

TAIR 2019 – Concurrent Sessions

February 26, 2019, 2:30 PM - 3:15 PM

A1: Best Practices for Administrative Outcomes

Christine Daley, Trinity Valley Community College

Room: Cypress

Track: Plan and Evaluate

Getting administrative assessment plans defined and documented in a timely manner can be difficult. At Trinity Valley Community College we have been implementing some of the processes we used on the academic side to help with the administrative side to get completed and to have continuous improvement. This session will be a discussion for attendees to hear what we have been doing and for them to share their best practices.

A2: Breaking Down Tradition: Patterns in High School to Higher Education Direct Enrollments

Josie Brunner, Texas Higher Education Coordinating Board

Room: Cedar

Track: Current Issues and Research in Higher Education

Reaching the direct from high school to college enrollment target is critical to Texas' success in meeting the 60x30TX completion goal. However, in the first years of the 60x30TX plan, the matriculation rates for public high school students have been consistently lower than the 2014 rate, the year prior to the plan. This session will explore patterns in direct from high school enrollments using data from Texas institutions, the National Student Clearinghouse, and the workforce. THECB staff will also share the compositional breakdown of first-time in college (FTIC) students to provide additional context to the "traditional" college student.

A3: Qualitative Research in IR Offices

Jose Luis Cano Jr. & Ismael Marquez, South Texas College

Kent Willis, UT Health Science Center Tyler

Room: Hickory

Track: Collect, Analyze, Interpret, & Report

Participants who attend this session will gain insights and strategies on how multiple institutions use qualitative methods for assessment, what specific methods researchers employ, and how a culture of assessment emerges through these approaches. More importantly, this discussion group will bring together qualitative researchers at any level of expertise.

A4: Institutional Research for Rookies Like Me

Ygnacio Lopez III, University of Houston

Room: Cottonwood

Track: Current Issues and Research in Higher Education

Within institutional research, there are many components to the profession with regards to planning, organizing, executing, and proficiency in the data we work with on a daily basis. However, some in institutional research are thrust into a changing and evolving environment so fast it can sometimes be overwhelming. Rather than address concerns and questions they may have, some avoid asking out of

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fear of looking short of their true capabilities. The primary aim of this presentation will be to provide a track to finding answers about: your role, the data you work with, and your knowledge base in data analysis.

A5: The Data Says... What?

Natasha Williams, Southwestern University

Room: Post Oak

Track: Collect, Analyze, Interpret, & Report

A picture is worth a thousand words but only if the reader can understand it. This session is for anyone who has struggled with the best way to present their data or findings in a graphic such as a table, chart, or graph. We will explore how to effectively display data into a usable graphic by avoiding clutter, unnecessary colors, and distortions and quick fixes you can perform to increase the readability of the graphic without sacrificing information.

February 26, 2019, 3:30 PM - 4:15 PM

B1: 60x30TX: A CCCSE Perspective

Kyle Lovseth & Mike Bohlig, Center for Community College Student Engagement

Room: Cypress

Track: Plan and Evaluate

In July 2018, the Texas Higher Education Coordinating Board released their annual 60x30TX progress report. The goal of 60x30TX is for 60 percent of Texans, ages 25-34, to have a certificate or degree by 2030. Prior to, and since the inception of the 60x30TX higher education plan, the Center for Community College Student Engagement (CCCSE) has been collecting valuable data from community college students in Texas, and across the nation, in the forms of the CCSSE and SENSE surveys. There are several items found on these surveys that speak to the data contained in the 60x30TX report. The focus of this presentation is to review the items on the CCSSE and SENSE surveys that complement data found in the 60x30TX report, and discuss how each of these data sets converge, or diverge, from the other.

B2: SAS Programming Tips & Tricks

Nancy Jones, Jason Hensley, & Sharon Carpenter, UT Health San Antonio

Room: Cedar

Track: Collect, Analyze, Interpret, & Report

SAS programming tips & tricks that have helped us along the way...

