Table of Contents

Overview ............................................................................................................................................. 6
  Overview/Trend Reports .................................................................................................................. 7
  Using the Filter Panel ..................................................................................................................... 9
  Exporting to PDF .......................................................................................................................... 11
  Build Your Own (BYO) Reports .................................................................................................... 12
  Filtering Dimensions ..................................................................................................................... 14
  Rows Totals On and Column Totals On .......................................................................................... 21
  Selection of Measures .................................................................................................................. 22
  Special Distinction under Build Your Own Degrees and Certificates ........................................... 24
  Summary ....................................................................................................................................... 25

Enrollment ........................................................................................................................................ 27
  Standard Graphical Reports ......................................................................................................... 27
  Build Your Own (BYO) Reports .................................................................................................... 28
  Race/Ethnicity ............................................................................................................................... 31
  Student Classification .................................................................................................................... 32
  School-based Scholars (Dual Credit Students) and Non-Degree-Seeking Students ..................... 32
  STEM+H Majors .......................................................................................................................... 33
  First Time Students ...................................................................................................................... 35
  Payment Types (CPE and NKU) .................................................................................................... 35
  International Students .................................................................................................................. 36
  State and County of Origin .......................................................................................................... 37
  NKU 8-county Service Region ....................................................................................................... 37
  Student High School ..................................................................................................................... 38
  First Generation ............................................................................................................................. 38
  Low Income .................................................................................................................................. 39
  Filter by Dimension ....................................................................................................................... 39
  Removing Filters ............................................................................................................................ 41
  Take Away Points ........................................................................................................................... 44

Degrees and Certificates .................................................................................................................. 46
  The Ratios Tab ............................................................................................................................... 47
  Graphics for Trends under Ratios Tab .......................................................................................... 49
  Build Your Own (BYO) Reports .................................................................................................... 50
Management Dashboard

Introduction

IN THIS SECTION:

- Overview
- Trend Reports
- Build Your Own

Office of Institutional Research
Management Dashboards

Overview
Welcome to Management Dashboards (MD). With this interactive data tool, you will be able to view enrollment, degrees, credit hours, and faculty/staff headcounts, as well as generate customized reports by major, degree level, and various student, faculty, and staff demographics. To help you get started, here is a brief overview of the data tool.

To access the Management Dashboards, go to http://managementdashboards.nku.edu/

When you first log into MD, you will see the MD landing page. From here, you have access to each dashboard. To view the data, click on one of the dashboards. The first time you enter with each session, the dashboard will require your login ID and password, which are the same as you use for email.

1. Degrees & Certificates: This dashboard provides the annual totals for degrees and certificates by award level. In addition, ratios are provided for several time-to-degree and hours-to-degree metrics.
2. Enrollment: This dashboard provides the unduplicated enrollment headcount for each semester by various student attributes, such as race/ethnicity, student level, and major.
3. Faculty: This dashboard provides the faculty headcount, both full-time and part-time, by several attributes, such as tenure status, academic rank, gender, and race/ethnicity.
4. Staff: This dashboard provides the staff headcount, both full-time and part-time, by attributes such as gender, race/ethnicity, SOC codes, and other factors.
5. Student Credit Hours: This dashboard provides data on student credit hours and course enrollments by a wide variety of attributes concerning students, faculty, and courses.
6. Notes and Definitions: Here, you can find definitions for each variable (dimension) within the Management Dashboards.
7. **Resource Manual**: Here is the link to this document that provides exercises and tips on navigating and utilizing the Management Dashboards.

8. **STEMH Crosswalk**: The KY Council on Postsecondary Education has identified programs by CIP codes that are classified as science, technology, mathematics, engineering, and health. This is a crosswalk between the CIP codes and the NKU major codes for the STEMH majors.

9. **Update Schedule**: Dates in which tables are updated with the most current information are listed here.

---

**Overview /Trend Reports**

Each dashboard provides several views of the overall data. The default view is “Overview.”

---

**Degrees and Certificates Dashboard**

- **Awards by Gender**
  - Female: 1,250
  - Male: 4,280

- **Awards by Age Groups**
  - 19-25: 7
  - 26-29: 31
  - 30-33: 1,410
  - 34-48: 54
  - 50 and Above: 92

- **Awards by Race/Ethnicity**
  - White: 1,499
  - Other races or other Pacific Island: 1
  - American Indian or Alaskan Native: 8
  - Asian: 21
  - Two or More Races: 17
  - Unknown: 17
  - Hispanic or Latino: 43
  - Nonresident Alien: 57
  - Black or African American: 143

- **Awards by Student Origin**
  - KY 8-county service region: 1,499
  - Ohio counties: 54
  - KY other counties: 98
  - Foreign countries: 11
  - Other out-of-state counties: 51
  - Indiana counties: 81

**Below is a diagram of the dashboard components found within each dashboard:**

1. This dropdown provides an overview and several graphics for trends of the data.
2. As different selections are made in the filters, the total count for the dimensions displayed in the graphics will be given here.
3. Data in the graphics can be shown by counts or percentages.
4. This button allows you to export the displayed graphic(s) to PDF.
5. The Filter Panel can be used to change the graphics to reflect other years or different subpopulations.

To select a different view of the data, click the dropdown option:
For each dashboard, you will find several different trend reports. For example, in the Degrees and Certificates dashboard, there are six different trend reports: Trends by Gender; Trends by Race/Ethnicity; Trends by Age Groups; Trends by Student Origin; Trends by First Generation; and Trends by Low Income.

Below is shown the trends by gender graphic for Degrees and Certificates:

To view the data by percentages, select the “Percentages” radio button near the top of the screen:
Using the Filter Panel

These trend reports also can be filtered by various dimensions. To open the filter panel, click “Show Filter Panel”:

![Filter Panel](image)

This will display the filter panel to the left of the report:

![Filter Panel](image)
You can make multiple selections from the Filter Panel that will be reflected in the trend report. The graphic below illustrates Trends by Gender, filtered for undergraduate degrees and certificates, first generation, and low income graduates.

**NOTE:** NKU added questions to the application in 2012, asking entering undergraduate students about the highest education level of their parents; therefore, the output on First Generation will be limited to 2012 and forward. You will notice that the proportion of students labeled as “unknown” on this dimension will diminish over time, as students who entered NKU prior to 2012 have departed.
Exporting to PDF

Once you have made your filter selections, you can export the report to PDF by clicking “Export to PDF.”

Prior to exporting, you can change the page orientation and page size of the report. You have the option to add a header and/or footer to your report as well. Once you have made your selections, click “Export to PDF.”
NOTE: It is advised that you leave the Filter Panel open when exporting to PDF, so that your current filtering selections are shown.

### Build Your Own (BYO) Reports

To create customized reports, click the “Build Your Own” tab at the top of the page. This is an option within each dashboard.
1. The two buttons at the top for “Row Totals Off” or “Column Totals Off” are toggle switches, and they will determine whether the subtotals for groups are displayed for the rows and/or columns. You may want the Row and/or Column Totals On for viewing in the screen output, and then you may select to turn Totals Off whenever you Export to Excel, so that you have the ability to manipulate a flat file in Excel.

2. For the Enrollment Dashboard, you can view data by fall, spring, or summer semesters. The default is fall, but any table built can automatically change to spring or summer with these buttons.
   
   ➤ Note: Only one semester can be displayed at a time, even when the dimension Academic Year is selected. Unduplicated headcounts for each semester should not be added together. If you need a measure of volume for the year, use the Student Credit Hours file to total course enrollments or credit hours.

3. Dimensions, or variables, available for BYO reports are listed in the Dimensions panel.

4. Use this window to search for a specific dimension by name.

5. Drag and drop dimensions that you would like to view in the columns pane. We have structured each dashboard with Semesters or Academic Year as the default.

6. Drag and drop dimensions that you would like to view in the rows pane. Measures is listed by default in each dashboard.

7. The Pause button allows you to “pause” the generation of the data. This is useful when you are viewing data for dimensions with a large number of values, such as major or CIP code.

8. The view pane will display the selected data.
9. This button will export your data to Excel.
10. The Info button will tell you which (if any) dimensions have a filter. This is a useful tool to remind you of the filters you currently have in use.
11. The Reset button will remove all filters. This is important to do when you want to start building a fresh table.

To create a customized report, drag and drop dimensions into the column and rows panes. For example, if you would like to create a fall enrollment report on undergraduate first-time transfers who have a STEMH first major, you would make the following selections: Student Level, First Time Transfer, and First Major STEM+H Flag. See illustration below.

Filtering Dimensions

To view these students without the other unrelated sub-dimensions, you can filter within the dimensions. To do so, right-click on the dimension and the following window will open:
Select “Filter Members.” This will open a new window. Select “Undergraduate”, then select “Apply.”

You can do the same for the dimensions of **First Time Transfer** and **First Major STEM+ H Flag**, selecting “Yes” for each. Once you have made your selections, the report should look like this:

Now add **First Major Department** to the list and select “Row Totals On” at the top of the page:
**Note:** Use “Overall Result” for the overall total of all selected dimensions.

To export the report, click “Export” in the top-right corner.

The first tab of the Excel spreadsheet (CROSSTAB_2) will be the report:

The second tab of the Excel spreadsheet (Selection CROSSTAB_2) will include the details of the dimensions and filters, as well as the date and time the report was created.
To create a new report, all filters must be removed. The easy way to accomplish this is to hit the Reset button at the top.

If you want to remove only a portion of the filters that were used, click on the Info button to review which filters are currently in use. For example, in the exercise above, here are the filters that are used, as displayed from the Info button.

Click the “X” at the top right corner to close the Info button and go to the dimension for which you which to remove the filter. Right-click the dimension and click “Select All Members.” You must do this for each dimension that you want to remove the filter (unless you are removing all filters and use the Reset button). See example below.
For the next example, add **First Major** to the rows under the **First Major Department** and **Student Level**. Right click on **First Major** and select “Filter Members.”

> **Note**: Dimensions with a large number of values will provide a search window from which you must type in your desired values. The search window is case sensitive, so if the values are upper/lower case, you must type an upper case for the first letter. If the values in the dimension are in all upper case (such as **Course Abbreviations**), you must type in ALL CAPS.

