

SPURRING INNOVATION

through

RESEARCH



Texas Association for Institutional Research
42nd Annual Conference

Marriott Plaza San Antonio, San Antonio, TX | March 1-4, 2020





Conference Meeting Locations





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A Message from the President and Vice-President

Welcome to historic San Antonio! As we gather for this year's conference, we get to explore the diverse cultural history of San Antonio. Founded over 300 years ago during a Spanish expedition, San Antonio is now home to over 30 higher education institutions (including the University of Texas Health Science Center at San Antonio, the University of Texas-San Antonio, Our Lady of the Lake University, Trinity University, Texas A&M University-San Antonio, and the Alamo Community College District).

San Antonio also boasts a vibrant art community which reflects the special culture experience which is San Antonio. The city's unique blend of Mexican, German, and Old West cultures combine to create an "only in San Antonio" experience. Although the Alamo is perhaps one of the most visited sites in the city, it is actually only one of five historic Spanish missions in the city which were recently recognized as the first UNESCO World Heritage Site in Texas. Just a few blocks from the Alamo, and about a half mile from the hotel, sits the San Fernando Cathedral, the oldest operating cathedral in the nation.

For those wanting to explore even more history and educational sites, there are several tours around town and a multitude of museums to explore in addition to the San Antonio Zoo, the San Antonio Botanical Gardens, the Japanese

Sunken Garden, and of course the Tower of the Americas in Hemisfair Park right across from the hotel.

This year's theme of "Spurring Innovation through Research" reminds us of the constantly changing nature of our field. We have a wide range of presentations that highlight our strengths, challenges, and opportunities for the future of our profession. We wish to extend a special thank you to the Program Committee for their hard work in organizing this year's conference and to TAIR members for stepping up to share their expertise with colleagues. Remember that without our members stepping up to share their knowledge and experience the Annual Conference would not happen.

The TAIR Annual conference continues to provide one of the best professional development experiences for Institutional Research professionals in the country and at one of the lowest rates for attendees. This year we continue with some changes from last year to allow and encourage more networking and interaction among our members.

Once again, welcome to San Antonio and welcome to TAIR 2020!

G. Marc Turner, President

David Brown, Vice-President/Program Chair



TAIR 2020 – Schedule Overview

SUNDAY, MARCH 1 ST	
9:00 am – 12:00 pm	Pre-Conference Workshops
12:00 pm – 1:00 pm	Pre-Conference Lunch (open to workshop attendees)
1:00 pm – 4:00 pm	Pre-Conference Workshops

MONDAY, MARCH 2 ND	
8:30 am – 11:30 am	Pre-Conference Workshops
11:30 am – 12:30 pm	Pre-Conference Lunch (open to workshop attendees)
1:00 pm – 3:15 pm	Opening Ceremony and Keynote
3:30 pm – 5:15 pm	Concurrent Sessions A & B
5:30 pm – 6:30 pm	Past-President's Gathering (for past Presidents and invited guests)
6:30 pm – 8:00 pm	Welcome Dinner

TUESDAY, MARCH 3 RD	
7:30 am – 9:00 am	Community Breakfast
8:00 am - 5:00 pm	Vendor Exhibits
9:00 am – 12:00 pm	Concurrent Sessions C, D, & E
12:00 pm – 1:45 pm	Lunch and Business Meeting (It's for everyone!)
2:00 pm – 2:45 pm	Concurrent Session F
3:00 pm – 3:45 pm	Concurrent Session G
4:00 pm – 5:30 pm	Vendor and Member Appreciation Reception

WEDNESDAY, MARCH 4 TH	
7:30 am – 9:00 am	Networking and Awards Breakfast
9:30 am – 10:15 am	Legislative Update from THECB
9:30 am – 10:15 am	Concurrent Session H
10:30 am – 11:45 am	Closing Keynote and Ceremony
12:00 pm – 3:00 pm	Executive Committee Transition Lunch/Meeting

Candidates for Vice-President/President-Elect

The Vice-President/President-Elect is elected for a three-year term, serving as Vice-President/President-Elect for the first year, President for the second year, and Immediate Past President for the third year. The Vice-President also serves as the Program Chair responsible for planning the following year's Annual Conference and fulfills the duties of the President in his/her absence.



Daniel Chupe-O'Hanlon – Austin Community College
Daniel currently holds the position of Institutional effectiveness Analyst in the Office of Effectiveness and Accountability (OIEA) at Austin Community College District (ACCD) where he has worked

since 2010. He has taken on responsibilities and tasks in Strategic Planning, Assessment, Labor Market Research, Project Management, Data Request Coordination, ongoing just-in-time training for various systems and topics, Geographic Information Systems (GIS) and many other areas. Over the past decade he has also served as the ACCD President of the Professional Technical Association. He earned his Master of Science in Business and Leadership from Tarleton State University and his BA in Urban Planning Public Policy from the University at Buffalo.

Daniel has been a member of TAIR since 2010 and served on several program committees working to support the annual conference in various functions including session coordinator and local arrangements chair in 2018-2019. He has also supported TAIR with planning assistance for Summer Workshops which have been held at ACC for the past few years. Daniel has actively presented workshops and concurrent sessions for both TAIR and at the national level.

Daniel asks for your support and vote to keep TAIR both informative, engaged, and a leader across the State of Texas in every changing world of IR and confluence with Analytics. It would be a privilege to serve TAIR in the role of Vice President / President Elect.



Dan Su – Texas A&M University - Commerce

Dan Su holds a doctoral degree in Educational Psychology from Texas Tech University. During her doctoral study in Educational Psychology, she explored the educational theories,

research methodologies, statistics, which shaped her focus in quantitative research and influenced her professional path in choosing institutional effectiveness and research. In the past ten plus years, she has worked at various positions in Institutional Assessment, Effectiveness and Research offices in one private college and three public universities in Texas. Through different positions in IER, she expanded her vision and abilities to provide university executives, faculty and staff with accreditation guideline, assessment, measurement methodology training, strategic planning and analysis of institutional and comparative data, in support of institutional goals, such as: student success key performance measures, accreditation, formula funding, fiscal resources, decision-making, policy examination and formation etc. Dan Su is a motivated self-starter, who has demonstrated ability to work as an analytical and strategic thinker. Dan Su exhibits the capability of organizing, prioritizing, and overseeing multiple projects under pressing and overlapping deadlines. She taught for a few universities as adjunct professor on statistics, research methods and other courses. She currently serves as the Executive Director of Institutional Effectiveness and Research as well as an Adjunct Professor at Texas A&M University-Commerce. Dan Su has served as the Secretary for TAIR from 2018-2020.



Candidates for Secretary



Lillian Marshall – *Blinn College* Lillian Marshall is the lead Data Analyst in the Office of Institutional Research and Effectiveness at the Blinn College District in Brenham, Texas. She has been working in institutional research since 2013 and has been a member of TAIR since that time. Lillian has been an active participant in TAIR, conducting both concurrent sessions and pre-conference workshops and serving on various committees.



Christopher Warner

Texas A&M University - Commerce

Chris Warner holds a Master's Degree in History from Texas A&M University-Commerce. He has worked as an adjunct professor and as a branch campus director. Chris has been in Institutional Research since 2016.

Candidates for Professional Development



Bonnie Hurford (*Tarrant County College*) has been in the field of Institutional Research since 2005. She is currently a Lead Programmer Analyst at Tarrant County College, and previously worked as a Senior Database Developer at Tarleton State University. She earned both a Bachelors in Computer Information Systems with a minor in History and a Masters in Information Systems from Tarleton. She attended her first TAIR Conference in 2006, has served as a member of the TAIR Planning Committee for the 2019 and 2020 Conferences, and earned the Level 1, Level 2, and Level 3 TAIR Professional Development Certificates. Outside of higher education, Bonnie is currently serving as Vice Regent for the Eagle Mountain Chapter of the Daughters of the American Revolution.



