

## Concurrent Session A – Wednesday, 1:00 – 1:45

### THECB Legislative Update

**Presenter:** Julie Eklund, THECB

**Track:** Current Issues in Higher Education

**Type:** Concurrent Session

**Location:** Addison

**Abstract:** Doug Parker, Gabriela Borcoman, Julie Eklund, Ginger Gossman, and Jana Cossairt from the Coordinating Board's Division of Planning and Accountability will provide a broad overview of what's new in state-level reporting, data reports, *Closing the Gaps* and state-wide planning for beyond 2015, workforce-related data and workforce needs studies, legislative issues, TSI and developmental education, and other issues of current interest. The staff will be available to address these issues in more detail and to answer targeted questions during the SIG and Round Table sessions later in the conference.

### Transitioning from Fact Book to KPI (Key Performance Indicator) Catalog

**Presenter:** Catherine Hooper, Lone Star College System

**Track:** Assessment and Effectiveness

**Type:** Concurrent Session

**Location:** Chinaberry

**Abstract:** The KPI (Key Performance Indicator) Catalog was created in place of a Fact Book to bridge the gap between IR and IE to provide data in a standardized and timely fashion, reduce redundancy, facilitate benchmarking for improvement planning, and increase data accessibility. A fact book is usually a static document created at the end of the year but the KPI catalog will be updated with official day and end of term data along with detailed reports stored on SharePoint. KPIs were chosen for the catalog based on THECB accountability measures and frequently requested data by LSCS faculty and staff.

### We have a new verb on campus... and you can get one, too!

**Presenter:** Robin Logan, University of Incarnate Word

**Track:** Technology and Training

**Type:** Concurrent Session

**Location:** Maple

**Abstract:** Many of us still struggle with efficiently answering basic questions: How many majors? How many graduated? Bigger questions, then, are often too time consuming and thus unanswerable. Once we began building sustainable data tables and subsequent interactive graphs, our new ability to SEE our data (and trends!) led to big improvements in how we disseminate and consume information. In this session, we'll demonstrate how we use Tableau to visualize our data. We'll practice varying displays to illustrate how these interactions allow us to answer more, and more profound questions. Not to mention how we managed to inspire a new catch phrase on campus! (We will demonstrate a little Excel and even more Tableau, but this is NOT a software sales pitch.)

## **Where's the Training? Opportunities for professional development in IR**

**Presenter:** Dr. G. Marc Turner, Texas State University

**Track:** Planning and Organizing

**Type:** Roundtable/Discussion Group/Panel/Working Session

**Location:** Trinity I

**Abstract:** Professionals enter the field of institutional research from a wide variety of backgrounds and experiences (education, statistics, computer science, the social sciences, etc.) At the same time, there is great diversity in the nature and scope of work performed in institutional research offices. When these two factors are combined with the often fast paced nature of those who are new to the field are often trained on the job. This roundtable discussion is designed to introduce those in the field, especially newcomers, to the training opportunities and resources that are available to them beyond their own institutions and annual conferences.

## **Concurrent Session B – Wednesday, 2:00 – 2:45**

### **The Effects of Developmental Education Redesign on Students and the College**

**Presenter:** Dr. Karen Laljiani , Cedar Valley College, DCCCD

**Track:** Current Issues in Higher Education

**Type:** Concurrent Session

**Location:** Addison

**Abstract:** The 82nd Legislature resulted in bills requiring the redesign of Developmental Education in Texas (HB 1244, HB 3468, and SB 162). The THECB was charged with prescribing a single standard to measure college readiness, and a series of increasingly strenuous cut-scores for placement will be implemented over the course of the next few years. The number of courses in the developmental sequence will be reduced to 2 levels, and students scoring below the bottom line will place into ABE. Non-course-based options for developmental Math and English must be offered, and the State is moving to an integrated Reading and Writing developmental sequence, instead of the separate courses currently in use. How will these changes affect students and colleges in Texas? Thousands of students currently served in lower levels of developmental education will no longer have those options. What effect will that have on enrollment? What effect will the changes have on funding? The State has reduced funding for Dev. Ed. by \$1million. What effect will the changes have on student success? Research suggests (“Designing Meaningful Developmental Reform”, Feb 2013, CCRC) that students enrolled in accelerated models show improved outcomes over traditional models. In this study, we examine the effects of developmental education redesign on the students and colleges of the DCCCD. Participants will learn the elements to watch for, which may help them examine the effects on their own colleges.

