A1 : Wednesday, 1:00-1:45 PM

Legislative Update

Texas Higher Education Coordinating Board

Texas Higher Education Coordinating Board

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 THECB Q & A immediately following the Legislative Update as well as during the THECB SIG on Thursday morning.

Location: Trinity II-III
Presentation Type: Concurrent Session
Audience: 2 Year, 4 year, Public, Private
Track: Current Issues in Higher Education

A2 : Wednesday, 1:00-1:45 PM

A Decade of Data: A Look at Community College Survey of Student Engagement (CCSSE) Data Since 2004

Kyle Lovseth & E. Michael Bohlig
Center for Community College Student Engagement

The Community College Survey of Student Engagement (CCSSE) has remained unchanged since 2004. In the intervening years, colleges have made great efforts to improve student engagement. This leads to the question: Do student responses to the items on CCSSE reflect these efforts? If college efforts have been successful, one would expect to see positive trends in student experiences as reflected by an increased endorsement of response options on items that are indicative of higher levels of engagement (e.g., a higher percentage of students reporting that they often or very often made a presentation in class). Using data from over 1.8 million CCSSE surveys, the Center for Community College Student Engagement research staff conducted detailed analyses of the annual trends in response patterns to all items on the survey from 2004 through 2014. The presenters will share the results of these analyses, including changes in the demographic distribution of students over this time period, as well as the overall trends in responses to the survey items. The presenters will also discuss selected results disaggregated by enrollment status, developmental status, and race/ethnicity.

Location: Trinity I
Presentation Type: Concurrent Session
Audience: 2 Year, Public, Private
Track: Research

A3 : Wednesday, 1:00-1:45 PM

How Do Freshmen and Transfer Students Describe Themselves?: Findings from the "How I See Myself" Survey

Ah Ra Cho
University of North Texas

For the past five years, the "How I See Myself" survey has been distributed during the New Student Convocation prior to the start of the new fall semester at UNT. This survey has been given to new first-year students the past five years (2010-2014) and the past two years for transfer students (2013-2014). In the survey, students can choose 12 adjectives that BEST match how they see themselves as they entered UNT that fall. This provides a unique way to assess what our incoming students perceive themselves using a list of 104 adjectives. Trends especially based on our five year data of freshmen have found unique key findings which somewhat reflect general trends and characteristics about this generation of Millennials. In this session, the history of the survey, explanation of the methodology and background will be discussed. Findings will be provided that pertain to student perceptions about themselves, the general trends, and comparisons between our first-year and transfer student populations. Data from the past 5 years has generally been consistent with approximately half of our first-year students participating and one-tenth of our transfer students participating. Participants will be able to provide insights on how this could be implemented on their campuses, and the advantages and disadvantages of using this method of assessment to learn more about our incoming student populations.

Location: Dogwood
Presentation Type: Concurrent Session
Audience: 2 Year, 4 year, Public, Private
Track: Research

A4 : Wednesday, 1:00-1:45 PM

Using Event History Models to Examine Student Dropout

Danielle Fearon & A. Alexander Beaujean
Baylor University

Student dropout is a concern for most post-secondary institutions and so is perpetually an outcome that institutional research examines. The methods used to examine dropout, however, greatly varies across institution ranging from simple descriptive statistics to complex multilevel models. In this pre-conference workshop, we will discuss using event history models (EHMs) to examine student dropout. EHMs examine the duration until an event occurs when time is measured coarsely (e.g., month, semester). Unlike many other methods for examining dropout, EHMs explicitly account for the time the event occurs. Our workshop will demonstrate how to develop multiple forms of EHMs, how to evaluate the models, how to determine the best set of predictors, and how to interpret the results. All who attend the workshop will receive a didactic dataset and syntax to conduct the analysis in R and SAS so they can reproduce the presenters' results.