Dr. Richard Kent Plott (*Texas Southern University*) always supports professional development for his colleagues in the ever-evolving responsibilities for Institutional Research. Dr. Plott is a collaborative decision-maker who received an Excellence Award for Organizational Development and as a Master Presenter from the National Institute for Staff and Organizational Development (NISOD) from The University of Texas at Austin. Richard completed certifications for Institutional Research from Florida State University (in conjunction with the Association of Institutional Research) and from Carnegie Mellon University as a Chief Information Officer. Dr. Plott is a frequent presenter of symposiums and workshops for institutional research at state, regional, and national conferences.

Richard works diligently to merge our ever-increasing responsibilities of Institutional Research into all operations of the college. Dr. Plott's current efforts include coordinating assessment, compliance, predictive modeling, and systemic reporting.

Dr. Plott brings a strong background in information technology management to the research shop. Richard has implemented multiple data warehouses for real-time dashboards, key performance indicators, scorecards, and other intelligence tools. He has also served as the college liaison to the Southern Association of Colleges and Schools – Commission on Colleges and brings an in depth understanding of compliance management.

Candidates for Nominating Committee

The Nominating Committee, chaired by the Immediate Past-President, is responsible for preparing a slate of candidates for the next TAIR election. This year, two members will serve a one-year term and two members will serve a two-year term in order to adjust to a by-law change approved at the TAIR 2018 Annual Conference. The decision of which members will serve one or two years will be left to the discretion of those elected in consultation with the Immediate Past-President and members of the TAIR Executive Committee.



Kristina Beltran – *Sam Houston State University*
Kristina Beltran currently serves as the Director of Institutional Research at Sam Houston State University. After completing her master's degree in Statistics in May of 2017, she began her career in

Institutional Research as an IR Analyst, where she specialized in program tracking studies, Tableau dashboards, and institutional surveys. Kristina is an active member of TAIR; she presented at the 2019 TAIR conference, facilitated a summer workshop, and looks forward to serving in any other capacity she can. She appreciates the chance to serve on the Nominating Committee.



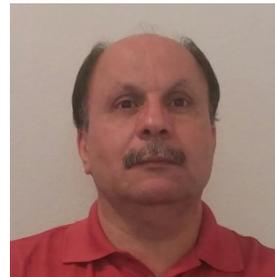
Meghan Kajihara – *North Central Texas College*
Meghan Kajihara is an Assessment Analyst at North Central Texas College. She graduated from the University of North Texas with a BA in Anthropology and History in 2016 and has broad research and program evaluation experience from

her degree, her National Service work with AmeriCorps VISTA, and her work as a Research Associate at the xREZ Art+ Science Lab. Though she is brand new to the field of IR, she has jumped in head-first and is eager to learn from her new TAIR colleagues. With infectious enthusiasm and a passion for service, she is grateful for the chance to put her hat in the ring to be a part of the Nominating Committee.



Robert Lorick – *Tarrant County College*
Robert Lorick has worked in Higher Education since 2005. He has a M.S. in Marketing Research and is Currently Director of

Academic Analysis at Tarrant County College District (TCCD) as well as being the Chair of the Institutional Review Board (IRB). Robert is a Certified Institutional Review Board Professional (CIP). Robert has worked both at the community college and university (UTA) during his career in Institutional Research (IR) and has presented at both TAIR and AIR.



Mansour Salami – *El Centro College (DCCCD)*
Mansour Salami's career in the Institutional Research field began 13 years ago in the IR Office at The University of Texas at Arlington. After seven years, he joined El

Centro College in 2013 as a Senior Research Analyst where he provides data and information in support of administrative decision-making and strategic priorities. He received a M.A. in Mathematics/Statistics from Arizona State University (1987), M.S. in Computer Science from University of Central Texas (1979) and a B.S. in Mathematics from Karaj College (1978).



Sunday, March 1, 2020 | REGISTRATION 8 AM – 1 PM
Location: Foyer Salon ABC
Pre-Conference Workshops 1-5 | 9 AM – 12 PM

W01: Beginning SAS

Tracy Stegmair and Kelsey Zemler, Texas Woman's University

Room: Pavo Real A

Track: Collect-Analyze-Interpret-&-Report

This workshop will provide hands-on training on basic Base SAS programming. It will start with writing a LIBNAME statement and move into the DATA step process. It will also cover useful SAS procedures like PROC IMPORT, PROC EXPORT, PROC MEANS, and PROC SQL. The third part of the workshop will focus on SAS Enterprise Guide and how you can use it to write more complex SAS procedures like PROC TABULATE and PROC TRANSPOSE. Finally, it will show how to write data to a text file for easy uploads to federal and state reporting websites like IPEDS or CBM reports.

W02: Vault of the THECB Data Tools

Luis Martinez and Elizabeth Chivers, Texas Higher Education Coordinating Board

Room: Pavo Real B

Track: Stewards of Data & Information

Take a whirlwind tour and peak under the hood of THECB's Texas Higher Education Data (THED) website and related sources. Using 60x30TX as a framework,

AIR Duties and Functions

Identify Information Needs

Collect, Analyze, Interpret, and Report
Data and Information

Plan and Evaluate

Steward Data and Information
Sailor-
Educate Information Producers, Users,
and Consumers

www.airweb.org/Duties-Functions-IR

WELCOME TAIR NEWCOMERS!

We are excited and proud to welcome those new to the profession and hope that you enjoy your time at the conference! Please be sure to introduce yourselves to other members as you begin to expand your professional network.



this workshop is geared to anyone who would like to know more about the data available from The Coordinating Board. Learn how to navigate THECB data resources available to help support and evaluate innovations efforts at your institution.

W03: Test Item Analysis in 2 Study Cases

Lea Campbell and Michelle Hernandez-Perez, University of Houston-Downtown

Room: Salon A

Track: Collect-Analyze-Interpret-&-Report

Item analysis is a process for determining the quality of individual multiple-choice test questions and, by extension, the quality of entire multiple-choice tests and exams. Through this introductory-level workshop which is framed in terms of two different context – a large, multi-item exit exam and evaluation of a competency-based assessment program - you will learn to: (1) Define the basic elements of item analysis, including item difficulty, item discrimination, and distractor analysis; (2) Make sense of item-level statistics and (3) Use item analysis principles to improve your question writing, assessment and testing practice this semester.

W04: Structure, Manipulate, and Clean Your Data with Tableau Prep: No SQL Required

G. Marc Turner, Texas State University

Room: Salon B

Track: Collect-Analyze-Interpret-&-Report

This hands-on workshop will introduce attendees to Tableau Prep Builder, which is included with Tableau Creator licenses but whose benefits often go overlooked. During the workshop, we will look at ways of building data sources for use in Tableau by combining text and Excel files, matching and grouping responses, transposing rows and columns, aggregating the data, and more! Data will come from a variety of sources including enrollment reports, survey responses, and salary reports. We will also look at how to export the resulting data sets for use in both Tableau and other products. The workshop will conclude by demonstrating the creation of basic visualizations of the data in Tableau Desktop. Attendees should bring their own laptop with Tableau Prep Builder 2019.4 and Tableau Desktop 2019.4 installed.

W05: TAIR Newcomers Workshop

Faron Kincheloe, Assistant Director of Institutional Research and Testing

Baylor University

Room: Aztec

Track: Operations & Leadership

The TAIR Newcomer's Workshop is a half-day session focusing on resources that are available to institutional researchers and more specifically members of TAIR. The workshop will explore how IR offices and the roles within them are both similar and different across various types of institutions. This presentation will cover the benefits of TAIR membership including the Listserv, Summer Workshops, TAIR conference, and Certificate Program. Let this be the beginning of your networking experience with other IR professionals.