Type “**Pre-Major**” into the search window, click the ✓✓ box, and click “apply.” See box below.
This will give you all majors that are designated as pre-majors. The bottom of your table should look like this.

You can see here that there were 2,385 pre-majors in Fall 2015.
If you want all BUT those students who are a pre-major, right click on First Major again, select “Filter Members,” and type in “Pre-Major” in the search window again. This time, click the button at the bottom of the popup window that says “Show Selected Members (52).”

This will provide the ≠ Exclude option. Click the box to exclude these selections and click “Apply.”.
This time, your table will show all majors **EXCEPT** the pre-majors. You will find the total for this selection at the bottom is 12,335 for Fall 2015. (Total Fall 2015 enrollment was 14,720 = 12,335 + 2,385.)

<table>
<thead>
<tr>
<th>Student Level</th>
<th>First Major Department</th>
<th>First Major</th>
<th>Semester</th>
<th>Fall 2015</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>English</td>
<td>Result</td>
<td>59</td>
<td>65</td>
<td>66</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Non-Degree-G - Graduate</td>
<td>66</td>
<td>57</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Non-Degree-G - Consortium (G)</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Non-Degree-G - Teacher Education</td>
<td>19</td>
<td>16</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Non-Degree-G - Visiting</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Result</td>
<td>69</td>
<td>67</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>History &amp; Geography</td>
<td>25</td>
<td>29</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Public History Specialization (MA)</td>
<td>25</td>
<td>29</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Result</td>
<td>43</td>
<td>40</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Management</td>
<td>Result</td>
<td>43</td>
<td>48</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Executive Leadership/Org Clg (MS)</td>
<td>43</td>
<td>40</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Non-Degree-C - Grad</td>
<td>3</td>
<td>4</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Certificate in Nonprofit Management (G)</td>
<td>3</td>
<td>4</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Public Administration Spec (MA)</td>
<td>72</td>
<td>60</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Result</td>
<td>75</td>
<td>73</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Psychological Science</td>
<td>59</td>
<td>64</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Industrial Organizational Psy Spec (MS)</td>
<td>59</td>
<td>64</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Result</td>
<td>75</td>
<td>73</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher Education</td>
<td>151</td>
<td>157</td>
<td>112</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher as Leader/Principal Certification (MA)</td>
<td>151</td>
<td>157</td>
<td>112</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Result</td>
<td>187</td>
<td>190</td>
<td>142</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Law</td>
<td>Result</td>
<td>1,661</td>
<td>1,578</td>
<td>1,480</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chase - Dean/Administration</td>
<td>333</td>
<td>289</td>
<td>299</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Law Major (Part-Time)</td>
<td>173</td>
<td>136</td>
<td>133</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Law Major (Part-Time)</td>
<td>173</td>
<td>136</td>
<td>133</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Law Major (Part-Time)</td>
<td>173</td>
<td>136</td>
<td>133</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Law Non-Degree (Part-Time)</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Result</td>
<td>806</td>
<td>426</td>
<td>434</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Overall Result</td>
<td>12,843</td>
<td>12,616</td>
<td>12,335</td>
<td></td>
</tr>
</tbody>
</table>

**Rows Totals On and Column Totals On**

When you build a table with dimensions in the columns, you may want to include totals for both the rows and the columns. Simply use the toggle switches at the top to turn on the rows total and/or the column totals.

Here is an example. Open the BYO for Enrollment Management Dashboard. Drag-and-drop **Student Level** to the rows and **STEM+H Major Flag** to the columns. Filter **Academic Semester** to include Fall 2013, Fall 2014, and Fall 2015. Click the toggle button for “**Row Totals On.**” Your results should look like the following illustration.
If you need to include totals for the columns, click the toggle button for “Column Totals On.” Now your table will include totals for rows and columns.

---

### Selection of Measures

If you need to see percentages of the totals in this table, right click on Measures, check %, and click “Apply.”
Your table should now look like this illustration.

<table>
<thead>
<tr>
<th>Student Level</th>
<th>Academic Semester</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Overall Result</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>STEM+H Major Flag</td>
<td>No</td>
<td>Yes</td>
<td>Result</td>
<td>No</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>%</td>
<td>98.2</td>
<td>95.0</td>
<td>95.8</td>
<td>97.1</td>
</tr>
<tr>
<td>Graduate</td>
<td>%</td>
<td>9.3</td>
<td>14.8</td>
<td>10.9</td>
<td>9.0</td>
</tr>
<tr>
<td>Law</td>
<td>%</td>
<td>4.6</td>
<td>4.2</td>
<td>3.3</td>
<td>3.9</td>
</tr>
<tr>
<td>Overall Result</td>
<td>%</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Here you can see that the percent of total student headcount who are graduate students is about 10%, while the percent of STEMH majors who are graduate students is higher, around 14%.

Another way to view the same data is to drag the STEM+H Major Flag to rows, as shown below.
While the overall percent of students who are graduate students is shown at 10.1% to 10.9%, the proportion of graduate students who are STEMH majors is now shown (39.2% to 42%).

### Special Distinction under Build Your Own Degrees and Certificates

In the Degrees and Certificates Dashboard, there are two BYO tabs. The first tab (Build Your Own – Awards) is designed to show total counts of awards, while the second tab (Build Your Own – Ratios) provides calculated values for hours-to-degree and time-to-degree. When you right click on Measures in the BYO – Awards, all metrics will be listed; however, you should always go to the BYO – Ratios when you want to examine the time-to-degree and hours-to-degree metrics because it has been pre-built with a dropdown menu to select the type/level of award. The ratios are highly dependent upon the level of award, so the user should always examine the results independently for each type. For example, the amount of time taken and hours earn for an associate’s degree will be much different than the amount of time taken and hours earned for a bachelor’s degree. See the illustration below of the dropdown menu for award level on the BYO – Ratios in the Degrees and Certificate Dashboard.

<table>
<thead>
<tr>
<th>Student Level</th>
<th>STEMHH Major Flag</th>
<th>Academic Semester</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>No</td>
<td></td>
<td>9,379</td>
<td>9,304</td>
<td>9,074</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td></td>
<td>3,737</td>
<td>3,806</td>
<td>3,732</td>
</tr>
<tr>
<td>Result</td>
<td></td>
<td></td>
<td>13,116</td>
<td>13,110</td>
<td>12,806</td>
</tr>
<tr>
<td>Graduate</td>
<td>No</td>
<td></td>
<td>1,010</td>
<td>964</td>
<td>859</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td></td>
<td>651</td>
<td>614</td>
<td>621</td>
</tr>
<tr>
<td>Result</td>
<td></td>
<td></td>
<td>1,661</td>
<td>1,578</td>
<td>1,480</td>
</tr>
<tr>
<td>Law</td>
<td>No</td>
<td></td>
<td>497</td>
<td>417</td>
<td>431</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td></td>
<td>9</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Result</td>
<td></td>
<td></td>
<td>506</td>
<td>426</td>
<td>434</td>
</tr>
<tr>
<td>Overall Result</td>
<td></td>
<td></td>
<td><strong>15,280</strong></td>
<td><strong>16,114</strong></td>
<td><strong>14,720</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Level</th>
<th>STEMHH Major Flag</th>
<th>Academic Semester</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>No</td>
<td></td>
<td>71.5</td>
<td>71.0</td>
<td>70.9</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td></td>
<td>28.5</td>
<td>29.0</td>
<td>29.1</td>
</tr>
<tr>
<td>Result</td>
<td></td>
<td></td>
<td><strong>86.8</strong></td>
<td><strong>86.7</strong></td>
<td><strong>87.0</strong></td>
</tr>
<tr>
<td>Graduate</td>
<td>No</td>
<td></td>
<td>60.8</td>
<td>61.1</td>
<td>58.8</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td></td>
<td><strong>39.2</strong></td>
<td><strong>38.9</strong></td>
<td><strong>42.0</strong></td>
</tr>
<tr>
<td>Result</td>
<td></td>
<td></td>
<td><strong>10.9</strong></td>
<td><strong>10.4</strong></td>
<td><strong>10.1</strong></td>
</tr>
<tr>
<td>Law</td>
<td>No</td>
<td></td>
<td>98.2</td>
<td>97.9</td>
<td>99.3</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td></td>
<td>1.8</td>
<td>2.1</td>
<td>0.7</td>
</tr>
<tr>
<td>Result</td>
<td></td>
<td></td>
<td><strong>3.3</strong></td>
<td><strong>2.8</strong></td>
<td><strong>2.9</strong></td>
</tr>
<tr>
<td>Overall Result</td>
<td></td>
<td></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
Summary

For more details on how to use each of the Management Dashboard, please reference the following sections in this document. Also note that the Table of Contents at the beginning of this document and the Table of Contents on each divider page have embedded links for ease of navigation.

If you need more assistance or have questions about the appropriate data to use for your inquiries, please contact the Institutional Research office at ir@nku.edu or give us a call.
Management Dashboard

IN THIS SECTION:

- Overview
- Trend Reports
- Build Your Own
- Take Away Points

Office of Institutional Research
Management Dashboard:

Enrollment

The Management Dashboard Enrollment file provides data on student headcount at NKU for each fall, spring, and summer semester, starting in Fall 2004.

Below is a diagram of the dashboard sections for the Enrollment Management Dashboard.

**Standard Graphical Reports**

1. The Overview shows a series of graphics reflective of the latest year, 2015-2016:
   a. Enrollment by Gender
   b. Enrollment by Race/Ethnicity
   c. Enrollment by Payment Type
   d. Enrollment by Age

2. Select the down arrow on the “Overview” bar to see six additional Trend reports.

3. Data is shown in terms of Counts or Percentages for any of the graphics presented.

4. If you wish to use one of the graphics in another document, choose “Export to PDF.”

5. On the second tab, “Academic Data,” view graphical information

6. for student level, degree-seeking, and full/part-time enrollment over time.
7. For both Demographics and Academic Data tabs, a filter panel can be used to select certain subpopulations for the graphics. Combinations of subpopulations can be built for the graphics by using more than one filter.

Build Your Own (BYO) Reports

The Management Dashboard provides a way to build your own enrollment tables. Provided are examples of reports and how to build them using the drag and drop feature.

