

## **NCWIT TRACKING TOOL INFORMATION SHEET FOR EXTENSION SERVICES CLIENTS AND PACESETTER MEMBERS**

The NCWIT Tracking Tool is an online evaluation tool to help academic departments evaluate efforts for recruiting and retaining undergraduate students, by collecting and charting enrollment and outcome data by major (i.e., computer science, computer engineering). The Tracking Tool is only appropriate for 4-year colleges now, but will be expanding to 2-year colleges in the future.

### **What do you need from my organization?**

NCWIT requests that all Extension Services (ES) clients and Pacesetter members provide a minimum of four years of data (the current school year and three previous years) for each computing and engineering major affiliated with the ES project or the Pacesetters program.

Different schools have different methods for getting this information. Sometimes a department will have an internal person who can pull this data. Other times, someone in your department may need to work with the Institutional Research (IR) office or identify an IR contact that can work with NCWIT to complete the Tracking Tool data form.

### **Why should my school use the Tracking Tool?**

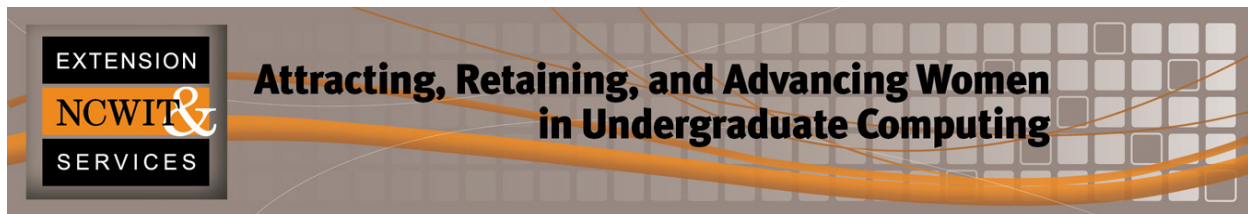
You can use the Tracking Tool to visualize your undergraduate recruiting and retention data. Even cooler than that is you can compare each of your computing and engineering majors to comparison data from 1) the overall average of Extension Services clients, 2) the overall average of Academic Alliance members, and 3) national data sources such as IPEDS and Taulbee. You can log in at any time to export these charts for grant proposals or other university work. See your data visualized in a dynamically created longitudinal trend chart! Examples of these charts are at the end of this document.

### **What does NCWIT get out of this?**

Did you know there is no national data source that reports on enrollments in computing by gender? With such a gap, NCWIT decided to create a tool that could help chart national progress in women's computing enrollments and other important measures of recruitment and retention. By collecting your data for the Tracking Tool, we at NCWIT will be able to measure progress towards our goal of improving female participation in computing and engineering majors. And you help NCWIT understand and develop solutions to a national social problem!

### **Confidentiality of your Data**

Data is confidential to NCWIT and the NCWIT External Evaluator and cannot be viewed in identifiable form by any other users. Each individual school can access and view their own data, but will only be able to see data from other schools when it has been combined together to be anonymous. NCWIT may share aggregated and anonymous results from this



tool with the general public in order to show NCWIT's impact. This information will only be reported publicly in an anonymous format.

### **What kind of information will you need from my institution, exactly?**

The Excel data templates (available on the NCWIT Tracking Tool homepage) provide you with a template for how the data is to be inputted into the Tracking Tool. For general information about what is asked about in each section of the Tracking Tool, see below.

