Message from the Associate Provost for Institutional Research and Analysis & Chief Data Officer

Thank you once again for taking time to read the latest edition of the Office of Institutional Research (OIRA) newsletter. In this edition, we feature an interview with Tia Marie Doxey, another long-standing staff member!

In our Data Literacy brief, we discuss the term "data literacy" and why it matters. We also link to additional articles where you can take a deeper dive into becoming data literate.

We also examine the most recent summer and fall semester enrollment and degree awards trends, and we review select outcomes from the NSSE survey conducted in 2021-2022.

Most especially, I invite you to attend our 2nd Annual Data Literacy Virtual Event Sept. 20, with guest speaker Dr. Amelia Parnell, vice president for research and policy at NASPA – Student Affairs Administrators in Higher Education. More information and the link to register are on the last page of this edition.

Sarah Carrigan

Featured OIRA Staff Member

Name: Tia Marie Doxey

Occupation: Director of Surveys and Evaluation in the Office of Institutional, Research and Analysis

Specialty Areas: Evaluation, Assessment, Survey Development, Qualitative Research

Education: West Virginia University (BM in Music) and North Carolina State University (M.Ed. in Higher Education Administration)

Number of Years at NCCU: 18 years at NCCU (Associate Director of Residential Life, Director of Student Life Assessment in Student Affairs, Director of Assessment in Academic Affairs, and Director of Surveys and Evaluation in OIRA)

Hometown: Bayonne, N.J. (born) and Norfolk, Va.

Before your time at NCCU, what was your previous professional role?

"I held several professional positions before my current role at NCCU. I was a professional opera singer and trained vocally at West Virginia University. NCCU, however, was not my first rodeo on the campus of a thriving HBCU." Prior to her WVU journey, Ms. Doxey attended the Governor's Magnet School for Performing Arts in Norfolk, Va., and she trained in voice at Old Dominion University (ODU) and Norfolk State University (NSU). She also served as the communications instructor for the Environmental Protection Agency at Shaw University. This was an EPA research apprenticeship grant and she eventually became the program coordinator. While in school, Ms. Doxey developed her love for student housing and worked as a resident assistant. With her housing background, she would go on to serve in housing at WVU, University of Tennessee, Knoxville, and NC State University, climbing through the ranks, from resident director to associate director of housing.

What does a typical day in the OIRA office look like for you?

"On a typical day in OIRA, I can be leading Qualtrics training workshops, building surveys for the campus, running labor market reports for department chairs, or even following up on the Student Rate of Instruction (SRI) process with the employee I supervise." She may also be working with the deans on their work plans for Academic Affairs, coordinating the evaluation process for deans and department chairs, coding focus group data or administrating a survey.

Have you always had a passion for survey building and reporting outside of your passion for music?

 "I've always had a passion for telling the story of the student experience; whether that is through surveys, focus groups or individual interviews. Capturing the student,

and even faculty and staff experience on a college campus is deeply meaningful. As an opera singer, I told stories through song and was able to link that passion from telling stories through opera, to telling stories through looking at data and then crafting a story to actually be able to share someone's experience."

What are some hobbies that you enjoy outside of work?

"Diversity, equity and inclusion (DEI) is my passion! I offer DEI trainings outside of work for all sorts of organizations. I love to read, cook and bake. Recently, I received the Women Who Change the World award from the National Organization of Women (NOW). I was also featured in NCCU's, When Eagles Soar campaign."

If you could do anything different, knowing now what you know today about your career path, would you change anything about it?

"NO! The career path I took was what I needed to take in order to implement my purpose. Being in music and opera helped me to tell a story through song. That connection helped me tell a story in assessment. At NC State University, while working as a research assistant to a notable professor, I realized my passion for working in assessment, evaluation and survey development. Everything I experienced has placed me on my current career path."

OIRA Data Literacy Brief

What is data literacy-and why does it matter?

