



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

Welcome back to the spring 2023 edition of the OIRA newsletter. In staff news, we have hellos and goodbyes for the OIRA Staff. Hello to Jim Price, who joins us as the business intelligence and data analyst. Goodbye to Sandra Davis, Nicole Jackson and Dax Prather.

Metrics are in the air. We provide a summary of the new [UNC System Strategic Plan metrics](#), which are in effect for the five-year period, 2022-2027.

Look for the latest graphs in degree awards and spring enrollments. A reference list of books and articles on data analytics is provided.

Links where you can learn more: [University of North Carolina\(UNC\) System Office Fact Sheets](#), the [Minority Serving Institutions dashboard](#), the podcast [How Data Drives Cultural Fluency & Why It's Important](#).

Also look for the brief on data literacy skills among university stakeholders and tips for using Qualtrics.

Finally, please enjoy the crossword puzzle of survey research terms – the answers are linked, but don't look before you try it!

*Sarah*



### Welcome to the team, Mr. Jim Price

Jim Price joined OIRA in November 2022 having previously worked more than two decades at NC State University as an analyst in institutional research, a business analyst in undergraduate admissions and an information systems technician for the university bookstore. In OIRA, he will be responsible for data visualizations and data warehousing, bringing with him experience in the areas of IPEDS, the UNC Data Mart, data analysis and reporting, higher education rankings

surveys, training people how to access and interpret data, SAS, AdmissionPros and PeopleSoft.

Mr. Price also has eight years of administrative and marketing experience with non-profit organizations in New York City and Washington, D.C. He earned a Master of Science degree in Research Forestry (NC State University) and a Bachelor of Arts degree in International Relations (Earlham College). His hobbies include cooking and baking, photography and videography, politics, amateur radio and learning about other cultures.

Jim is very happy to have evolved from being a Wolf to an Eagle and looks forward to helping you with questions about data and data visualizations.

### Congratulations, Sandra Davis!

Sandra Davis retired in December 2022 after serving 41 years within the UNC System. She is looking forward to babysitting her first-born grandson, traveling and being actively involved in community service activities.



### Congratulations! Job Changes

**Nicole Jackson**, formerly the OIRA Student Data Mart Business Analyst, joined North Carolina A&T State University as the associate registrar for technology services in the office of the registrar.

**Dax Prather**, formerly OIRA Business Intelligence Analyst, joined Duke University as a senior manager for technology services in Trinity College.

### UNC System Strategic Plan Metrics

In 2022, the UNC System introduced the 'Strategic Plan Refresh,' building on the progress of the previous 2017-2022 strategic plan, 'Higher Expectations.' As part of the 2022-2027 strategic plan, five new core metrics shared by all UNC campuses were introduced. The five core metrics are four-year graduation rates, undergraduate degree efficiency, average student debt at graduation for first-time and transfer students, and education and related expenses per degree. In addition, each campus selected

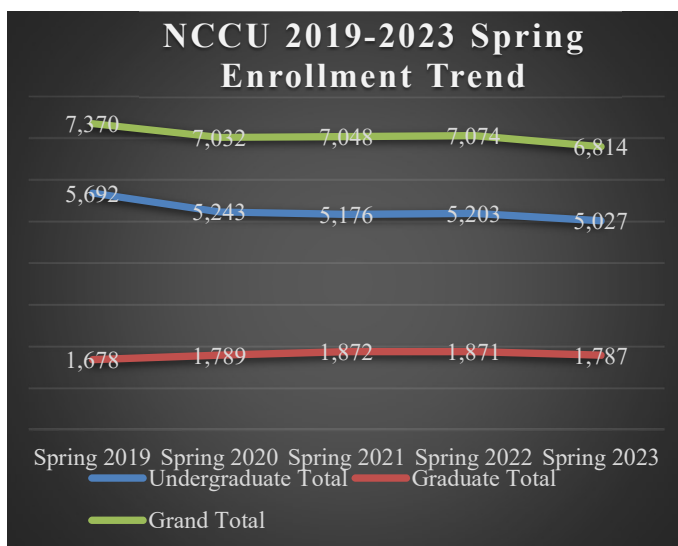
one additional metric, intended to reflect the institution's unique mission and goals. Upon consideration of the options and review of NCCU's historic data, NCCU leadership, including Chancellor Akinleye and the executive leadership team, selected military-affiliated enrollment as NCCU's sixth metric. Listed in the chart are NCCU's six metrics, baseline data and stretch goals for 2023:

[UNC System 2022-2027 Strategic Plan Metric Definitions and Change Log](#)

	NCCU	2020	2023
#	Goals	Baseline	Stretch
1	Four-Year Graduation Rate	28.40%	36.82%
2	Undergraduate Degree Efficiency (Credentials Per 100 FTE) GOALS	19.7	21.54
3	Average Cumulative Debt at Completion of Bachelor's Degree (FTF) Goals	\$29,648	-13.50%
4	Average Cumulative Debt at Completion of Bachelor's Degree (Transfer) Goals	\$21,081	-13.50%
5	Education and Related Expenses Per Degree Goals	\$73,269	-14.28%
6	Military-Affiliated Enrollment Goals	482	548

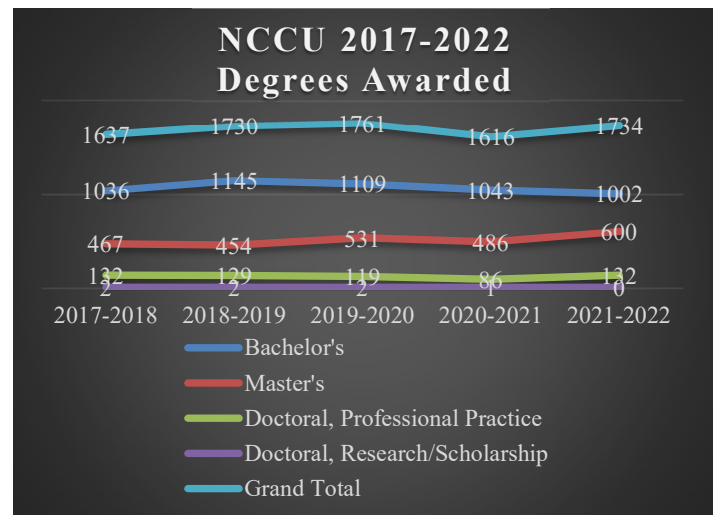
### OIRA Data Highlights

College enrollment includes all students at NCCU. The two proceeding enrollment charts - spring and summer - reveal enrollment patterns, which are referred to as trends. Trends can either be upward or downward.



What does this spring five-year enrollment trend reveal?

- Undergraduate enrollment has decreased by 11.7%.
- Graduate headcount increased by 6.5%.
- NCCU's five-year enrollment trend decrease is being driven by the yearly decline of undergraduate student enrollments.




What does degrees awarded five-year academic year trend reveal?

- Undergraduate degrees conferred decreased by 3.3%.
- Master's degrees conferred increased by 28.5%.
- NCCU's five-year degrees conferred increase is being driven by the master's degrees.

### OIRA Data Analytics Books/Articles of the Month

- Webber, K. L., & Zheng, H. Y. (2020). Big Data on campus: Data Analytics and decision making in Higher Education. Johns Hopkins University Press.
- Gagliardi, J. S. (2022). How Colleges Use Data. United States: Johns Hopkins University Press.

 Culture Can Wait: The Importance of Data Literacy. (n.d.). EDUCAUSE Review. <https://er.educause.edu/blogs/2019/10/culture-can-wait-the-importance-of-data-literacy>

## OIRA Data Podcast Highlight

Spotify for Podcasters. (n.d.). How Data Drives Cultural Fluency, DEI at OU by DataU. <https://podcasters.spotify.com/pod/show/steppingblocks/episodes/How-Data-Drives-Cultural-Fluency--DEI-at-OU-e1dd09t/a-a79qbra> (22 min)

Belinda Higgs Hyppolite, Ed.D., vice president for diversity and inclusion and chief diversity officer at the University of Oklahoma, shares how data tells the story of how to recruit, retain, progress and promote.