### **SECTION 1: Full Time Applicants, Acceptances, New Enrollments**

The tool tracks the following data by gender and race/ethnicity for an academic school year:

- How many full-time students applied to the department major
  - These are new freshman applicants and new transfer students
- How many full-time students were accepted into the department major
  - Of the new applications received, how many of those students were accepted
- How many full-time students are newly enrolled in the department major
  - Of the new students that were accepted, how many of those students actually enrolled in the department major

### **SECTION 2: Full Time Student Trend Data by Year**

The tool also tracks the following outcomes of students by gender, race/ethnicity, and academic level (freshman, sophomore, junior, senior, 5<sup>th</sup> year senior) for an academic school year:

- How many students have declared a major
  - This is the total headcount of all undergraduates enrolled in a program, not just newly enrolled students
- How many students were still enrolled in the same major (retention) at the beginning of the next academic year
- How many students were enrolled in a different major (attrition) at the beginning of the next academic year
- How many students graduated before beginning the next academic year
- How many students left the institution without graduating before the next academic year

### **SECTION 3: Full Time Student Trend Data Totals**

If you do not have data for students broken down by academic level, you can proceed to fill out this section that asks for the same information as Section 2. If you have filled out Section 2, you can skip Section 3.

## SECTION 4: Total Declared Minors

The tool can be used to track enrollment of minors by gender and race/ethnicity for an academic school year:

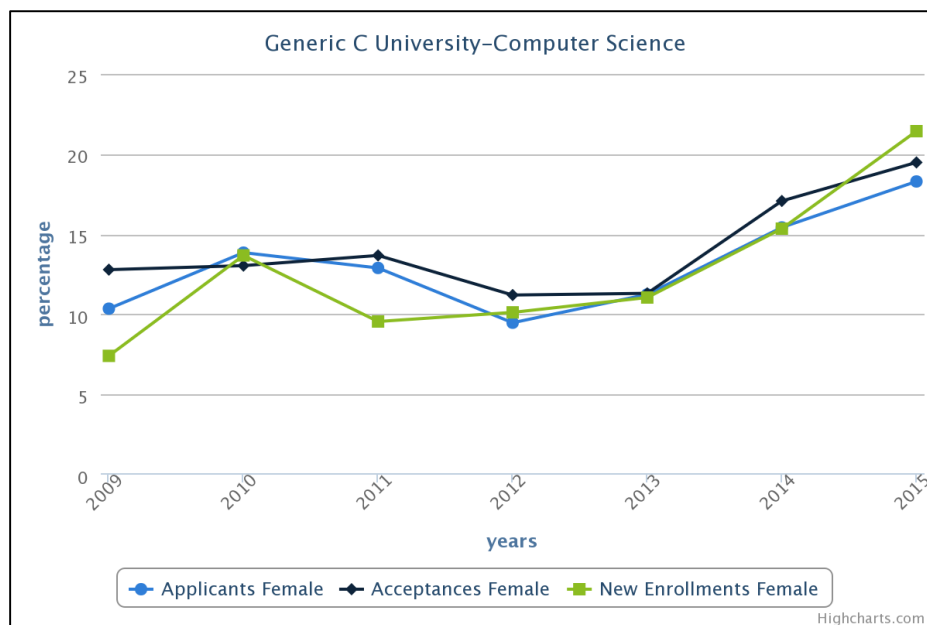
- How many students have declared a minor
  - This is the total headcount of all undergraduates enrolled as minors in the program

## COMPARISON OPTIONS

The tracking tool provides online graphs so clients can easily compare their department's record to the overall Academic Alliance and Extension Services client averages and other national averages. For example, the charts can show:

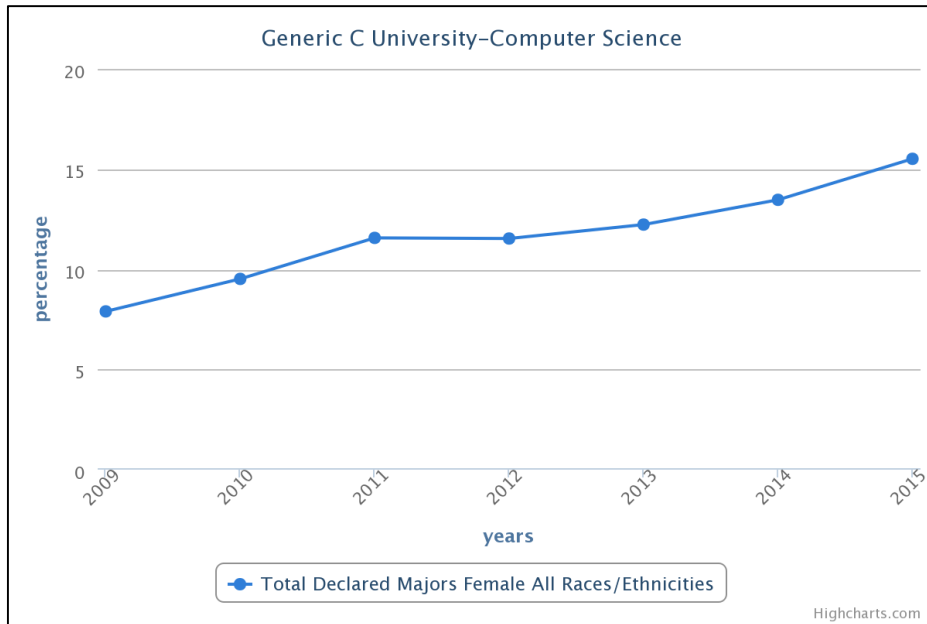
- How the female acceptances rate in your department compares to the Extension Services average
- How the female new enrollments rate in your department compares to the Academic Alliance average
- How the female declared majors rate in your department compares to the Academic Alliance average
- How women's graduation rate in your department compares to the national average (IPEDS and Taulbee)

Below are examples of tracking tool charts accessible to clients.



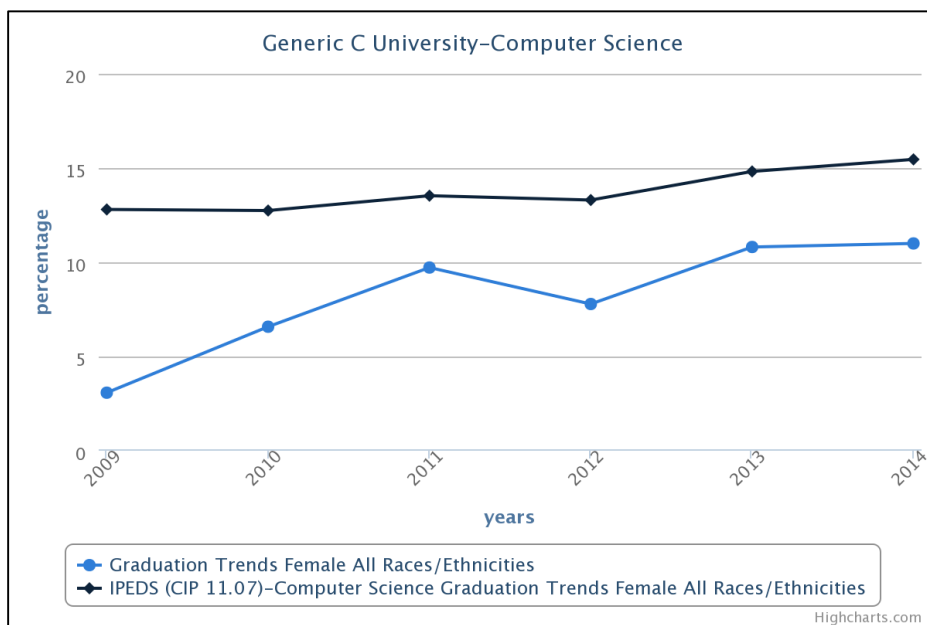
***Women's Representation of Applicants, Acceptances, and Newly Enrolled Students in Computer Science***