Data literacy is when an individual possesses the skills necessary to understand, explore, use, make decisions with, and communicate using data. Literacy is also about ensuring data-driven critical thinking, and learning the skills required to make that a reality. It's imperative that we learn to think critically, argue effectively with data, and recognize what data is relevant—the success of our decisions and investments depend on it. Without having a data-literate workforce, organizations limit or prevent their ability to build a successful data culture and get value from their data. Investing in more technology, architecture tools, and processes, without investing in the skills and

knowledge of employees, don't yield the benefits and differentiation businesses and communities seek.

Employees with data literacy or data skills can apply techniques to derive meaning from data and communicate their discoveries to grow sales performance, make operational processes more efficient and other improvements. They can ask the right questions in pursuit of goals, collect and connect the right data to their question, determine whether or not information is reliable, and apply this knowledge with relevant business context.

Excerpts from: Turner-Williams, W. (2022, 3 15). Data literacy is the key to better decisions, innovation, and data driven organizations. Retrieved from https://www.tableau.com/about/blog/2022/3/data-literacy-key-better-decisions-innovation-and-data-driven-organizations

Highlighted data literacy articles from The Chronicle of Higher Education

Cubarrubia, A. (Oct 13, 2019). We All Need to be Data People. The Chronicle of Higher Education. Retrieved from: https://www.chronicle.com/article/we-all-need-to-be-data-people/

Swaak,T. (March 9, 2022). The Puzzle of Student Data: Key strategies for using information, responsibly. Retrieved from: https://www.chronicle.com/report/free/the-puzzle-of-student-data

"Data literacy is the key to better decisions, innovation, and data-driven organizations."

Wendy Turner-Williams
Chief Data Officer, Tableau
March 15, 2022

NCCU SUMMER ENROLLMENT TREND
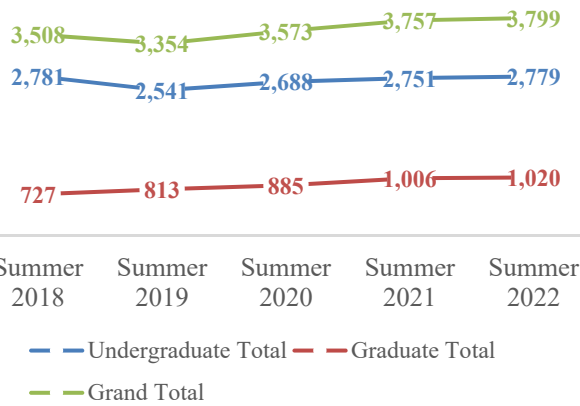
What does this five-year summer enrollment reveal?

- Summer enrollment declined slightly in 2019, but has since improved, from a 40% increase in graduate enrollment.

NCCU FALL ENROLLMENT TREND
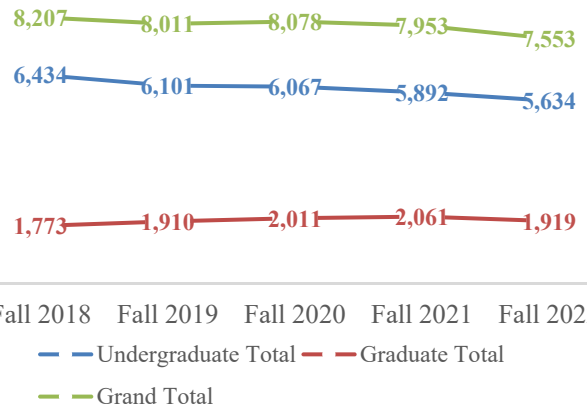
What does this five-year fall enrollment reveal?

- NCCU's five-year enrollment trend decrease is being driven by the yearly decline of undergraduate student enrollments.

Fall 2022 Retention*
76.32%
*First-time Full-time Students from fall 2021 who enrolled as of fall 2022.

