



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

Dear Colleagues,

Welcome to the Fall 2026 edition of the Office of Institutional Research and Analysis (OIRA) Newsletter. As we begin a new academic year, OIRA remains committed to providing reliable data, thoughtful analysis, and meaningful assessment to inform decisions across North Carolina Central University.

In this issue, you will find guidance on using SPSS to support student-success research, highlights from the 2026 National Survey of Student Engagement, enrollment and retention updates, and resources to strengthen data literacy. We also invite you to connect with our team through the OIRA Virtual Open House.

I also encourage you to read "Student Data Mart Summer & Fall 2026 Review: Collaboration, Clean Data, and Continued Success for NCCU's SDM." The article highlights the Student Data Mart team's cross-campus collaboration, improved data quality, and consistent on-time performance. The article recognizes the team's successful snapshot season and the coordinated work that supported timely, accurate reporting.

I especially encourage you to participate in our Sixth Annual Data Literacy Speaker event featuring Dr. Bridget P. Dewees. Join us to explore how analytics and evidence can drive institutional excellence, strengthen decision-making, and advance student success.

Thank you for your continued collaboration and trust. OIRA is proud to partner with you in advancing student success and institutional excellence.

Warm regards, *Tia Marie Doxey*

Data Requests

OIRA operates as the central unit for the collection, processing, analysis, interpretation, reporting and maintenance of official, historical, university data. Historical university data can be requested by clicking on either link: [OIRA Data Request Form](#) or [Service Catalog](#). **Please allow 14 days for all data requests.** Sufficient time is needed to schedule, process and quality check

The OIRA website offers many data resources.

<https://www.nccu.edu/oira>

Information includes data on the following:

- Admissions
- Core Metric Drivers
- Credit Hours
- Grades
- Enrollment Retention
- Financial Aid
- Employment

Links to important data resources include the UNC System Insight Dashboard, Integrated Postsecondary Education Data System (IPEDS) Data Center and Student Achievement Measure (SAM).

OIRA

Virtual Open House

Tuesday, October 16, 2026

10:40 am – 12:45 pm

The Office of Institutional Research and Analysis invites you to our Virtual Open House. You are welcome to drop in to learn more about our reorganization, dashboards, ways to access and use data, and more.

[Click here for the Zoom link.](#)

Using SPSS for Data Analysis to Improve Student Success

Becky J. Mussat-Whitlow

In higher education, understanding how different groups of students perform is essential for improving learning outcomes and advancing student success initiatives. Statistical tools such as SPSS provide a structured and accessible way to analyze student data, identify meaningful patterns, and support evidence-based decision-making.

SPSS is particularly useful because it allows institutional researchers, faculty, and assessment professionals to move from descriptive summaries to more advanced analyses that reveal differences across student populations. When used effectively, it can help answer important questions such as: *Are certain groups of students performing differently on key learning outcomes?* and *Which factors are associated with stronger academic performance?*

Getting Started: Preparing the Data in SPSS

Before beginning any analysis, it is important to organize your dataset in SPSS. Typically, each row represents a student, and each column represents a variable. For example, a dataset might include:

- Student ID
- Major
- Gender
- Race/Ethnicity
- Course Grade
- Learning Outcome Score (e.g., critical thinking assessment)
- Retention Status

Once the data are loaded into SPSS, variables should be labeled clearly and coded consistently. For example, gender might be coded as 1 = Male, 2 = Female. Proper labeling is critical to ensure accurate interpretation of results.

Understanding Statistical Assumptions

Before applying statistical procedures, professionals should understand that every statistical test is built on a set of

assumptions about the data. Assumptions are conditions that help ensure the results of an analysis are accurate, interpretable, and trustworthy. When assumptions are violated, statistical results may be biased, standard errors may be inaccurate, and conclusions may be misleading. Fortunately, SPSS provides diagnostic tools that allow users to evaluate assumptions before interpreting results. When violations occur, researchers can often select alternative methods that are more appropriate for the data.