Location: Elm
Presentation Type: Concurrent Session
Audience: 2 Year, 4 year, Public, Private
Track: Research

A5 : Wednesday, 1:00-1:45 PM

The Unofficial Non-programmers Guide to the SAS Data Galaxy: Using SAS Enterprise Guide

Tracy Stegmair
Texas Womans University
With ever-increasing time constraints, who has the time to learn SAS programming? SAS Enterprise Guide can write your code for you if you know how to use it. This session will give brief demonstrations on how to generate basic SAS code like PROC IMPORT, PROC EXPORT, PROC TABULATE, PROC REPORT, and PROC SQL using SAS Enterprise Guide. It will also show you how to take the SAS Enterprise Guide generated code and place it into Base SAS for recurring jobs and data requests.

Location: Pecan
Presentation Type: Concurrent Session
Audience:
Track: Technology and Training

B1 : Wednesday, 2:00-2:45 PM

THECB Q & A

Texas Higher Education Coordinating Board
Texas Higher Education Coordinating Board
This is a special time set aside for the TAIR membership to meet in an open format with members of the Texas Higher Education Coordinating Board.

Location: Trinity II-III
Presentation Type: Discussion Group/Panel/Working Session
Audience:
Track: Current Issues in Higher Education

B2 : Wednesday, 2:00-2:45 PM

An Analysis of Text Responses to Electronic Course Evaluations

Meaghann Wheelis
Baylor University
In 2011, a private university in the southern United States began considering a change from a paper-based to an electronic system to administer the student evaluations of courses. A pilot program was conducted in 2012, and all evaluations were administered electronically as of Fall 2013. The adoption of the electronic system provided a number of advantages over paper administrations, including reduced demand on staff resources, improved accuracy, and collection of textual responses.
In this presentation, we examine both the home-grown and vendor-based pilot programs, compare response rates and differences in scores between the two formats, and consider the administration process and lessons learned. In addition, the results of a text analysis will be presented to examine difference in responses by faculty type, student classification, and expected grade in the course for undergraduate courses.

Location: Trinity I
Presentation Type: Concurrent Session
Audience: 2 Year, 4 year, Public, Private
Track: Research

B3 : Wednesday, 2:00-2:45 PM

Uses of National Student Clearinghouse StudentTracker

Carol Tucker
University of Houston - Downtown

This interactive session will allow participants to talk about how they use, or can use, National Student Clearinghouse StudentTracker to support their institution.

Location: Dogwood
Presentation Type: Discussion Group/Panel/Working Session
Audience: 2 Year, 4 year, Public, Private
Track: Reporting and Decision Support

B4 : Wednesday, 2:00-2:45 PM

DEPS 2014 and Other Developmental Education Data

Jana Cossairt
Texas Higher Education Coordinating Board

This session will present findings from the Developmental Education Program Survey (DEPS) 2014—which Texas public institutions completed in summer 2014—and related developmental education data from the CBM002 and CBM00S. Data from DEPS will include the types of pre-assessment activities utilized for the Texas Success Initiative Assessment (TSIA), factors used in holistic advising, and the types of non-course-based options (NCBOs) that institutions are providing. Data from the CBM002 and CBM00S will include outcomes in developmental education courses and interventions, graduation and persistence of students requiring and not requiring developmental education, and the amount of developmental education students are taking before meeting TSI in a given subject area.

Location: Elm
Presentation Type: Concurrent Session
Audience: 2 Year, 4 year, Public
Track: Research

B5 : Wednesday, 2:00-2:45 PM

Brookhaven College Analytics Project

Michael Dennehy , Cathy Todd, & Marianne Roffino
Brookhaven College

The Brookhaven College Analytics Project supports institutional effectiveness through four online systems that function interactively and accurately. This self-service research program used Microsoft SQL and Internet Information Servers working in tandem to deliver four online information services to the Brookhaven community: 1. An online Degree Plan Application; 2. A Program Improvement System provides data mart services to faculty with aggregated student success data to conduct discipline program reviews; 3. A Position Request System used to justify new full-time positions in instructional divisions; and 4. A Financial Reporting System used to provide enrollment and contact hour data for any division or discipline using Colleague and Texas Higher Education Coordinating Board data. The Office of Planning, Research and Institutional Effectiveness partnered with Mach-B Technologies to develop the system.