## **The Role of IR in Randomized Controlled Trials: the New Mathways Project Evaluation**

**Presenter:** John Diamond, MDRC

**Track:** Assessment and Effectiveness

**Type:** Concurrent Session

**Location:** Chinaberry

**Abstract:** Randomized controlled trials (RCTs) are a powerful method of evaluating academic programs, but may be challenging to implement. This presentation will provide an introduction to RCTs and the role of IR in RCTs in particular. Presenters will discuss pros and cons of RCTs, common implementation challenges, and how IR can assist in implementation. Presenters will also share templates useful for IR staff. The presentation will discuss various Texas RCTs, in particular highlighting the ongoing MDRC evaluation of the New Mathways Project, a developmental math program being implemented at 9 Texas community colleges with support from the Charles A. Dana Center.

## **LEAP Value Rubrics and Texas Core Components: Data gathering, analysis, and interpretation**

**Presenter:** Al Zucha, Lee College

**Track:** Assessment and Effectiveness

**Type:** Concurrent Session

**Location:** Dogwood

**Abstract:** With implementation of revised Texas Core Curriculum, colleges will be examining components -- critical thinking, empirical & quantitative reasoning, teamwork, and social and personal responsibility. Lee College is in the second year of LEAP Value rubric assessment at the institutional level. The process, pitfalls, and positives will be examined from perspective of faculty members, assessment coordinators, and administrators.

## **Spurring a Dialogue between Community Colleges and ISDs**

**Presenter:** George Gonzalez, San Jacinto College

**Track:** Reporting and Decision Support

**Type:** Concurrent Session

**Location:** Elm

**Abstract:** In this concurrent session, the audience will learn about measures that San Jacinto College uses to help inform a dialogue between the college administration and local ISD administrations. The session will cover measures, methodology, and programming techniques used to create multi-faceted reports that help inform local ISD administrators about the success of their high school graduates once they attend the college. Some of these measures include the following: percentage of high school graduates attending the college, success rates delineated by race/ethnicity, retention, persistence, and graduation rates. SAS programming techniques used to automate these reports will be discussed and demonstrated.

## **Tutoring, is it "effective?"**

**Presenter:** Chris Tkach, Lone Star College System

**Track:** Research

**Type:** Concurrent Session

**Location:** Maple

**Abstract:** In an effort to assess the effectiveness of tutoring centers, IR analysts are often asked to compare the success rates of tutored versus non-tutored students. Analysis shows that students who voluntarily participated in tutoring tended to have a higher success rate than those who did not attend tutoring. Analysis of the data also shows that there is more to success rates than attending tutoring sessions such as academic history and number of tutoring sessions. This research provides IR professionals with research questions and analyses to address more than the single question of whether or not tutoring is effective.

## **Using CCSSE data to explore the relationship between student engagement and advising**

**Presenter:** Colleen Bullock, Center for Community College Student Engagement

**Track:** Research

**Type:** Concurrent Session

**Location:** Pecan

**Abstract:** National survey data from the Center suggest that community colleges generally are not engaging their students in the type of initial academic planning and advising necessary for long-term success. We will explore the relationship between advising and engagement in Texas by analyzing data from the Community College Survey of Student Engagement (CCSSE), the Survey of Entering Student Engagement (SENSE), the SENSE Academic Advising and Planning Special Focus Module, and the Community College Faculty Survey of Student Engagement (CCFSSE). We will use CCFSSE to investigate the relationship between faculty perceptions of engagement, participation in advising, and student experience of advising.

## **Promoting Efficiency and Quality: Standardized Reports and Data Request Workflow**

**Presenter:** Janet Flores, Lone Star College System

**Track:** Planning and Organizing

**Type:** Concurrent Session

**Location:** Trinity I

**Abstract:** The Lone Star College Office of Research and Institutional Effectiveness (ORIE) receives a high volume of data requests from six different campuses as well as our System Office. ORIE developed standard reports and a standard reporting calendar that are published on the SharePoint site for clients to reference.

ORIE's workflow process is overseen by a program manager who monitors analysts' capacity and directs workflow accordingly, thereby streamlining the process and eliminating work redundancy.

This presentation details the ticketing system, approval process and review process in such a way that any institution can apply aspects of it to their current process.

## Concurrent Session C – Wednesday, 3:00 – 3:45

### **Texas Consumer Resource on Education and Workforce Statistics**

**Presenter:** Gabriela Borcoman, Texas higher education coordinating board

**Track:** Current Issues in Higher Education

**Type:** Concurrent Session

**Location:** Addison

**Abstract:** Texas Consumer Resource on Education and Workforce Statistics (TX CREWS) is a joint Texas Higher Education Coordinating Board and Texas Workforce Commission project. TX CREWS is designed to provide consumer information to students and parents about the long-term labor market outcomes and related student loans by program of exiting cohorts from Texas postsecondary institutions. TX CREWS raises the bar on accountability and consumer reporting.