Degrees Conferred Trend

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	5-Year Change (%)
Bachelor's	1036	1145	1109	1043	1002	-3.3
Master's	467	454	531	486	600	28.5
Doctoral, Professional Practice	132	129	119	86	132	0.0
Doctoral, Research/Scholarship	2	2	2	1	0	-100.0
Grand Total	1637	1730	1761	1616	1734	5.9

NORTH CAROLINA CENTRAL UNIVERSITY

OIRA
Office of Institutional Research and Analysis

NEWSLETTER / September 2022
Volume 3/Issue 1

NSSE
national survey of student engagement

A Pocket Guide to Choosing a College:
NSSE 2022 Answers from Students
North Carolina Central University

Each year the National Survey of Student Engagement (NSSE) asks students at hundreds of colleges and universities to reflect on the time they devote to various learning activities. The topics explored are linked to previous research on student success in college.

Results from NSSE can provide prospective students with insights into how they might learn and develop at a given college. To help in the college exploration process, NSSE developed *A Pocket Guide to Choosing a College* to give students and their families key questions to ask during campus visits or virtual tours.

A Pocket Guide to Choosing a College is available at go.iu.edu/NSSE-pocketguide

The following responses were provided by 459 NC Central students on the 2022 survey.

Academics

How much time do students spend studying each week?

First-year (FY) students spent an average of 12 hours per week preparing for class while seniors spent an average of 14 hours per week.
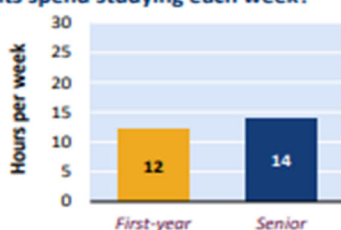
Do courses challenge students to do their best?[a]
45% of FY students reported that their courses highly challenged them to do their best work.

How much writing is expected?
In an academic year, FY students estimated they were assigned an average of 58 pages of writing and seniors estimated an average of 78 pages.

How much reading is expected?
FY students estimated they spent an average of 6 hours per week on assigned reading, and seniors read 7 hours per week.

How often do students make course presentations?[b]
39% of FY students and 53% of seniors frequently gave course presentations.

Do class discussions and assignments include the perspectives of diverse groups of people?[b]
68% of FY students frequently included diverse perspectives in course discussions or assignments.

Are students expected to use numbers or statistics throughout their coursework?[b]
51% of FY students frequently used numerical information to examine a real-world problem or issue; 57% of seniors frequently reached conclusions based on their own analysis of numerical information.

Experiences with Faculty

How do students rate their interactions with faculty?[c]
32% of FY students rated the quality of their interactions with faculty as high.

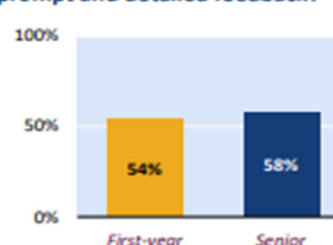**How often do students talk with faculty members or advisors about their career plans?[b]**
46% of FY and 56% of seniors frequently discussed career plans with faculty.

Do faculty members clearly explain course goals and requirements?
62% of FY students said instructors clearly explained course goals and requirements "quite a bit" or "very much."

Do students receive prompt and detailed feedback?[d]
54% of FY students and 58% of seniors said instructors substantially gave prompt and detailed feedback on tests or completed assignments.

How often do students talk with faculty members outside class about what they are learning?[b]
33% of FY students frequently discussed course topics, ideas, or concepts with a faculty member outside of class.

**How many students work on research projects with faculty?**
9% of FY students and 16% of seniors worked on a research project with a faculty member.

NORTH CAROLINA CENTRAL UNIVERSITY

OIRA
Office of
Institutional Research
and Analysis

NEWSLETTER / September 2022
Volume 3/Issue 1

Learning with Peers

How often do students work together on course projects and assignments?[b]

45% of FY students and 58% of seniors frequently worked with their peers on course projects and assignments.
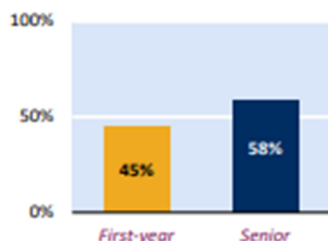
Do students help each other learn?[b]
62% of seniors frequently explained course material to one or more students.