Location: Pecan
Presentation Type: Concurrent Session
Audience: 2 Year, Public
Track: Reporting and Decision Support

C1 : Wednesday, 3:00-3:45 PM

Managing Through the Chaos: Your IR Office and Project Management

Elizabeth Cockerham & Miriam McKinney
The University of Texas System

Both experienced and novice Institutional Research professionals and employees can struggle with balancing competing requests. After you flush through the theory of a project, how do you start? How do you track all the nuances of a larger request? How do you prioritize tasks with a limited amount of resources? Applying Project Management principals in the IR Office provides beneficial time management practices. Adopting a project management approach involves defining the scope of the project, dealing with schedules, managing resources, and costs. The use of project management tools is as individual as your organization and culture. Come join us as we break down simple steps to follow.

Location: Trinity II-III
Presentation Type: Concurrent Session
Audience: 2 Year, 4 year, Public, Private
Track: Planning and Organizing

C2 : Wednesday, 3:00-3:45 PM

Root Cause Analysis: Divining the Underlying Causes of Why Students Don't Do Well

Lea Campbell
University of Houston-Downtown

While IR data often tell us the "how many" – as in how many non-returning students, how many enrolled, how many graduates – those data often do not shed light on the underlying factors which shape the numbers. Yet, without an understanding of underlying factors, intervention is, at best, an intuitive guess. Root cause analysis is a strategy for identifying the factors which underlie variation in performance. Participants in this session will learn to apply simple techniques drawn from industry to identify underlying causes which impact student performance so that interventions can be more effective in improving institutional and student performance.

Location: Trinity I
Presentation Type: Concurrent Session
Audience: 2 Year, 4 year, Public, Private
Track: Assessment and Effectiveness

C3 : Wednesday, 3:00-3:45 PM

Exploratory Analysis of Faculty Perceptions and Student's self-reported time use behavior on the CCFSSE

Richard Griffiths & Daniel Ohanlon
Austin Community College

An exploratory analysis of faculty perceptions of student time-use behavior on the Community College Faculty Survey of Student Engagement (CCFSSE) compared to students' self-reported time-use behavior on the Community College Student Survey of Student Engagement (CCSSE) will be presented for a recent administration of both surveys at a very large community college. The existence of various subgroups of students based on their time use will be examined as well as contextual factors impacting students' use of time. The discussion of the results will focus on the similarities/differences in perceptions of time use by faculty and students and the possible impact on expectations for student academic performance.

Location: Dogwood
Presentation Type: Concurrent Session
Audience: 2 Year
Track: Research

C4 : Wednesday, 3:00-3:45 PM

Texas State Reporting: Going beyond the THECB CBM reporting manual

David Malone
Collin County Community College

The THECB CBM reporting manual contains detailed information as to what data needs to appear on the CBM reports. How do we verify that the data is valid and correct and how do we justify any irregularities that may appear? Over the past year, we created an institution-specific reporting procedures manual that seeks to answer these questions. Included in this manual are a very detailed set of instructions on how to verify and audit every CBM report item, as well as information and instructions for every review item, error item, and questionable item that appears on the edit reports. This session will introduce the audience to this procedures manual and the methods used in creating it as well as what was learned in the process.

Location: Pecan
Presentation Type: Concurrent Session
Audience: 2 Year, 4 year, Public, Private
Track: Reporting and Decision Support

C5 : Wednesday, 3:00-3:45 PM

SIG: SPSS

Special Interest Group

Special Interest Group (SIG) sessions offer a venue for interaction between TAIR members with common interests. The format of a SIG session requires participants to come prepared to engage in a facilitated discussion, ask questions, and share their expertise on the topic. Participants are encouraged to prepare questions that they would like to ask their colleagues during the session.

Location: Elm
Presentation Type: SIG
Audience:
Track: Special Interest Group

D1 : Wednesday, 4:00-4:45 PM

Is IR Capacity "Bigger" in Texas?