### **Assessing a University Core Curriculum by Using the Collegiate Assessment of Academic Proficiency (CAAP)**

**Presenter:** Dr. Tau Kadhi, West Texas A&M University

**Track:** Assessment and Effectiveness

**Type:** Concurrent Session

**Location:** Chinaberry

**Abstract:** West Texas A&M University uses the Collegiate Assessment of Academic Proficiency (CAAP) as an embedded instrument through various courses to assess learning in the university academic core. In addition to providing a university, college, and departmental profiles compared to national norms, those results are compared to the ACT to evaluate value added. This presentation will highlight our ongoing processes of gathering evidence and reviewing and analyzing the results for our assessment cycle.

### **Too Much of a Good Thing Can Be Taxing: A Study of SCH Accrual and Student Outcomes**

**Presenter:** Carmen Allen, University of Houston

**Track:** Current Issues in Higher Education

**Type:** Concurrent Session

**Location:** Dogwood

**Abstract:** Semester Credit Hour (SCH) accumulation is a central factor in policy agendas throughout Texas. Understanding patterns of SCH accrual is critical to program planning and intervening in a way that promotes timely graduation with efficient use of available SCH. The current study investigated whether a tipping point could be established in which SCH ceases to have a positive relationship with graduation for transfer students. Using CHAID modeling, an interaction between SCH accrual at time of transfer and transfer GPA was established. Results point to specific factors in SCH accrual that can serve to diminish students' probability of graduating.

## **Data Toastmasters: An Exchange of Persuasive Data Presentation Techniques**

**Presenter:** Chris Tkach, Lone Star College System

**Track:** Reporting and Decision Support

**Type:** Roundtable/Discussion Group/Panel/Working Session

**Location:** Elm

**Abstract:** More and more IR offices are being called to act as agents for change. Certainly one tool that can be used to lead an institution to action is the presentation of data. However, there is a dearth of training specifically focusing on how to present data in a powerful way. The Toastmasters organization provides an excellent template of how AIR can promote training amongst its members in the area of persuasive data presentation techniques. Namely, Toastmasters is devoted to professionals assisting other professional in communication, leadership and presentation techniques.

In a similar fashion, this round table will be an exchange of ideas as to how to best present data.

Different administrative levels of an institution have different questions of the data. At the strategic level administrators want to know, "How are we doing?" The tactical level is interested in, "How can we make things better?" Finally, the operational level wants to know, "What do I need to do?" At each level the presentation should inform and inspire the audience. Finally, the audience should leave with a plan of action that is followed up on. An exchange of innovative techniques amongst round table attendees will help all as we help lead the charge of going from analysis to action at our respective our institutions.

## **Utilization of Multivariate Time Series Method to Forecast Student Enrollment: A Solution to a Methodological Problem**

**Presenter:** Dr. Amanda Kay Moske, University of North Texas

**Track:** Research

**Type:** Concurrent Session

**Location:** Trinity I

**Abstract:** Effective enrollment forecasting requires consideration of the multidimensional and multidirectional interaction between a large number of institutional internal and external environmental variables, such as student demographic trends, economic conditions, and broad social conditions. The challenge facing institutional research professionals is to determine which internal and external variables have the most impact on forecasting enrollment. Multivariate Auto-Regressive State-Space (MARSS) is appropriate for jointly forecasting several related time series that have dynamic interactions. By taking into account the autocorrelations among the whole set of variables, MARSS can give better forecasts than methods currently utilized by borrowing strength across related time series which significantly decreases uncertainty.

## **The Predictive Validity of the CCSSE Survey: A Case Study**

**Presenter:** Dr. Richard Griffiths, Austin Community College

**Track:** Research

**Type:** Concurrent Session

**Location:** Maple

**Abstract:** The Predictive Validity of the CCSSE Survey: A Case Study

The Community College Survey of Student Engagement

(CCSSE) is being utilized by a growing number of community colleges.

The CCSSE survey is based on the premise that

student engagement is critical to the retention and academic success of community college students.

This presentation will provide an overview of the survey, and the results of an analysis of its validity in predicting

GPA, within-term attrition and next-term retention based on a recent administration of the survey at an extra-large community college.

## **Countdown to First Class Day: Using SAS and Windows Task Scheduler to Automate a Dynamic Enrollment Report**

**Presenter:** George Gonzalez, San Jacinto College

**Track:** Technology and Training

**Type:** Concurrent Session

**Location:** Pecan

**Abstract:** In this concurrent session, the presenters will demonstrate how to integrate Windows Task Scheduler, SAS, and Visual Basic commands to create a dynamic, automatic, and detailed enrollment report on a daily basis. The audience will learn about the evolution of this enrollment report from a time-consuming, error-prone, manual process to a hands-free report that is auto-generated and automatically e-mailed to the intended college administrative audience.