Sunday, March 1, 2020 | Pre-Conference Workshops 6-10
1 PM – 4 PM

W06: Introduction to Time Series Forecasting

Rion McDonald, University of North Texas

Room: Aztec

Track: Plan & Evaluate

Using education/IR-related data, this workshop will show participants how to develop predictions using several basic models which are used in times series forecasting. Models presented include moving average, linear trend, and simple exponential smoothing. The time series decomposition model---which builds upon fundamental concepts to separate data into seasonal, trend, and cyclical components---will be introduced as well. Finally, the session will cover multiples methods for evaluating the accuracy of prediction models, an important step in selecting the most appropriate model for a given set of data. This workshop is intended for novices and experienced forecasters desiring a review of basic principles. Proficiency with Excel is required, as attendees will be using their laptops and this software to build models and compute error statistics.

W07: The 52-Week Workflow

Richard Plott, Texas Southern University

Room: Pavo Real B

Track: Operations & Leadership

Providing a "52-Week Workflow" is an essential component for successful leadership with Office of Institutional Research (OIR). In a recent study conducted by the Association of Institutional Research (AIR), data show that the 69% of office are from 2-3 and 3-5 full time equivalents. With limited staffing models and the comprehensive tasks assigned to the OIR, workflow management is now the most indispensable tool in the management toolbox. By combining Assessment, Compliance, Survey, and Systemic Reporting we can readily establish a 52-Week Workflow which ensures stability as well as sustainability in the workflow. Team members appreciate and look forward to the organization that a 52-Week Workflow provides while the administrator delivers transparent and efficient management to their institution. The 52-Week Workflow is a fundamental key to success for the OIR.

In this workshop we will develop a "52-Week Workflow" for your team with the following areas of responsibility: Assessment, Survey, Compliance, Systemic Reporting

Using the 52-Week planning template (which will be provided), we will map out the academic year (September – August) with the above responsibilities to develop a sustainable and transparent workflow. At the end of the session, you will have a 52-Week plan to share with your team and supervisor for the year's workflow.



W08: Simplifying SQL

Lindsay Patterson, Schreiner University

Room: Salon A

Track: Collect-Analyze-Interpret-&-Report

This workshop is intended for novice to intermediate SQL coders and will warm up with some basics of SQL coding and progress up to the demonstration and practice of using WITH clauses and sub-queries to help simplify the methods of developing query syntax. A useful demonstration of using a WITH clause and a sub-query will be provided as applicable to returning the minimum or maximum enrollment record based on year and term value for each distinct ID in a query result. CASE or other basic statements or clauses may also be covered as time allows, depending on the speed of our group. We will be using free online development platforms such as w3schools.com and sqlfiddle.com since we will be concentrating on the coding concepts, rather than a particular software proficiency. No prior knowledge of these online development tools is necessary.

W09: Developing Power BI Dashboard with Predictive Models for Student Persistence and Success

Jae Hak Jung, Lone Star College

Kwanghee Jung, Texas Tech University

Jaehoon Lee, Texas Tech University

Room: Salon B

Track: Collect-Analyze-Interpret-&-Report

This workshop will include

- Introducing the methodology how to develop predictive models for Student persistence and success using institutional data and non-cognitive readiness assessments (called Smarter Measure)
- Providing some tips how to develop Power BI report for implementing different initiative and providing different support service based on the predictive model and student profiling
- Providing the instruction to add basic inferential statistical analysis (e.g., regression) into Power BI report using R-script
- Providing some consultant to develop their own power BI dashboard.

W10: IPEDS Data as the Public Face of an Institution

Sponsored by AIR

Room: Pavo Real A

Track: Collect-Analyze-Interpret-&-Report

This workshop stresses the importance of accuracy and consistency in data reported to IPEDS. Examples of real IPEDS data used in the public domain are incorporated, enabling participants to understand the role of governmental and non-governmental entities in IPEDS reporting. The workshop includes presentations, discussions, exercises, and demonstrations using IPEDS data tools and resources.



Monday, March 2, 2020 | Pre-Conference Workshops 11-14
8:30 AM – 11:30 AM

W11: Presenting the Message: World Class Presentation Skills Needed for Effective Reporting and Data Visualization

Sydney Leo, Managing Director BDO, LLP

Room: Aztec

Track: Education Information Producers, Users & Consumers

Attendees will be able to convert analysis insights into visuals that will effectively convey the message. Attendees will be able to select the appropriate subset of visual representations based on the audience and presentation modality.

Attendees will be able to demonstrate effective oral presentation techniques to deliver different types of messages. Attendees will be given hands-on experience utilizing mini-exercises leading to a case study.

W12: ZogoTech Analytics for Institutional Researchers

Sponsored by ZogoTech

Room: Majestic

Track: Collect-Analyze-Interpret-&-Report

This workshop will focus on ways to utilize ZogoTech Analytics to solve specific IR challenges.

Participants will need a laptop with Excel 2016 and

PowerBI Desktop. During the session, participants will learn how to pull, prepare, and analyze data using both Excel and PowerBI. Topics will include analysis of cohort outcomes, course scheduling analysis, and daily enrollment analytics. Note: This workshop will be ONLY useful for colleges that have ZogoTech Analytics.

W13: SQL for Rookies

Faron Kincheloe, Assistant Director of Institutional Research and Testing, Baylor University

Room: Paseo

Track: Collect-Analyze-Interpret-&-Report

The Structured Query Language (SQL) is a universal tool incorporated into many software packages and systems for the purpose of reporting and manipulating data. Participants in this workshop can expect to learn how to write basic SQL query code for use with a variety of databases and SQL clients. Participants will practice selecting/querying data, joining tables, filtering data, and many other SQL query basics. This workshop is best suited for those with little to no experience working with SQL. The workshop will utilize the SQL implementation within SAS software but no prior SAS experience is required. A laptop with Base SAS or SAS University Edition pre-loaded prior to the workshop is required. SAS University Edition is available as a free download for all participants.



W14: Spurring Student Success: A Proactive Approach to Predicting Student Retention with Machine Learning and Open Source Integration

Sponsored by SAS

Room: Pearl

Track: Collect-Analyze-Interpret-&-Report

Students dropping out is a real snake in our boots! Saddle on up with us as we ride the bucking bronco of predicting student retention. Using real student data, we'll be your huckleberry as we mosey through the entire analytical process for analyzing student trends, developing predictive models using SAS and Open Source algorithms, and visualizing results for actionable insights. At the end, attendees will have the opportunity for open-ended exploration and analysis to see what they can come up with! Laptops and necessary software will be provided.

Pre-Conference Workshop Luncheon | 11:30 PM – 12:30 PM

(open to workshop attendees)

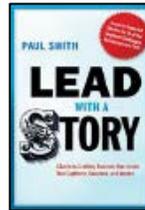
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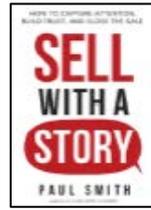
Monday, March 2, 2020 | Opening Keynote Speaker: Paul Smith
 1 PM – 3:15 PM
 Location: Salon ABC



Paul Smith, Organizational Storyteller



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Paul Smith is one of the world's leading experts on organizational storytelling. He's a keynote speaker, storytelling coach, and bestselling author of the books Sell with a Story (#1 Amazon bestseller in Sales and Selling), Parenting with a Story, and Lead with a Story (#1 Amazon bestseller in Business Communication) already in its 9th printing and available in 7 languages around the world. Paul is also a former consultant at Accenture and former executive and 20-year veteran of The Procter & Gamble Company.

As part of his research on the effectiveness of storytelling, Paul has personally interviewed over 250 CEOs, executives, leaders, and salespeople in 25 countries, documenting over 2,000 individual stories. Leveraging those stories and interviews, Paul identified the components of effective storytelling, and developed templates and tools to apply them in practice. His work has been featured in *The Wall Street Journal*, *Inc. Magazine*, *Time*, *Forbes*, *Fast Company*, *The Washington Post*, *PR News*, *Success Magazine*, and London's *Financial Times*, among others.