B3: Development of an Integrated IR/IE Master Plan

Edward Hummingbird, Luanne Manwell, & Angela Askan, Southwestern Indian Polytechnic Institute

Room: Hickory

Track: Plan and Evaluate

To augment the institutional strategic plan, the Southwestern Indian Polytechnic Institute's Office of Institutional Research, Effectiveness and Planning developed a seven-year master plan. This

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presentation will focus on the process and underlying framework used to develop this plan. It is hoped that such departmental plans will result in a stronger culture of planning at colleges and universities.

B4: Advanced Placement (AP) Credit Policies and Student Patterns in Texas Institutions of Higher Education

Melissa Humphries, Texas Higher Education Coordinating Board

Room: Cottonwood

Track: Current Issues and Research in Higher Education

Advanced Placement (AP) exams are a key way that students with qualifying scores are able to gain college credit. We combine student information from IHEs with AP exam information from the College Board to examine whether students accept credit for their qualifying AP exam scores within the first year of enrollment. This presentation will describe AP policies at IHEs across Texas and what courses students were awarded credit for based on their AP scores. We are also able to compare student outcomes between those who claimed course credit for their AP exam score, and similar students with qualifying AP exam scores who took the course as an undergraduate.

B5: See the Difference! Visualizing Assessment Data

Carmen Allen & Jorge Martinez, University of Houston

Room: Post Oak

Track: Collect, Analyze, Interpret, & Report

Visual analytic tools are valuable in supporting the assessment function within institutions. In this session, we give examples of how these tools can be leveraged to present assessment data and discuss best practices for building visualizations and dashboards. Although we will use Tableau for demonstration, the lessons presented can be generalized to any data visualization tool and for any type of data.

February 26, 2019, 4:30 PM - 5:15 PM

C1: Investigating Course Level Enrollment Patterns

Patrick Sanger, Alvin Community College

Room: Cypress

Track: Collect, Analyze, Interpret, & Report

Course level enrollment patterns are identified and analyzed to provide answers to key course enrollment questions before the semester. By utilizing Tableau and Zogotech, dashboards can be created for each semester that will drill down to course level daily enrollment to assist your administration and faculty in their course decisions.

C2: Performance Excellence: Using the Baldrige Excellence Framework for Institutional Self-Assessment

Maria Hinojosa, Shanna Bradford, Blanca Cuellar, & Marsha Hall, St. Philip's College

Room: Cedar

Track: Plan and Evaluate

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St. Philip's College (SPC) received the Texas Award for Performance Excellence (TAPE) in June 2018 after a multi-year journey of process improvement following the Baldrige Excellence Framework. Among lessons learned/challenges accepted (opportunities for improvement) are methods for maximizing the impact of quantitative and qualitative data in order to turn up the volume of the customer's voice. Throughout this intensive self-assessment process, SPC adopted or expanded the ways we gather and share information. This session will share our story and some of the best practices learned or maintained.

C3: Getting Back In Control: Helping Students Stay On A Path To Success

David Malone, Collin County Community College

Room: Hickory

Track: Educate Information Producers, Users, & Consumers

The lifers. You have seen them. The students that seems to take years to complete an award. Or those that seem to select classes by throwing darts at a wall. How can we put them back on a path to success? Learn how one community college has implemented a program pathway system to help students get back on, and stay on, a path to completion. With the implementation of our new Business Intelligence System, we are now able to find those students who seem to be stuck on a never-ending cycle of taking classes they may not need. Our advisers can show students what program they are closest to completing, saving them from having to take un-necessary classes. In addition, this system is helping us identify missing awards for reporting on the CBM009 that would otherwise have gone un-reported.

C4: Mapping place-based data: open source tools for interactive web maps

John Dinning, Texas Higher Education Coordinating Board

Room: Cottonwood

Track: Collect, Analyze, Interpret, & Report

This presentation will cover tools and techniques for creating web maps from publicly available datasets. It will include a look at open source tools such as the Jupyter Notebook for making data visualizations reproducible and shareable. We will look at examples of web maps built with the Mapbox GL javascript library, and show participants how they can get started building their own.