## **Concurrent Session D – Thursday, 10:00 – 10:45**

### **Training Relatedness: A Measure of Success for TSTC and UT-System Graduates**

**Presenter:** Ruben Garcia, Texas Workforce Commission

**Track:** Current Issues in Higher Education

**Type:** Concurrent Session

**Location:** Addison

**Abstract:** It's been over a decade since occupational data were collected on graduates from Texas public postsecondary institutions. The Texas Workforce Commission through the WDQI grant from the U.S. Department of Labor conducted an employer follow-up survey on selected graduate cohorts from TSTC and UT-System to determine if the graduates are working in an occupation related to their major after exit. The project was conducted to demonstrate the gap in labor market data in Texas and to assess the vitality of certain programs of study. The results of the project will be presented and discussed including addressing FERPA requirements.

## **Texas State Reporting: Then and Now (Lessons Learned)**

**Presenter:** Robert Ricks, Lone Star College System

**Track:** Assessment and Effectiveness

**Type:** Concurrent Session

**Location:** Chinaberry

**Abstract:** Lone Star College System (LSCS) migrated from Datatel to Peoplesoft, going live in spring 2011. The LSCS Texas State Reporting (TSR) team has transformed the way TSR is conducted at LSCS in five key areas: (1) Data quality; (2) Proactivity; (3) Communications; (4) Automation; and, (5) Timeliness. These lessons have moved LSCS CBM report certifications from the bottom quartile in the state to the top decile in terms of report submission and certification dates for most reports and reporting periods. The lessons have also helped us to greatly improve the quality and accuracy of the LSCS CBM reports.

## **Preventing Information Indigestion: Reporting Data in Fun-size Pieces**

**Presenter:** Dr. Jimmy Roberts, Temple College

**Track:** Reporting and Decision Support

**Type:** Concurrent Session

**Location:** Elm

**Abstract:** In our quest to encourage data-informed decision making while avoiding glassy-eyed stares from board members, Temple College has developed two strategies for presenting manageable amounts of data to the Board of Trustees. The first strategy involves a pre-board meeting supper where one topic of interest is presented usually involving student success. The second strategy is in the form of a monthly Newsletter in connection to our Achieving the Dream initiative. Each issue, which is included in the board packet, contains a data snapshot related to a particular student success issue. The data snapshot then becomes part of the Educational Services report to the Board of Trustees. The workshop will share examples from past pre-board meetings and the newsletter and provide sources for the data shared.

## **Of Community Colleges, by Community Colleges, and for Community Colleges: A New Completer Follow-Up Instrument Focused on Learning Outcomes**

**Presenter:** Dr. Thomas K. Martin, Collin College

**Track:** Research

**Type:** Concurrent Session

**Location:** Maple

**Abstract:** After two years of work, a new questionnaire is ready to pilot test. In this session, the North Texas Community College Consortium's Research & Institutional Effectiveness Committee reports on a new instrument to enable community colleges to gather data from program completers regarding perceptions of learning outcomes and the learning support environment. The instrument is based on the Lumina Foundation's Degree Qualifications Profile, the new Texas Core Objectives, and U.S. Department of Education SCANS. It should provide community colleges with meaningful information that contributes to SACS COC reporting, THECB core curriculum reporting, targeted core curriculum improvements, and more effective benchmarking.



## **Performance Metrics: Developing a Dashboard with Tools You Already Have**

**Presenter:** Joseph Baumann, Blinn College

**Track:** Reporting and Decision Support

**Type:** Roundtable/Discussion Group/Panel/Working Session

**Location:** Pecan

**Abstract:** Many of us have already been called upon to develop dashboards of performance indicators for our institutions. For those who have not, this session shows you how to get started. From canvassing colleagues to select metrics, to working with executives to refine the metrics, to choosing how to display the data, to using readily-available tools (MS Office) to create and maintain your dashboard, this discussion highlights simple guidelines that result in an attractive and (relatively) easy to maintain dashboard of performance indicators. To guide our discussion, we focus on questions like: Which metrics should I include? How can I get buy-in for these metrics? How can I keep this going with limited resources?

## **Best Practices for Programming and Data Management**

**Presenter:** Faron Kincheloe, Baylor University

**Track:** Planning and Organizing

**Type:** Concurrent Session

**Location:** Trinity I

**Abstract:** Regardless of the software you use and the number of staff in your office, there are several techniques that can be used to make life easier. This presentation will provide time saving tips in the areas of documentation, organization, and project management.

