Changing the Way a Campus Consumes Information

THE STORY OF THE INSTITUTIONAL RESEARCH TEAM AT
THE UNIVERSITY OF THE INCARNATE WORD
ASSOCIATION FOR INSTITUTIONAL RESEARCH ANNUAL FORUM 2015
Today’s presentation can be found at: [http://uiw.edu/ir/presentations.html](http://uiw.edu/ir/presentations.html)

Robin Logan
Director of Institutional Research
University of the Incarnate Word, San Antonio TX
University of the Incarnate Word

Hispanic-serving Catholic institution in San Antonio, Texas

Fall 2014 enrollment = 8,745
Main Campus, UIW Online, ADCAP and global locations

+International campus in Mexico City, Mexico; Study Abroad Center in Heidelberg, Germany

Offer undergraduate, graduate masters, doctoral research and doctoral professional degrees

*Pharmacy, Optometry, Physical Therapy, Nursing Practice, and adding Osteopathic Medicine

Degrees Conferred 2013-14 = 1,865
University of Louisiana at Monroe, University Planning and Analysis

• Lots of manual processes

• Collection of historical files

• Saw a demo of Tableau 2.0 (pre-dashboards) at SAIR in Arlington VA

2006

“There has to be an easier way...”

-- me
“Robin, we are so glad you are here. Can you tell me how many majors I have?”

University of the Incarnate Word, Institutional Research

2 full-time staff members

• Inherited manual processes
• Limited historical files
• Immediately purchased Tableau Professional
What we all have

• A lot of data from varying sources

• Diverse business processes

• Constant requests for our time and our data

  • Both internally and externally

• An unyielding demand for current, accurate and complete information

• AND... *constantly changing questions*
What we all need

- **Analysis** of university data
  - Federal, state and internal reporting

- **Consistent answers**
  - Clean data
  - Reliable and documented definitions

- **Systematic** and nimble reporting **processes**

- **Conversations** with consumers of information
What most of us *actually* have

- Limited staff and time
- Limited funding
- Decent computer skills
- Support for improving our processes
- *A rough idea where we want to go*
2 full-time staff members and a graduate assistant

• 25 Server licenses (aka DASH)

• Degrees Conferred, Census Reports, NSSE/FSSE Results

• Expanded historical files for Daily and Census processes

2010

"Robin, we have all of this information from (____). Can you tell us what it means?"
3 full-time staff members and a graduate assistant

• 75 Server licenses

• Discovered the MSExcel add-in for data reshaping

• Started using Tableau Public on our website

• Business faculty member Earl Harmsen coined “DASHify”

2011

“Robin, when/how can I get access to DASH?”
2012

“Robin, can you give me the details about (___)? I want to see the file, too.”

5 full-time staff members and two graduate assistants

• 87 Server licenses

• Added historical files for FTIC Retention and Grade Distribution

• Assumed the reporting formerly completed by Noel-Levitz
2013

“Robin, we need more options in the reports about (____). Can we do that in DASH?”

- 5 full-time staff members and two graduate assistant

- 137 Server licenses

- Added RapidInsight

- DASHify sessions for program chairs working on 5-year program reviews

- More use of parameters
2014

“Robin, we need to look at projections and other hot-button items. Can we do that in DASH?”

5 full-time staff members and a graduate assistant

• 137 Server licenses

• 165 Active workbooks on Server

• Planning for expansion of licenses

• Re-evaluate stability of data files
2015

“Robin, how do we allow more program chairs to have access to DASH?”

5 full-time staff members and a graduate assistant

• Core Server licenses

• 181 active users on DASH

• 173 Active workbooks on Server

• Moving toward version 9 upgrade
What we did

• Construct and improve underlying data structures

• Find the low effort / high impact reports

• Start with a sketch and include data structure, usability and communication

• Find a superuser – someone not afraid to provide constructive comments

• Plan the future – gather ideas and samples

• Communicate and revisit your repository
### Our Historical File Structure

*One row – per student – per term – per …*

<table>
<thead>
<tr>
<th>Table</th>
<th>Fall 11</th>
<th>Spring 12</th>
<th>Summer 12</th>
<th>Fall 13</th>
<th>Spring 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Census_Enroll</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Census_Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily_Enroll</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Think:** *One row* ... per student ... per ____ ... per ____
- Census_Enroll  | per student | per term  | per course |
- Census_Courses | per student | per term  | per day    |
- Daily_Enroll   | per student | per term  | per day    |