Christopher Coogan & Darlena Jones
Association of Institutional Research

A National Survey of IR Practice may provide the answer to whether the IR capacity is bigger or better in Texas. The pilot testing phase of a benchmarking survey to measure IR capacity on college campuses is complete. In the coming months the Association for Institutional Research (AIR) will launch this large-scale, national data collection that includes metrics on staffing levels, budgets, professional development, and IR tasks/functions. In this session we provide an overview of this Bill & Melinda Gates funded project, the process taken to construct the metrics, and anticipated outcomes. Information on how to get involved as well as lessons learned undertaking this large-scale project will be shared.

Location: Trinity II-III
Presentation Type: Concurrent Session
Audience: 2 Year, 4 year, Public, Private
Track: Current Issues in Higher Education

D2 : Wednesday, 4:00-4:45 PM

The Data Spot at UNT

Cassie Clough , Jason Simon, & Mary Barton
University of North Texas

The University of North Texas (UNT) sought to employ a new approach to information sharing. A taskforce of data providers, data consumers, faculty, department chairs, and senior staff worked together to identify data needs, frequency, and sources across campus as well as the challenges experienced by data consumers in easily obtaining quality data to make informed decisions. The dataspot emerged as the solution to expanding access and use of critical UNT data while maintaining effective use of provider resources. The dataspot was deliberately built upon the feedback from nearly 200 UNT constituents regarding data needs, frequency, and sources. The three main goals of the dataspot are to: (1) Make mission-critical data more accessible, easier to find, (2) Remove barriers to data-based decision making by elevating data accessibility, (3) Reduce the hoops to jump through to get high quality information. The dataspot was launched in the beginning of the Fall 2014 semester. The presentation will discuss the development of the website, how support from key constituent groups was accomplished, communication plans and materials, phases of implementation, balancing FERPA compliance with providing access to valuable data, as well as the challenges and successes experienced along the journey.

Location: Trinity I
Presentation Type: Concurrent Session
Audience: 2 Year, 4 year, Public, Private
Track: Planning and Organizing

D3 : Wednesday, 4:00-4:45 PM

Ya… so if you could have this data to me first thing in the morning… that would be greeeaaaaat.

Crystal Braden
Angelo State University

For years, IR professionals have been in the business of data and data driven decision making. In recent years, upper management and even the general population on our campuses have been increasingly interested in data. ALL the data. This is much due to the fact that society is generally becoming more informed and more cognicent of data about our institutions that is being provided to them via the internet. We are constantly looking for that one number that might make our institution more attractive to the prospective student and their increasingly involved parents. So, how do we as IR professionals navigate these waters to ensure data that is requested from our offices is meaningful, accurate and understood while serving our campus communities efficiently. Angelo State University has been working over the past year to put tools and processes in place to provide and protect our data to meet these demands and not have to come in on Saturday. This presentation will explore some of the people processes surrounding data dissemination.

Location: Pin Oak
Presentation Type: Concurrent Session
Audience: 2 Year, 4 year, Public, Private
Track: Reporting and Decision Support

D4 : Wednesday, 4:00-4:45 PM

"Transfer Students: Can We Predict Their Success?" An Updated Study

Rebecca Bowyer & Laci Voth
Sam Houston State University

This study is an update of "Transfer Students: Can We Predict Their Success?" that was presented at the TAIR 2014 Conference. The purpose is to analyze the transfer students at Sam Houston State University, and create a model to determine a student's likelihood of success (graduation) at SHSU. We will take into consideration factors such as a student's demographics and their incoming academic data.