At the top of the Dashboard find a tab called “Build Your Own”. Select this tab.

In this section will be a crosstab interface on which you can drag and drop “dimensions” into rows and columns. See illustration below.
By default, the dimension **Measures** has been placed under Rows, and **Academic Semester** has been placed in the Columns. This builds a simple table “Count” by “Semester” on the main table display:
To view student by level, add **Student Level** from the dimension list to rows.

Simply drag-and-drop the dimension under **Measures** as illustrated here.

To remove the dimension from the output, drag the **Student Level** dimension from the rows back to the dimension list.

**Export (1)**

The Export button will export your selected output into an Excel worksheet where you can format or redesign, as needed. See diagram above, object 1.

**Semesters (2)**

At the top of the screen are buttons to select output for either fall semesters, spring semesters, or summer semesters. These buttons will work at any time, with recalculations done for any combination of dimensions selected in the rows or columns. See diagram above, object 2.

**Row Totals and Column Totals Buttons (3)**
The two buttons at the top for “Row Totals Off” and “Column Totals Off” are toggle buttons, and they will determine whether the subtotals for rows and/or columns are displayed. You may want the row or Column Totals On for viewing in the screen output, and then you may select to turn Row or Column Totals Off whenever you Export to Excel, so that you have the ability to manipulate a flat file in Excel. See diagram above, object 3.

**Info and Reset Buttons (4)**

The Info button will inform you of the filters that are currently in use. If you need to remove all filters, simply use the Reset button. If you wish to keep some current filters, but remove others, use the Info button to determine which filters are in use, then go to the dimension for which you wish to remove the filter and remove just that one (see section on removing filters).

### Race/Ethnicity

Students self-report race and ethnicity on application materials. For federal and state reporting, responses are grouped into race/ethnicity, where all students who are Hispanic/Latino are counted first, then students are reported within their race. Students who select more than one race are counted as “two or more races.” Kentucky identifies students who are African American/Black; American Indian or Alaskan Native; Hispanic/Latino; Native Hawaiian or other Pacific Islander; and students of two or more races as Underrepresented Minority (URM). You can view which race/ethnicity has been included within URM by nesting Race/Ethnicity under the Race/Ethnicity-URM dimension in the rows.
Student Classification

The dimension for Classification (all) provides all values that are reported to the Kentucky Council on Postsecondary Education. Some values have small numbers, so a second dimension, Classification (grouped), has been created to consolidate some of those Kentucky values. Nest one dimension under the other to find what has been grouped.

School-based Scholars (Dual Credit Students) and Non-Degree-Seeking Students

School-based Scholars (high school students who are dually enrolled in a college course) are found by using the Classification dimension. See the example above.

School-based Scholars are non-degree-seeking students, by CPE definitions. Using the Degree-seeking dimension with the Classification dimensions illustrates that relationship. In addition to School-based Scholars, other non-degree-seeking students include self-identified non-degree-seeking students (undergraduate and graduate) and auditors.
STEM+H Majors (science, technology, engineering, mathematics, and health fields) are an important subgroup identified by the state to be tracked as a metric. There are several STEMH flags built into the Enrollment Dashboard, and these flags are built based on the CPE definitions for STEM+H. The **STEM+H Major Flag** codes all students whose first OR second major is a STEMH major, which will yield the highest unduplicated count for STEMH majors.

<table>
<thead>
<tr>
<th>Count</th>
<th>STEM+H Major Flag</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>10,685</td>
<td>10,364</td>
<td>10,149</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>4,429</td>
<td>4,356</td>
<td>4,417</td>
<td></td>
</tr>
</tbody>
</table>

The number of students with a first major in STEMH plus the number of students with a second major in STEMH is greater than the unduplicated count above, since some students with a first major STEMH will also have a second major STEMH. For example, in 2015, **4,267** students had a first major STEM+H, and **163** students had a second major STEM+H, but **74** are duplicates with a first and second major STEM+H. Hence, the unduplicated count above includes the 74 students only once. Be sure to know which values you need when pulling this data.

<table>
<thead>
<tr>
<th>Count</th>
<th>First Major STEM+H Flag</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>10,757</td>
<td>10,453</td>
<td>10,218</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>4,357</td>
<td>4,257</td>
<td>4,348</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Count</th>
<th>Second Major STEM+H Flag</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>14,922</td>
<td>14,557</td>
<td>14,383</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>192</td>
<td>163</td>
<td>183</td>
<td></td>
</tr>
</tbody>
</table>

The **STEM+H Program of Study** dimension is also based on the unduplicated count between first and second major. Notice that when the **STEM+H Program of Study** dimension is nested under **STEM+H Major Flag**, the grand total for STEM+H majors is equal to the unduplicated count for **STEM+H Major Flag**.
CIP Codes

Please also note that we have added CIP codes for all majors. Search on these dimensions if you are looking for enrollment by CIP code:

<table>
<thead>
<tr>
<th>Dimension 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Major CIP</td>
</tr>
<tr>
<td>Second Major CIP</td>
</tr>
<tr>
<td>STEM/H Major CIP</td>
</tr>
</tbody>
</table>

Grand total matches unduplicated count for STEM/H Flag in first table.
First Time Students

The dimension for All First Time Students includes the B-cohort (first-time, full-time bachelor’s degree seeking); the A cohort (first-time, full-time associate’s degree-seeking); first-time, part-time degree-seeking undergraduate students; first-time graduate level students; and first-time non-degree-seeking students. Nest these dimensions under All First Time Students to see the detail. Below, you will see that in Fall 2015, there were a total of 2,946 first-time students. The B-cohort was the largest group with 2,036; the A-cohort had 169 students; there were 458 new graduate students and 162 new law students; and the remainder of 121 were part-time or non-degree-seeking students. (As a side note, you can also use the Degree-seeking dimension to find that 60 of the 121 other first-time students were non-degree-seeking.) Institutions generally track and report to federal and state agencies on their B-cohorts, but you may need to know about the other subgroups of new, first-time students (see table next page).

Payment Types (CPE and NKU)

CPE requires institutions to report students who pay in-state tuition rates, out-of-state rates with reciprocity, out-of-state rates without reciprocity, and foreign tuition rates. NKU tracks additional variations for students who pay the metro rates. You can see the relationship between these two dimensions by nesting one under the other. Details for this data is available for 2011 and forward.
A student originating from a foreign country is not necessarily an international student; some are U.S. citizens who were living abroad at the time of application to NKU. To find the true count for international students, you must use the Race/ethnicity dimension. All international students are coded as Nonresident Aliens under Race/ethnicity. See the following illustration.
State and County of Origin

When you need to know the number of students from selected counties, it is imperative that you first use the State of Origin dimension with County of Origin nested beneath. There are several counties with the same name in multiple states. Below is an illustration flipping the normal output to show that there is an Allen county in Kentucky, Ohio, and Indiana. If you select only the County of Origin, you will get the total from the three states. Counties are provided for the tristate area (KY, OH, and IN).

NKU 8-county Service Region

Kentucky defines service regions for each of the public universities. There are eight counties identified as the service region for NKU: Boone, Bracken, Campbell, Carroll, Gallatin, Grant, Kenton, and Pendleton. Nest the County of Origin under the NKU 8-county Service Region dimension to see this relationship. See illustration below.
Student High School

Currently, the high school from which a student graduated is available for most undergraduate students.

First Generation

NKU added a question to the undergraduate application in 2012, asking students the highest education level of their parents/guardians. Students who answer that neither parent has earned a bachelor’s degree or higher are coded as First Generation students. This follows the federal Trio definition. It is important to understand that the number of “unknown” from 2012 forward is a combination of students who submitted an application prior to 2012, as well as students who did not answer the question on the application. The proportion of “unknown” should diminish as pre-2012 admitted students graduate. It is also important to examine this information for undergraduate student only, as illustrated on the next page.
Low Income

Students are designated as **Low Income** if they have completed the financial aid FAFSA and qualified for a Pell Grant. This data is not available until the annual report is submitted to CPE on November 15 for the preceding year’s data. Therefore, please remember that the information is always a year in arrears, so the most recent year will show “no or unknown” for all students until that update from Financial Aid is available. Pell Grants are only available to undergraduate students, so it is important to use the Student Level dimension when examining the **Low Income** dimension, as illustrated below.

Filter by Dimension

You can filter on dimensions to narrow your output. As an example, move **Student Level** and **First Generation** into the Rows. Right click on the **Student Level** dimension and select Filter Member.
Check the box for “Undergraduate” from the list of options, and select “Apply.” Now the table is filtered to display only undergraduate students.

Do a second filter for the **First Generation** dimension with a right click, and choose “yes” and “no” (which will remove the unknowns).
Do a third filter on **Measures** with a right click to select “count” and “%."

The resulting output will show the percent of undergraduates who are first generation, **out of those who answered the question.** You will see that the percentage for First Generation students has declined somewhat, but know that the trend is influenced by the increase in the proportion of students who have answered the question on the application.

<table>
<thead>
<tr>
<th>Count</th>
<th>First Generation</th>
<th>Semester</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>No</td>
<td></td>
<td>2,883</td>
<td>3,586</td>
<td>3,992</td>
<td>4,175</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td></td>
<td>4,949</td>
<td>5,808</td>
<td>5,693</td>
<td>5,358</td>
</tr>
<tr>
<td>%</td>
<td>Undergraduate</td>
<td>No</td>
<td>36.8</td>
<td>37.9</td>
<td>41.2</td>
<td>43.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>63.2</td>
<td>62.1</td>
<td>58.8</td>
<td>56.2</td>
</tr>
</tbody>
</table>

**Removing Filters**

To remove all filters, simply click the **Reset** button at the top of the screen. This will allow you to start fresh with building a new table.
If you wish to remove some of the filters and keep others, use the Info button to affirm which dimensions have been filtered. For example, in this exercise, if you click the Info button you will see the following.

This will show you that a filter is included for **Student Level**, **First Generation**, and **Count** and % are revealed under **Measures (Key Figures)**. If you wish to remove the filter for First Generation only, click the “X” at the top right corner to close the Info button, then right-click the dimension (**First Generation**), and select “Select All Members.” This will add back in all the values for the dimension that were previously removed by using the filter.