![Diagram showing file structure with 'append new' label]
Our Historical File Structure

Inserting additional rows on the bottom – and – adding information to existing rows
What we did

• Construct and improve underlying data structures

• Find the low effort / high impact reports

• Start with a sketch and include data structure, usability and communication

• Find a superuser – someone not afraid to provide constructive comments

• Plan the future – gather ideas and samples

• Communicate and revisit your repository
Degrees Conferred

Typically a cleaner data set because of the required vetting process involved with awarding degrees.
What we did

• Construct and improve underlying data structures

• Find the low effort / high impact reports

• Start with a sketch and include data structure, usability and communication

• Find a superuser – someone not afraid to provide constructive comments

• Plan the future – gather ideas and samples

• Communicate and revisit your repository
Degrees Conferred

What interactivity do the users need? ... want? ... expect?
Degrees Conferred

What interactivity do the users need? ... want? ... expect?
And speaking of underlying data structures ...

We had a new question:

“What is our daily FTIC retention rate?”

Which means we had to combine DAILY_ENROLL and RETENTION_FTIC to calculate the FTIC retention rate every morning.
We knew that we...

1. did not want to create another table.

2. needed an efficient query behind the report.

3. did not want or need multiple dashboards – so, we needed a filter.

The data structure for Tableau dashboard design
“Maybe something that shows...”
Actual sketch

“No, wait...
Something like this...”
Actual sketch

“Oh, hang on…
It might be better like this...”
We had a decision to make in conditioning the data for use in Tableau

Do we transpose the data?

Do we reshape the data?

Transposed FTIC

<table>
<thead>
<tr>
<th>time</th>
<th>F2</th>
<th>F3</th>
<th>F4</th>
<th>F5</th>
<th>F6</th>
<th>F7</th>
</tr>
</thead>
<tbody>
<tr>
<td>cohort</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Not the data structure that we need for this report.

Reshaped FTIC

<table>
<thead>
<tr>
<th>time</th>
<th>Multiple rows per student</th>
</tr>
</thead>
<tbody>
<tr>
<td>cohort</td>
<td>F2</td>
</tr>
<tr>
<td>1</td>
<td>2 cohort</td>
</tr>
<tr>
<td>1</td>
<td>2 cohort</td>
</tr>
<tr>
<td>2</td>
<td>2 cohort</td>
</tr>
</tbody>
</table>
Or something else?

To accommodate later terms, we need

- Time
- AND people
- AND multiple elements
And this is what we call DASHify
What we did

• Construct and improve underlying data structures

• Find the low effort / high impact reports

• Start with a sketch and include data structure, usability and communication

• Find a superuser – someone not afraid to provide constructive comments

• Plan the future – gather ideas and samples

• Communicate and revisit your repository
“Very often, I can now pull up DASH to answer a question, or include a current, reliable number in an email or report...where that same query used to take anywhere from days to weeks to retrieve.”

Dr. Glenn James
Associate Provost for Assessment

1st superuser who would bring up DASH on cellphone/laptop during meetings.
Ms. Sandy McMakin
Dean of Student Success

Another superuser who insisted on particular functionality being present.

“Before DASH....we used spreadsheets from data that we all kept on our own computers or we ‘pulled’ static reports from Banner. Various offices had different numbers to answer the same questions.

We spent more time chasing the data than using the data for decision making.”
Concerns with DASH...

"The data can be overwhelming. Sometimes you feel you have so much data, you do not know where to start.

You have to decide how and when to use it.

Also, as one faculty member commented, ‘I just want to know the answer…..I don’t have time to go through all of these reports.’"

Ms. Sandy McMakin
Dean of Student Success

And we love her honest feedback
In short....

The use of "DASH" and Tableau have taken UIW from the use of dusty old "stone tablets" to an era of enhanced and enlightening "Tableau DASHboards".

Mr. Earl Harmsen
Faculty member
Assessment Committee

Coined DASHify
What we did

• Construct and improve underlying data structures

• Find the low effort / high impact reports

• Start with a sketch and include data structure, usability and communication

• Find a superuser – someone not afraid to provide constructive comments

• Plan the future – gather ideas and samples

• Communicate and revisit your repository
Peer Analysis: Degrees Conferred

This workbook is a peer analysis of institutions in the IPEDS database (not including outlier areas such as Puerto Rico, Virgin Islands, Guam, etc.). It includes total number of degrees conferred as well as total degrees conferred for the program group. This view also shows the total number of degrees awarded to Hispanic students as well as the percent that these degrees are of the institutions' total. There is a map in this view that visually indicates the location of these institutions with a map overlay of the concentrations of Hispanic/Latino populations as identified to the U.S. Census.