## **Concurrent Session E - Thursday, 11:00 - 11:45**

### **How to Get in Trouble with SACS Without Really Trying**

**Presenter:** Joseph Baumann, Blinn College

**Track:** Current Issues in Higher Education

**Type:** Concurrent Session

**Location:** Addison

**Abstract:** We are all familiar with the SACSCOC core requirements and comprehensive standards. We have heard our SACS VPs share data on the most common standards where institutions are not in compliance. The two presenters have recent (painfully recent, in fact) experience writing Monitoring Reports; their institutions did not demonstrate compliance with some SACSCOC standards to the satisfaction of the peer reviewers, so an additional report was required to document how the institutions brought themselves into compliance. Their experience has given them some insights into not only which standards tend to be problematic, but why these standards are problematic. They will discuss some of the systemic and cultural issues in academia today and how these issues can lead to problems in the reaffirmation of accreditation. They will share what their institutions have learned in the process, and if and how the root cause of the issues have been addressed. This is anecdotal data based on a small sample, but the presenters recent (and did we mention painful?) experiences may help others to avoid the same mistakes.

## **Building Accountability into the Strategic Plan**

**Presenter:** Dr. Tom Corll, Midland College

**Track:** Assessment and Effectiveness

**Type:** Concurrent Session

**Location:** Chinaberry

**Abstract:** For some institutions a strategic plan is viewed as a document that must be available during an accreditation visit, but is otherwise a dust collector on many bookshelves. In 2009, Midland College revised its assessment process to link strategic initiatives with its instructional and non-instructional areas. While working through this linking process it was realized that different styles of assessment occur at various levels within the organization. Capitalizing on this knowledge allowed for a process that incorporated strategic planning objectives into annual assessment activities. Ultimately a system of strategic planning accountability was realized across the campus.

## **Student Success Outcomes: A Regression Analysis**

**Presenter:** Anna Garland, Lone Star College System

**Track:** Research

**Type:** Concurrent Session

**Location:** Maple

**Abstract:** Using SPSS and institutional data, regression analysis of student success outcomes allows us to investigate the relationships that exist between student characteristics and student success outcomes, and their interactions. The first model of persistence analyzes whether or not the student persisted to the following term. Preliminary descriptive statistics of the Fall 2012 and Spring 2013 official day data show that 74% of the Fall 2012 headcount persisted from Fall 2012 to Spring 2013, leaving 26% of students not persisting. The second model looks at student success. Both models include demographic variables and credit hours in progress, FTIC, and delivery method.

## **Getting Involved in TAIR**

**Presenter:** Susan Thompson, Texas State University

**Track:** Planning and Organizing

**Type:** Roundtable/Discussion Group/Panel/Working Session

**Location:** Trinity I

**Abstract:** Have you ever thought that you might be interested in serving as an officer or on one of TAIR's committees? Are you new to TAIR and want to know how you can meet people and learn about the organization? TAIR exists because members volunteer their time and talents. There are many different volunteer opportunities – either out in front leading the organization or behind the scenes! During this panel presentation, you will hear from several "seasoned" TAIR members as they share their experiences and present information and advice about how to become more active in the organization.

## **Who's Staying and Who's Going? And More Importantly, What Do We Know About Each??**

**Presenter:** Dr. Michael Haynes, Tarleton State University

**Track:** Reporting and Decision Support

**Type:** Concurrent Session

**Location:** Elm

**Abstract:** The art of enrollment management has become an increasingly important aspect of higher education. Student success as measured by increased retention and graduation rates have become prominent, especially in states like Texas where discussion linking funding to these outcomes have arisen.

Too often colleges and universities focus on the demographics associated with those who progress and complete the higher education process while neglecting the characteristics of those who depart. Understanding the pre-college profile of departures can assist in recruiting strategies as well as retention initiatives, and holistically assist in increasing the “goodness of fit” of matriculated students. Tarleton State University has developed a series of matrices that provides administration with cohort level insights to student who persist, depart, and graduate. This interactive session will offer the following learning outcomes:

Logistically tracking students by various cohort definitions

Utilizing the National Student Clearinghouse to track transfers

How to utilize CBM reports to provide a certified report

Identifying variables of interest for students who persist and drop/stop-out

Creating a visually appealing depiction data

This session will be useful to those who are responsible for providing institutional leadership with summary information about the enrollment trends of various student cohorts.

## **SAS “Your One Stop Shop” for Institutional Research**

**Presenter:** Tracy Stegmair, Texas Woman's University

**Track:** Technology and Training

**Type:** Concurrent Session

**Location:** Pecan

**Abstract:** Using SAS to do more with less. From data collection, to checking data integrity; from sub-setting, to reporting SAS can do it, and save you time in the process.

## Concurrent Session F – Thursday, 1:00 – 1:45

### **Using Student Tracker to Inform Enrollment Management Outcomes**

**Presenter:** Hengxia Zhao, The University of Texas System

**Track:** Current Issues in Higher Education

**Type:** Concurrent Session

**Location:** Addison

**Abstract:** National Student Clearinghouse StudentTracker provides nationwide enrollment and graduation data for public and private 2-Year and 4-Year post-secondary institutions. It contains records for more than 92% of all U.S. higher education students. This presentation will provide specific examples of how IR offices can effectively and efficiently use StudentTracker data. The presenter will provide the audience with detailed instructions on how to build a research inquiry file with format specifications and how to process student unit level data returned from StudentTracker. StudentTracker data will allow IR offices to inform Enrollment Management officials on students' enrollment decisions during their academic careers.