Another method to remove a filter is to right-click the “Filter Member” for the dimension (such as **Student Level** in this exercise) and select to add back in all or only some of the values for the dimension. Then choose “Apply”. See the screen below.
Now, if you selected all values for the **Student Level** and **First Generation** dimensions, the following table is shown.

<table>
<thead>
<tr>
<th>Student Level</th>
<th>First Generation</th>
<th>Semester</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>No</td>
<td>12,668</td>
<td>12,726</td>
<td>13,030</td>
<td>13,206</td>
<td>13,517</td>
<td>13,322</td>
<td>5,512</td>
<td>3,692</td>
<td>3,425</td>
<td>3,273</td>
<td>4,175</td>
</tr>
<tr>
<td></td>
<td>Unknown</td>
<td>1,447</td>
<td>1,537</td>
<td>1,508</td>
<td>1,593</td>
<td>1,615</td>
<td>1,841</td>
<td>1,768</td>
<td>1,601</td>
<td>1,578</td>
<td>1,480</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>4,949</td>
<td>5,896</td>
<td>5,693</td>
<td>5,358</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>Unknown</td>
<td>523</td>
<td>544</td>
<td>571</td>
<td>608</td>
<td>616</td>
<td>575</td>
<td>548</td>
<td>506</td>
<td>426</td>
<td>434</td>
<td></td>
</tr>
<tr>
<td>Law</td>
<td>Unknown</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>No</td>
<td>86.5</td>
<td>85.9</td>
<td>86.2</td>
<td>85.7</td>
<td>85.8</td>
<td>84.6</td>
<td>35.2</td>
<td>24.0</td>
<td>22.7</td>
<td>22.2</td>
<td>36.4</td>
</tr>
<tr>
<td></td>
<td>Unknown</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Graduate</td>
<td>Unknown</td>
<td>9.9</td>
<td>10.4</td>
<td>10.0</td>
<td>10.3</td>
<td>10.3</td>
<td>11.7</td>
<td>11.3</td>
<td>10.9</td>
<td>10.4</td>
<td>10.1</td>
<td></td>
</tr>
<tr>
<td>Law</td>
<td>Unknown</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>

⇒ Remember to remove filters before building a new table.
Take Away Points

Here is a summary of important points for reference.

1. Find the School-based Scholars under the Student Classification dimension.
2. Find international students coded as Non-resident Aliens under the Race/ethnicity dimension.
3. Always use the State of Origin as the first dimension when examining the County of Origin dimension.
4. Use the Race/Ethnicity dimension with the Race/Ethnicity-URM to find who has been grouped under URM.
5. Examine all the STEMH variables to determine which is the best to use when answering various questions.
6. Remember that the All First Time Students dimension is more inclusive than the first-time, full-time bachelor’s degree-seeking cohort. If you need the latter, use the Cohort B dimension.
7. The Payment Type (NKU) is the dimension to use if you need to find students living in Cincinnati who qualify for the metro area tuition rate, or students from OH or IN who qualify for tuition reciprocity.
8. First Generation data is limited to those students who have completed an undergraduate application starting in the Fall of 2012.
9. Low Income data will always be in arrears for the current year, since it is based on an annual report submitted by Financial Aid in November for the preceding year.
Management Dashboard

Degrees and Certificates

IN THIS SECTION:

- Overview
- Trend Reports
- Build Your Own
- Take Away Points

Office of Institutional Research
Management Dashboard:

Degrees and Certificates

The Management Dashboard Degrees and Certificates file provides data back to 2010-2011 (includes awards for summer, fall, and spring terms of each academic year).

Below is a diagram of the dashboard sections for Degrees and Certificates.

1. The Overview shows a series of tables reflective of the latest year, 2015-2016.
   a. Awards by Gender
   b. Awards by Race/Ethnicity
   c. Awards by Age Groups
   d. Awards by Student Origin

2. Select the down arrow on the “Overview” bar to see additional Trend reports.

3. You can view data in terms of Counts or Percentages.

4. If you wish to use one of the tables in another document, choose “Export to PDF.”

5. On the second tab, “Ratios” are graphics arranged by metrics. See the section on the Ratios Tab for details.

6. For both Awards and Ratios tabs, use the Filter Panel to refine trend tables further. See illustration for these additional filters.
The Ratios Tab

Select the Ratios Tab to view metrics for time-to-degree and hours-to-degree. See the dashboard diagram below for the Ratios tab.
1. As before, the Overview tab shows a series of graphics reflective of the latest year for hours-to-
degree and time-to-degree by Gender, Race/Ethnicity, Age Groups and Student Origin.
2. Select the drop-down arrow on the Overview bar to see additional Trend tables.
3. Next to the Overview is a second drop-down with “Bachelor’s” appearing as a default. You can
switch views for graphics on time-to-degree and hours-to-degree for other award levels using
this selection.

4. Just below is a third drop-down with “Hours/Degree – College Level Only” appearing in the
selection menu.

   a. **Hours/Degree-College Level Only** provides graphics on the average number of credit
      hours to a degree, excluding developmental credit hours. These averages include
      transfer-in credit hours.
   b. **Hours/Degree-All** will include developmental credit hours.
   c. **Semester/Degree** provides graphics on the average number of fall and spring semesters
      taken to earn a degree or certificate.
   d. **Years/Degree – Stopouts Excluded** presents graphics on the average number of years
      taken to earn a degree or certificate, excluding any student who was a stopout, defined
      here as students who have attendance gaps of two or more years. This follows the CPE
      definition used in Program Review.
   e. **Years/Degree – All** presents graphics on the average number of years taken to earn a
      degree or certificate, including the time that stopouts took.

5. Use the “Export” function to export graphics in PDF.
6. The filter panel can be used to select certain subpopulations for the graphics. Combinations of
   subpopulations can be built for the graphics by using more than one filter.
Select the “Ratios” tab. Then in the Overview bar, select the “Trends by Low Income” report.

Notice the top graphic will provide the overall values for the ratio selected, while the bottom graphic will display the values by year for the dimension selected (low income). At the top are buttons for “year” and “low income.”
If you wish to see the data displayed by the dimension, rather than the year, select the “low income” button.” (See illustration below.)

Build Your Own (BYO) Reports

The Management Dashboard provides a way to build your own awards tables as well as customized ratios tables. Provided are some examples of reports and how to build customized tables using the drag and drop feature.

At the top of the Dashboard is a tab called “Build Your Own - Awards”. Select this tab.

In this section will be a crosstab interface on which you can drag and drop “dimensions” into rows and columns. See illustration below.
By default, the dimension **Degree Count** has been placed under Rows, and **Academic Year** has been placed in the Columns. This builds a simple table “Degree Count” by “Academic Year” on the main table display.

To view this table by **Award Type**, add **Award Type (grouped)** from the dimension list to rows.

Simply drag-and-drop the dimension under **Measures** as illustrated here.

Note: More complete definitions on these dimensions can be found in the **Notes and Definitions** section of the Management Dashboards.
Now drag-and-drop **First Major College** to rows. Place **First Major College** directly under Measures.

**Totals On v. Totals Off Buttons**

There are two buttons at the top of the Dashboards that say “Row Totals Off” and “Column Totals Off.” These are toggle switches which will turn on row and column totals when clicked. You may want the Row and/or Column Totals On for viewing in the screen output, and then you may select to turn Totals Off whenever you Export to Excel, so that you have the ability to manipulate a flat file in Excel. See illustration below as an example of the Row and Column Totals On.
**First Major and Second Major**

Next, we will further customize the table by adding first major and second major.

**Filtering on a Dimension**

For this table we will **filter** dimension Academic Year to “2015-2016,” and dimension First Major College to “Arts and Sciences.”

Right-click on Dimension Academic Year (in Columns). Then select Filter Member. See illustration:
1. Un-check all boxes except for “2015-2016” from the list of options
2. Select “Apply”. Now the table is filtered to the academic year 2015-2016.

Next we will filter College to “Arts and Sciences.” Right-click on Dimension First Major College (in Rows). Then select Filter Member. See illustration:

1. Check the box for “College of Arts and Sciences” from the list of options.
2. Select “Apply”. Now the table is filtered to the academic year 2015-2016.
At this point we have a degree count by department.

Degree Count by Department

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>43</td>
<td>22</td>
</tr>
<tr>
<td>Chemistry</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Dean of Arts &amp; Sciences</td>
<td>55</td>
<td>22</td>
</tr>
<tr>
<td>English</td>
<td>59</td>
<td>33</td>
</tr>
<tr>
<td>History &amp; Geography</td>
<td>26</td>
<td>53</td>
</tr>
<tr>
<td>Mathematics and Statistics</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>Music</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>Physics &amp; Geology</td>
<td>5</td>
<td>112</td>
</tr>
<tr>
<td>Police Science/Criminal Justice/Org. Leadership</td>
<td>176</td>
<td>160</td>
</tr>
<tr>
<td>Psychological Science</td>
<td>89</td>
<td>22</td>
</tr>
<tr>
<td>Sociology, Anthropology, Philosophy</td>
<td>20</td>
<td>16</td>
</tr>
<tr>
<td>Theatre &amp; Dance</td>
<td>27</td>
<td>18</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>60</td>
<td>20</td>
</tr>
<tr>
<td>World Languages &amp; Literatures</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td><strong>Overall Result</strong></td>
<td><strong>589</strong></td>
<td><strong>623</strong></td>
</tr>
</tbody>
</table>

Add dimensions for first and second major to rows.
This will organize the data into the table shown on the next page.
Degree by First and Second Major

<table>
<thead>
<tr>
<th>First Major College</th>
<th>First Major Department</th>
<th>First Major</th>
<th>Second Major</th>
<th>Gender</th>
<th>Female</th>
<th>Male</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Sciences</td>
<td>Biological Sciences Major (BS)</td>
<td>No Second Major</td>
<td>39</td>
<td>16</td>
<td>43</td>
<td>19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Science Major</td>
<td></td>
<td></td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>Chemistry Major (BA)</td>
<td>No Second Major</td>
<td>43</td>
<td>22</td>
<td>50</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chemistry Major (BS)</td>
<td></td>
<td>5</td>
<td>9</td>
<td>16</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Integrative Studies (AA)</td>
<td></td>
<td>5</td>
<td>10</td>
<td>18</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Integrative Studies Major (BA)</td>
<td></td>
<td>11</td>
<td>2</td>
<td>10</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Integrative Studies Major (SA)</td>
<td>No Second Major</td>
<td>11</td>
<td>2</td>
<td>10</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Integrative Studies Speculation (AA)</td>
<td></td>
<td>37</td>
<td>16</td>
<td>42</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Integrative Studies Speculation (BA)</td>
<td></td>
<td>27</td>
<td>16</td>
<td>42</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Integrative Studies Speculation (SA)</td>
<td>No Second Major</td>
<td>5</td>
<td>4</td>
<td>10</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Integrative Studies Speculation (AA)</td>
<td></td>
<td>6</td>
<td>4</td>
<td>10</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Integrative Studies Speculation (BA)</td>
<td></td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Integrative Studies Speculation (SA)</td>
<td></td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Liberal Studies Major (BA)</td>
<td>No Second Major</td>
<td>65</td>
<td>22</td>
<td>60</td>
<td>24</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

STEMH Majors

We will build a table to look at STEM (Science, Technology, Engineering, Math) + H (Health) majors.