C5: The TAIR Strategic Plan

Paul Turcotte, Texas A&M University-Central Texas

Room: Post Oak

Track: Operations and Leadership

Please join us for a discussion of the proposed TAIR Strategic Plan. In 2017, the Executive Committee identified a need to update the Association's strategic plan. The original plan was developed by a task force in 2004. The Executive Committee assembled a task force to conduct an external and internal scan and make recommendations on updates to the plan. The Executive Committee accepted the Task Force draft strategic plan in October 2018 and is now seeking member input. During our session, we invite members to comment on the Goals, Measures, and Strategies in the proposed plan. A copy of the plan may be found on the TAIR website.

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February 27, 2019, 9:00 AM - 9:45 AM

D1: An analysis of excess SCH accumulation and impact on student outcomes

Vyas Krishnamurthy & Carmen Allen, University of Houston

Room: Cypress

Track: Current Issues and Research in Higher Education

Semester Credit Hour (SCH) accumulation is central in policy agendas throughout Texas. Understanding patterns of SCH accrual is critical to planning and intervening in a way that promotes timely graduation with efficient use of available SCH. University of Houston looks at SCH accumulation to better understand patterns of excess SCH accrual and negative impact of excess SCH on student success.

D2: Administrative Evaluation 101

Edward Hummingbird, Southwestern Indian Polytechnic Institute

Room: Cedar

Track: Plan and Evaluate

This presentation will detail a framework for formally evaluating non-academic units (administrative departments and student services). The framework is based on six fundamental pillars used to ensure departmental sustainability and promote institutional vitality. The presenter will identify the data indicators used to support those pillars for a comprehensive departmental evaluation.

D3: An Advanced Predictive Statistical Model of College Persistence in Higher Education

Kwanghee Jung, Jaehoon Lee, Jaehak Jung, Seungman Kim, Zack Stickley, & Heungsun Hwang, Texas Tech University

Room: Hickory

Track: Collect, Analyze, Interpret, & Report

This study aims to investigate the dimension-based predictors of college students' persistence using Lone Star College's institutional research database and an advanced predictive statistical model, called generalized extended redundancy analysis (GERA). GERA is a statistical method that overcomes the limitation of logistic regression by considering the hypothesized dimension-based structures of predictor variables such as precollege, academic, social and psychological, life experience, and institutional dimensions, where each dimension has multiple indicators. We demonstrate the usefulness of GERA which enables to estimate the relative predictability of the dimension factors on school persistence and the differential contribution of individual indicators to the corresponding dimension factor.

D4: Allies or Antagonists: Digging in on the relationship between IR and IT

Jason Simon, University of North Texas

Room: Cottonwood

Track: Operations and Leadership

Today's data and technology challenges require greater levels of collaboration across campus. On some campuses the relationship between IR and IT is strained while on others they partner very effectively.

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This session will examine these concepts and provide TAIR members a glimpse into the national conversation between AIR and Educause on how these two functions can best achieve success.

D5: Visualize the report to tell the best story

Su Chuan “Rita” He & Greg Gengo, Texas Woman’s University

Room: Limestone

Track: Collect, Analyze, Interpret, & Report

Data visualization is the presentation of data in a graphic format which enables decision makers to digest data visually in order to identify new patterns and complicated issues. With interactive visualization, users can drill down into charts and graphs for more detail. Especially as big data becomes bigger and a complex datasets with dozens of variables, data visualization become even more important. The session will cover the following topics such as architecting snowflake-like datasets, using a theme designer to customize the report, using “Container” to better outlay the report, Identifying an appropriate graph to present data and using “Pop-up Window” to enhance the granularity of the report.

