

# DRAFT: Final Project

Katie Perez

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Line graph I aim to illustrate the fluctuations in enrollment over time through this visualization. To elucidate the trends, I propose focusing on selected colleges and universities. From the plot, it's evident that both UO and OSU have experienced enrollment growth, whereas other institutions depict a marginal decline. I've assigned distinct colors to each line based on the official brand hex codes of the respective institutions. While adding annotations with school names could enhance clarity, I am concerned it might overly clutter the visualization.

```
## File .here already exists in /Users/kperez/Documents/Winter 2024/EDLD 652/Final project
## Warning: The `<scale>` argument of `guides()` cannot be `FALSE`. Use "none" instead as
## of ggplot2 3.3.4.
## This warning is displayed once every 8 hours.
## Call `lifecycle::last_lifecycle_warnings()` to see where this warning was
## generated.
```

Paired bar chart applicants and enrolled

This paired bar graph illustrates both applicants and enrollees, highlighting the shift in numbers between the two categories. The transition from applicants to enrollees presents an intriguing insight. Furthermore, the total number of applicants each institution receives holds its own significance. To further enrich the analysis, it would be beneficial to incorporate the number of acceptances into the visualization. Applicant and enrollment data was not available for the 2-year institutions, so I omitted them from this visualization.

```
##   unitid      institution.name year HD2022.State.abbreviation
## 1 208275 Blue Mountain Community College 2022              Oregon
## 2 208318 Central Oregon Community College 2022              Oregon
## 3 208390 Chemeketa Community College 2022              Oregon
## 4 208406 Clackamas Community College 2022              Oregon
## 5 208415 Clatsop Community College 2022              Oregon
## 6 208646 Eastern Oregon University 2022              Oregon
##   HD2022.Sector.of.institution ADM2022.Applicants.total ADM2022.Enrolled.total
## 1 Public, 2-year NA NA
## 2 Public, 2-year NA NA
## 3 Public, 2-year NA NA
## 4 Public, 2-year NA NA
## 5 Public, 2-year NA NA
## 6 Public, 4-year or above 1015 252
##   EF2022D.Full.time.fall.2021.cohort
## 1 238
## 2 493
## 3 1161
## 4 509
## 5 89
## 6 244
##   EF2022D.Students.from.the.full.time.adjusted.fall.2021.cohort.enrolled.in.fall.2022
```

```

## 1 145
## 2 281
## 3 726
## 4 279
## 5 51
## 6 165
## EF2022D.Full.time.retention.rate..2022
## 1 61
## 2 57
## 3 63
## 4 55
## 5 57
## 6 68

## institution.name year ADM2022.Applicants.total
## 6 Eastern Oregon University 2022 1015
## 26 Oregon State University-Cascades Campus 2022 2097
## 17 Southern Oregon University 2022 2126
## 21 Western Oregon University 2022 3262
## 11 Oregon Institute of Technology 2022 4570
## 15 Portland State University 2022 7926
## ADM2022.Enrolled.total
## 6 252
## 26 188
## 17 567
## 21 563
## 11 463
## 15 1634

## Warning in mean.default(X[[i]], ...): argument is not numeric or logical:
## returning NA

## Warning in mean.default(X[[i]], ...): argument is not numeric or logical:
## returning NA

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## returning NA

## Warning in mean.default(X[[i]], ...): argument is not numeric or logical:
## returning NA

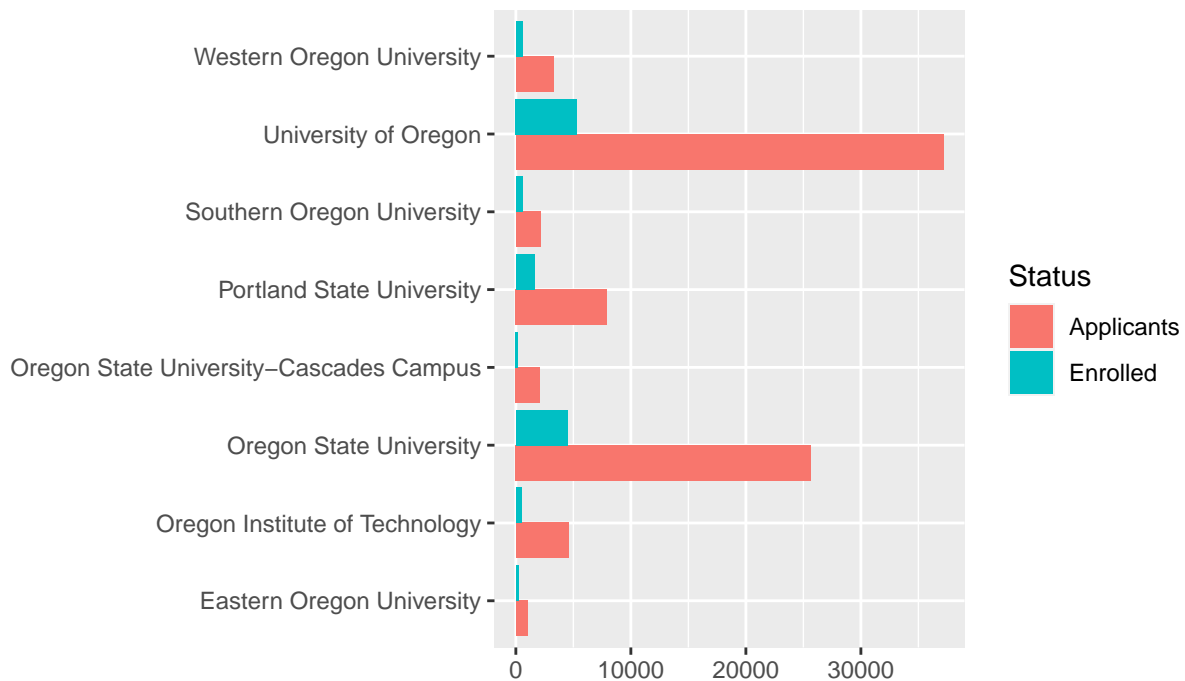
## Warning in mean.default(X[[i]], ...): argument is not numeric or logical:
## returning NA

## Warning in mean.default(X[[i]], ...): argument is not numeric or logical:
## returning NA

## Warning in mean.default(X[[i]], ...): argument is not numeric or logical:
## returning NA

## Warning in mean.default(X[[i]], ...): argument is not numeric or logical:
## returning NA
```