Common Statistical Procedures Used in Student Success Research

The independent-samples t-test is commonly used to determine whether the mean scores of two independent groups differ significantly. Analysis of Variance (ANOVA) is typically used when researchers want to compare the means of three or more independent groups on a continuous outcome variable. For example, institutional researchers may use ANOVA to determine whether student learning outcomes, GPA, retention rates, or engagement scores differ across academic colleges, majors, class levels, or demographic groups.

Multiple regression is typically used when researchers want to examine how one or more predictor variables are related to a continuous outcome variable and to determine the relative contribution of each predictor while controlling for the influence of the others. In higher education, regression can be used to investigate questions such as which factors predict first-year GPA, retention, graduation, student engagement, or other measures of student success. For example, an institutional researcher may use regression to determine whether high school GPA, financial aid status, course engagement, and demographic characteristics predict academic performance.

Assumptions for the independent t-test, ANOVA, and Regression

Before interpreting the results for an independent t-test and ANOVA, researchers should verify that three key assumptions have been met:

1. Independence of observations
2. Approximate normality within groups
3. Homogeneity of variance (equal variances across groups)

Regression assumes linearity, homoscedasticity, normality of residuals, independence of errors, and limited multicollinearity. Researchers should examine scatterplots, residual plots, normal probability plots, Durbin-Watson statistics when appropriate, and Variance Inflation Factors (VIFs). Potential violations include curved relationships, funnel-shaped residual plots, highly non-normal residual distributions, or elevated VIF values. If assumptions are not met, alternatives may include transformations, robust regression, generalized linear models, or nonparametric methods.

Checking Assumptions

Normality Assumption

Normality refers to whether the distribution of scores within each group is approximately normal. Researchers should review histograms, boxplots, Q-Q plots, skewness and kurtosis statistics, and formal tests of normality such as the Shapiro-Wilk Test.

When interpreting the Shapiro-Wilk Test, the p-value provides evidence regarding whether the data deviate significantly from a normal distribution:

- $p > .05$: The normality assumption is considered satisfied because there is insufficient evidence that the distribution differs from normal.
- $p \leq .05$: The normality assumption may be violated because the distribution differs significantly from normal.

Researchers should not rely solely on the p-value. Large sample sizes often produce statistically significant normality tests even when departures from normality are minor. Graphical evidence from Q-Q plots and histograms should be considered alongside the p-value.

Potential indicators of violation include:

- Significant Shapiro-Wilk results ($p \leq .05$)
- Severe positive or negative skewness
- Excessive kurtosis
- Extreme outliers
- Pronounced departures from the reference line on Q-Q plots

Homogeneity of Variance Assumption

Homogeneity of variance means that the variability of scores is approximately equal across groups. This assumption is commonly evaluated using Levene's Test.

The p-value from Levene's Test should be interpreted as follows:

- $p > .05$: Equal variances can be assumed.
- $p \leq .05$: Equal variances cannot be assumed, indicating a violation of the assumption.

If Levene's Test is statistically significant, the standard Student's t-test may produce inaccurate standard errors and significance tests.

Independence of Observations

Independence is generally evaluated through study design rather than statistical testing. Scores should not influence one another, and participants should only appear in one group.

Examples of violations include:

- Students appearing in both comparison groups
- Repeated measurements analyzed as independent observations
- Clustered observations without accounting for nesting effects

What Should Researchers Do When Assumptions Are Violated?

If Normality Is Violated

Mild Violations: If sample sizes are moderate to large and visual inspections show only slight departures from normality, the independent-samples t-test is often robust enough to provide reliable results.

Moderate to Severe Violations:

- Mann-Whitney U Test – Appropriate for ordinal outcomes or highly skewed distributions.
- Bootstrapped Confidence Intervals – Useful when normality assumptions are questionable, especially with smaller samples.