**Figure 1: Female Applicants, Acceptances, and Newly Enrolled Trends in CS (2009-2015)**



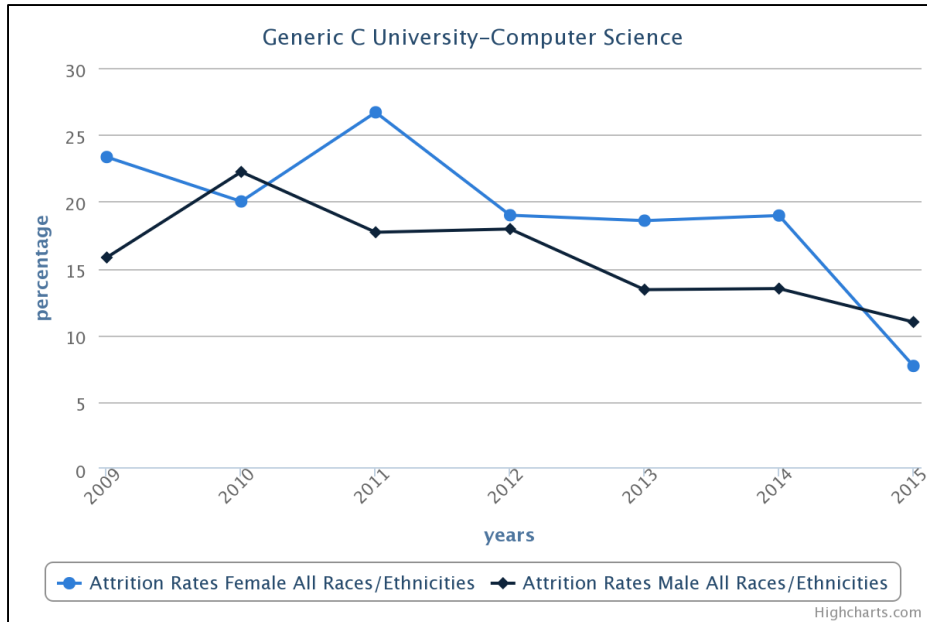
**Women's Representation among Declared Majors in Computer Science**

**Figure 2: Female Declared Majors Trend in Computer Science (2009-2015)**



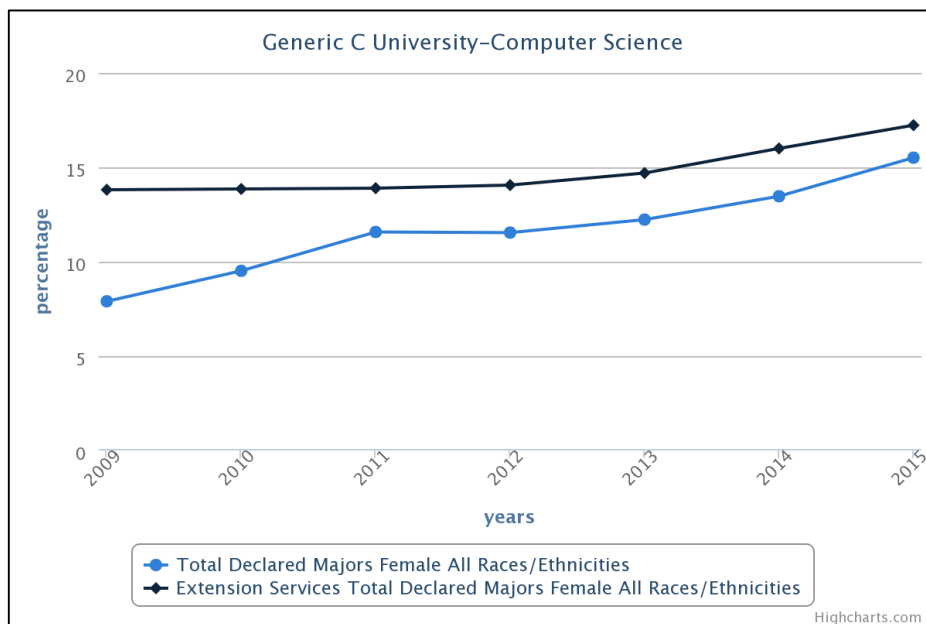
**Women's Representation among Graduating Students in Computer Science**

**Figure 3: Comparison of Female Graduation Trends in CS & IPEDS Graduation Data**



**Attrition**

**Figure 4: Attrition Rates in Computer Science**



**Women's Comparison of Declared Majors in Computer Science**

**Figure 5: Comparison of Female Declared Majors & Extension Services Client Schools**