How often do students work together to prepare for exams?[b]
39% of FY students frequently prepared for exams by discussing or working through course material with other students.

How often do students interact with others who have different viewpoints or who come from different backgrounds?[b]

Among FY students, 39% frequently had discussions with people with different political views, 54% frequently had discussions with people from a different economic background, and 42% frequently had discussions with people from a different race or ethnicity.

Campus Environment

Are students encouraged to use learning support services (tutors, writing center)?[d]
66% of FY students said the institution substantially emphasized the use of learning support services.

How do students rate their interactions with academic advisors?[c]
53% of FY students and 53% of seniors gave the quality of their interactions with academic advisors a high rating.

How well do students get along with each other?[c]
49% of FY students gave the quality of their interactions with their peers a high rating.

How satisfied are students with their educational experience?
71% of FY and 75% of seniors rated their entire educational experience at this institution as "excellent" or "good."

Rich Educational Experiences

What types of honors courses, learning communities, and other distinctive programs are offered?

During their first year, 9% of students participated in a learning community. By spring of their senior year, 39% of students had done (or were doing) a culminating senior experience.

How many students study in other countries?
By their senior year, 1% of students had studied abroad.

How many students get practical, real-world experience through internships or field experiences?

By spring of their senior year, 48% of students had participated in some form of internship, co-op, field experience, student teaching, or clinical placement.

How many courses include community-based service-learning projects?[e]

59% of FY students and 69% of seniors said at least some of their courses included a community-based service-learning project.
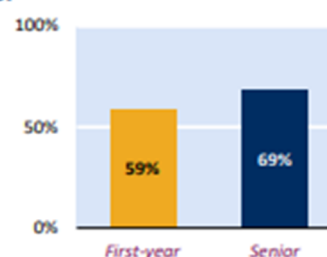
Notes
a. Highly is a 6 or 7 on a seven-point scale where 1 is "Not at all" and 7 is "Very much."

b. Frequently is "Often" or "Very often."

c. A "High" rating is a 6 or 7 on a seven-point scale where 1 is "Poor" and 7 is "Excellent."

d. Substantially is "Quite a bit" or "Very much."

e. At least some is defined by combining responses of "Some," "Most," and "All."

OIRA 2nd Annual Data Literacy Virtual Event

The Office of Institutional Research and Analysis at North Carolina Central University is pleased to invite you to our 2nd Annual Data Literacy Speaker event being held virtually on Tuesday, September 20, 2022, from 10:40 – 11:40 a.m. This year's topic: You Are A Data Person: Strategies For Using Analytics On Campus. Our speaker is Dr. Amelia Parnell, Vice President for Research and Policy at NASPA – Student Affairs Administrators in Higher Education. This event is for all levels of faculty, staff, and students!

Register here: https://nccu-edu.zoom.us/meeting/register/tZYsc-mppzsoGt0jenGRHjBImXRc8C7gipqu

We can't wait to see you there!

Office of Institutional Research and Analysis

DATA LITERACY SPEAKER

TUESDAY, SEPT 20, 2022

10:40 - 11:40 a.m.

VIRTUAL EVENT

YOU ARE A data person
Strategies for Using Analytics on Campus

Amelia Parnell

Dr. Amelia Parnell
Vice President for Research and Policy,
NASPA-Student Affairs Administrators in Higher Education

All are welcome to attend.

NORTH CAROLINA CENTRAL UNIVERSITY
OIRA@NCCU.EDU
919-530-6367

Every higher education professional, regardless of their role, can find a use for data in their daily work.

Dr. Amelia Parnell

Data Request

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

You can request university historical data by clicking on: Data Request Form.

OIRA Contact Information

H.M. Michaux Jr. School of Education Building
Suite 2027
Phone: 919-530-636
Email: oira@nccu.edu
Website: https://www.nccu.edu/oira