Before we continue, it is important to remove the filters we have placed on existing dimensions. Since we placed filters on Academic year and College in the above example we need to remove the filters by one of the following steps.

Remove Filters

To remove all filters, you can simply click the Reset button.

If you wish to remove only one filter, you must right-click on the dimension (such as Academic Year in Columns) and either click on Select All Members (which will remove the filter for this dimension) or click Filter Members (which gives you the option to reinstate all values or to select a different subset of values). Select the double checkmarks to select all values, and then click “Apply”. See illustration below.
Use one of these methods to remove all filters.

If you did not use the Reset button, remove dimensions for First Major and Second Major, by moving them back to the Dimensions list.

Let’s examine all of the dimensions for STEM+H. Look in the dimension list and find the following:

a. First Major STEM+H Flag- Students whose first major is in a CPE-designated Science, Technology, Engineering, Mathematics or Health field are flagged with “yes.”

b. Second Major STEM+H Flag- Students whose second major is in a CPE-designated STEM+H field are flagged with “yes.”

c. STEM+H Major Flag – Students whose first or second major is STEM or Health are flagged with “yes.”

d. STEM+H Major College – The college in which the student’s STEMH major belongs. This will be the student’s first major, if that major is STEMH, or the student’s second major, if the first major is not STEMH.

e. STEM+H Major Department – The department in which the student’s STEMH major belongs.

➤ Note: More complete definitions can be found in the Notes and Definitions section of the Management Dashboards.

Before looking at STEMH output, hit the pause button to stop the constant reloading of the table each time we drag-and-drop a dimension.

Pause Button

Just above Columns, notice the following Pause function:
This is a toggle button that you can select to stop the page from reloading multiple times. This is especially helpful when working with large data sets. Select this button.

Right-click **Academic Year** and select the three most recent years (2013-14, 2014-15, 2015-16).

Now add dimensions: **STEM+H Major College** to rows (this yields the college of the first or second major, whichever is the STEMH major), **STEM+H Major Department**, **First Major**, and **Second Major**.

**Hint:** If you have trouble adding **STEM+H Major Department** to rows, you may have to widen the column to accommodate the lengthy label. Select the column bar and drag it to the left.

See illustration below:

To load the resulting table, select the pause button again (this toggles the pause function to “off”).

This will produce the following table.
Notice that a Sociology major appears under first major (even though that is not a STEMH major), because the student’s second major was Geology. Using either the STEM+H Major Flag or the STEM+H Major College will yield the totals reported to the state that include all awards for which the first or second major is STEM+H. (See totals for STEM+H awards in following illustration.)
You can filter the dimension **Measures** to look at percent of graduates from various subgroups.

1. Right-click **Measures**, select **Filter Members**, and check the box for **Percent**. Click **Apply**.

   ➤ **Note:** When you right click on **Measures** in the **BYO – Awards**, all available metrics will be listed; however, you should **always** go to the **BYO – Ratios** when you want to examine the time-to-degree and hours-to-degree metrics because it has been pre-built with a dropdown menu to select the type/level of award. The ratios are highly dependent upon the level of award, so the user should always examine the results independently for each type. For example, the amount of time taken and hours earn for an associate’s degree will be much different than the amount of time taken and hours earned for a bachelor’s degree. See the next section concerning the metrics available in the **BYO – Ratios** in the Degrees and Certificate Dashboard.

2. Right-Click **Academic Year**, Select **Filter Members**, and check the box for **2015-2016**. Click **Apply**.

3. Right-Click **First Major College**, Select **Filter Members**, and check the box for **College of Arts & Sciences**. Click **Apply**.

We will keep these filters on for the next couple of tables. Add **First Major College, B Cohort Student** and **B Cohort Term Code to the rows**. This will display the percent of awards that were earned by students who started in a B Cohort at any point in time. Notice that 2015-16 CAS award recipients include B Cohort members who started as far back as 2000. Also notice that only half (49.6%) of CAS award recipients were a member of a B Cohort.
To examine percent of transfer students earning degrees in 2015-2016, let’s remove the filter from First Major College. To do this, right-click First Major College, and click “Select All Members” as illustrated here:

Remove all dimensions except for Measures. Add Award Type (Grouped) and Filter for undergraduate awards (associate’s, bachelor’s, and undergraduate certificates). Add Transfer Student.

Notice that more than 35% of undergraduate awards in 2015-2016 were earned by transfer-in students.

# Build Your Own (BYO) Ratios

Select the tab “Build Your Own Ratios” from the top of the Dashboard as illustrated:

A similar crosstab interface for adding dimensions to rows and columns allows you to build customized ratios.
Notice that the **Measures** contain the same metrics found in the **Ratios** tab.

- **Hours to Degree-College Level Only** provides the average number of credit hours to a degree, excluding developmental credit hours. These averages include transfer-in credit hours.
- **Hours to Degree-incl Dev** will include developmental credit hours.
- **Degree Count** - a count of degrees.
- **Years to Degree – All** presents the average number of years taken to earn a degree or certificate, including the time that stopouts took.
- **Semesters to Degree** provides the average number of fall and spring semesters taken to earn a degree or certificate.
- **Years to Degree – Stopouts Excluded** presents the average number of years taken to earn a degree or certificate, excluding any student who was a stopout, defined here as students who have attendance gaps of two or more years. This follows the CPE definition used in Program Review.

We will create a table to look at Hours to Degree, College Level Only.

➤ **Note:** Some students receive more than one award in a year. In order to have a full accounting for each award, as needed for Program Review, all awards are included in the calculations. Due to the interactive and summative nature of this tool, it is not possible to unduplicate those students at the higher organizational level (college and university). Therefore, the value for hours-to-bachelor’s degrees reported in the Management Dashboard will be greater than what is reported on the Executive Dashboard, where we
have provided an unduplicated calculation by removing the second value for hours-to-degree for those earning a second degree in the same year.

**Hours to Degree, College Level Only**

Filter **Measures** to include **Hours to Degree Coll Only** and **Degree Count**.

It is important to include **Degree Count** when looking at **Hours-to-Degree** or **Time-to-Degree** in order to note when calculations are based on a small $n$. Always pair these metrics together.

In this table we added dimensions for **STEM+H Major College** and **First Major** to create table:
Notice that Hours to degree for Biological Sciences Majors is slightly higher than overall figures for Hours to degree, and is based on Degree Counts greater than 40. Conversely, Hours to Degree for Chemistry Education Majors are much higher than average; however, these values are based on very small degree counts.

**Take Away Points**

- Select the **Awards** tab to see annual totals by Degrees and Certificates. Select the **Ratios** tab to see various metrics concerning hours-to-degree and time-to-degree.
- Although all measures can be viewed in the **BYO – Awards**, always go to **BYO – Ratios** when you need to examine hours-to-degree and time-to-degree metrics so that values are calculated independently by award type.
- When filtering Measures to **Hours-to-Degree or Time-to-Degree**, remember to also include **Degree Count**, so that you know when calculations are based on small numbers.
- By default, on the **Ratios** tab and the **BYO – Ratios**, the award level is set to “Bachelor.” This can be changed to view other award levels.
- **Trends by Low Income** reports will show data for the latest year that is still pending. Low income is always reported in arrears, and is updated after November for the preceding year.
- When Building Your Own (BYO) tables, you can filter dimensions. Remember to remove the filter before building a new table.
- Consult the **Notes and Definitions** section of the MD to see complete details on dimensions used in the Degrees and Certificates Management Dashboard.
- In **BYO – Awards**, filter **Measures** to “Percent” to see percent of subgroups earning degrees.
Management Dashboard

IN THIS SECTION:

➤ Overview

➤ Trend Reports

➤ Build Your Own

➤ Take Away Points

Office of Institutional Research
Management Dashboard:
Faculty

The Faculty Management Dashboard provides data on full-time faculty starting with Fall 2007, and the data for part-time faculty begins with Fall 2010. Below is a diagram of the dashboard sections.

1. The Overview shows a series of tables reflective of the latest year, 2015-2016:
   a. Faculty by Gender
   b. Faculty by Race/Ethnicity
   c. Faculty by Contract Type
   d. Faculty by Tenure Status

Select the down arrow on the “Overview” bar to see 5 additional Trend reports.

2. Tables are, by default, set to show **Full-time** Faculty, but there is an option for **Part-time** Faculty graphics.

3. Data can be shown in terms of Counts or Percentages.

4. If you need to capture a graphic for inclusion in a report, choose “Export to PDF”.

5. A filter panel can be used to select certain subpopulations for the graphics. Combinations of subpopulations can be built for the graphics by using more than one filter.
Build Your Own (BYO) Reports

The Management Dashboard provides a way to build your own faculty tables. Provided are some examples of reports and how to build them using the drag and drop feature.

At the top of the Dashboard is a tab called “Build Your Own”. Select this tab.

In this section will be a crosstab interface on which you can drag and drop “Dimensions” into Rows and Columns. See illustration below:
By default, the dimension **Measures** has been placed under Rows, and **Semester** has been placed in the Columns. Also notice that by default, **Full or Part Time** has been added to Rows.