If Homogeneity of Variance Is Violated

When Levene's Test produces a statistically significant

result ($p \leq .05$), researchers should use:

- Welch's t-Test – Specifically designed to accommodate unequal variances and generally preferred when variance equality is not met. Researchers should report Welch's results rather than the equal-variances-assumed results when Levene's Test is significant.

If Both Normality and Variance Assumptions Are Violated

Researchers may consider:

- Mann-Whitney U Test
- Bootstrapped t-tests
- Robust statistical methods

Example 1: Comparing Learning Outcomes Between Student Groups

One of the most common analyses in student success research is determining whether differences exist between groups of students. For example, you may want to examine whether first-generation students differ from non-first-generation students in learning outcomes.

Step-by-step in SPSS:

1. Navigate to **Analyze** → **Compare Means** → **Independent-Samples T Test**
2. Move your learning outcome variable (e.g., "Critical Thinking Score") into the *Test Variable(s)* box
3. Move your grouping variable (e.g., "First-Generation Status") into the *Grouping Variable* box
4. Define groups (e.g., 1 = First Gen, 2 = Non-First Gen)
5. Click **OK**

Interpretation:

SPSS will output:

- Mean scores for each group
- A t-test statistic
- A significance value (p-value)

If the p-value is less than 0.05, this indicates a statistically significant difference between the two groups. For example,

if first-generation students have a lower average critical thinking score, this finding may suggest the need for targeted academic support interventions.

Example 2: Examining Multiple Groups (ANOVA)

In many cases, you want to compare more than two groups. For example, you may want to analyze learning outcomes across different academic colleges or majors.

Step-by-step in SPSS:

1. Navigate to **Analyze** → **Compare Means** → **One-Way ANOVA**
2. Place your outcome variable (e.g., "Writing Assessment Score") in the *Dependent List*
3. Place your grouping variable (e.g., "College") in the *Factor* box
4. Select **Post Hoc** tests (such as Tukey) to identify which groups differ
5. Click **OK**

Interpretation:

The ANOVA results will indicate whether *any* differences exist across groups. If the test is statistically significant, the post hoc analysis will identify specific group differences (e.g., students in STEM programs vs. Humanities). This type of analysis is especially useful for institutional leaders seeking to align curricular improvement efforts with areas where student performance varies.

Example 3: Identifying Predictors of Student Success (Regression)

Beyond group comparisons, SPSS allows you to explore which factors predict student success outcomes such as GPA, retention, or course completion.

For instance, you might want to examine whether high school GPA, financial aid status, and course engagement predict first-year GPA.

Step-by-step in SPSS:

1. Navigate to **Analyze** → **Regression** → **Linear**
2. Place your outcome variable (e.g., "First-Year GPA") in the *Dependent* box

3. Add predictors (e.g., High School GPA, Pell Status, LMS Engagement) into the *Independent(s)* box
4. Click **OK**

Interpretation:

SPSS will produce:

- Coefficients showing the strength and direction of relationships
- Significance values indicating which predictors matter

For example, you may find that high school GPA is a strong predictor of college GPA, while engagement metrics also play a significant role. These findings can inform advising strategies and early alert systems.

Evaluating Practical Significance

Statistical significance indicates whether an observed difference or relationship is unlikely to have occurred by chance; however, it does not indicate whether the finding is meaningful in practice. Researchers should therefore evaluate effect sizes in addition to p-values when interpreting results.

For independent-samples t-tests, practical significance is commonly assessed using Cohen's *d*, which measures the magnitude of the difference between groups.

General guidelines for interpreting Cohen's *d* are:

- 0.20 = Small Effect
- 0.50 = Medium Effect
- 0.80 = Large Effect

For example, a statistically significant difference between first-generation and non-first-generation students may have limited practical importance if Cohen's *d* indicates only a very small effect. Conversely, a moderate or large effect size may suggest a meaningful difference that warrants targeted interventions or additional institutional support.

For Analysis of Variance (ANOVA), researchers should examine Eta Squared (η^2) or Partial Eta Squared, which indicate the proportion of variance in the outcome variable explained by group membership.