### **Meeting the Challenge of Closing the Loop for Student Learning Outcome**

#### **Assessment**

**Presenter:** Dr. Jinhao Wang, Lone Star College System

**Track:** Assessment and Effectiveness

**Type:** Concurrent Session

**Location:** Chinaberry

**Abstract:** What does it mean to close the loop for SLO assessment? This section demonstrates how to provide training and how to use technological tool to ensure the use of SLO data for continuous improvement. Included in the presentation will be a detailed discussion on how to analyze and interpret SLO data, how to make recommendations based on the interpretation of data, and how to report on the implementation of recommendations. The use of Compliance Assist to reinforce the SLO assessment framework and to ensure the closing-the-loop reporting will also be showcased.

### **Identifying Engagement and Retention by Direct Evidence: Using Card Swiping to Assess the Use of Student Support Services**

**Presenter:** Dr. Jason Simon, University of North Texas

**Track:** Research

**Type:** Concurrent Session

**Location:** Maple

**Abstract:** Bresciani, Gardner and Hickmott (2009) argue that Astin's (1993) Input- Environment-Output model is an ideal approach to examine retention. UNT is one of a handful of institutions collecting campus-wide swipe data to better inform decision making and assess student outcomes of engagement and retention. Traditional data collecting methods such as surveys have been used widely in higher education but have limitations such as student self-reporting data having issues of reliability and not capturing the whole picture. Through the card-swipe system's ability to collect empirical evidence, the data can help show the overarching relationships between service usage, persistence, and engagement.

## **Development of a Qualitative Research Team: Expanding the IR Function Through the Inclusion of Library Professionals**

**Presenter:** Paul Illich, McLennan Community College

**Track:** Reporting and Decision Support

**Type:** Concurrent Session

**Location:** Elm

**Abstract:** The purpose of this session is to share the results from the development of a qualitative research team designed to support administrative decision making. IR offices are frequently asked to respond to request for both internal and external quantitative data. However, administrators also seek qualitative data. For example, an administrative team may seek information related to how other colleges utilize faculty within their student advising process. McLennan Community College developed a qualitative research team (QRT) to address such data requests. The team consists of six members of the library professional staff including reference librarians and information specialists. All requests, which are coordinated by the College's IR office, are assigned to a team member by the QRT team leader. This past year, the QRT team completed reports in response to over a dozen requests from the executive leadership team. The requests ranged in topic from practices in academic advising, organizational structure of university centers, to academic withdrawal policies. QRT team members are instructed to approach each request in a neutral non-bias manner. The QRT reports have been used to guide several key decisions. In several cases, planned decisions were reversed, allowing for vital resources to be allocated for other purposes. The overall process will be outlined by the College's VP, Research, Planning, and Technology, and QRT team members will highlight specific findings.

### **Who shot I.R.?**

**Presenter:** Dr. Phil Rhodes, Houston Baptist University

**Track:** Planning and Organizing

**Type:** Concurrent Session

**Location:** Trinity I

**Abstract:** IR professionals who do nothing but institutional research seem to be fewer and fewer. Why are we being forced into other roles for which we may not be suited, leaving seemingly important jobs undone (or at least under-done)? This presentation will look at three of the usual suspects that are leading to the decline of "pure" IR offices - compliance, government mandates, and institutional effectiveness - along with some best practices and recommendations for keeping IR relevant in your organization.

### **Getting to Know Cognos**

**Presenter:** Xiaohong Li, Sam Houston State University

**Track:** Technology and Training

**Type:** Concurrent Session

**Location:** Pecan

**Abstract:** More universities use Cognos as a reporting tool to enable business users without technical knowledge to extract and analyze data and assemble reports. It is important for Institutional Research staff to understand how to use this tool to build automated reporting solutions that present data in accessible, dynamic reports that enable end users to analyze data and complete ongoing projects anywhere, anytime, using PCs or iPads. This presentation will briefly describe a sample of Banner and Cognos variables, connections, and how they work together to make dynamic content possible from the IR perspective. We will demonstrate how to create reports with multiple query objects and analytical calculations which can help drive measurable success within our university.

## Concurrent Session G – Thursday, 4:00 – 4:45

### **No Sweat! Keeping Calm During Your Reaffirmation**

**Presenter:** Crystal Braden, Angelo State University

**Track:** Assessment and Effectiveness

**Type:** Concurrent Session

**Location:** Addison

**Abstract:** The SACSCOC Reaffirmation is one of the most trying times for an institution. In this presentation, you will receive a first-hand look into how one institution managed to keep calm and focused during their reaffirmation following a rocky fifth-year review and come out on the other side with stellar results! You will see IR and IE's role in the process and see how using these offices as a hub for the reaffirmation efforts benefitted the institution.