Location: Dogwood
Presentation Type: Concurrent Session
Audience: 4 year
Track: Research

D5 : Wednesday, 4:00-4:45 PM

Data Brokerage in 15 Minutes or Less

Richard Plott
Dallas County Community College District

Data Brokerage is a recent termed coined within the Dallas County Community College District for the sharing and provision of highly relevant information to stakeholders. This concept is designed to promote informed discussion at the highest level utilizing such tools as Discussion Sheets, Quick Facts, Interactive Summaries, and various Business Intelligence tools. Promoting this concept has required the development of a Training Institute specifically designed for Institutional Research personnel. The model for the institute will be shared and is easily replicated. There are three core modules in building the 15 Minute Data Brokerage: (1) Report with Purpose; (2) Promoting Informed Discussion; (3) Being a Data Broker. Each of these modules will help smooth workflows, support informed decision processes, and launch a culture shift about how the Institutional Research team is perceived by stakeholders. Culture shifts require a plan of action and do not happen by chance, this model will help formulate a plan to

	significantly increase the relevance of the data that is produced, managed, and administered by Institutional Researchers in higher education communities. ***Location: Elm*** ***Presentation Type: Concurrent Session*** ***Audience: 2 Year*** ***Track: Reporting and Decision Support***
D6 : Wednesday, 4:00-4:45 PM	
	Using SAS to Assist in Cleaning Data for THECB ***Chantell Perry*** ***Texas A&M-Corpus Christi*** SAS (Statistical Analysis Software) is used in many fields including finance, data management, business analytics, etc. and is known to be an industry standard. This presentation will show how SAS can be used to make reporting time run easily and more efficiently. SAS can be integrated with SQL code and can even be utilized by nonprogrammers. SAS Enterprise Guide which is a point and click user friendly interface which comes with the SAS software package (both techniques will be shown during this presentation). SAS Enterprise Guide allows the user to contain reporting queries in one place, schedule reports, prompt the user for information, import/export into different formats, and much more. ***Location: Pecan*** ***Presentation Type: Concurrent Session*** ***Audience:*** ***Track: Technology and Training***
D7 : Wednesday, 4:00-4:45 PM	
	SIG: Banner ***Special Interest Group*** Special Interest Group (SIG) sessions offer a venue for interaction between TAIR members with common interests. The format of a SIG session requires participants to come prepared to engage in a facilitated discussion, ask questions, and share their expertise on the topic. Participants are encouraged to prepare questions that they would like to ask their colleagues during the session. ***Location: Maple*** ***Presentation Type: SIG*** ***Audience:*** ***Track: Special Interest Group***
E1 : Thursday, 9:00-9:45 AM	
	Moving From a Culture of Audit to a Culture of Effectiveness: Changing the IE Landscape ***Jason Simon & Elizabeth Vogt*** ***University of North Texas***

IR&E staff may find their administrative/non-academic departments collect a great deal of audit data and very little data that can be used for effective improvement. Financial Aid, Student Accounting, Advancement, Risk Management/Compliance, HR, Research, and Equity/Diversity (to name a few) are accustomed to filling out required reports with responses of yes/no and frequency counts. IE expectations for these units require focus on assessment for improvement rather than on compliance/audit. This expectation is challenging for staff that may not think, feel, and operate within this paradigm for 99% of their roles on campus. This workshop is designed to help attendees who engage these units in IE planning. Participants will learn how to leverage this challenge and transform it into a springboard for action. Case studies/real-world examples will be shared showing before and after impacts. This session will help transform how IE staff approach offices that have typically approached their work from a Culture of Audit. We need a transition of thinking to occur within these offices and a solid IE strategy to help them be successful within a robust IE framework. This session fills an important gap in our approach to IE practice. This topic provides an opportunity for IE practitioners and campus leadership to explore strategies to ensure the IE process is relevant for offices that have not typically thought of themselves as playing a role.

Location: Trinity II-III
Presentation Type: Concurrent Session
Audience: 2 Year, 4 year, Public, Private
Track: Assessment and Effectiveness

E2 : Thursday, 9:00-9:45 AM

CBM002, CBM00S, NCBO, and TSI

Eugenia Jane Haas
Del Mar College

I will share SPSS syntax for importing CBM002 and CBM00S raw text files (along with side-by-side match up of layout and variables changes over the years) to get "initial readiness" numbers for TSI Success Points. Since THECB uses complicated SAS programming and multiple CBM reports combined in one database, I will facilitate the discussion so each participant can share their way of calculating Success Points for their institution. I would also like to discuss finding and using TSI and NCBO data in Datatel.

