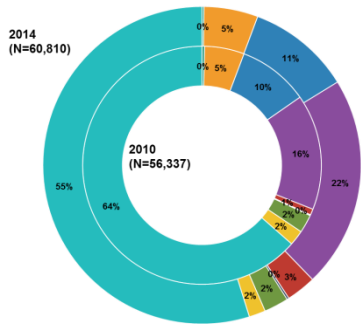
A constant flow of communication was maintained between stakeholders and the IR team.

- Everyone was on the same page
- Information requests did not get lost
- Schedules and timelines were understood



Visualizations

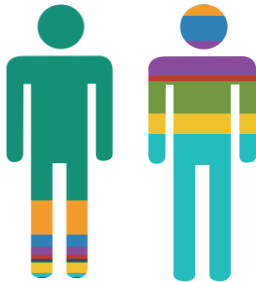
Stakeholders requested non-traditional visualizations



Double Doughnut



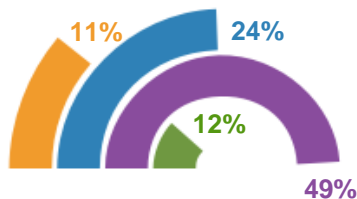
Microsoft Excel



Sock/Sweater Guy



Piktochart



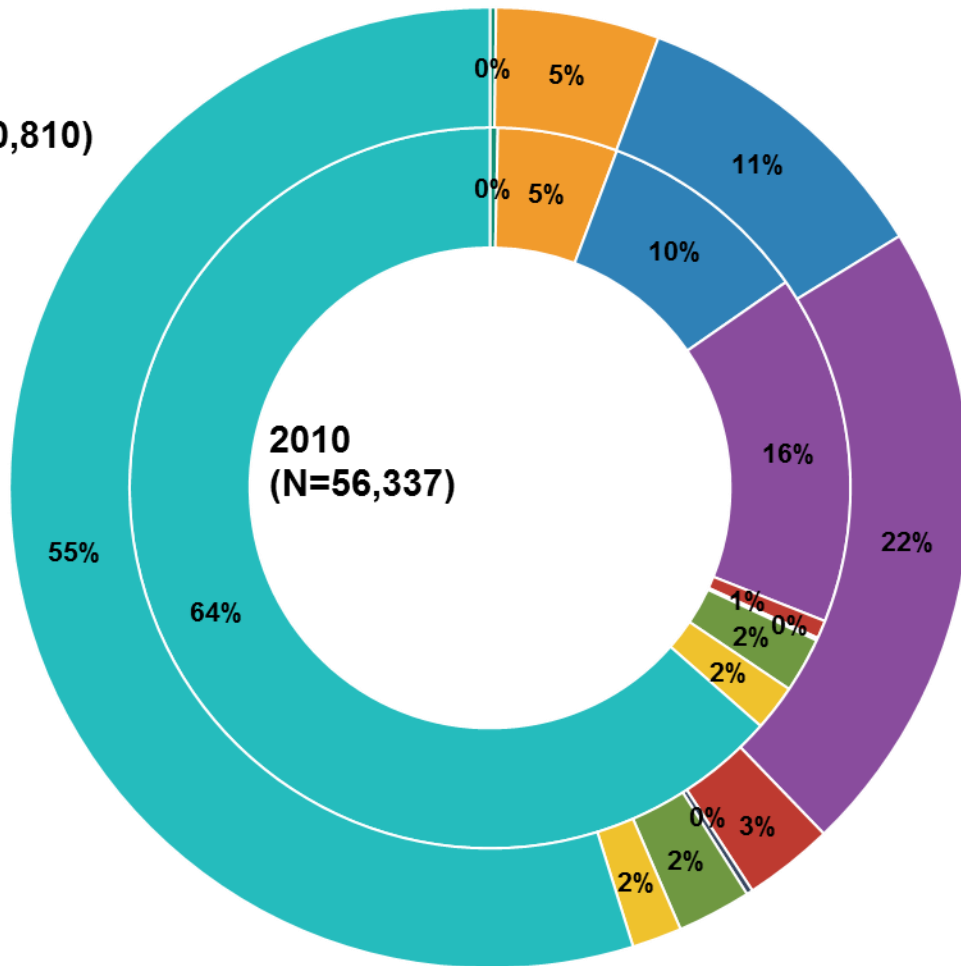
Drunken Bar Chart



Piktochart

Double Doughnut Sample

2014
(N=60,810)