The filters on the right help users manage through this data. Please note that starred (*) filters are relevant filters, meaning that only values that are representative of the chosen data filter will display and values that are not representative of the chosen data filter will not display. If you open one of these filters and are expecting to see a value but don't, this is the most likely cause. Try changing or resetting the other filters to see a different set of results. If after accessing your filter options you feel that there are peer institutions missing from the data set, please list the Office of Institutional Research know.

This view defaults to the Total Degrees for each institution. Remember to change this setting under the Award Level filter if you want to see multiple award levels (Bachelor's, Masters, etc.)

### Total Degrees Conferred-with Program Group (CIP Description)

<table>
<thead>
<tr>
<th>Institution</th>
<th>CIP Description</th>
<th>Award Level</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abilene Christian University (229170)</td>
<td>Total Degrees</td>
<td>1,588</td>
<td>1,576</td>
<td>1,576</td>
</tr>
<tr>
<td>Baylor University (123720)</td>
<td>Total Degrees</td>
<td>2,565</td>
<td>2,472</td>
<td>2,472</td>
</tr>
<tr>
<td>California State University-Fresno (189560)</td>
<td>Total Degrees</td>
<td>4,203</td>
<td>3,992</td>
<td>3,992</td>
</tr>
<tr>
<td>Creighton University (410465)</td>
<td>Total Degrees</td>
<td>2,230</td>
<td>2,191</td>
<td>2,191</td>
</tr>
<tr>
<td>Delaware Baptist University (224220)</td>
<td>Total Degrees</td>
<td>1,045</td>
<td>1,034</td>
<td>1,034</td>
</tr>
<tr>
<td>St. Edward’s University (227506)</td>
<td>Total Degrees</td>
<td>3,145</td>
<td>3,128</td>
<td>3,128</td>
</tr>
<tr>
<td>Southern Methodist University (220946)</td>
<td>Total Degrees</td>
<td>1,873</td>
<td>1,857</td>
<td>1,857</td>
</tr>
<tr>
<td>St. Mary’s University (281490)</td>
<td>Total Degrees</td>
<td>1,311</td>
<td>1,295</td>
<td>1,295</td>
</tr>
<tr>
<td>Texas Christian University (228075)</td>
<td>Total Degrees</td>
<td>2,710</td>
<td>2,671</td>
<td>2,671</td>
</tr>
<tr>
<td>University of California-Riverside (199670)</td>
<td>Total Degrees</td>
<td>6,419</td>
<td>6,377</td>
<td>6,377</td>
</tr>
<tr>
<td>University of Illinois-Chicago (130730)</td>
<td>Total Degrees</td>
<td>1,596</td>
<td>1,582</td>
<td>1,582</td>
</tr>
<tr>
<td>University of Miami (016720)</td>
<td>Total Degrees</td>
<td>3,263</td>
<td>3,247</td>
<td>3,247</td>
</tr>
<tr>
<td>University of Southern California (530866)</td>
<td>Total Degrees</td>
<td>8,626</td>
<td>8,587</td>
<td>8,587</td>
</tr>
</tbody>
</table>

### CIP Code for Programs

<table>
<thead>
<tr>
<th>CIP Code Description</th>
<th>Award Level</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Degrees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Level</td>
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<td></td>
</tr>
<tr>
<td>Award Level</td>
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<tr>
<td>Degree</td>
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<tr>
<td>Peer Filter</td>
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<tr>
<td>Peer Group</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Program Group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institution</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Region</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DVSF</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Degrees</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Hispanic Degrees