General guidelines for interpreting η^2 are:

- .01 = Small Effect
- .06 = Medium Effect
- .14 = Large Effect
-

A statistically significant ANOVA result accompanied by a small η^2 value may indicate that group differences exist but explain only a small portion of the variation in student outcomes. Larger effect sizes suggest that group membership plays a more substantial role in explaining differences among students.

For multiple regression, practical significance should be evaluated using R^2 (coefficient of determination) and standardized beta coefficients (β). R^2 indicates the proportion of variance in the outcome variable explained by the overall regression model, while standardized beta coefficients help identify the relative importance of each predictor.

Although there are no universally accepted benchmarks for interpreting R^2 across all disciplines, larger R^2 values indicate greater explanatory power. For example, an R^2 value of .35 indicates that the model explains 35% of the variation in the outcome, while the remaining 65% is attributable to factors not included in the model or random variation. Standardized beta coefficients allow researchers to compare predictors measured on different scales and determine which variables contribute most strongly to the outcome.

Researchers should exercise caution when interpreting statistically significant regression coefficients in large datasets. A predictor may achieve statistical significance yet explain very little variance in the outcome, suggesting limited practical value for decision-making. Conversely, predictors associated with larger standardized beta coefficients and meaningful increases in R^2 may represent important factors influencing student success outcomes.

A statistically significant result with a very small effect size may have little practical value, whereas a moderate or large effect size may indicate a meaningful difference worthy of institutional attention.

Researchers should report assumption diagnostics, p-values, and effect sizes together. A statistically significant result does not necessarily indicate a meaningful difference in practice. Examining both statistical significance and practical significance enables professionals to make better-informed decisions regarding policy development, resource allocation, and student success initiatives.

Using Results to Drive Student Success

The ultimate goal of SPSS analysis is not just statistical testing, but actionable insight. Analyses of student differences in learning outcomes can inform:

- Targeted academic support programs
- Curriculum redesign efforts
- Advising and retention strategies
- Equity-focused interventions

For example, if analysis reveals significant gaps in learning outcomes by student groups, institutions can implement structured interventions such as supplemental instruction, embedded tutoring, or first-year experience programs.

As noted in institutional research practice, effective use of data requires not only technical analysis but also strong data literacy and governance to ensure that findings are accurately interpreted and used for decision-making.

Conclusion

SPSS is a powerful tool for advancing student success through data-informed analysis. By using techniques such as t-tests, ANOVA, and regression, institutional researchers and faculty can uncover meaningful differences in student learning outcomes and identify key factors influencing academic achievement. When applied thoughtfully, these analyses help transform raw data into strategic insights supporting institutional goals related to retention, equity, and student performance. For professionals engaged in assessment and institutional effectiveness, SPSS serves as a foundational tool for turning data into action.

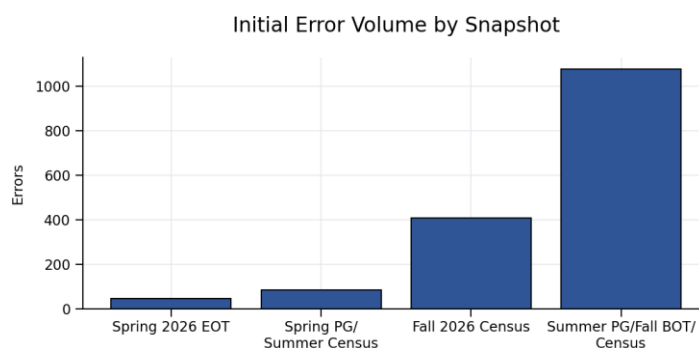
Student Data Mart Summer & Fall 2026 Review: Collaboration, Clean Data, and Continued Success for NCCU's SDM

Robert Patrikios

7 Snapshots Migrated | 100% On-Time Performance | 3 Early Closures

The Student Data Mart (SDM) team delivered another year of exceptional performance during the Summer and Fall 2026 snapshot season, successfully migrating seven snapshots during the Spring, Summer, and early Fall 2026 terms. Through collaboration across the entire campus, all snapshots were completed on time or ahead of schedule. This Summer and Fall SDM season featured several notable accomplishments, including three early closures, two automated 2:00 AM migrations, and the first Fall Census cycle to have all errors resolved by noon on the due date.