### **TSR: A Blueprint for Migrating TSR from System A to System B**

**Presenter:** Robert Ricks, Lone Star College System

**Track:** Reporting and Decision Support

**Type:** Concurrent Session

**Location:** Elm

**Abstract:** Lone Star College System (LSCS) completed a migration from Datatel to Peoplesoft in spring 2011. Building Texas State Reporting functionality into the PeopleSoft system was one important activity. LSCS made mistakes that caused errors and delays. LSCS has chosen to turn implementation mistakes into lessons learned as we developed this blueprint for migrating state reporting. This blueprint focuses on (a) timing; (b) the right questions; (c) operational authority; and (d) steps to completion. This proposed blueprint can help institutions to avoid some of the pain and rework LSCS went through to get to its new, relatively successful TSR reporting system.

### **Transfer Students: Can We Predict Their Success?**

**Presenter:** Rebecca Bowyer, Sam Houston State University

**Track:** Research

**Type:** Concurrent Session

**Location:** Maple

**Abstract:** Sam Houston State University's transfer students make up about half of its incoming students each fall semester. This study's purpose is to analyze the transfer students, and create a model to determine a student's likelihood of success (graduating) at SHSU. Factors that will be taken into account are type of institution transferring from, scholarship package offered to student, credit hours transferring to SHSU, Transfer GPA, etc.

## **Building a Comprehensive New Analyst Training Program**

**Presenter:** Deseree Probasco, Lone Star College System

**Track:** Technology and Training

**Type:** Concurrent Session

**Location:** Pecan

**Abstract:** Lone Star College System has recently developed a comprehensive training program for all incoming analysts. Previous versions of training involved shadow-training and trial-and-error. With staffing needs increasing, a project plan was implemented to streamline and focus training on needed IR skills, software, system policy and programs, project and client management, and report styling. This presentation will detail the development of a four-week training plan for IR analysts, give examples of report-based training modules, describe how trainee feedback was incorporated into the plan, and how LSCS-IR prioritized learning for new analysts to quickly build confidence and a broad knowledge base.

## **Assessing Student Retention in Higher Education**

**Presenter:** Dr. Amanda Kay Moske, University of North Texas

**Track:** Research

**Type:** Concurrent Session

**Location:** Trinity I

**Abstract:** The University of North Texas (UNT) developed a retention model to identify first time in college students who are likely to benefit from an early intervention. The model utilizes data available to the institution prior to the students' first day of classes. A total of 22 variables are included as potential predictors which include psychosocial factors as measured by the ENGAGE/SRI instrument, academic performance, demographic and student characteristics. In addition, the model uses data for FTIC students from the 2009-2012 cohorts to predict the likelihood of retention of incoming FTIC students. The model works by selecting an average predicted probability of retention based on 500 logistic regressions per college.

## **Concurrent Session H – Friday, 8:30 – 9:15**

### **The Relationship Between Date of Registration and Student Performance**

**Presenter:** Paul Illich, McLennan Community College

**Track:** Research

**Type:** Concurrent Session

**Location:** Trinity V

**Abstract:** The purpose of this session is to discuss the results from a recent study examining the relationship between the date a student registers for a course and academic performance. Correlation and regression analyses revealed a weak relationship between the date of registration and term GPA. Additional analyses identified three distinct student populations in relation to registration patterns: students who register during the first two weeks of registration, students who register during the last two weeks, and students who register after the first two weeks and before the last two weeks of registration. Performance differences among these groups will be discussed along with scheduling and administrative implications.

## **Bypassing current BI tool restrictions and limitations to create reliable reports**

**Presenter:** Diana Hooten, University of Texas at Arlington

**Track:** Reporting and Decision Support

**Type:** Concurrent Session

**Location:** Trinity VI

**Abstract:** Our university is in the process of transitioning to a new data warehouse and BI/reporting tool. This transition has been more problematic than anticipated, but our current system is incapable of fulfilling our data request and reporting needs. We needed to have a tool to create reports as we continue to expand in enrollment, retention, and the desire for new and more complex data from administrators. Tableau has been a great asset in filling our data needs. In this talk, we will discuss prior data reporting tools, and Tableau as a technical and functional alternative to our prior (and possibly future) BI tools. We will also give demonstrations of the reports we currently have in Tableau, the capabilities, and future possibilities using this software.