February 27, 2019, 10:00 AM - 10:45 AM

E1: Building a coalition to develop a data driven decision-making culture

Miriam Qumsieh, University of Houston-Clear Lake

Room: Cypress

Track: Stewards of Data & Information

UH-Clear Lake’s Office of Institutional Effectiveness has been working for about five years on the development and implement of a data warehouse to facilitate in reporting. Our goal is to build a one-stop-shop for all administrators to obtain the latest data/reports available in support of planning, assessment, and decision making at all levels of our university. We are working with the Data Warehouse Steering Committee where representatives from various colleges and departments participate in the expansion of the University Data Warehouse. We are working on building a community of understanding to improve our reporting and decision making culture through better communication.

E2: Estimating Low Socio Economic Status: Replacing Use of FAFSA Data as Indicator

F.C. Caranikas, Xiaoling Liang, & Soon M. Flynn, Austin Community College

Room: Cedar

Track: Current Issues and Research in Higher Education

Many student success outcome measures we track in higher education require analysis comparing low socio economic status (SES) students with those who are not low SES. We have used Pell grant eligibility as a proxy for low SES. Recent USDE interpretation of the reauthorized Higher Education Act prohibits use of FAFSA data for any purpose outside administering student financial aid or evaluating this process.

Our methodology uses the student’s address and US Census data on income and family size. We calculate low SES status for the community in which the student resides. Regional poverty data indicates

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that our estimate of the percentage of students who are low SES is a valid estimate. Thus “resides-low-SES-community” can be used in analyzing persistence and graduation rates.

E3: Utilizing Predictive Analytics in the Search for Stronger Student Retention Strategies

Dan Stroud, Mark McClendon, & Cassie O'Brien, Midwestern State University

Room: Hickory

Track: Collect, Analyze, Interpret, & Report

In the increasingly competitive environment of higher education, institutions need to be more focused with the allocation of their resources, while also providing support for their students. This presentation will discuss literature in support, as well as the development of a predictive model of first year student retention including the processes, techniques, and obstacles that were faced in its' development. This case study, conducted at MSU, began with a review of existing data about incoming students, including demographics, academic preparation, prior coursework, time of enrollment, and financial information. Focus groups were introduced into the process, with instructors and advisors in an effort to produce richer, deeper data and will be discussed.

E4: Retention Data with PowerBI

Lindsay Patterson, Schreiner University

Jason Morales, Microsoft

Room: Cottonwood

Track: Collect, Analyze, Interpret, & Report

It was over a year ago when our IR team realized the usefulness of PowerBI, and that it was already available free to us through our Office 365 apps (who knew?!). We hit the ground running with our own interactive reports in just 3-4 weeks and we've been improving and expanding ever since. Schreiner University and Microsoft Corporation collaborate to present the methodology behind PowerBI reports used in tandem with dynamic database connected Excel tables. The interactive reports that we will be presenting are an example of what we provide Schreiner's stakeholders in context of first year retention for our first-time freshmen students. We will provide some helpful resources and attendees of this session can expect to come away with a basic understanding of how to get started.

E5:

February 27, 2019, 10:00 AM - 10:45 AM

Room: Limestone

Track:

February 27, 2019, 11:00 AM - 11:45 AM

F1: Increasing Student Completion with Pathways Analysis

Cindy Ullrich, Brazosport College

Michael Nguyen, Zogotech

Room: Cypress

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Track: Collect, Analyze, Interpret, & Report

Improving student completion and success is extremely important for Brazosport College (BC). When BC saw students were taking 85+ credits to complete a 60 credit degree, resources were placed in this area to identify areas of improvement.

Over the past 3 years, Brazosport College has awarded 38% more degrees and certificates and their 3-year graduation rate has increased 11.7% points.

During this session learn how BC partnered with ZT to develop a Pathways model to track and improve student's pathways.

In the session we'll discuss the following:

1. What are the factors that impact student pathways progression?
2. Who are the key stakeholders needed in the process?
3. What are the interventions to increase completion?