2010
(N=56,337)

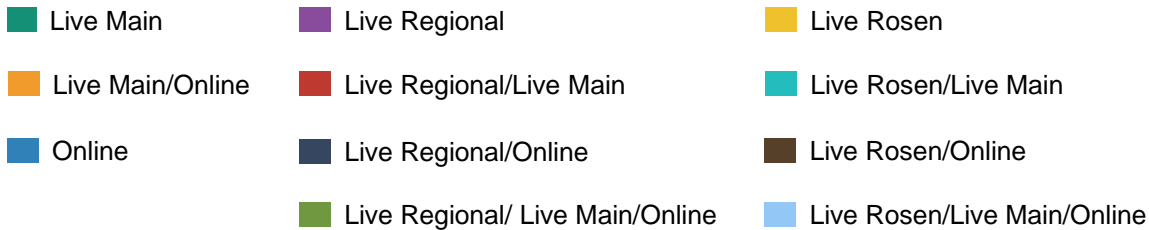
UCF Race-Ethnicity	2010	2014
American Indian/Alaska Native	195	121
Asian	3,032	3,343
Black/African American	5,406	6,400
Hispanic/Latino	8,847	13,113
Multi-racial	456	1,841
Native Hawaiian/Other Pacific Islander	67	129
Non-resident Alien	1,392	1,515
Not Specified	1,163	1,019
White	35,779	33,329

Sock Guy Sample

Fall 2005

Fall 2010

Fall 2014

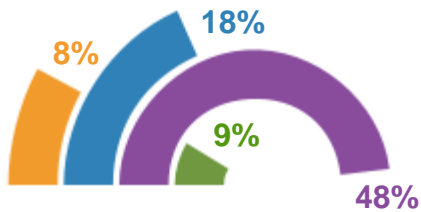


	Fall 2005	Fall 2010	Fall 2014
Live Main	32,192	27,733	27,111
Live Main/Online	5,744	16,049	18,871
Online	1,928	5,449	7,157
Live Regional	1,272	1,268	1,035
Live Regional/Live Main	626	815	632
Live Regional/Online	526	1,654	1,467
Live Regional/Live Main/Online	188	764	586
Live Rosen	1,613	731	593
Live Rosen/Live Main	734	685	553
Live Rosen/Online	143	265	445
Live Rosen/Live Main/Online	111	812	964
Totals	45,077	56,225	59,414

Drunken Bar Chart Sample

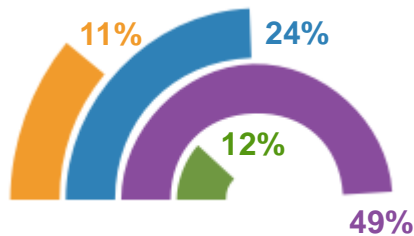
Ethnicity Percent Increase Fall 2010 to Fall 2014

Total UCF



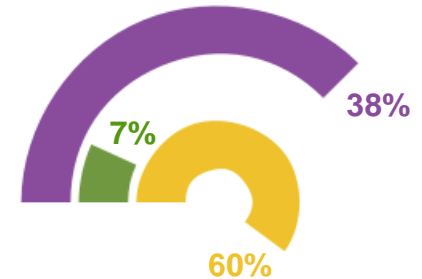
- Asian (8%)
- Black/African American (18%)
- Hispanic/Latino (48%)
- Non-resident Alien (9%)

Undergraduate



- Asian (11%)
- Black/African American (24%)
- Hispanic/Latino (49%)
- Non-resident Alien (12%)

Graduate



- Hispanic/Latino (38%)
- Non-resident Alien (7%)
- Not Specified (60%)

Note: Multi-racial and Native Hawaiian/ Other Pacific Islander not included because they were introduced in 2010

Questions?

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