The default table shows counts by Full-time and Part-time.

Notice that Part-Time faculty counts are not available prior to Fall 2010. Full-time faculty counts go back as far as Fall 2007.

**It is best practice** in building any faculty table to bring in the “Full or Part time” dimension first. There is a vast difference between full-time faculty and part-time faculty.
faculty data, and information is subject to misinterpretation if the full-time and part-time faculty data are not separated in the table.

Add dimensions for Tenure Status and Academic Rank.

For this table, filter for Full-time faculty only. On the next page are steps to filter on a dimension.
Filtering on a Dimension

Right-Click on the Dimension “Full or Part Time” and select **Filter Member**.

Check the box for “**Full-time**” from the list of options, and select “**Apply**”.

Now the table is filtered to Full-time counts only.

Add Dimensions: **Tenure Track** and **Academic Rank**.
The **Tenure Track** dimension flags faculty with a “yes” if they are Tenured or on Tenure Track. To add meaning, drag and drop the dimension **Tenure Status Grouped** under **Tenure Track**. (See illustration on next page.)

Now remove both dimensions for **Tenure** by dragging them back to the dimension list, and add **Chair** above the **Academic Rank** on the row.

⇒ **Note**: Academic Chairs are also counted among the faculty. Chairs were reclassified on IPEDS reports in Fall 2014 as faculty, and this dataset has been revised to include Chairs for all years available. As a result, these counts will no longer match IPEDS pre-2014.

Next, build a table to examine part-time faculty.
First, remove the filter on **Full or Part-time** to include part-time faculty in the counts again.

**Remove a Filter**

You can remove all filters by simply clicking the Reset button at the top.

![Image of Faculty Management Dashboard](image)

If you need to remove some filters but keep others, then right-click the dimension you wish to change (such as **Full or Part-time**) and Select "Filter Member." Then check the boxes for both options, and choose “Apply”. (Alternately, you can use the “Select All Members” in the first popup screen.)

![Image of Filter Options](image)

Add Dimension **Staff as PT Faculty** and remove **Chair** in the Rows.

The dimension **Staff as PT Faculty** identifies staff members who are also teaching. The PT Faculty counts will include faculty on primary assignments who are teaching as well as administrative staff members who are teaching a course on a secondary assignment (see illustration below).
Note: Since part-time faculty headcount includes staff who teach as adjuncts, there will be duplication among the headcounts between the Faculty Management Dashboard and the Staff Management Dashboard.

### Adding Totals and Exporting Your Table

The two buttons at the top for “Rows Totals Off” and “Column Totals Off” are toggle buttons to turn totals on or off. You may want the row or column Totals On for viewing in the screen output, and then you may select to turn Totals Off whenever you Export to Excel, so that you have the ability to manipulate a flat file in Excel.

Build a table using the “Row Totals On” feature. Remove all dimensions except for Full or Part Time and Academic Rank. Click the button for Row Totals On. See illustration below.
Now move Gender to the columns, and click for Column Totals On. Your table should look like this.

The “Export” button will export the table to Microsoft Excel, where you can format or redesign your table, as needed.
Add the dimensions **College** and **Department**. Since this produces a very large table, it may make sense to filter to one or two colleges. Illustrated on the next page is the table filtered to the Colleges of Business and Informatics.

Remember, in order to filter, right-click the dimension **College**, select “Filter Members” and check “Business” and “Informatics”. Select Apply.

**Note:** It is possible for a part-time faculty member to teach in more than one college or department. For those instances, the part-time faculty member is counted in each college and department in which he/she teaches. Therefore, part-time faculty are not unduplicated at the college or university level, due to the interactive and summative nature of this tool. In 2015-16, there were 10 part-time faculty who taught in two departments. Hence, the total part-time faculty count given in the Management Dashboard is 496; whereas, the Academic Snapshot, which is a static report that has the count unduplicated, shows 486.

> **Remember to remove filters before building a new table.** Since **College** has been filtered to Business and Informatics in the above example, the filters should be removed. As before, you can hit the **Reset** button, or you can select “Filter Members” by right-clicking on the **College** dimension and select all of the colleges again, or select “Select All Members.”

<table>
<thead>
<tr>
<th>Full Or Part Time</th>
<th>College</th>
<th>Academic Rank</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>College of Business</td>
<td>Professor</td>
<td>9</td>
<td>7</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>College of Business</td>
<td>Associate Professor</td>
<td>15</td>
<td>16</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>College of Business</td>
<td>Assistant Professor</td>
<td>14</td>
<td>16</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>College of Business</td>
<td>Lecturer</td>
<td>10</td>
<td>13</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>College of Informatics</td>
<td>Professor</td>
<td>10</td>
<td>9</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>College of Informatics</td>
<td>Associate Professor</td>
<td>11</td>
<td>10</td>
<td>13</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>College of Informatics</td>
<td>Assistant Professor</td>
<td>19</td>
<td>21</td>
<td>22</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>College of Informatics</td>
<td>Lecturer</td>
<td>13</td>
<td>17</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>College of Informatics</td>
<td>Lecturer II</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>College of Informatics</td>
<td>Senior Lecturer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>College of Business</td>
<td>Professor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>College of Business</td>
<td>Associate Professor</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>College of Business</td>
<td>Lecturer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>College of Business</td>
<td>Part-Time Faculty</td>
<td></td>
<td>43</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>College of Business</td>
<td>Professor</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>College of Informatics</td>
<td>Associate Professor</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>College of Informatics</td>
<td>Lecturer</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>College of Informatics</td>
<td>Part-Time Faculty</td>
<td></td>
<td>51</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Next, build a table with dimensions Race/Ethnicity - URM and Race/Ethnicity. The Kentucky Council on Postsecondary Education (CPE) identifies the following race/ethnicity as Underrepresented minorities (URM): African American or Black; Hispanic or Latino; American Indian or Alaskan Native; Native Hawaiian or Other Pacific Islander; and those who have declared two or more races. To see which race/ethnicity has been grouped under URM, nest the Race/Ethnicity dimension under the Race/Ethnicity - URM dimension, as illustrated below.
International Faculty

Unlike students, all international faculty and staff are designated by their race/ethnicity. To identify international faculty, use the Non Resident Alien dimension and nest the Race/Ethnicity dimension underneath (illustrated below).

### Highest Degree

The final table we will build will organize full and part-time faculty by highest degree. Please note that the data on highest degree is only available for Fall 2014 and forward.

First, remove dimensions for Race/Ethnicity.

For this table, it makes since to filter the data on semesters Fall 2014 and Fall 2015. Hover over the dimension Semester in the Column and right-click. Select “Filter Member”; select Fall 2014 and Fall 2015, and hit “Apply”.

---

**Table:**

<table>
<thead>
<tr>
<th>Non Resident Alien</th>
<th>Race/Ethnicity</th>
<th>Semester</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Or Part Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td></td>
<td></td>
<td>31</td>
<td>32</td>
<td>33</td>
</tr>
<tr>
<td>Latino</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
<td>481</td>
<td>455</td>
<td>489</td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Shown below is Highest Degree for all semesters available

<table>
<thead>
<tr>
<th>Full Or Part Time</th>
<th>Highest Degree</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>Bachelor</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Doctor of Medicine</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Doctorate</td>
<td>357</td>
<td>332</td>
</tr>
<tr>
<td></td>
<td>Doctorate of Education</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Juris Doctor</td>
<td>34</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>Masters</td>
<td>186</td>
<td>174</td>
</tr>
<tr>
<td></td>
<td>Unknown</td>
<td>10</td>
<td>42</td>
</tr>
<tr>
<td>Part-Time</td>
<td>Bachelor</td>
<td>45</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>Doctorate</td>
<td>76</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>Doctorate of Education</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Education Specialist</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Juris Doctor</td>
<td>30</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Masters</td>
<td>285</td>
<td>242</td>
</tr>
<tr>
<td></td>
<td>Unknown</td>
<td>56</td>
<td>137</td>
</tr>
</tbody>
</table>

Remember that other dimensions can be added at any time, such as College (illustrated below).
<table>
<thead>
<tr>
<th>College</th>
<th>Highest Degree</th>
<th>Semester</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chase College of Law</td>
<td>Juris Doctor</td>
<td></td>
<td>27</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Unknown</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Bachelor</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Doctorate</td>
<td></td>
<td>198</td>
<td>189</td>
</tr>
<tr>
<td>College of Arts &amp; Sciences</td>
<td>Juris Doctor</td>
<td></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Masters</td>
<td></td>
<td>77</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>Unknown</td>
<td></td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>College of Business</td>
<td>Doctorate</td>
<td></td>
<td>46</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>Juris Doctor</td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Masters</td>
<td></td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Unknown</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Doctorate</td>
<td></td>
<td>59</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>Doctorate of Education</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>College of Edu &amp; Human Serv</td>
<td>Juris Doctor</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Masters</td>
<td></td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Unknown</td>
<td></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>College of Health Professions</td>
<td>Bachelor</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Doctorate</td>
<td></td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Doctorate of Education</td>
<td></td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Masters</td>
<td></td>
<td>34</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>Unknown</td>
<td></td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
Management Dashboard

IN THIS SECTION:

- Overview
- Trend Reports
- Build Your Own
- Take Away Points

Office of Institutional Research
Management Dashboard:

Staff

The Staff Management Dashboard provides data on full-time and part-time staff starting from Fall 2007. Some variables are limited, such as SOC codes which were initiated by the federal government for reporting in Fall 2012.

Below is a diagram of the dashboard sections.

1. The Overview shows a series of tables reflective of the latest year 2015-2016:
   a. Staff by Gender
   b. Staff by Race/Ethnicity
   c. Staff Teaching as Part-Time Faculty
   d. Staff Count by EEO Categories

   Select the down arrow on the “Overview” bar to see additional Trend reports.

2. Tables are, by default, set to show **Full-time** Staff, but there is an option for **Part-time** Staff graphics.
3. Data can be shown in terms of Counts or Percentages.
4. If you need to capture a graphic for inclusion in a report, choose “Export to PDF”.
5. A filter panel can be used to select certain subpopulations for the graphics. Combinations of subpopulations can be built for the graphics by using more than one filter.
Build Your Own (BYO) Reports

The Management Dashboard provides a way to build your own staff tables. Provided are some examples of reports and how to build them using the drag and drop feature.