F2: Using Data and Statistics to Support Academic Success Programs

Kristina Beltran, Sam Houston State University

Room: Cedar

Track: Collect, Analyze, Interpret, & Report

Institutional Research (IR) staff at Sam Houston State University are often asked to provide data in support of academic success programs. One such program, Sam Houston ELITE, endeavors to promote the academic development and success of African American and Hispanic male students. This presentation will describe a study that compared GPAs and course completion rates of students with the purpose of examining the impact of the Sam Houston ELITE program on academic performance.

F3: Operation Zero: Reducing SCH Mismatches Between the CBM 001 and 004

Tracy Stegmair & Kelsey Zemler, Texas Woman's University

Room: Hickory

Track: Collect, Analyze, Interpret, & Report

Reducing semester credit hour mismatches between the CBM001 and CBM004 can be daunting. This session will provide an overview of how the TWU Office of Institutional Research and Data Management uses SAS to identify where mismatches occur in order to facilitate corrections.

F4: Our Tool Belt: Innovation, Instruments, and Trends in Developmental Education and College Readiness

Bobby Jenkins, Texas Higher Education Coordinating Board

Room: Cottonwood

Track: Current Issues and Research in Higher Education

Developmental education and college readiness are two policy areas where we see significant change year after year. Having the tools we need to develop new programs, measure effectiveness, and be agile in our policy development are essential. This session will present trends in these two areas and then

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take you briefly behind the scenes on how the data is collected, programs are informed, and reporting requirements are developed.

F5: Giddyup, Partner! How We Managed to Drive User Adoption of Analytics Self-Service Tools at Lone Star College

Kent McShan, Janet Flores, & Jason Kot, Lone Star College

Room: Limestone

Track: Educate Information Producers, Users, & Consumers

Join us as we discuss how the development of partnerships has driven client adoption of Microsoft BI self-service tools and advanced the culture of data-informed decision making at Lone Star College.

February 27, 2019, 2:00 PM - 2:45 PM

G1: From Messy to NSSE – Implementing an Effective NSSE Awareness Campaign

Natalia Assis & Dan Su, Texas A&M University-Commerce

Room: Cypress

Track: Current Issues and Research in Higher Education

The IER Department at Texas A&M University-Commerce created a student task force responsible for the creation and implementation of an awareness campaign with the goal to increase students' familiarity with the National Survey of Student Engagement (NSSE) and consequently, increase student response rates. The awareness campaign focused on the survey target audience (first-year and senior students), but also included the survey prospective audience (sophomores and juniors) as well as faculty and staff. Through use of a strategic marketing and promotional campaign, student responses were significantly increased, therefore more accurately representing the population and informing decision makers. In this presentation, the steps and details of the campaign will be shared.

G2: 'Fake It 'til You Make It: A Benefit or Hindrance to Student Success at the Community College?

Guyla Blaylock, Richland College

Room:

Track: Current Issues and Research in Higher Education

In a world in which students face increasing pressures to succeed, the mantra 'fake it 'til you make it' holds true for many. Studies have identified the Imposter Syndrome (a phenomenon in which self-doubt leads to stress, anxiety, & depression, for example) as prevalent in both undergraduate and graduate populations. The Imposter Syndrome has been researched less in community colleges. This study aims to 1) explore the prevalence of the Imposter Syndrome at a large, urban community college, 2) confirm the relationship between the Imposter Syndrome traits and stress, anxiety, and mindset, 3) determine the significance of the Imposter Syndrome as a predictor of student success and persistence. This presentation will discuss the findings as well as suggested application.

G3: Using Baye's Theorem of Conditional Probability to Analyze Course Performance

Rion McDonald, University of North Texas

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Room: Hickory
Track: Plan and Evaluate

This session will provide an introduction/review of Baye's theorem of conditional probability, a statistical technique which is used to revise prior beliefs about the likelihood of an event occurring when new information is obtained.

The session will focus on how Baye's theorem can be used to examine student performance in sequential courses, such as Calculus I & II or English Comp I & II. In addition to providing updated probabilities of student success in higher-level courses, the results of applying Bayes theorem might also be helpful in highlighting potential issues related to academic rigor and/or curriculum alignment across courses.