## **Utilizing CAS Self-Assessment Guidelines in Demonstrating Institutional Effectiveness**

**Presenter:** Dr. Michael Haynes, Tarleton State University

**Track:** Assessment and Effectiveness

**Type:** Concurrent Session

**Location:** Trinity VII

**Abstract:** The Southern Association of Colleges and Schools Commission on Colleges (SACS) sets forth Core Requirements (3.3.1. et al) to ensure post-secondary institutions are focused on student learning, support services, and research activities within its mission (SACS, 2012). From an academic perspective, the Texas Higher Education Coordinating Board provides guidelines for academic units in reviewing the effectiveness of educational programs. For co-curricular and selected administrative departments, the Council for the Advancement of Standards in Higher Education (CAS) has developed over 50 self-assessment guidelines (SAG) to assist with compliance of these SACS Core Requirements, specifically institutional effectiveness.

This session will use a set of general of CAS SAG to demonstrate how to conduct a holistic department review. The various sections of the SAG will be briefly discussed with emphasis on identifying proper review committee membership, data collection, and utilizing findings to improve program quality. This session will be beneficial to those involved with accreditation, institutional effectiveness, and best practices in co-curricular units.



## **University Students' Perceptions of Academic Cheating**

**Presenter:** Tianlan Wei, Texas Tech University

**Track:** Current Issues in Higher Education

**Type:** Roundtable/Discussion Group/Panel/Working Session

**Location:** Trinity VIII

**Abstract:** Using a parallel mixed-methods design, this study aimed to strengthen the knowledge base surrounding college students' perceptions of academic cheating. Five themes emerged from the qualitative data: (1) variety of definitions for cheating, (2) environmental promotion of cheating, (3) the moral transgression of cheating, (4) cheating as a historical influence, and (5) cheating as a personal decision. Quantitative findings suggest males and those who classify themselves as non-White are more likely to self-report as to past cheating behaviors. Graduate students appeared more likely than undergraduates to comment on issues regarding academic cheating. The goals of students also played a major role in the students' perceptions. Implications for reducing and preventing academic cheating at the university level are discussed.

## **Concurrent Session I – Friday, 9:30 – 10:15**

### **The Art of Data Analysis**

**Presenter:** Dr. G. Marc Turner, Texas State University

**Track:** Research

**Type:** Roundtable/Discussion Group/Panel/Working Session

**Location:** Trinity V

**Abstract:** Because of the diverse background of those entering the field of institutional research, training in a variety of statistical methodologies for data analysis is often limited. The use of multiple regression frequently becomes the go-to method for prediction, overlooking other options such as logistic or hierarchical regression analysis which might be more appropriate in some situations. Other statistical techniques, such as factor analysis and path analysis, might also have greater potential for application within the field. Previous use of logistic regression for predicting academic success and hierarchical regression for predicting retention will be provided as initial examples. Further discussion will cover a variety of intermediate and advanced statistical techniques with brainstorming among participants of situations where those techniques could be applied.

## **The Information is Out There: Web Accessible Information about Community College Programs**

**Presenter:** Dr. Jimmy Roberts, Temple College

**Track:** Reporting and Decision Support

**Type:** Concurrent Session

**Location:** Trinity VI

**Abstract:** The workshop is designed to acquaint college personnel with program specific sources of information available from the Texas Higher Education Coordinating Board and other organizations. For institutional researchers, it provides a way of empowering department chairs, usually technical program chairs, to view and review program specific information that can be seen by the public and decision makers. It provides an opportunity to explore the methodologies used to generate the data and to discuss how the data may be used for program improvement. With some of the data from the various reports being repetitive, it allows for a discussion of which report may prove most beneficial to end users. It will also provide an opportunity to dialog with personnel on the processes used in state reporting.

## **Measuring online learning expectations among college students**

**Presenter:** Dr. Lucy Barnard-Brak, Texas Tech University

**Track:** Assessment and Effectiveness

**Type:** Concurrent Session

**Location:** Trinity VII

**Abstract:** We developed a measure of online learning expectations in order to screen students who may be prepared to take online courses. Results reveal a psychometrically sufficient instrument in terms of reliability and validity. Results also reveal that scale scores may predict student GPA thus may have predictive validity as well. We suggest that institutions may use this scale to screen students as to their level of readiness to take and complete online courses successfully. Students who are not determined to be ready may be especially directed to complete training/tutorials in online learning.

## **Building an IR Data Request Form**

**Presenter:** Jessica Guillory, DCCCD

**Track:** Technology and Training

**Type:** Concurrent Session

**Location:** Trinity VIII

**Abstract:** Data usage is on the rise. Research departments have experienced an increase in data usage, and as a result, tracking and prioritizing has become increasingly important. By creating a data request system using online survey software or MS Office survey software, our department created a simple tracking system for logging request, and keeping track of how the IR department requests align with the district's needs. The presentation includes methodology, technology, and best practices.