At the top of the Dashboard is a tab called “Build Your Own”. Select this tab.

In this section will be a crosstab interface on which you can drag and drop “Dimensions” into Rows and Columns. See the illustration below.

Crosstab Diagram
By default, the dimension **Measures** has been placed under Rows, and **Semester** has been placed in the Columns. Also, Full or Part Time by default will be in the Rows. This builds a simple table “Count” by “Semester,” “Full or Part Time” on the main table display:

<table>
<thead>
<tr>
<th>Full Or Part Time</th>
<th>Semester</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>Count</td>
<td>862</td>
<td>914</td>
<td>901</td>
<td>954</td>
<td>965</td>
<td>1,012</td>
<td>1,018</td>
<td>964</td>
</tr>
<tr>
<td>Part-Time</td>
<td>Count</td>
<td>124</td>
<td>132</td>
<td>99</td>
<td>99</td>
<td>100</td>
<td>131</td>
<td>145</td>
<td>107</td>
</tr>
</tbody>
</table>

In the main table display are counts by Full-time and Part-time, starting with Fall 2007.

- **Note:** It is **best practice** in building any staff table to have the “Full or Part time” dimension first. There is a vast difference between full-time staff and part-time staff.
data, and information is subject to misinterpretation if the full-time and part-time staff data are not separated in the table.

**Staff who Teach as Part-time Faculty**

There are many staff who also teach as a part-time faculty member. To find these counts, add the Dimension **Also Faculty** to the rows.

This will identify staff who have a secondary assignment teaching as part-time faculty.

<table>
<thead>
<tr>
<th></th>
<th>Measures</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Note:** On the Faculty Management Dashboard, part-time faculty who teach in more than one department will be counted within each department; therefore, there are duplications in the totals at the college and university level, due to the summative and interactive nature of this tool. For example, in 2015-16, there were 10 part-time faculty who taught in two departments. Staff who teach as part-time faculty are a subset of the part-time faculty who can be teaching in more than one department. The unduplicated count of staff teaching as part-time is provided in the Staff Management Dashboard. You will see that the count of “**Staff as PT Faculty**” in the Faculty Management Dashboard is higher than the “**Also Faculty**” count in the Staff Management Dashboard. In the example for 2015-16, there were three staff who taught in two departments, so the “**Staff as PT Faculty**” count in the Faculty Management Dashboard is 83, while the “**Also Faculty**” count in the Staff Management Dashboard is 80. If you are looking for an unduplicated count of staff who are teaching as part-time faculty, the Staff Management Dashboard is the appropriate source to use; whereas, if you need to count every department that has staff teaching as part-time faculty, the Faculty Management Dashboard is the appropriate source.
Next, remove dimension **Also Faculty** and add **Job EEO Code** and **Employee Group**.

**Note:** **Employee Group** shows staff with faculty contracts, including librarians, deans, and associate deans. Although librarians have faculty status at NKU, librarians at all higher education institutions must be reported separately from instructional faculty on federal reports. **Employee Group** also includes graduate students who are reported to IPEDS. No other student workers are included.

**Job EEO Code** is a classification system that is no longer used by IPEDS. Beginning in Fall 2012, **SOC Codes** are used to classify staff on federal reports. However, NKU has continued to utilize the Job EEO codes, because the categories are meaningful.

**SOC Codes**

Next, build a table to report staff by **SOC Code**.

For this table, filter on the dimension **Semester**, for Fall 2012 through Fall 2015, since data is not available prior to those dates.

**Filter by Dimension**

Hover over the dimension **Semester** in Column. Right-Click, select “Filter Members,” and select semesters Fall 2012 through Fall 2015. Click Apply. These steps are illustrated below.
Now pull dimension **SOC 2-digit** to Rows (shown below).

Since the example above placed filters on **Semester**, it is important to remove the filters before proceeding.

**Remove Filters:** The simply method for removing all filters is to click the **Reset** button. If you wish to remove only one of several filters, then right-click on the dimension (such as **Semester**, in this example). Select “Filter Members”, check all Semesters and click “Apply.” Steps are illustrated below. (Alternately, you can select “Select All Members” to remove the filters.)
Next, build a table with dimensions Race/Ethnicity-URM and Race/Ethnicity. The Kentucky Council on Postsecondary Education (CPE) identifies the following race/ethnicity as Underrepresented minorities (URM): African American or Black; Hispanic or Latino; American Indian or Alaskan Native; Native Hawaiian or Other Pacific Islander; and those who have declared two or more races. To see which race/ethnicity has been grouped under URM, nest the Race/Ethnicity dimension under the Race/Ethnicity-URM dimension, as illustrated below.
International Staff

Unlike students, all international staff are designated by their race/ethnicity. To identify international staff, use the Non Resident Alien dimension and nest the Race/Ethnicity dimension underneath (illustrated below).

<table>
<thead>
<tr>
<th></th>
<th>Full Or Part Time</th>
<th>Non Resident Alien</th>
<th>Race/Ethnicity</th>
<th>Semester</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>American Indian or Alaskan Native</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Asian</td>
<td>5</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Black or African American</td>
<td>45</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Hispanic/Latino</td>
<td>8</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>5</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Two or More Races</td>
<td>759</td>
<td>834</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>White</td>
<td>83</td>
<td>79</td>
<td></td>
</tr>
</tbody>
</table>

Take Away Points

Here is a summary of important points for reference.

1. Full-time and Part-time staff counts are available back to Fall 2007. However, staff teaching as part-time faculty are reported beginning in Fall 2010.
2. While the Faculty Management Dashboard will count staff within each department they are teaching as a part-time faculty, the Staff Management Dashboard reports an unduplicated count of staff who are teaching as part-time faculty.
3. You can filter on a dimension. Remember to remove the filter(s) before building a new table.
4. Identify international staff using the dimensions Non Resident Alien and Race/Ethnicity.
5. Employee Group shows staff with faculty contracts, including librarians, deans and associate deans. Employee Group also includes graduate students who are reported to IPEDS. No other student workers are included.
6. Staff are reported by SOC Code beginning in Fall 2012.
Management Dashboard

IN THIS SECTION:

 Overview

 Trend Reports

 Build Your Own

 Take Away Points

Office of Institutional Research
Management Dashboard:

Student Credit Hours

The Management Dashboard Credit Hours file provides credit hours and course enrollment data from 2005-2006 and forward for fall, spring, and summer terms. Additionally, data can be displayed for annual totals.

There are six tabs across the top of the opening screen:

- Student Demographics
- Student Academics
- Faculty Demographics
- Faculty Academics
- Course Data
- Build Your Own

The first five tabs provide graphics for data within that category, and the last tab is provided to build your own tables.

Credit Hours: Student Demographics

The Student Demographics tab shows credit hours and course enrollments by student demographic groups.

Below is a diagram explaining the dashboard offerings for Student Demographics.

1. The Overview shows a series of graphics reflective of the latest year, 2015-2016. The default term is Fall, but the term can be changed in the dropdown menu under item #3.
   a. Credit Hours by Gender
   b. Credit Hours by Race/Ethnicity
   c. Credit Hours by 8-County Region
   d. Credit Hours by Age Groups

2. Select the down-arrow in the Overview bar to see additional Trend reports.
3. Data can be shown in terms of Percent if desired. The Fall semester displays by default; however, spring and summer terms – or annual totals – can be displayed using the drop-down box here.

4. Here are radio buttons for Credit Hours, Successful Credit Hours (passing grades), or Course Enrollments.

5. The Filter Panel can be used to change the graphics to reflect other years or different subpopulations. See illustration for these additional filters.

6. If you wish to use one of the graphics in another document, choose “Export to PDF.”

**Credit Hours: Student Academics**

The **Student Academics** tab will show credit hours and course enrollments by academic factors.

Below is a diagram explaining the dashboard offerings for **Student Academics**.
1. The Overview shows a series of graphics reflective of the latest year, 2015-2016. The default term is Fall; however, the term can be changed from the dropdown menu under #3.
   a. Credit Hours by Student College
   b. Credit Hours by Full-time and Part-time
   c. Credit Hours by Student Level
   d. Credit Hours by First Major STEM+H

2. Select the down-arrow in the Overview bar to see additional Trend reports.

3. Data can be shown in terms of Percent if desired. The Fall semester displays by default; however, spring and summer terms – or annual totals – can be displayed using the drop-down box here.

4. Here are radio buttons for Credit Hours, Successful Credit Hours (passing grades), or Course Enrollments.

5. The Filter Panel can be used to change the years on the graphics or to display other subpopulations.

6. Here you can export to PDF.

**NOTE:** The credit hours and course enrollments under Student Demographics and Student Academics are organized according to the college and department of the students’ first major, not the college and department of the course. For example, general education credit hours from College of Arts and Sciences that are taken by students from other colleges are added to the college of the students’ major, not necessarily to the College of Arts and Sciences. This information follows one of the factors used in the Budget Model.

### Credit Hours: Faculty Demographics

Graphics in the Faculty Demographics section show credit hours and course enrollments by the demographic characteristics of the faculty teaching the courses.

Below is a diagram of the dashboard features for Faculty Demographics.
1. The Overview shows a series of graphics reflective of the latest year, 2015-2016. The default term is Fall.
   a. Credit Hours by Race/Ethnicity
   b. Credit Hours by Gender
   c. Credit Hours by Full-time and Part-time
2. Select the drop-down arrow on the Overview bar to see additional trend reports.

Other features in this dashboard are the same as for Student Demographics and Student Academics.

Credit Hours: Faculty Academics

Graphics in the Faculty Academics section display credit hours and course enrollments by academic characteristics of the faculty teaching the courses.

➤ Note: Credit hours and course enrollments under the Faculty Demographics and Faculty Academics tabs are organized by the college and department of the faculty member teaching the course, not by the college and department a course belongs under the academic architecture. This data follows the faculty member teaching the course and is the basis used for the Budget Model. In other words, the credit hours a faculty member may teach in another department will be totaled within the department of the faculty member, not the department where the course normally belongs.