Snapshot Workload Overview



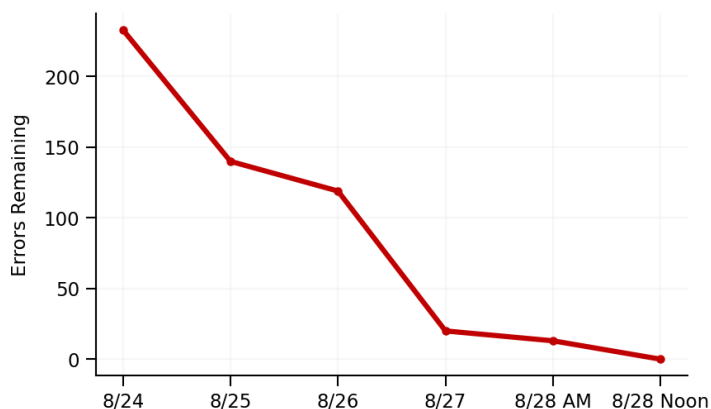
While several snapshots opened with relatively small error populations, the combined Summer Post-Grades, Fall Beginning-of-Term, and Fall Census snapshots presented a significantly larger challenge. At its peak, the cycle began with 1,077 validation errors spanning multiple feeds. Through frequent communication, consolidated reporting, and coordinated cleanup efforts across campus, the team systematically reduced these errors while maintaining all migration deadlines.

Spring and Summer Snapshot Highlights

While the Spring 2026 End of Term snapshot populated with a modest number of validations, there was a significant spike of Student Account Detail Code error validations throughout the term. Despite these challenges, the team successfully resolved outstanding issues and completed the final migration by the due date. During the Spring 2026 Post-Grades and Summer Census cycle, stakeholders dramatically reduced error counts while improving overall data quality. The Summer Census was migrated successfully despite campus power interruptions and technical challenges. In addition, the Spring 2026 Reverse Transfer snapshot opened with zero errors and was approved for same-day closure.

Fall 2026 Census Spotlight

Fall 2026 Census Error Cleanup



The Fall Census traditionally represents the most demanding snapshot of the year due to being our largest new student start, along with its direct impact on institutional reporting and enrollment metrics. Despite entering the final week with 233 outstanding validations, departments across campus worked together to steadily reduce error counts throughout the week, culminating in the elimination of all remaining errors by noon on the due date. This milestone represents one of the most successful efforts

for a Fall Census in recent SDM history. The snapshot's final migration was completed successfully on the first attempt later that evening.

Strengths and Future Goals

Several strengths emerged throughout the review period: consistent on-time performance, improvement in campus collaboration, and better coordination through consolidated reporting. Looking ahead, the SDM team will continue focusing on earlier resolution of Census-related errors, stronger communication among stakeholders, continued development of our warning validation processes, and enhanced data governance.

Upcoming SDM Snapshot Calendar

Snapshot	Due Date
2025-2026 Financial Aid (1396)	9/30/2026
Fall 2026 EOT (1427)	12/10/2026
Spring 2027 BOT (1499)	1/11/2027
Spring 2027 Census (1500)	1/25/2027
Fall 2026 Post-Grades (1428)	1/28/2027
Fall 2026 Reverse Transfer (1429)	2/4/2027
Spring 2027 EOT (1501)	5/6/2027
Spring 2027 Post-Grades (1502)	6/30/2027
Summer I 2027 Census (1539)	7/2/2027
Spring 2027 Reverse Transfer (1519)	7/8/2027
Summer I 2027 Post-Grades (1540)	8/12/2027
Fall 2027 BOT (1560)	8/16/2027
Fall 2027 Census (1579)	8/27/2027
2026-2027 Financial Aid (1559)	9/30/2027
Fall 2027 EOT (1580)	12/11/2027
Fall 2027 Post-Grades (1581)	1/27/2028
Fall 2027 Reverse Transfer (1582)	2/3/2028