<table>
<thead>
<tr>
<th>Institution</th>
<th>CIP Description</th>
<th>Award Level</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abilene Christian University (229170)</td>
<td>Total Degrees</td>
<td>167</td>
<td>130</td>
<td>130</td>
</tr>
<tr>
<td>Baylor University (123720)</td>
<td>Total Degrees</td>
<td>469</td>
<td>379</td>
<td>379</td>
</tr>
<tr>
<td>California State University-Fresno (189560)</td>
<td>Total Degrees</td>
<td>999</td>
<td>868</td>
<td>868</td>
</tr>
<tr>
<td>Creighton University (410465)</td>
<td>Total Degrees</td>
<td>215</td>
<td>190</td>
<td>190</td>
</tr>
<tr>
<td>Delaware Baptist University (224220)</td>
<td>Total Degrees</td>
<td>280</td>
<td>208</td>
<td>208</td>
</tr>
<tr>
<td>St. Edward’s University (227506)</td>
<td>Total Degrees</td>
<td>350</td>
<td>304</td>
<td>304</td>
</tr>
<tr>
<td>Southern Methodist University (220946)</td>
<td>Total Degrees</td>
<td>1,201</td>
<td>1,164</td>
<td>1,164</td>
</tr>
<tr>
<td>St. Mary’s University (281490)</td>
<td>Total Degrees</td>
<td>1,387</td>
<td>1,349</td>
<td>1,349</td>
</tr>
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<td>2,710</td>
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</tr>
</tbody>
</table>

### Map of Degrees Conferred-overlay of Hispanic population (US Census)

2014 Hispanic or Latino Ancestry Population

- 8 to 276
- 276 to 895
- 895 to 1,265
- 1,265 to 1,600
- 1,600 to 2,000
- 2,000 to 2,400
- 2,400 to 2,800
- 2,800 to 3,200
- 3,200 to 3,600
- 3,600 to 4,000
- 4,000 to 4,400
- 4,400 to 4,800
- 4,800 to 5,200
- 5,200 to 5,600
- 5,600 to 6,000
- 6,000 to 6,400
- 6,400 to 6,800
- 6,800 to 7,200
- 7,200 to 7,600
- 7,600 to 8,000
- 8,000 to 8,400
- 8,400 to 8,800
- 8,800 to 9,200
- 9,200 to 9,600
- 9,600 to 10,000
- 10,000 to 10,400

About Tableau-press: www.tableau.com/trademark

IPEDS
Selected Peer Groups
Peer Analysis: Degrees Conferred

This workbook is a peer analysis of institutions in the IPEDS database (not including outlying areas such as Puerto Rico, Virgin Islands, Guam, etc.). It includes total number of overall total degrees conferred as well as for total degrees conferred for the program group. This view also shows the total number of degrees awarded to Hispanic students as well as the percent that these degrees are of the institution’s total. There is a map in this view that visually indicates the location of these institutions by a map overlay of the concentrations of Hispanic/Latino populations as identified by the U.S. Census.

The filters on the right will help users navigate through this data. Please note that starred (*) filters are relevant filters, meaning that only values that are representative of the chosen data filter set will display and values that are not representative of the chosen data filter set will not display. If you open one of these filters and are expecting to see a value but don’t, this is the most likely cause. Try changing or resetting the other filters to see a different set of results. If after exhausting your filter options you feel that there are peer institutions missing from the data set, please let the Office of Institutional Research know.

Total Degrees Conferred-with Program Group (CIP Description)

<table>
<thead>
<tr>
<th>Institution</th>
<th>CIP Code</th>
<th>Award Level</th>
<th>Survey Year 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allen College (162790)</td>
<td>51.0055</td>
<td>Bachelor's degree</td>
<td>3</td>
</tr>
<tr>
<td>Baptist Memorial College of Health Sci...</td>
<td>51.0055</td>
<td>Bachelor's degree</td>
<td>4</td>
</tr>
<tr>
<td>Berry University (124710)</td>
<td>51.0055</td>
<td>Bachelor's degree</td>
<td>5</td>
</tr>
<tr>
<td>Benedictine University (145919)</td>
<td>51.0055</td>
<td>Bachelor's degree</td>
<td>6</td>
</tr>
<tr>
<td>Cedar Crest College (211468)</td>
<td>51.0055</td>
<td>Bachelor's degree</td>
<td>1</td>
</tr>
<tr>
<td>Edinboro University of Pennsylvania (21...</td>
<td>51.0055</td>
<td>Bachelor's degree</td>
<td>1</td>
</tr>
<tr>
<td>Ferris State University (168915)</td>
<td>51.0055</td>
<td>Bachelor's degree</td>
<td>0</td>
</tr>
<tr>
<td>Georgia Regents University (402148)</td>
<td>51.0055</td>
<td>Bachelor's degree</td>
<td>0</td>
</tr>
<tr>
<td>Indiana University of Pennsylvania-Albany,</td>
<td>51.0055</td>
<td>Bachelor's degree</td>
<td>0</td>
</tr>
<tr>
<td>Indiana University-Purdue University-Ind...</td>
<td>51.0055</td>
<td>Bachelor's degree</td>
<td>0</td>
</tr>
<tr>
<td>Lewis University (168412)</td>
<td>51.0055</td>
<td>Bachelor's degree</td>
<td>0</td>
</tr>
<tr>
<td>Manhattan College (162783)</td>
<td>51.0055</td>
<td>Bachelor's degree</td>
<td>0</td>
</tr>
</tbody>
</table>

