Welcome back to the OIRA newsletter! In this issue we discuss graduation rates, show the spring and summer enrollment trends, and describe student engagement as measured by the National Survey of Student Engagement (NSSE). We also feature an interview with Ms. Sandra Davis and introduce our newest staff member, Mrs. Kimberly Lassiter.

I am especially excited about our upcoming virtual presentation, Exploring the Data Visualizations of W.E.B. Du Bois, with guest speaker Jason Forrest. Mr. Forrest will be sharing with us his findings on W.E.B. Du Bois’s work with hand-drawn data visualizations. It is a fascinating and significant topic, pointing to the significance of Du Bois’s work and the long history of data visualizations – interactive dashboards are only the latest development in graphic depictions of information. Read more on Page 2, register, and mark your calendar to attend!

Sarah

Welcome
Mrs. Kimberly Lassiter

Mrs. Lassiter joined the OIRA team as administrative assistant on July 6, 2021.

The Office of Institutional Research and Analysis (OIRA) website provides access to North Carolina Central University data and information to support institutional decision-making and the achievement of our Strategic Plan through institutional research, assessment, and data/visual analytics.

The OIRA website provides both general data such as the number of degree-seeking undergraduate students as well as information about the role of OIRA at NCCU which includes providing information on campus surveys and evaluations, student achievement, institutional studies, and data to both internal and external organizations.

We encourage you to visit the OIRA Website. You can also go to any of the links below to drill down directly to learn more about what we offer.

Just hover, press the Ctrl key and click:

Data Literacy Information
Institutional Studies
OIRA Dashboards

OIRA Related Links
Surveys and Evaluations
Student Achievement

Inside View of OIRA Website
Featured Interview with Ms. Sandra Davis by Ms. Nicole Jackson

Featured Interview with Ms. Sandra Davis by Ms. Nicole Jackson [add picture of Sandra]

Occupation: Director of Institutional Studies, OIRA
Alumna: Winston-Salem State University and Fayetteville State University
Number of Years at NCCU: 26 years

Before your time at NCCU, what was your previous professional role? Prior to joining the Eagle family, I was employed as an analyst programmer at Fayetteville State University (FSU), in Administrative Computing. During that time, I supervised all application programmers, was responsible installation, upgrades, modifications and support of various Systems & Computer Technology Corp. (SCT) software systems (Financial Records System and Student Information System), computer programming, and reporting writing in FOCUS. A few years later I joined the department of Institutional Research.

What does a day in the OIRA office look like for you? I typically work with large volumes of data to generate reports by using analytical tools, such as SAS, WebFocus, Argos, and Tableau. I compile internal and external reports, analyze data that drives decisions for executive leadership, deans and chairs; provide responses to ad-hoc data requests received via Team Dynamics and email. I also document data and programming processes and procedures while managing and mentoring staff members in the OIRA department.

Have you always had a passion for data collection? Reporting? Visualization? Beside my passion for programming, I have a deep love for mathematics, which led me to my interest in computer science. I always felt that computer science was a version of computation itself.

I have a passion for analyzing data and I love to figure things out and write code to instruct and problem solve.

What are some hobbies that you enjoy outside of work? I am multitalented in and out of the office. I spend most of my free time volunteering in the arts and serving the Durham community and my sorority. I enjoy spending time with family and friends, reading, plays and concerts, crafting, traveling, and cake baking. My culinary skills are phenomenal, according to my family and friends.

OIRA Upcoming Virtual Event

Exploring the Data Visualizations of W.E.B. Du Bois

Mr. Jason Forrest
Thursday, September 9, 2021
3:00pm-4:00pm
Audience: Faculty, staff and students
Zoom: Click icon to register

At the 1900 Paris Exposition, an all African-American team lead by scholar and activist W.E.B. Du Bois sought to challenge and recontextualize the perception of African-Americans at the dawn of the 20th-century. In less than 5 months, his team conducted sociological research and hand-made more than 60 large data visualization posters for an elite European audience which ultimately earned Du Bois a gold medal for his efforts. While relatively obscure until recently, the ramifications of this landmark work remains challenging today, especially important in light of the Black Lives Matter movement.

Jason Forrest is a data visualization specialist, writer, and designer living in New York City. He is the director of interactive data visualization for McKinsey and Company's COVID Response Center. In addition to being on the board of directors of the Data Visualization Society, he is also the editor-in-chief of Nightingale: the journal of the Data Visualization Society. He writes about the intersection of culture and information design and is currently working on a book about pictorial statistics.
OIRA Data Literacy Brief

Graduation Rate Dashboard is located at https://www.nccu.edu/oira/dashboards-institutional-data

OIRA Data Highlights

What is Graduation Rate?

Graduation rates (GR) are reflective of full-time, first-time, degree-/certificate-seeking students (cohort) who started and finished at the same institution in a specific time-frame. Students included in graduation rates do not represent all of the students at an institution (e.g., GR excludes part-time and transfer students). The most common time-frames are four, five, and six-year graduation rates.