Fall 2026 Admission

Admissions Summary

- Between Fall 2025 and Fall 2026:
- Completed App Headcount **decreased** by -10.5%
 - Yield Rate has **increased** by 18.8%
 - Resulting in an **increase** in Enrolled Headcount of 4.43%.

Applied Headcount

20,293
(System Avg 31,350)

Admitted Headcount

16,415
(System Avg 18,355)

Enrolled Headcount

3,584
(System Avg 5,245)

Admittance Rate

80.9%
(System Rate 58.6%)

Yield Rate

21.8%
(System Rate 28.6%)

Draw Rate

0.27
(System Rate 0.49)

Fall 2026 Enrollment

Headcount

10,124
(System Avg 16,278)

% Undergraduate

80%
(System Avg 82%)

% In-State

84%
(System Avg 82%)

FTE

9,503
(System Avg 14,877)

Credit Hours

130,861
(System Avg 206,109)

Avg. Credit Hours Per Student

12.93
(System Avg 12.66)

% Minority

91%
(System Avg 53%)

% Pell Offered*

25%
(System Avg 34%)

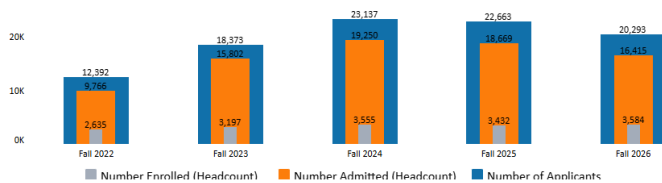
% Rural*

26%
(System Avg 33%)

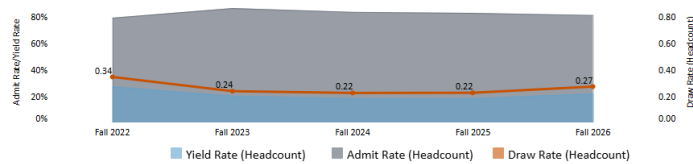
**First-Time Full-
Time Fall 2026
Cohort
1,660**

**78.5%
Fall to Fall
Retention Rate
for
FTFT 2025 Cohort**

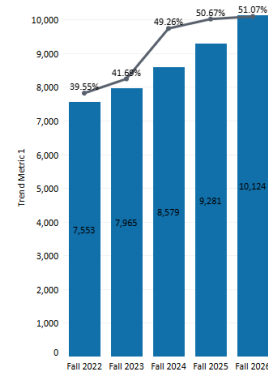
Application Count 5-Year Trends (Census Number Enrolled (Headcount), Number Admitted (Headcount), Number of Applicants)



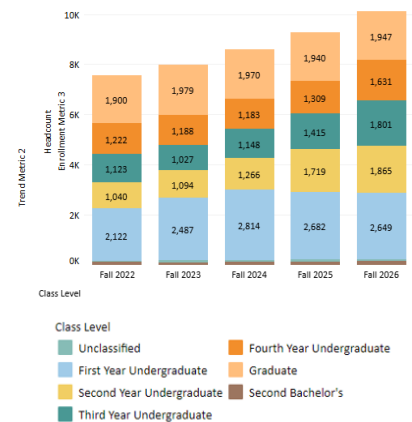
Application Metric Trends 5-Year Trends (Census Yield Rate (Headcount), Admit Rate (Headcount), Draw Rate (Headcount))



Headcount and % Pell Offered Trends



Headcount by Class Level



Explore dashboards @ nccu.edu/dashboard

NCCU Students Share Their Experiences

Tia Marie Doxey

Highlights from the 2026 NSSE

North Carolina Central University participated in the 2026 National Survey of Student Engagement (NSSE), a nationally recognized survey that asks first-year and senior students how they spend their time, participate in learning activities, interact with faculty and peers, and experience the campus environment.