Below is a diagram of the dashboard features for Faculty Academics.

1. The Overview shows a series of graphics reflective of the latest year, 2015-2016. The default term is Fall.
   a. Credit Hours by Faculty College
   b. Credit Hours by Faculty Tenure Status
   c. Credit Hours by Faculty Academic Rank
2. Select the drop-down arrow on the Overview bar to see additional trend reports.
Other features in this dashboard are the same as for Student Demographics and Student Academics.

**Credit Hours: Course Data**

The Course Data tab shows credit hours and course enrollments organized by the normal academic organizational structure. In other words, credit hours are summed by the college and department of the course.

Below is a diagram of the dashboard features for Course Data:

1. The Overview shows a series of graphics reflective of the latest year, 2015-2016. The default term is Fall.
   a. Credit Hours by Course College
   b. Credit Hours by Course STEMH
   c. Credit Hours by Course Level
2. Select the drop-down arrow on the Overview bar to see additional trend reports.

Other features in this dashboard are the same as for Student Demographics and Student Academics.

**Build Your Own (BYO) Reports**

The Management Dashboard provides a way to build your own credit hour and course enrollment tables. Here are some examples of reports and how to build them using the drag-and-drop feature.

At the top of the Dashboard is a tab called “Build Your Own”. Select this tab.

In this section will be a crosstab interface on which you can drag-and-drop dimensions into rows and columns. See the illustration below.
By default, the dimension **Measures** has been placed under Rows, and **Academic Year** has been placed in the Columns. This builds a table with a number of measures on the main table display.

**Note:** More complete definitions on these dimensions can be found in the **Notes and Definitions** section of the Management Dashboards.

By default, the dimension **Measures** has been placed under Rows, and **Academic Year** has been placed in the Columns. This builds a table with a number of measures on the main table display.

**Note:** The data files for reporting credit hours and course enrollments by the college and department of the faculty member have been created for 2010-11 and forward. Therefore, all
dimensions concerning Faculty Demographics and Faculty Academics will display “not available” for prior years and show “1” on faculty count.

Credit Hours Generated by Faculty College

For our first table, we will examine the difference between credit hours organized by the college of the course versus the college of the faculty member.

Drag-and-drop the dimension Faculty College to Rows, and Course College to Columns as illustrated below.

Next, filter Academic Year to the last couple of years. Right-click Academic Year, select Filter Members. Then check boxes for 2014-2015, and 2015-2016. Select Apply. Steps are illustrated below.
The resulting table will show faculty from Arts and Sciences teaching credit hours in Informatics. Another line shows faculty from Health Professions are also teaching credit hours in Informatics.

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>2015-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chase College of Law</td>
<td>7.0</td>
</tr>
<tr>
<td>College of Arts &amp; Sciences</td>
<td>136.0</td>
</tr>
<tr>
<td>College of Business</td>
<td>7.0</td>
</tr>
<tr>
<td>College of Edc &amp; Human Serv</td>
<td>32,697.0</td>
</tr>
<tr>
<td>College of Health Professions</td>
<td>12.0</td>
</tr>
<tr>
<td>College of Informatics</td>
<td>43,201.0</td>
</tr>
<tr>
<td>Not assigned</td>
<td>693.0</td>
</tr>
<tr>
<td>Undergraduate Academic Affairs</td>
<td>81.0</td>
</tr>
</tbody>
</table>

**Row Totals and Column Totals Buttons**

The two buttons at the top that show “Row Totals Off” and “Column Totals Off” are toggle buttons to turn row and column totals on or off. You may want the row or column Totals On for viewing in the screen output, and then you may select to turn row and column Totals Off whenever you Export to Excel, so that you have the ability to manipulate a flat file in Excel.

The “Export” button will export the table to Microsoft Excel. For this exercise, turn the Row Totals On.
NOTE: Before continuing, it is important to remove filters we have placed on a dimension. You can remove all filters by clicking the Reset button at the top. Or, if you wish to remove only one of several filters, right click the dimension (such as Academic Year in this example) and click “Select All Members.” See illustrated below.

Pause Button

You may have noticed how the table takes a few minutes to refresh. This will occur each time we change the dimensions selected, unless we pause the reloading of the table. This is due to the size of the file being manipulated.

Just above Columns, notice the following Pause function:

This is a toggle button that you can select to stop the page from reloading multiple times. This is especially helpful when working with large data sets and several dimensions are being selected. Select this button.
Remove the dimensions Course College from the columns and Faculty College from the rows. Drag-and-drop Student Full or Part-time to Rows.

Now add dimension Student Level. Deselect the Pause button to load the new table.

From this table we can see that about 75% of the credit hours are taken by full-time undergraduate students. Full-time graduate students enroll in 2% of the credit hours; full-time law students enroll in 2.5% of all credit hours, and the remaining 20% of credit hours are earned by part-time students.

Also, you can see that the percentages of credit hours successfully completed (grades of A, B, C, D, or P) are highest for graduate and law students, and lowest for part-time undergraduate students.

**Credit Hours by Transfer Students**

Select the Pause Button. Remove Student Full or Part-Time from Rows. Add Student First-Time Transfer to Rows, as illustrated. Deselect Pause again, and the new table will load.
Here we can see that new, undergraduate transfer-in students enroll in approximately 4% of total credit hours generated. Credit hours generated by new transfer-in students peaked in 2012-2013 at 16,242.5. Additionally, successful credit hour completion by new, undergraduate transfer-in students (between 80-82%), is about five percentage points below the percent of credit hours successfully completed by other undergraduates (between 85-87%).

**Credit Hours by Online Students**

Select the Pause Button. Remove Student First Time Transfer from Rows. Add Student Online Majors to the rows.

Data for online majors is available beginning in 2009-2010. For this table we will filter on academic years.

Right-click Academic Year, select Filter Members. Filter on years 2009-2010 through 2015-2016. Click Apply. Follow the illustration below.

Deselect Pause again, and the new table will load.
Credit hour production for graduates in online majors increased dramatically from 2011-2012 to 2012-2013. Beginning in 2010-2011, the percent of credit hours successfully completed by online graduate students has been higher than for other graduate students, averaging 92-95%.

Students in online majors will not be the only students taking online courses. This relationship can be seen in the following manner.

Select the Pause button.

To simplify the output, change the filter on the Academic Year to limit to the most recent year, 2015-16. Remove Student Level from the rows, add Course Online to the rows, and move Student Online Major to the columns. Select Row Totals On, which will provide totals for the columns. In this example, we also want to select the Column Totals On. Deselect the Pause button to reload the new table. Your table should look like the following.
Here you can see that 9.6% of the credit hours that online students took were not online courses, while 15.7% of the credit hours all other students took were in online courses. Grand total, more than 20% of the credit hours attempted were in online courses. Online majors were more likely to successfully complete online courses (89.3%) compared to the proportion of other students who successfully completed online courses (85.5%).

Credit Hour Production by Course

Select the Pause Button.

Before continuing, it’s important to remove the filter we placed on Academic Year. Right-click Academic Year, and Select All Members. Follow the illustration below. Or, you can click on the Reset button to remove all filters.
If you did not click on **Reset**, remove **Student Online Major** from columns and **Course Online** from rows. Add **Course Abbreviation** and **Course Number** to the rows.

We will filter on these next two dimensions to display only UNV courses.

Right-click **Course Abbreviation**. Select **Filter Members**. Notice the dialog box that appears. There are no course abbreviations appearing as choices. This is because there are too many choices for the space available. In this case, we will need to search for the course abbreviation we want. See the illustration below.

Type in the search bar “UNV” and select the magnifying glass. Now, the course abbreviation displays.

➤ **NOTE**: on dimensions with a large number of values, you must use upper/lower case, as used in the dimensions list. In other words, since the course abbreviations are in the dashboard with all caps, it will only accept course abbreviations typed in **ALL CAPS**.

Check the box for UNV and select **Apply**, as illustrated below.
Deselect Pause to load the table. The resulting table provides data on UNV 101 and 301 credit hour production.

**Credit Hours by First Major**

Filtering on majors presents a similar situation. When you select the filter box, majors will not immediately appear as selections, because there are too many to display. We will create a table by first major to demonstrate filtering on this dimension.

Before proceeding, remember to remove the filter on Course Abbreviation. Select the Pause button.

Right-click Course Abbreviation and Select All Members. Remove Course Abbreviation from Rows.

Add Student First Major to rows. We will filter on Biological Sciences.

Right-click Student First Major, and Select Filter Members. Notice that majors do not populate the dialog box. There are too many to display. We must enter a search term in the search bar.

Type “Bio”. (The dimension Student First Major is case sensitive; capitalize the first letter of the search term.). Select the magnifying glass (or hit enter). Now all majors beginning with Bio will display.
Select Pause again to load credit hour production for Biological Sciences majors.

Check all entries for Biological Sciences, and select Apply.

**Hint:** Move the bar to the right to widen the output on the text of the majors.
Take Away Points

1. Use the **Student Demographics** tab to view graphics on or credit hours and course enrollments by student demographic characteristics.

2. Use the **Student Academics** tab to view graphics on credit hours and course enrollments by student academic attributes, like student level and college. This tab will organize credit hours taken by the college of the student, not the college in which the course belongs.

3. The **Faculty Demographics** tab provides data on credit hours and course enrollments organized by demographic characteristics of the faculty teaching the course.

4. The **Faculty Academics** tab shows credit hours and course enrollments by the academic attributes of the faculty member teaching the course. Here, credit hours are organized by the college of the faculty teaching the course, not by the college in which the course belongs.

5. Use the **Course Data** tab to see credit hours and course enrollments organized by the college where the course belongs, according to the academic architecture.

6. Complete definitions on credit hour dimensions can be found in the **Notes and Definitions** section of the Management Dashboards.

7. To filter on **Course Abbreviation**, you must enter the term in the search bar. Remember to type in ALL CAPS on this dimension. For example, enter “UNV” to filter on UNV 101 or 301 courses.

8. To filter on **Major**, you must enter the term in the search bar, with the first letter capitalized. For example, enter “Bio” to filter on Biology majors.

9. Remove filters on dimensions before building a new table.