## OIRA Data Literacy Highlights

### Data Fluency vs. Data Literacy

Data fluency is a step beyond data literacy. Data literacy describes a person's ability to understand the subject whereas data fluency showcases a person's data skills by way of implementation, problem solving and explanation.

How would you rate your data skills? Take a few minutes to complete the below 'Data Fluency Inventory.' Let us know how you did and how you would like to improve your understanding of data and/or use of data.

How would you assess your ability to	No Skill	Low Skill	Average Skill	Strong Skill	Exceptional Skill
1. Summarize data to find averages and totals					
2. Understand distributions of values and identify outliers					
3. Find interesting and useful trends in data.					
4. Read charts and graphics and understand the important highlights					
5. Identify insights in the data that can be acted upon.					
6. See inconsistencies or weaknesses in the data.					

Source: \*[Data Fluency Inventory \(DFI\)](#) excerpt. Gemignani, Z. Gemignani, C., Galentini, R., Schuermann, P. (2014) *Data Fluency: Empowering Your Organization with Effective Data Communication*.

## Minority Serving Institution Data Dashboard



The Minority Serving Institution (MSI) aims to provide historical and current data on MSIs, in order to serve as a resource for research, institutional practice, advocacy, and policymaking by the greater MSI community. The MSI

Data Project data is open and accessible to the general public at large, and datasets are free for viewing and download. Explore the MSI Data Dashboard at <https://www.msidata.org/data>

### NATIONAL SURVEY DATA BITE

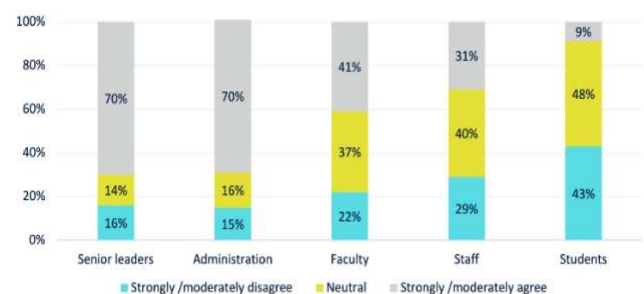
09.20.21

## Evaluation of Stakeholder Data Literacy Skills

by AIR

Data literacy is the ability to read, work with, analyze, and communicate with data\*. As data and analytics professionals, we depend on our stakeholders to have the necessary data literacy skills to consume and use the information we produce to improve student success.

National Survey of IR Offices: Evaluation of Stakeholder Data Literacy Skills

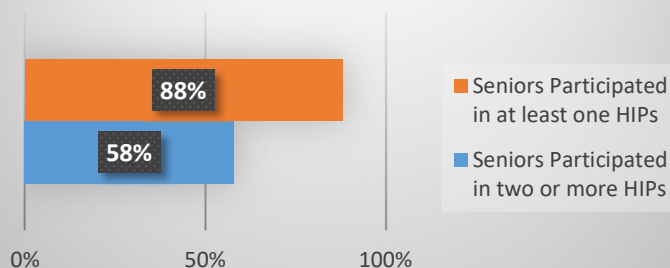


### Image Description

In the 2018 AIR National Survey of IR Offices, we asked office leaders to evaluate the data literacy skills of others at their institution by indicating their level of agreement with the statement: "Stakeholders' data literacy levels are high". 70% of office leaders said their senior leaders and administrators were high, 41% rated faculty skills high, 31% rated staff skills high, and less than 10% rated student data literacy skills high.

\*Source: Morrow, J. (2021). *Be Data Literate: The Data Literacy Skills Everyone Needs to Succeed*. Kogan Page Limited.

## OIRA Survey Highlight

2022 Spring NCCU Seniors  
Participation in HIPs

High-Impact Practices (HIPs) demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback. Participation can be life-changing (Kuh, 2008).

Listed are NSSE's six HIPs and Spring 2022 NCCU senior participation percent total for each HIP:

- Service-Learning – Enrolled in courses that included a community-based project (service-learning), **69%**.
- Learning Community – Participate in a learning community or some other formal program where groups of students take two or more classes together, **23%**.
- Research with Faculty – Work with a faculty member on a research project, **16%**.
- Internship or Field Experience – Participate in an internship, co-op, field experience, student teaching, or clinical placement, **48%**.
- Student Abroad, Participate in a study abroad program - **1%**.
- Culminating Senior Experience – Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.) **39%**.

qualtrics<sup>XM</sup>HOW TO TRANSFER OWNERSHIP OF  
QUALTRICS SURVEY TO SOMEONE?