Paul delivers professional workshops and keynote addresses on effective storytelling for leaders and salespeople. His clients include international giants like Hewlett Packard, Google, Ford Motor Company, Bayer Medical, Abbott, Novartis, Progressive Insurance, Kaiser Permanente, and Procter & Gamble.

Paul holds a bachelor's degree in economics, and an MBA from the Wharton School at the University of Pennsylvania.



Monday, March 2, 2020 | Concurrent Sessions A | 3:30 PM – 4:15 PM

A1: Tableau Dashboards: Connecting the Dots to Student Success

Sarah Flores, College of the Mainland

Aaron Thomason, ZogoTech

Room: Aztec

Track: Collect, Analyze, Interpret & Report

In this session, we will explain how the College of the Mainland has integrated Tableau with our Microsoft SQL Server data warehouse to provide our data consumers and decision-makers with up-to-date analytics. Our session will focus on three aspects:

1. How to connect to your data warehouse
 2. The importance of automatically updated tables and complex calculated metrics that allow for quick access to prepared data
 3. How Tableau dashboards provide valuable insights with curated visualizations, filters, and KPIs.
- By connecting these dots our hope is to give you a roadmap to improve student success.

A2: Identifying Institutional Peers through Cluster Analysis

Jorge Martinez, University of Houston

Room: Paseo

Track: Plan & Evaluate

In an era of evidence-based decision-making, institutional researchers utilize benchmarking as a means of evaluating and improving university performance. University leadership use benchmarking metrics like six-year graduation rates to compare their performance to their peers, identify leading national institutions, and to discover best practices towards achieving institutional goals. In this session, I discuss how to identify peer institutions for the University of Houston using IPEDS data. I employ cluster analysis to calculate distance measures and then group institutions based on their institutional characteristics. At the end of this session, attendees will understand how to identify appropriate metrics, how to execute clustering methods, how to evaluate their analyses, and how to visualize cluster groups to communicate their findings.

A3: Leading Indicators of Student Success: Using the VFA/AACC Pathway Kits

Vaughn Alexander Hendirex, American Association of Community Colleges

Room: Pearl

Track: Collect, Analyze, Interpret, & Report

The Voluntary Framework of Accountability (VFA) is the first national framework for accountability and institutional improvement that was created by community colleges for community colleges. Dedicated to monitoring a wide range of mission critical student outcomes in community colleges, the VFA has metrics designed to assess student progress, collegiate outcomes, and post-collegiate outcomes. This session will explore how the latest VFA metrics, the AACC Early Momentum/Pathways Key Performance Indicators (KPIs), can be used as leading indicators of the VFA outcomes measures. Attendees will learn about the KPIs and how these metrics can be used to predict student success and identify potential areas of improvement.



Monday, March 2, 2020 | Concurrent Sessions B | 3:30 PM - 4:15 PM

B1: Using Data Scaffolding Technique to Build a Space Utilization Chart

Salma Mirza and Michael Tumeo, Southern Methodist University

Room: Aztec

Track: Collect, Analyze, Interpret & Report

The session provides an overview of how SMU's provost's office implemented a process to share teaching spaces across the campus that led to building an innovative classroom utilization dashboard. Most room utilization dashboards provide comparisons of key aggregate metrics that assist decision makers in post-hoc course correction. This dashboard provides the above, in addition to providing a real time monitoring of room usage at a more granular level. This enables schedulers the ability to track the metrics, in addition to seeing how their scheduling impacts those metrics. Attendees will be exposed to the use of Tableau's built-in features such as custom maps and date modelling, as well as an advanced technique known as "data scaffolding" in Tableau Prep to build the structure needed for constructing such a schedule.

B2: Why Should IR Care about Texas Success Points?

Cindy Ullrich, Brazosport College

Michael Nguyen, Zogotech

Room: Paseo

Track: Collect, Analyze, Interpret, & Report

The Texas Higher Education Coordinating Board's Success Point model was developed to measure the performance of institutions in a way that promotes their efforts to increase the rate of student progression and achievement. Success Points are measurable attainments correlated with the completion of a milestone. By measuring them, we can accurately gauge community college districts' progress in helping students succeed. In 2013, the 83rd Texas Legislature approved the use of Success Points for determining a percentage of the state funding that is allocated to community colleges. In 2019, the Legislature approved an increase to this funding mechanism. The monitoring, analysis and tracking of students relative to their movement through the state identified Success Points has become an important factor in the funding of colleges. This session will provide an overview of Brazosport College's capacity to monitor, track and analyze their Texas Success Point (TSP) data.

B3: Academic Advising and Guided Pathways: Fall and Spring Entering Student Experiences

Michael Bohlig and Kyle Lovseth, Center for Community College Student Engagement – UT Austin

Room: Pearl

Track: Collect, Analyze, Interpret, & Report

Most students enroll for the first time during the fall term; however, analysis of CCSSE data, collected during the spring term, from 2017 reveals that approximately 19.5% of respondents enrolled for the first time. This study looks at the advising experiences of fall term entering students from the 2016 SENSE survey (same academic year as the 2017 CCSSE survey). Additional variables in this analysis will include common items from the Academic Advising and Planning item sets for SENSE and CCSSE as well as common items from the two main surveys. The analysis will examine these experiences by demographic subgroup.



PAST PRESIDENT'S GATHERING
(invitation only)

MONDAY, MARCH 2ND 5:30-6:30 PM
LOCATION: PAVO REAL B

**TAIR 2020 WELCOME
DINNER!**

MONDAY, MARCH 2nd, 6:30-8:30 PM

PLEASE JOIN US FOR A WELCOME
DINNER ON TUESDAY NIGHT.

KICK BACK, EAT UP, AND
NETWORK (OR JUST HANG OUT)
WITH YOUR PEERS!

LOCATION: SALON ABC



Thank You TAIR 2020 Sponsors!!

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FRIENDS OF TAIR





Tuesday, March 3, 2020 | REGISTRATION 8 AM – 12 PM
Location: Foyer Salon ABC

Tuesday, March 3, 2020 | Community Breakfast | 7:30 AM - 9:00 AM
Location: Salon ABC

Please join your fellow TAIR members for the Community Breakfast!
There will be 5 tables set up for roundtable discussions on different topics. If you want to join in the chat, just take a seat! The topics and facilitators are listed below.

Data Governance and Management

Miriam Qumsieh

University of Houston – Clear Lake

Retention Rates Analysis Using Logistic Regression

Luciano Boas

Texas Tech University

SUGIR (SAS Users Group for IR)

Kelsey Zemler

Texas Woman’s University

Assessment

Bao Huynh

Richland College

Strategic Planning

Paul Turcotte

Texas A&M University – Central Texas

GPS Reporting

Sharon Baily

University of Houston - Victoria

THECB Reporting

Amber Lummus

College of the Mainland





Tuesday, March 3, 2020 | Vendor Exhibits | 8 AM – 5 PM
Location: Yana

Tuesday, March 3, 2020 | Concurrent Sessions C | 9 AM - 9:45 AM

C1: Leveraging Data Visualization to Enhance Benchmarking Reports

John Stanley and Christi Palacat, University of Hawaii-West Oahu

Room: Pavo Real A

Track: Collect, Analyze, Interpret, & Report

In this age of performance assessment and accountability, institutional researchers are increasingly asked to conduct comparative analyses and engage in benchmarking activities. Administrators, accrediting bodies, and state and local governing boards are among those known to ask for benchmark data at a moment's notice. This presentation shows how an institutional research office is addressing the need for a performance assessment tool that offers campus stakeholders transparent, ready-access to institutional comparative data. Combining multiple national datasets (i.e., IPEDS, Student Financial Aid, College Scorecard), the presenters demonstrate a range of highly visual and interactive benchmark reports in the areas of enrollment persistence, graduation rates, post-graduate employment and social mobility, and student loan repayment rates. Results are demonstrated using a cloud-based business intelligence tool.