Hispanic Degrees

<table>
<thead>
<tr>
<th>Institution</th>
<th>CIP Code</th>
<th>Award Level</th>
<th>Survey Year 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allen College (162790)</td>
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<td>Bachelor's degree</td>
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<td>0</td>
</tr>
</tbody>
</table>

CIP Code for Programs

| CIP Description | Nuclear Medical Technology/Technologist | $1,0905 |

Map of Degrees Conferred-overlay of Hispanic population (US Census)

2014 Hispanic or Latino Ancestry Population

- State:
  - (All)

- Region:
  - (All)

- Institution:
  - (All)

- Peer Group:
  - Nuclear Medicine

- Peer Filter:
  - IPEDS groups

- Program Groups:
  - 13Program Groups

- Survey Year:
  - 2013

- Control:
  - (All)

- Level:
  - (All)

- Award Level:
  - (All)

- Total Degrees:
  - 0
  - 10
  - 20
  - 30
  - 40
  - 48

IPEDS
Selected Program and Degree Level
Planning

Use parameters to help the user adjust calculations on the dashboard
The purpose of this report is to determine the probability of a prospective Central Texas student being enrolled at UTI in the corresponding fall census. The student population reported are undergraduate, Main Campus, FHC, inquiries. The probability score is calculated using enrollment data from the previous 3 enrollment cycles: Fall 2012, Fall 2013, and Fall 2014. The probability score represents the likelihood of an inquiry being enrolled at UTI.

To view statistically significant variables used to develop the enrollment model use Central Texas Methodology.

Central Texas Prediction
Probability of 50% or higher is defined as "Predicted".

<table>
<thead>
<tr>
<th>Predicted</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled</td>
<td>63</td>
<td>86</td>
<td>77</td>
<td>220</td>
<td>207</td>
</tr>
<tr>
<td>Not Enrolled</td>
<td>16</td>
<td>16</td>
<td>9</td>
<td>43</td>
<td>83</td>
</tr>
<tr>
<td>Total</td>
<td>85</td>
<td>102</td>
<td>86</td>
<td>263</td>
<td>316</td>
</tr>
</tbody>
</table>

Central Texas - High Schools

<table>
<thead>
<tr>
<th>School Name</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Byron P. Shaw High School</td>
<td>22</td>
<td>14</td>
<td>14</td>
<td>32</td>
</tr>
<tr>
<td>Canyon High School</td>
<td>12</td>
<td>12</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td>New Braunfels Senior High</td>
<td>10</td>
<td>8</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Boerne High School</td>
<td>12</td>
<td>12</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td>San Marcos High School</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Seguin High School</td>
<td>22</td>
<td>14</td>
<td>14</td>
<td>32</td>
</tr>
<tr>
<td>Boerne San Miguel High School</td>
<td>12</td>
<td>12</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td>Incarnate Word High School</td>
<td>22</td>
<td>14</td>
<td>14</td>
<td>32</td>
</tr>
</tbody>
</table>

Map displays the students application address.

Top 100 Central Texas Students:

Download Fall 2015 Top 100 Students consists of student name, address, phone number, and other contact information. The student list shows only the Top 100 students by their inquiry to Application. Complete probability score. Use the Top 100 Filter to expand or narrow the list.
Surveys
Let the user of the report customize the questions and the population
Examples from conferences

This example was from AIR – Seattle WA. We adjusted it just a little.
What we did

• Construct and improve underlying data structures

• Find the low effort / high impact reports

• Start with a sketch and include data structure, usability and communication

• Find a superuser – someone not afraid to provide constructive comments

• Plan the future – gather ideas and samples

• Communicate and revisit your repository
DASHification

• 45-60 minute introductory training session before granting access to DASH

• Dedicated DASH Days

• Use of DASH server comments for recording and communicating report changes

• Format for announcing new reports

• Development of BlackBoard site for the DASH community
Reminder to our community

“Spice up your reports with a little DASH”
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For more information about Tableau, please visit: http://www.tableau.com