Strategies For Surprises
Managing Large Data Requests in a Condensed Time Frame

Presented by: Andre Watts, Lisa Sklar, Danae Barulich
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

- Stakeholder Request
- IR Collects
- IR Analyzes
- IR Presents

PHASE II: Data Visualization

- Stakeholder Request
- IR Presents Options
- IR Finalizes
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
The IR team conducted daily brainstorming and progress sessions.

- Designated a time to collaboratively discuss and understand data requests and possible obstacles
- Delegated tasks
- Helped keep team on schedule
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
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
## Strategies: Trend Indicators and Sparklines

<table>
<thead>
<tr>
<th>Career</th>
<th>Undergraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Headcount Discipline by 2 Digit CIP</td>
<td>Term</td>
</tr>
<tr>
<td>Architecture and Environmental Design</td>
<td></td>
</tr>
<tr>
<td>Area, Ethnic, Cultural, Gender, and Group Studies</td>
<td></td>
</tr>
<tr>
<td>Business Management and Administrative Services</td>
<td></td>
</tr>
<tr>
<td>Communications</td>
<td></td>
</tr>
<tr>
<td>Computer and Information Sciences</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td></td>
</tr>
<tr>
<td>Foreign Languages and Literatures</td>
<td></td>
</tr>
<tr>
<td>Health Professions and Related Programs</td>
<td></td>
</tr>
<tr>
<td>History, General</td>
<td></td>
</tr>
<tr>
<td>Homeland Security, Law Enforcement, Firefighting and Related</td>
<td></td>
</tr>
<tr>
<td>Law and Legal Studies</td>
<td></td>
</tr>
<tr>
<td>Letters</td>
<td></td>
</tr>
<tr>
<td>Liberal/General Studies</td>
<td></td>
</tr>
<tr>
<td>Life Sciences</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Multi/Interdisciplinary Studies</td>
<td></td>
</tr>
<tr>
<td>Philosophy and Religion</td>
<td></td>
</tr>
<tr>
<td>Physical Sciences</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td>Public Administration and Services</td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td></td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td></td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Percent Change by College: Fall 2010 to Fall 2014

<table>
<thead>
<tr>
<th>College</th>
<th>Master's/Specialist</th>
<th>Doctoral</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% Change</td>
<td>Difference</td>
</tr>
<tr>
<td>College of Arts &amp; Humanities</td>
<td>-10.83%</td>
<td>-51</td>
</tr>
<tr>
<td>College of Business Adm</td>
<td>-20.98%</td>
<td>-179</td>
</tr>
<tr>
<td>College of Educ &amp; Human Perftr</td>
<td>-8.66%</td>
<td>-120</td>
</tr>
<tr>
<td>College of Engr &amp; Comp Sci</td>
<td>-11.15%</td>
<td>-89</td>
</tr>
<tr>
<td>College of Health &amp; Public Aff</td>
<td>-5.07%</td>
<td>-73</td>
</tr>
<tr>
<td>College of Medicine</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>College of Nursing</td>
<td>-51.06%</td>
<td>-192</td>
</tr>
<tr>
<td>College of Optics &amp; Photonics</td>
<td>5.00%</td>
<td>1</td>
</tr>
<tr>
<td>College of Sciences</td>
<td>-8.79%</td>
<td>-35</td>
</tr>
<tr>
<td>Rosen College Hospitality Mgm</td>
<td>-22.35%</td>
<td>-19</td>
</tr>
<tr>
<td>College of Graduate Studies</td>
<td>-5.88%</td>
<td>-3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>-12.83%</strong></td>
<td><strong>-760</strong></td>
</tr>
</tbody>
</table>

#### Trend indicators:
- **↑** >= 5%
- **↑↑** 5% - 0%
- **↑↑↑** 0% - 5%
- **↓↓** < -5%
- **↓↓↓** -5% - 0%
- **↓↓↓↓** -5%
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

Sock/Sweater Guy

Drunken Bar Chart
Double Doughnut Sample

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

Enrollment Update, January 2015
<table>
<thead>
<tr>
<th></th>
<th>Fall 2005</th>
<th>Fall 2010</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Live Main</td>
<td>32,192</td>
<td>27,733</td>
<td>27,111</td>
</tr>
<tr>
<td>Live Main/Online</td>
<td>5,744</td>
<td>16,049</td>
<td>18,871</td>
</tr>
<tr>
<td>Online</td>
<td>1,928</td>
<td>5,449</td>
<td>7,157</td>
</tr>
<tr>
<td>Live Regional</td>
<td>1,272</td>
<td>1,268</td>
<td>1,035</td>
</tr>
<tr>
<td>Live Regional/Live Main</td>
<td>626</td>
<td>815</td>
<td>632</td>
</tr>
<tr>
<td>Live Regional/Online</td>
<td>526</td>
<td>1,654</td>
<td>1,467</td>
</tr>
<tr>
<td>Live Regional/Live Main/Online</td>
<td>188</td>
<td>764</td>
<td>586</td>
</tr>
<tr>
<td>Live Rosen</td>
<td>1,613</td>
<td>731</td>
<td>593</td>
</tr>
<tr>
<td>Live Rosen/Live Main</td>
<td>734</td>
<td>685</td>
<td>553</td>
</tr>
<tr>
<td>Live Rosen/Online</td>
<td>143</td>
<td>265</td>
<td>445</td>
</tr>
<tr>
<td>Live Rosen/Live Main/Online</td>
<td>111</td>
<td>812</td>
<td>964</td>
</tr>
<tr>
<td>Totals</td>
<td>45,077</td>
<td>56,225</td>
<td>59,414</td>
</tr>
</tbody>
</table>
Enrollment Update, January 2015

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

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