It is easy to share surveys with others so that they can edit and distribute. However, if you need to transfer ownership entirely, i.e. you are leaving the university or handing off a project, you may request the ownership be transferred.

Users do not have the ability to transfer ownership on their own.

To request a transfer, send an email to Tia Marie Doxey at [tdoxey@ncu.edu](mailto:tdoxey@ncu.edu).

Please make sure to include the following information in your request:

If you are the current owner of a survey to be transferred\*:

- the name of the survey(s) to be transferred
- the name(s) of the new owner(s) of each survey

If you are not the current owner of a survey and would like ownership transferred to you\*:

- the name of the survey(s) to be transferred to you
- cc the survey's current owner, if you have their contact information, so they may respond with their approval

If the owner has left the university, please have the supervisor of the owner send an email approving the transfer of the survey(s) and include the following:

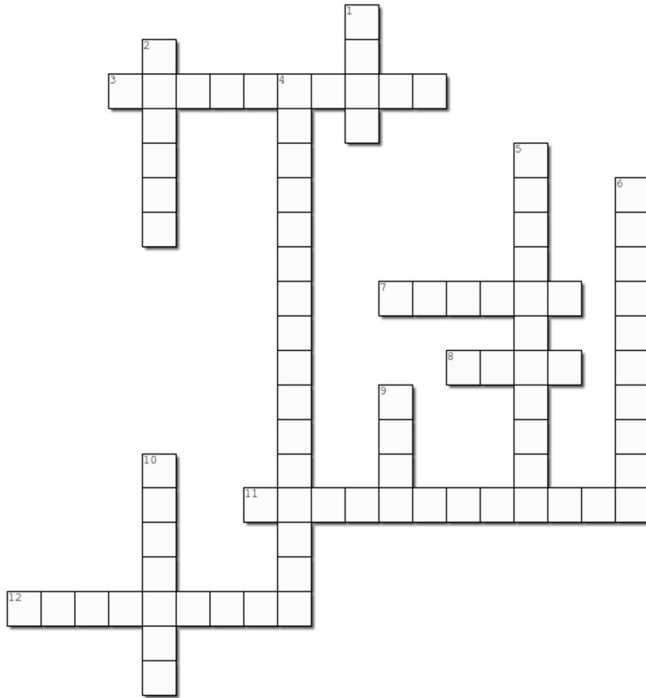
- the name(s) of the original owner of each survey
- the name of the survey(s) to be transferred
- the name(s) of the new owner(s) of each survey



Name: \_\_\_\_\_

**OIRA Survey Research Crossword Puzzle**

Complete the crossword puzzle below



Created using the Crossword Maker on TheTeachersCorner.net

**Across**

3. Also known as vertical or column bar charts  
 7. An instrument or questionnaire  
 8. One of three types of averages  
 11. Limited set of responses that can readily be coded in a data base  
 12. Vague, confusing, or unclear question wording

**Down**

1. Any phenomenon that results in survey responses not reflecting the true feelings of the respondent  
 2. The most widely used survey scaling approach  
 4. Inferences from sample data to population  
 5. Strength of association between two data sets  
 6. Questions that ask for a free-form textual response from the respondent  
 9. The most frequently occurring value  
 10. Too many survey invitations

10. fatigue  
 9. mode  
 6. open-ended  
 5. correlation  
 4. generalizability  
 2. ~~libert~~  
 1. bias  
 3. histograms  
 7. survey  
 8. mean  
 11. closed-ended  
 12. ambiguity
- Across**  
**Down**

**The Office of Institutional Research and Analysis (OIRA)**

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 achievement of our Strategic Plan goals through institutional research, assessment, and data/visual analytics.

We encourage you to visit the [OIRA Website](#).

**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](#)

Save  
the Date

OIRA VIRTUAL DATA LITERACY EVENT

9/2023