C2: Using Cluster Analysis to Examine Program Cost & Productivity Data

Rion McDonald, University of North Texas

Room: Pavo Real B

Track: Plan and Evaluate

This session will provide an introduction/review of k-means clustering, a popular "machine-learning" algorithm used to split data into groups with similar characteristics. It will focus on the mechanics of this technique, which has a range of education-related applications. Specifically, the session will employ k-means to examine degree program instructional cost and productivity data. The data used will be data recently submitted to the Delaware Cost Study conducted by the University of Delaware. The cost study is a national benchmarking project that highlights program-level measures such as instructional cost per SCH and research expenditures per tenured/tenure-track faculty.

C3: Using Latent Class Analysis as the Basis for Interventions within Higher Education

Cassie West, University of North Texas

Room: Paseo

Track: Collect, Analyze, Interpret, & Report

Traditional variable centered approaches to data analysis (such as regression) look for variables that most contribute to an outcome, such as retention or graduation and the focus is to understand the relationships between variables. In contrast, person-centered approaches are considered holistic in nature and seek to identify sub-groups of individuals with similar profiles or experiences. Person-



centered analyses can identify groups of students with a particular set of characteristics to target for appropriate interventions. One such method is Latent Class Analysis (LCA) which is able to uncover particular combinations or intersections of variables that define latent subgroups. There are relatively few examples of Latent Class Analysis in higher education, but those that do exist demonstrate the utility of this method.

C4: Student Graduation and Transfer Success: The predictive validity of the CCSSE and SENSE

Dr. Richard Griffiths, Austin Community College

Room: Pearl

Track: Current Issues & Research in Higher Education

This research will explore the predictive validity for student degree attainment and also for transfer success of the Community College Survey of Student Engagement (CCSSE) and the Survey of Entering Student Engagement (SENSE). The results of several administrations of both surveys at a very large community college will be presented. The discussion of the results will focus on the use of survey data to increase student success and degree attainment.

C5: Increasing Equity Through Access? The Impact of Dallas County's Dual Credit Explosion

Guyla Blaylock and Bao Huynh, Richland College

Room: Majestic

Track: Collect, Analyze, Interpret, & Report

The positive effects of dual credit on college enrollment, credit accumulation, and degree completion has been widely cited. However, the impact has largely benefited Anglo, Asian, and higher SES students. In the past few years, efforts have been made to increase access to dual credit through the creation of Early College High Schools and Collegiate Academies, which provide pathways to career and technical education certificates and degrees and bypasses some of the requirements of traditional dual credit such as TSI requirements. This presentation will examine whether this expanded dual credit model has improved access to college for underserved students and whether the increased access has led to successful outcome measures such as credit accumulation and degree completion.

C6: Unlocking the power of THECB Data using Tableau

Sushil Pallemo, Del Mar College

Room: Aztec

Track: Collect, Analyze, Interpret, & Report

THECB produces tons of statewide reports every year but sometimes it feels overwhelming to review them. The Presentation will highlight how the office of Institutional Research leverages THECB data and creates interactive dashboards that help improve learning, planning, and research.



Tuesday, March 3, 2020 | Concurrent Sessions D | 10 AM - 10:45 AM

D1: Incorporating Benchmark Data into your Institution's Reporting

Daniel Chupe-O'Hanlon, Austin Community College

Michelle Taylor, National Higher Education Benchmarking Institute at Johnson County Community College

Room: Pavo Real A

Track: Collect, Analyze, Interpret, & Report

While benchmarking your institution's performance against national results and peer groups can be of tremendous benefit to your institution, it's hard to manage internal and other required reporting, let alone an external project. Learn how Austin Community College participates in various external benchmarking projects and how they incorporate the data - including NCCBP data - into their dashboard along with examples of how it is used. Additionally, the National Higher Education Benchmarking Institute will present new tools and reporting available in the NCCBP to make using it easier.

D2: Helping Out Students Begins with Knowing Them: Comparing Students Awarded a Pell

Dr. F.C. Caranikas and Dr. Xiaoling Liang, Austin Community College

Room: Pavo Real B

Track: Collect, Analyze, Interpret, & Report

Research indicates that students from low income backgrounds have access to fewer community resources such as strong high school programs which contribute to preparing students for college. Other research reports students of color frequently experience barriers to college success. Identifying students in these groups and assessing their progress is the first step to creating the academic environments and supports that will help them succeed. For many years, colleges used Pell awards as an indicator of low income background. A new measure based on where the student lives provides an alternative indicator of socio-economic background. Our research will investigate student outcomes using these two indicators, in combination with race/ethnicity. Results have the potential to demonstrate whether low income students differ from other students in early student outcomes such as retention and credit attainment, or whether differences surface later during completion and transfer.

D3: Ethics for a New Era

Soon Flynn, Association for Institutional Research

Room: Paseo

Track: Operations & Leadership

In January 2020, AIR will unveil the new Statement of Ethical Principles. These principles will serve as a guide for practitioners of institutional research and anyone conducting data analysis. This session will provide a presentation of the new principles and provide some explanation for them.

D4: Using Data to Improve Student Success

Patrick Sanger and Pamelyn Shefman, Alvin Community College

Room: Pearl

Track: Collect, Analyze, Interpret, & Report



Alvin Community College (ACC) will discuss how an IR office can help users around the institution to make informed decisions about enrollment, student pathways, cohort tracking, and time series analysis using Zogotech and Tableau dashboards.

D5: Power BI vs Tableau vs Cognos: A Data Analytics Research

Abhishek Kumar and Luciano Boas, Texas Tech University

Room: Majestic

Track: Current Issues & Research in Higher Education

In this data-driven world, we have collected and stored huge amounts of data, but we know that data alone is not enough. Powerful data analytics and visualization tools help us organize and present the information so that we can make better decisions. At Institutional Research, Texas Tech University, our research involves the user experience of Cognos Analytics (IBM), Tableau and Power BI in higher education to build visuals and interactive reports. We analyzed and compared the visualization, mechanism of flow of data, data cleaning/modelling and the ecosystem surrounding these tools. Parameters like security, cost, ease of usage, accessibility were studied and compared across all tools. Our effort is to find the proper visualization tool under a given set of circumstances and examine the feasibility-cost comparison for the same.

D6: Using National Student Clearinghouse Student Tracker Service

Vyas Krishnamurthy, University of Houston

Room: Aztec

Track: Collect, Analyze, Interpret & Report

Student Tracker feature available through National Student Clearinghouse (NSC) is a source of college enrollment and degree data. University of Houston uses the student tracker in many ways to see where the students enroll. Institutional Research (IR) office uses the student tracker to identify the institutions where stop outs are enrolled and identify the top competitors for undergraduate students. This presentation goes over the student tracker service, types of requests, structuring the data for submission and organizing the data received from NSC. This includes results of collaboration of IR and Admissions office to identify and analyze enrollment of UH admitted-not enrolled students.

NOTES



Tuesday, March 3, 2020 | Concurrent Sessions E | 11 AM - 11:45 AM

E1: Using Benchmark Data in the SACSCOC Accreditation Process

Crystal Velasquez, Midland College

Michelle Taylor, National Higher Education Benchmarking Institute at Johnson County Community College

Room: Pavo Real A

Track: Plan & Evaluate

Midland College along with the National Higher Education Benchmarking Institute, will share how their college is using benchmarking data to provide evidence in support of the accreditation criteria. Midland College will share examples and discuss how they use benchmarking data to provide evidence to support their college's strategic plan. Additionally, the Benchmarking Institute will share some of their benchmarking data that support the criteria. Specifically, the Benchmarking Institute has mapped their data to SACSCOC accreditation criteria that any institution can use and have created accreditation reports for all current and past NCCBP members that they can share with attendees.

E2: Unseen University

Juergen Stegmair, UNT System

Room: Pavo Real B

Track: Operations & Leadership

Operational Analytics is at the forefront of creating transparency and insight into the many 'unseen' operational processes that allow students to experience the best education career at our institutions. What is Operational Analytics? We are glad you want asked! In this session we provide an overview on how to use SAS Visual Analytics with a good sprinkle of data governance to provide valuable tools for IT services improvement while using the OASIS Framework program.