291	15%	19%
total	first-year	senior
respondents	response	response
	rate	rate

A total of 291 NCCU students, 160 first-year students and 131 seniors, responded to the survey. The response rate was 15% among first-year students and 19% among seniors. NCCU's first-year response rate was similar to those of NCCU peer institutions and UNC System institutions, while the senior response rate exceeded the rates for all three comparison groups. The respondents' feedback provides valuable insight into the educational experiences that are working well and the areas where the University can continue to improve.

Seniors Report Strong Academic Engagement

NCCU seniors reported especially positive experiences with academically challenging coursework. Compared with students at NCCU's peer institutions, UNC System institutions, and institutions in the same Carnegie classification, NCCU seniors earned higher scores in several areas, including higher-order learning, reflective and integrative learning, and quantitative reasoning.

- 90% said their coursework emphasized applying facts, theories, or methods to practical problems or new situations.
- 90% reported that their coursework emphasized forming new ideas or understandings from multiple pieces of information.
- 87% said they frequently learned something that changed how they understood an issue or concept.
- 69% frequently reached conclusions based on their own analysis of numerical information.

- 66% frequently used numerical information to examine real-world problems or issues.

These findings suggest that NCCU students are developing the critical-thinking, analytical, and problem-solving skills needed for graduate education, professional careers, and civic leadership.

Meaningful Connections with Faculty

Student-faculty engagement emerged as another area of strength. Both first-year students and seniors reported meaningful interactions with faculty members, and NCCU's scores for student-faculty interaction were higher than those of UNC System and Carnegie comparison institutions.

- 52% of first-year students and 62% of seniors frequently discussed their career plans with a faculty member.
- 42% of first-year students frequently discussed course topics, ideas, or concepts with a faculty member outside of class.
- 54% of seniors frequently worked with faculty members on activities outside of coursework, such as committees, student organizations, or other campus initiatives.
- 25% of seniors worked on a research project with a faculty member.
- 71% of seniors said instructors provided prompt and detailed feedback on tests or completed assignments.

These results reinforce the important role faculty members play in supporting students' academic progress, career preparation, and sense of connection to the University.

Learning Through Collaboration and Experience

Students also described opportunities to learn with their peers and apply their education beyond the traditional classroom.

- 53% of first-year students and 64% of seniors frequently worked with other students on course projects or assignments.
- 77% of first-year students and 72% of seniors reported that at least some of their courses included a community-based service-learning project.
- 49% of seniors had participated in an internship, cooperative education experience, field experience, student-teaching placement, or clinical experience.

- 43% of seniors had completed or were completing a culminating senior experience.
- 10% of seniors studied abroad.

First-year students reported spending an average of 12 hours per week preparing for class, while seniors reported an average of 14 hours. Students also indicated that their courses required substantial amounts of writing, reading, presentations, quantitative analysis, and collaboration.

A Supportive Environment for Seniors

NCCU seniors rated the University's supportive environment significantly higher than students at the three comparison groups. Senior respondents reported positive experiences with academic support, social involvement, personal well-being, and assistance with non-academic responsibilities.

- 84% of seniors rated their overall educational experience at NCCU as excellent or good.
- 78% said NCCU substantially emphasized providing support to help students succeed academically.
- 75% said the University emphasized the use of learning support services (e.g. tutoring and writing assistance.)
- 81% said NCCU provided opportunities for students to become socially involved.
- 73% said the University supported their overall well-being.
- 64% gave their interactions with academic advisors a high rating.

These responses highlight the positive experiences students gain at NCCU.