Number of applicants to 4–year public institutio



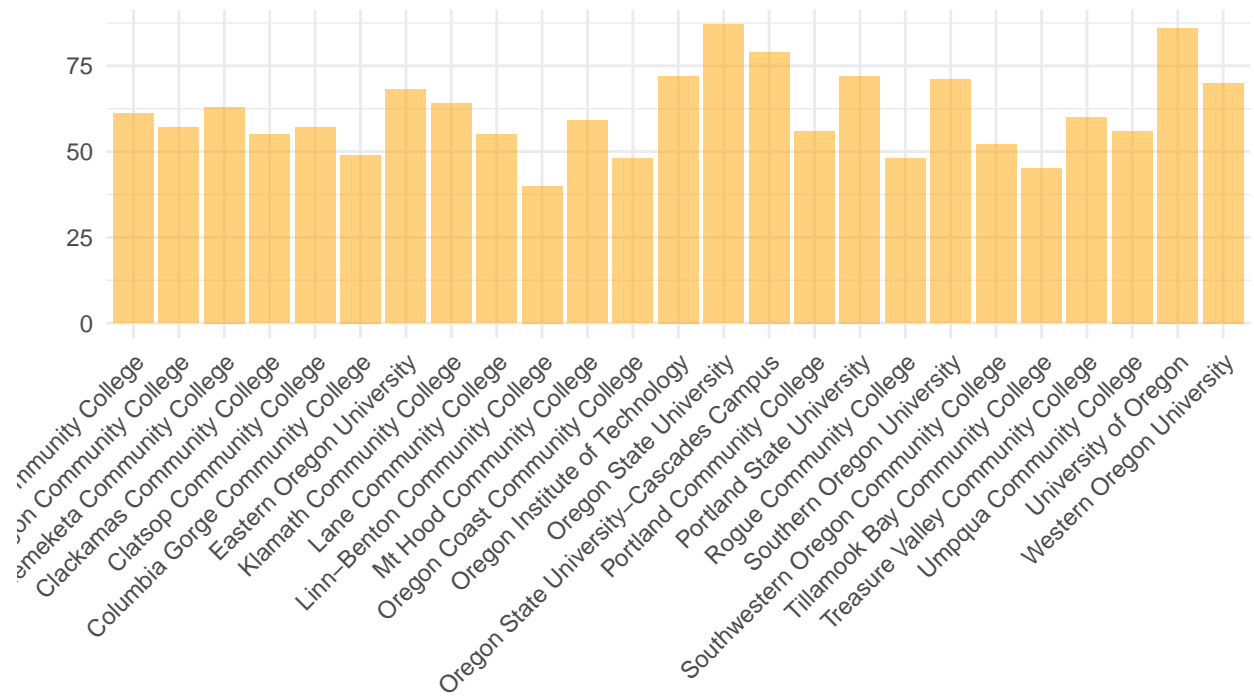
#### Bar Plot

In this plot, I analyze the retention rates of Oregon’s public universities. Although I categorized the institutions into 2-year and 4-year groups in the dataset, this grouping did not translate into the plot. I will continue refining my code to accurately represent these distinctions. To enhance the informative value of this

visualization, I propose expanding the timeframe to encompass multiple years. Facet wrapping across several years could offer a comprehensive view. Additionally, it's crucial to note that the retention rates presented are proportions. I anticipate that examining retention rates alongside data on applicants and enrollees will provide valuable insights into enrollment dynamics.

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## 5 57
## 6 68
```

The retention rates at Oregon public higher education institutions in 2022



Source: IPEDS  
<https://nces.ed.gov/>