E3: Using Evisions Argos and UC4 to Automate Data Collection and Dissemination

Lillian Marshall, Blinn College

Room: Paseo

Track: Collect, Analyze, Interpret, & Report

IR staff are continually asked to find ways to provide real-time data to institutional stakeholders. This session will demonstrate the innovative method in which Blinn College uses the Evisions Argos reporting tool and the UC4 job scheduler to automate the collection and dissemination of enrollment data during key registration times.

E4: Innovation through Qualitative Research

José Luis Cano and Ismael Marquez, Texas Christian University

Kent Willis, UT Health Science Center - Tyler

Room: Pearl

Track: Collect, Analyze, Interpret, & Report

In their 2016 "Statement of Aspirational Practice for Institutional Research," AIR aspires to create a student-focused paradigm. They state, "focus can be further enhanced by intentionally grounding



institutional research initiatives and reports in a student-focused perspective” (original emphasis). This discussion, then, advances qualitative research as a student-focused research paradigm because it collects data directly from student voices. While focus groups and interviews gather this type of information, the institutional researcher clearly performs from an authoritative position and presence. For this reason, the discussion will engage with the following overarching questions: What qualitative research methods exist that offer students more autonomy? What are their strengths/weaknesses? What type of innovative information—different from traditional institutional data—can emerge out of this newfound student-focused paradigm? If taken from the vantage point of a student, what type of data would they like to create?

E5: Application of SSRS for Automating Regular Reports

Fikrewold Bitew and Ashwin Jayagopal, University of Texas at San Antonio

Room: Majestic

Track: Collect, Analyze, Interpret, & Report

Are you tired of re-producing similar reports repeatedly for different purpose? The SSRS (full form SQL Server Reporting Services) allows you to produce formatted reports with tables in the form of data, graph, images, and charts. These reports are hosted on a server which can be executed any time using parameters defined by the users. The tool comes free with SQL Server. In our institution, we were able to use this tool and produce interesting reports necessary for our regular consumption. The best feature of this tool is it can be easily automated for your interest using parameters such as “College”, “Term”, “Department” and “Program” based on your interest in a regular basis. In this workshop we will show you how to reproduce several types of reports for different purpose. These include: Surveys, College Metrics, Student Registration Verification, Student Course Availability and some ad-hoc reports. Advantages of using SSRS: reports are faster to build and requires less front-end coding; efficient reporting access to information that is residing in both MS SQL Server database and Oracle; no need for expensive specialist skills, Real time information to the business, providing better decision support.

E6: The Show Must Go On: How to React & Respond to Personnel Changes in IR

Ygnacio Lopez and Vyas Krishnamurthy, University of Houston

Room: Aztec

Track: Operations & Leadership

Within institutional research, there is the scenario that involves losing key personnel. What do you do when you lose multiple staff members at once? It is critical in IR to maintain the workflow and the ability to plan, organize, and execute data activity daily with proficiency. The primary aim of this presentation will be to provide the perspective of junior and senior personnel regarding the workflow they adopted, learned, and executed in a transitional period to ensure the workflow in IR remained the same. Visual aids will demonstrate what pieces of workflow were adopted, and how they were successfully integrated. “Learning on the go,” the second aim will be to provide key points to other IR offices who may currently be understaffed, or will be...and just don’t know it yet.



Tuesday, March 3, 2020 | Concurrent Sessions F | 2 PM - 2:45 PM

F1: Statewide Trends in Developmental Education

Melissa Humphries and Yughi Kim, Texas Higher Education Coordinating Board
Michael Nguyen, ZogoTech
Room: Pavo Real A
Track: Current Issues & Research in Higher Education

HB 2223 requires that institutions of higher education (IHEs) offer corequisite developmental education (DE) models to at least 75% of students enrolled in DE interventions by Fall 2020. Using data reported to the Texas Higher Education Coordinating Board from public IHEs, we will present statewide trends in the college readiness of entering students and the implementation of corequisite models over the past few years. We will also discuss preliminary analyses of the academic outcomes of underprepared students who enter college since the passage of HB 2223.

F2: Predicting the Future: How Lone Star College Developed Its First Enrollment Projections

Kent McShan and Jason Kot, Lone Star College/Analytics and Institutional Reporting
Room: Pavo Real B
Track: Collect, Analyze, Interpret, & Report

Join us as we discuss how we utilized predictive modeling to develop, test, and validate our first Enrollment Projections Interactive Model at Lone Star College.

F3: Flavors of Program Review

Thomas Martin, Collin College
Room: Paseo
Track: Plan & Evaluate

This presentation represents one institution's ongoing adventure exploring flavors of program and service assessment. The institution has a long-standing track record of program review that has satisfied both SACSCOC and institutional needs. Thus, it came as a surprise when a new President and the Board of Trustees contended that the institution had no program review process. The epiphany that explained the apparently contradictory perspectives came when it was finally understood that the President and Board were looking for a summative assessment, while the ongoing program review focused on formative assessment. The presentation will describe the institution's efforts to further develop and strengthen its formative program assessment process along with ongoing efforts to meet the needs of leadership for a summative program assessment.

F4: Risk Factors Associated with Excess Semester Credit Hours for Associate Degree Recipients

Chrys Dougherty, Texas Higher Education Coordinating Board
Room: Pearl
Track: Current Issues and Research in Higher Education

Reducing excess semester credit hours (SCH) is an important target under the Student Debt goal in the state's 60x30TX strategic plan. This session will present the results of a statewide analysis of the relative



importance of various risk factors to the number of excess credit hours accumulated by associate degree recipients. The analysis also estimates the changing impact of these risk factors over time. The speaker will show how the same analysis may be customized to your institution and lead a discussion of how this information may be used to guide interventions. Implications for students transferring to four-year institutions will also be discussed.

F5: Rounding Up CBM/HB2223 Data with Power BI

Gloria Hurtado Diaz and Marina Kuryshina, Collin County Community College

Room: Majestic

Track: Collect, Analyze, Interpret, & Report

Learn how our institution takes advantage of the Power BI capabilities to dive into CBM data, how HB2223 percentages are estimated, and how it helps us discover issues early in the reporting process.

F6: Telling Stories to InspiRe – Sharing Data Through an IR Journal

Holly Stovall, Elizabeth Northern, Breanna Green, and Martin Salgado-Flores, Tarrant County College

Room: Aztec

Track: Collect, Analyze, Interpret & Report

In an era of sound bites and character limited posts and tweets, statistics can easily be misinterpreted as much of the explanation underpinning an interesting data point is untold. Higher ed. has not been immune to this shortening of the presentation of important metrics. Instead of being reactive and intervening to correct “bad data”, institutional researchers instead can lead the conversation by crafting and telling the compelling stories of the data that they are immersed in daily. Towards these efforts, the Office of Institutional Research at Tarrant County College created a stats magazine, IR Corner, with the goal of bringing life to the numbers by humanizing their narrative and hopefully inspiring some creativity and innovation. Each article gives a unique perspective of the college’s students and sheds light on their experiences at TCC.

F7: Poster Session Exhibits

Description: There will be 3 exhibits with each presentation being 15 minutes long and repeated throughout the 45-minute Concurrent Session block.

Location: Courtyard Outside of Yana

College for Kids: Starting Students Early on the Path to College – Elizabeth Northern, Tarrant County Community College

This analysis explores the question if early exposure to college in childhood relates to future college attendance and completion, by utilizing Texas Higher Education Coordinating Board data and Tarrant County College’s College for Kids summer enrichment program data. About 54% of eighth graders across the state of Texas and across Tarrant County attended a two or four year college in Texas within six years of completing high school. For the eighth graders who attended College for Kids, about 3 in 4 students attended a two or four year college in Texas. About 40% of eighth graders who attended post-secondary education across the state of Texas and across Tarrant County graduated from a two or four year college in Texas within six years of completing high school. Over 50% of College for Kids students graduated during the tracking period.