In the above NCCU Graduation Rates chart, the overall six-year graduation rate for Fall 2014 first-time, full-time undergraduate, bachelor’s degree-seeking students was 52 percent, completing their NCCU bachelor’s degrees by summer 2020.


Check out OIRA’s Data Literacy Corner for more data definitions, resources, videos, and materials to better understand and use institutional data.

What does this Spring 5-year enrollment trend reveal?

- Undergraduate enrollment has decreased by 12.2%.
- Graduate headcount increased by 10.2%.
- NCCU’s 5-year enrollment trend decrease is being driven by the yearly decline of undergraduate student enrollments.
What does Summer 5-year enrollment trend reveal?

- Undergraduate enrollment has increased by 10.3%.
- Graduate headcount increased by 39.5%.
- NCCU’s 5-year enrollment trend increase is being driven by graduate student enrollments.

Student Engagement at NC Central University

What is the National Survey of Student Engagement (NSSE)?
NSSE annually collects information at hundreds of four-year colleges and universities about student participation in activities and programs that promote their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending their college or university. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice. NSSE has been in operation since 2000 and has been used at more than 1,600 colleges and universities in the US and Canada. More than 90% of participating institutions administer the survey on a periodic basis.

NC Central has participated in the NSSE since 2004. Over the years, student response rates have ranged as low as 15% to as high as 32%. The average response rate for U.S. NSSE 2018 institutions was 30%. The chart below provides a snapshot of the response rates over the years:

<table>
<thead>
<tr>
<th>Year</th>
<th>FY</th>
<th>Response Rate %</th>
<th>SR</th>
<th>Response Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>312</td>
<td>15%</td>
<td>209</td>
<td>17%</td>
</tr>
<tr>
<td>2014</td>
<td>153</td>
<td>16%</td>
<td>241</td>
<td>25%</td>
</tr>
<tr>
<td>2012</td>
<td>331</td>
<td>23%</td>
<td>319</td>
<td>31%</td>
</tr>
<tr>
<td>2009</td>
<td>286</td>
<td>16%</td>
<td>352</td>
<td>25%</td>
</tr>
<tr>
<td>2004</td>
<td>106</td>
<td>19%</td>
<td>164</td>
<td>32%</td>
</tr>
</tbody>
</table>

Survey Data and Methodology

In 2018, North Carolina Central University administered the NSSE to 2138 first year students and 1244 seniors; 312 first-year students and 209 seniors completed the survey. Thus, yielding a 15% response rate for first year students and a 17% response rate from seniors.

NSSE’s sampling methodology calls for either a census of all first-year and senior students or a random selection of an equal number of students from each group, with sample size based on total undergraduate enrollment.

Census administration is available only via email recruitment, in which students get a survey invitation and up to four reminders by email.

How Students Assess Their Experience

NC Central University students' perceptions of their cognitive and affective development, as well as their overall satisfaction with the institution, provide useful evidence of their educational experiences.
According to NSSE, student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how the institution deploys its resources and organizes the curriculum and other learning opportunities to get students to participate in activities that decades of research studies show are linked to student learning (2018). NSSE has ten engagement indicators that are organized into four broad themes: academic challenge, learning with peers, experience with faculty and campus environment.

Challenging Students to Do Their Best Work

NC Central faculty challenge students to perform at their best. This is supported by students’ responses to the question, “To what extent did students’ courses challenge them to do their best work?” Response options ranged from 1 = "Not at all" to 7 = "Very much."

How to Use NSSE Data

NC Central faculty, staff, and students can use NSSE results to improve the student experience in and outside the classroom. According to NSSE, “results can inform and structure conversations in efforts to enhance student learning and success across campus offices and projects including enrollment management and retention, marketing and communications, faculty development, learning support, and student housing” (NSSE, 2021, https://nsse.indiana.edu/nsse/working-with-nsse-data/nsse-data-users-guide-with-worksheets/index.html.) As an assessment instrument, NSSE can be used to identify both areas of strength as well as opportunities for growth to help make learning and the campus environment more cohesive with student needs and expectations. Furthermore, academic programs can use NSSE as a part of program review and accreditation reports.

Sources

NSSE 2022 COMING SOON

NC Central will administer the NSSE Spring 2022 to first-year students and seniors. If you would like to be a partner and help increase student participation or want more information regarding the NSSE, contact Ms. Tia Marie Doxey at tdoxey@nccu.edu or go to the OIRA website at: 
[https://www.nccu.edu/oira/surveys-evaluations/NSSE](https://www.nccu.edu/oira/surveys-evaluations/NSSE)

Data Request

OIRA operates primarily as the central unit for the collection, processing, analysis, interpretation, reporting and maintenance of official (historical) university data.

You can request university historical data by clicking on either link: OIRA Data Request Form or Service Catalog.