Opportunities for Continued Improvement

The results also identify areas that deserve continued attention, particularly during students' first year. First-year respondents rated the quality of their interactions with students, advisors, faculty, student services staff, and administrative offices lower than students at UNC System and Carnegie comparison institutions. They also reported fewer discussions with people whose racial, economic, religious, or political backgrounds differed from their own. For example, 47% of first-year students gave their interactions with academic advisors a high rating, while 44% rated their interactions with other students highly. These results underscore the importance of strengthening early connections to advisors, faculty, peers, student support services, and administrative offices.

The findings also suggest opportunities to expand structured dialogue across differences, collaborative learning, learning communities, faculty-mentored research, and other high-impact experiences beginning in the first year.

Turning Student Feedback into Action

NSSE results are most valuable when they lead to reflection and improvement. OIRA will continue working with Academic Affairs, Student Affairs, faculty, staff, and other campus partners to examine the findings, identify differences among student groups, and support evidence-informed actions that enhance student learning and success. The 2026 results offer much to celebrate, particularly the strong academic engagement, faculty interaction, and supportive environment reported by NCCU seniors. They show that creating an exceptional student experience takes the entire Eagle community.

We thank every student who completed the survey. Your participation helps NCCU better understand the student experience and make informed decisions about teaching, advising, programs, services, and campus life. At NCCU, every student voice contributes to the University's ongoing commitment to student success.

DATA LITERACY QUICK CHECK

Find & Trust Data

- ☐ Know official sources
- ☐ Verify dates/definitions

Understand Data

- ☐ Interpret charts & tables
- ☐ Recognize limitations

Ask Questions

- ☐ What changed?
- ☐ Why does it matter?

Analyze

- ☐ Identify trends
- ☐ Use context before conclusions

Communicate

- ☐ Explain findings clearly
- ☐ Share actionable insights

Act

- ☐ Use data in decisions
- ☐ Monitor results

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6th Annual Data Literacy Speaker Dr. Bridget P. Dewees



The Power of Data Driving Institutional Excellence Through Analytics and Evidence

September 24, 2026
10:40-11:40 am



**SCAN TO
REGISTER**

How Data Literate Are You?

 Data Avoider	 Data Newcomer	 Data Apprentice	 Data Guru
Data Avoiders are often skeptical of the value of data-driven decisions and processes. They need to see the benefits of using data to validate intuition and tribal knowledge on which they typically rely. Awareness training is pre-requisite to overcoming barriers to change. Avoiders need to understand they can leverage their existing strengths as they begin foundational work in data literacy.	Data Newcomers are still in the beginning stages of data literacy, having recognized the benefits of working with data in their current roles. They need foundational learning in data and analysis as well as critical and analytical thinking. Data Newcomers can then build on this foundation with skills in advanced analytical concepts, visualization and storytelling.	Driven to become more data literate, Data Apprentices are eager to further their skills in data science, algorithms and statistical analysis. With an eye to progressing to Data Guru, Data Apprentices are also looking to further their leadership, mentoring and overall business skills. Enhance their storytelling skills to demonstrate the power of data literacy.	The most data literate employees have advanced skillsets and experience in data analytics — some may even be data scientists. Support their continued learning in storytelling, algorithms and the latest methodologies for data analytics. Help Data Gurus develop skills in leadership and mentoring, so they can serve as evangelists and mentor others in helping your organization lead with data.

Source: <https://thedataliteracyproject.org/assessment/>

OIRA has resources to help you become more data literate. The 2nd Wednesday of every month join our virtual data literacy group discussion from 3-4 pm. Details are shared in advance via email. Also, stay informed about data literacy via the OIRA website link, <https://www.nccu.edu/oira/data-literacy-information>.

FALL TRAIL MIX

Quick • Easy • Perfect for Autumn

**Ingredients**

- 1 cup roasted pecans
- 1 cup dried cranberries
- 1 cup pumpkin spice cereal
- ½ cup dark chocolate chips
- ½ cup pretzels

**Directions**

1. Combine all ingredients in a large bowl.
2. Toss gently until evenly mixed.
3. Serve immediately or store in an airtight container.



Makes: 6-8 Servings



Prep Time: 5 Minutes