Data Sharing Agreements with ISDs – Douglas Walcerz, Brazosport College

Sharing FERPA-protected data with school districts is great until it isn't, and then you need good policies to manage the situation. Brazosport College developed a Data Sharing Agreement that covers the types of data to be shared, acceptable uses of data, ownership of data, data confidentiality, data security, methods of exchanging data, the cost of providing data, the time that is allowed to fulfill a request for data, and the means for ensuring these policies are being observed. The agreement is in use with all four of the school districts that we serve and is a reasonable model for other colleges to follow with their school districts. This poster explains key elements of the Agreement, and full copies of the Agreement will be sent to anyone who provides an email address.

Funding and Building Developmental Math and Academic Support Services: Using Data to Identify Successes and Challenges – Jaehoon Lee, Texas Tech University

The ModMath study is a part of the Alvin Community College's (ACC) comprehensive approach to improving student achievement and persistence, particularly among Hispanic and low-income students, ultimately enhancing their ability to complete a STEM degree and transfer to a 4-year institution. A quasi-experimental, multiple-cohort design is implemented over a three-year period to track two groups of students – "intervention group," students who are enrolled in the developmental courses that use an embedded tutor; and "control group," students who are enrolled in the traditional version of the courses. Institutional and performance data is used to identify challenges and improve program components in curriculum and academic support services, and to inform data-driven decisions for program improvement in developmental mathematics and academic support services.



Tuesday, March 3, 2020 | Concurrent Sessions G | 3 PM - 3:45 PM

G1: The “Y” of LMI (Labor Market Implementation)

Daniel Chupe-O’Hanlon, Austin Community College

Room: Pavo Real A

Track: Collect, Analyze, Interpret, & Report

The power of the information found within the world of Labor Market Information (LMI) can lead growth in Student Success, Economic Development, and Educational Advancement. The ability to use data to map economic demand to the regional educational supply is paramount to ensure that the next generation of students are successful, curriculum stays current and relevant, programs are developed and meeting the needs of community.

G2: CBM001 and CBM004 Reporting Tactics: Tools and Tricks for Getting Clean, Balanced Reports

Chris Warner, Texas A&M University - Commerce

Room: Pavo Real B

Track: Collect, Analyze, Interpret, & Report

A clean and balanced CBM001 and CBM004 can be a lot of work. This session will provide examples of tactics used by the TAMUC office of IR and the Registrar to track down imbalances and investigate the hidden sources of CBM errors and reporting irregularities.

G3: Increasing Student Completion with Pathways Analysis at Two Texas Community Colleges

David Malone, Collin County Community College District

Cindy Ullrich, Brazosport College

Room: Paseo

Track: Plan & Evaluate

During this session learn how Brazosport College and Collin College utilized a software system to track and improve students’ progression through their pathways. The system helped identify students who were off path, helped reduce excess credits, and finish efficiently.

These efforts made significant improvements in student completion rates.

In the session we’ll discuss the following:

1. What are the factors that impact student pathway progression and completion?
2. Who are the key stakeholders in the process?
3. What interventions were implemented that increased efficiency and completion?"

G4: Building from the Ground Up: UNT’s Journey into Data Governance and Analytics

Dan Hubbard and Robert Fajardo, University of North Texas

Room: Pearl

Track: Stewards of Data & Information

Building a data governance program at any higher education institution requires executive support, collaboration, and most importantly, culture change. The University of North Texas is implementing a



data governance program alongside a comprehensive new data warehousing and analytics platform. This work has led to significant institutional culture change, new opportunities for collaboration, and the removal of traditional information silos and barriers. Positive outcomes of this work include the implementation of integrated analytics and data governance tools, improved analytic and data resources, and progress toward the institutional goal for a shared, well-documented data landscape. Best practices to be discussed include the design of collaborative review processes for business terms, a comprehensive analytics and governance training program, and the growth of a robust network of subject matter experts and data stewards across the institution to contribute knowledge and documentation.

G5: Using Data as a Flashlight: How Richland College’s Office of Planning, Research, Effectiveness and Development Supports Informed Decision Making by College Leadership Through Appropriate Data Utilization

Rick Leyva, Richland College

Room: Majestic

Track: Operations & Leadership

As higher education reporting requirements increase to meet national, state, local and internal district/board of trustees expectations and as more goal achievement initiatives become tied to performance funding and less on state funding and grant resources, college leadership and institutional effectiveness/research offices may find it difficult to maintain a highly effective institutional continuous improvement process that is in alignment with all key institutional level processes, including instructional credit and continuing education discipline/ program areas, student support and service areas, administrative support areas and community and external partnership relationships. Richland College’s Performance Excellence Model, carried out through an Approach, Deploy, Learn, and Integrate foundation, is structured to ensure an effective and productive continuous improvement process that guides the way towards institutional effectiveness with alignment to the institution’s key institutional level processes and inclusion of all key workforce areas that are vital to student

success.

G6: Non-Cognitive Measures and their Impact on Student Success

Jae Hak Jung, Lone Star College/AIR

Kwanghee Jung and Jaehoon Lee, Texas Tech University

Room: Aztec

Track: Current Issues & Research in Higher Education

Our Research Team has been developed predictive models for Student persistence and success and created a Power BI report based on the research. However, there was some limitations that we have not any non-cognitive predictors for our model. However, most of FTIC students were recently required to take non-cognitive readiness assessments (called Smarter Measure) in a learning framework course at Lone Star College. Therefore, we start including the non-cognitive factors in our predictive model and developing Power BI report to provide different initiative and support service for student success and persistence. This presentation will show which non-cognitive factor impacts student’s success and persistence and introduce our new predictable models for student success. We will also show new power BI dashboard to assist leadership and advisors for implementing different initiative and providing different support service based on student profiling.



**VENDOR AND MEMBER
APPRECIATION RECEPTION**
TUESDAY, MARCH 3rd 4:00–5:30 PM
SCHOOL YARD
(In the courtyard amidst the historic cottages)

Wednesday, March 4, 2020 | 7:30 AM – 9 AM
Networking and Awards Breakfast
Location: Salon ABC

Wednesday, March 4, 2020 | Concurrent Sessions H | 9:30 AM - 10:15 AM

H1: Culture Shock: Expanding Data Culture at Lone Star College

Kent McShan, Janet Flores, and Deseree Probasco, Lone Star College/Analytics and Institutional
Room: Pavo Real A
Track: Educate Information Producers, Users, & Consumers

Join us as we discuss the expanding data culture at Lone Star College and how innovative self-service reports and dashboards are driving customer demand for information in order to make data-informed decisions.



H2: How to Provide the Evidence of Co-requisite Developmental Education Effectiveness?

Jae Hak Jung, Christopher Reid, Jaramillo Kawan, and Adetokunbo Alonge, Lone Star College/AIR

Room: Cedar

Track: Current Issues & Research in Higher Education

"Texas House Bill 2223 required for all institutions to enroll certain percentage of underprepared college students in both developmental and college credit courses that will be aligned with each other. LSC officially started the corequisite model in Fall 2018. AIR launched the corequisite project research team to provide the tools to track students enrollment for corequisite courses and information to show the effectiveness of co-requisite courses. We have developed the Power BI report to track Co-requisite enrollment and to show their various success outcomes. LSC AIR found several meaningful outcomes. For example, among 2,572 developmental students (ENGL 0309), only 35.7% of students has passed first level of ENGL college course in one year in Fall 2017. However, among 2,119 co-requisite ENGL developmental students, 65% of students passed ENGL 1301 in their first semester. We will show several success outcomes and introduce several statistical analysis methods what we used.