G4: Modernization of state data submission process (THECB CBM reporting)

Victor Reyna & John Dinning, Texas Higher Education Coordinating Board

Room: Cottonwood

Track: Collect, Analyze, Interpret, & Report

Update stakeholders on the proposed modernization and redesign of CBM Reporting to the Texas Higher Education Coordinating Board. Provide the audience with the results of the Negotiated Rulemaking recommendations to reduce institutional reporting requirements.

G5:

TBD

Room: Limestone

Track: General

February 27, 2019, 4:00 PM - 4:45 PM

H1: Building a Data Institute: Leveraging Research Resources within the Institution

Deseree Probasco & Jae Jung, Lone Star College

Room:

Track: Educate Information Producers, Users, & Consumers

In 2018, Lone Star College launched The Data Institute, a semester-long training opportunity for faculty and staff throughout the system. Participating in tailored workshops on research design, data sources, and reporting tools, 16 fellows went on to complete 4 guided research studies focused on minority student success. impact at Lone Star College. The Institute has now entered into its second year, and continues to enhance the research and data analytics knowledge and skills of its participants.

H2: A Deep Dive into Student Departure

Cindy Ullrich, Brazosport College

Aaron Thomason, ZogoTech

Room: Cedar

Track: Collect, Analyze, Interpret, & Report

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Student retention at Brazosport College (BC) has been a major focus the past two years after seeing increased departure rates. BC in partnership with ZogoTech developed a model to track factors impacting enrollment and retention. In this session, we take a deep dive into the analysis we conducted to improve student retention and focus on where we have lost students. We will explore these topics (and others):

1. What are the characteristics of departing students?
2. Which student holds are negatively impacting retention?
3. How many non-returners were close to graduating?
4. What is the impact of dropping students for non-payment?

G3:

TBD

Room: Hickory

Track: General

H4: 60x30TX Central Texas Region Data Desserts

Paul Turcotte, Texas A&M University-Central Texas

Room: Cottonwood

Track: Stewards of Data & Information

Share the data by identifying “higher education data” valuable in increasing the percentage of those completing high school and enrolling in higher education and discussing “data sharing options” between higher education and public education institutions. The session will focus on the needs of the Central Texas region, but all are encouraged to attend and share.

H5:

February 27, 2019, 4:00 PM - 4:45 PM

Room: Limestone

Track: General

February 28, 2019, 9:15 PM - 10:15 PM

I1: Legislative Update

Jenna Cullinane Hege & Victor Reyna, Texas Higher Education Coordinating Board

Room: Salon ABC

Track: Current Issues and Research in Higher Education

February 28, 2019, 9:30 PM - 10:15 PM

I2: Estimating the Relationship between Major Choice and Undergraduate Student Success

Jenna Tucker & Caroline Neary, University of Houston

Room: Cypress

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Track: Plan and Evaluate

What happens to students who aren't admitted to their first-choice major? This presentation shares results of an analysis of the academic success of first-time-in-college undergraduates who enrolled in their second or third choice. Regression analysis was used to estimate differences in retention, credit hours completed, and GPA after one year. Presenters will also discuss the impact of a proactive advising program for "undeclared" students.

I3: Creating advanced analytics and visualizations to understand student persistence using R scripts in Power BI

Jae Hak Jung, Kwanghee Jung, & Jaehoon Lee, Lone Star College

Room: Limestone

Track: Collect, Analyze, Interpret, & Report

The current proposal focuses on creating a Power BI report for persistence and adding R scripts for advance statistical analysis that imbedded with Power BI.

This presentation includes

Planning for Power BI (Selecting KPI, researching for predictors and key demographic info)

Pulling the data using SQL in Power BI

Design the report

Adding Statistics using R

Demonstration of Power report for persistence

This persistence Power BI report enables leadership to understand persistence rates across years and identify important factors to predict students' persistence by using filters and inferential statistic information.