THECB Update | 9:30 AM – 10:15 AM
Location: Salon ABC

I1: THECB Update

Julie Eklund, PhD, Assistant Commissioner, Strategic Planning and Funding Division, THECB

Victor Reyna, Director, Education Data Center, THECB

Room: Salon ABC

Track: Current Issues and Research in Higher Education

Texas Higher Education Coordinating Board (THECB) Strategic Planning and Funding Division staff will provide an overview of what is new regarding implementation of legislative changes, state-level reporting and data reports, 60x30TX, workforce-related data, and other issues of interest.

AIR FORUM
new orleans
MAY 25-29, 2020

Join us at AIR Forum – May 25-29, 2020

If you will be attending the Annual AIR Forum in New Orleans, be sure to come see us. Look for more information in the AIR Forum schedule and email reminders on the TAIR listserv as we get closer to the date!

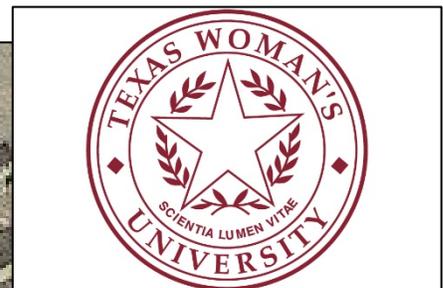
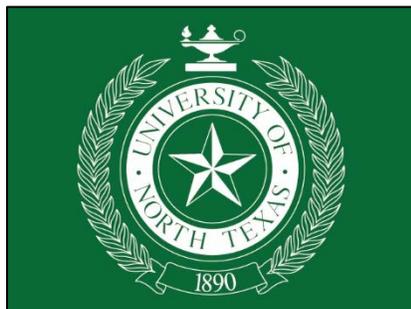


TAIR 2021 - SAVE THE DATE



DENTON, TX FEBRUARY 28 – MARCH 3, 2021

This year, for the first time ever, TAIR will be visiting Denton, Texas! TAIR 2021 will be February 28 - March 3, at the brand-new Denton Convention Center and Embassy Suites, located just off one of the main drags through the heart of town and mere minutes from all three local colleges and the iconic, historic Courthouse-on-the-Square. As one of the fastest-growing towns in America, Denton has the feel of a small town with the bustle and culture of a town many times its size. The renowned music and arts scene is known for its avant-garde vibe. It's not uncommon to see marquee and flyers announcing Baroque oratorios, jazz ensembles, heavy metal, and "atomic polka" shows all side by side. Mark your calendars now, and we look forward to seeing you in Denton!





DENTON FRIENDS OF TAIR



the chestnut tree
TEAHOUSE & BISTRO





Wednesday, March 4, 2020 | 10:30 AM – 11:45 AM
Closing Keynote Speaker: Sydney Leo
Location: Salon ABC



Sydney Leo, Managing Director – BDO Industry Specialty Services

Sydney Leo is a Managing Director in BDO's Industry Specialty Services –Non-Profit and Education Practice. She has over 30 Years of experience serving the Education Industry, both within the Industry as a Vice President of Finance and Administration and as a consultant serving a wide range of institutions, including Carnegie Mellon University, Harvard University, Rutgers University, NOVA

Southeastern University, Bucknell University, Tufts University, and more.

Sydney has worked with institutions on a wide range of issues related to Strategic Planning, Financial Sustainability, Operational Excellence, Technology Strategy and Planning, Performance Metrics and Benchmarking, Alternative Revenue Planning and Implementation, Alternative Pricing Strategy Analysis and Implementation, Marketing/Enrollment Analysis and Planning, Program Evaluation, Planning and Implementation, and Compliance and Risk Management.

Prior to joining BDO Sydney was the Vice President of Finance and Administration at Fisk University and Hartwick College, she oversaw a wide range of administrative functions including, Finance & Accounting, Treasury and Endowment Management, Budget Planning, Analysis and Management, Grant Compliance and Accounting, Financial Aid and Student Accounts, Institutional Research, Facilities and Construction Management, Environmental Health & Safety, Housing and Dining, Bookstore, Compliance, Legal & Risk Management, Human Resources & Payroll, Strategic Planning and Alternative Revenue Programs, and Joint Ventures and Alliances.



Executive Committee

Immediate Past-President	Teresa Isbell, Texas A&M Health Science Center
President	G. Marc Turner, Texas State University
Vice-President	David Brown, North Central Texas College
Secretary	Dan Su, Texas A&M University - Commerce
Treasurer	David Malone, Collin Higher Ed Center
Communications Ofc	Carmen Allen, Galveston College
Professional Development Ofc	Lea Campbell, University of Houston - Downtown

Program Committee

Program Chair	David Brown, North Central Texas College
Sponsor Liaison	Amanda Moske, University of North Dakota
Conference Brochure Editor	Kate Richardson, North Central Texas College
-Conference Brochure Co-Editor	Angela Hearrell, North Central Texas College
-Conference Brochure Co-Editor	Meghan Kajihara, North Central Texas College
Community Table Coordinator	Tracy Stegmair, Texas Woman’s University
Concurrent Sessions Chair	Marcelo Paredes
-Concurrent Sessions Co-chair	Bonnie Hurford, Tarrant County College
Local Arrangements Chair	Jenny Case, University of Texas at San Antonio
- Local Arr Subcommittee	Jane Mims, Texas A&M University-San Antonio
- Local Arr Subcommittee	Kara Larkin-Skinner, Trinity University
Pre-Conference Workshops	Lea Campbell, University of Houston - Downtown

Appointed Positions

Electronic List Manager	Faron Kincheloe, Baylor University
Liaison to AIR	G. Marc Turner, Texas State University
Newsletter Editor	G. Marc Turner, Texas State University



Nominating Committee

Teresa Isbell, Texas A&M Health Science Center (Chair)
 Jinny Case, University of Texas at San Antonio
 Cadi Lusk, Texas A&M University-Kingsville
 Michael Tumeo, Southern Methodist University
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 Edward Evans, Texas A&M University Central Texas
 Guyla Blaylock, Richland College
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Financial Review Committee

Tracy Stegmair, Texas Woman’s University (Chair)
 Jessica Smith, West Texas A&M University
 Kate Proff, Texas State University

Session Facilitators

Kristina Beltran, Sam Houston State
 Morgan Carter, Tarleton State University
 Jinny Case, University of Texas – San Antonio
 S. Gloria Cruz, Southwest Texas Junior College
 Leslie Cummings, Brazosport College
 Chris Daley, Trinity Valley Community College
 Deborah Derden, Sul Ross State University
 Angela Hearrell, North Central Texas College
 Meghan Kajihara, North Central Texas College
 Celestine Kemah, Texas Southmost College
 Wayne Maumbe, Sam Houston State
 Liz Northern, Tarrant County College
 Lindsay Patterson, Schreiner University
 Kate Richardson, North Central Texas College
 Debra Ross, University of Houston – Clear Lake
 Mansour Salami, El Centro College
 Geoffrey Schwarz, South Texas College
 Tracy Stegmair, Texas Woman's University
 Holly Stovall, Tarrant County College
 Susan Thompson, Texas State University
 Michael Tumeo, Southern Methodist University
 Douglas Walcerz, Brazosport College
 Laura Wichman, McLennan Community College
 Renee Zimmerman, Southwest Texas Junior College



Wednesday, March 4, 2020 | 12 PM – 3 PM
Executive Committee Luncheon and Transition Meeting
Location: Pluma





About TAIR

The Texas Association for Institutional Research (TAIR) is the professional organization supporting institutional research, planning, evaluation, and policy analysis in Texas institutions of higher education. TAIR provides professional development opportunities through its annual conference, pre- and post-conference workshops, and other professional development activities held at various times of the year. TAIR also provides opportunities for information exchange through its newsletter, an electronic mail list serve, and a home page on the internet. TAIR is an affiliated group of the [Association for Institutional Research \(AIR\)](#) and the [Southern Association for Institutional Research \(SAIR\)](#). TAIR is a 501(c)(3) organization.