Location: Trinity I
Presentation Type: Discussion Group/Panel/Working Session
Audience: 2 Year, Public
Track: Reporting and Decision Support

E3 : Thursday, 9:00-9:45 AM

Building websites to comply with Sect. 508 of the Rehabilitation Act: The Texas Workforce Commission Experience

Ruben Garcia , James Tanner, & Hiwot Berhane
Texas Workforce Commission

The Texas Workforce Commission has mandated that all public facing websites in the agency will now be designed and built to comply with Section 508 of the Rehabilitation Act. Section 508 requires that individuals with disabilities have access to and use of information and data that is comparable to the access to and use of the information and data by individuals who are

not disabled. The Automated Student and Adult Learner Follow-Up System Dashboards was one of the first websites at TWC to achieve full compliance with Section 508. The presenters will describe the technical requirements, tools and lessons learned to achieve compliance. Emphasis will be placed on making data visualizations Section 508 compliant, including tables, graphs and charts. This topic is important for all institutions of higher education to ensure that all students, faculty and staff have equal access to information and data.

Location: Pin Oak
Presentation Type: Concurrent Session
Audience: 2 Year, 4 year, Public, Private
Track: Technology and Training

E4 : Thursday, 9:00-9:45 AM

What You Can and Cannot Say With Data

Holly Stovall & Robert Lorick
Tarrant County College District

As technology advances multiple information gathering sources have emerged. With the deluge of sources, data have become ubiquitous, and using data to inform decision-making is becoming increasingly important. While analyzing these data can enhance one's understanding and shed insight on complex patterns and trends, it is important to understand their limitations. In this presentation, designing appropriate research questions, group selection and assignment, and conceptualization of hypothesis testing and statistical significance will be discussed. Major concepts within this presentation include attributing causation inappropriately and ignoring self-selection bias. This presentation is intended for a general audience and knowledge of advanced mathematical and statistical procedures is not required.

Location: Live Oak
Presentation Type: Concurrent Session
Audience: 2 Year, 4 year, Public, Private
Track: Research

E5 : Thursday, 9:00-9:45 AM

Institutional Research and Institutional Review Boards: A Partnership in Responsible Research

Michael Haynes & Lesley F. Leach
Tarleton State University

One major responsibility of institutional research offices is the processing of data requests from a plethora of constituents. With this responsibility comes the duty of ensuring that the data are safeguarded and used in a responsible manner. This becomes of particular importance when data are solicited by institutional faculty/staff/students for research purposes such as conference presentations and/or publications where human subjects' protections come into play. Therefore, it behooves offices of institutional research to have a working knowledge of how institutional review boards (IRB) function. IRBs have the responsibility to ensure that any and all research that involves human participants includes processes that protect participants from any risks associated with the research protocol. This session will discuss strategies that offices of institutional research can employ to determine when data request falls under the auspices of institutional research, when IRB jurisdiction is evoked, and the types of review IRBs

	conduct to determine whether research processes adequately protect human subjects and their data. Participation in this session will result in the following learning outcomes: knowledge of when data qualify for administrative use only, components of an IRB proposal, the purpose of informed consent, and how the Department of Health and Human Services decision charts can assist researchers in making decisions related to the protection of human subjects. ***Location: Red Oak*** ***Presentation Type: Concurrent Session*** ***Audience: 2 Year, 4 year, Public, Private*** ***Track: Research***
E6 : Thursday, 9:00-9:45 AM	
	SIG: SAS ***Special Interest Group*** Special Interest Group (SIG) sessions offer a venue for interaction between TAIR members with common interests. The format of a SIG session requires participants to come prepared to engage in a facilitated discussion, ask questions, and share their expertise on the topic. Participants are encouraged to prepare questions that they would like to ask their colleagues during the session. ***Location: Dogwood*** ***Presentation Type: SIG*** ***Audience:*** ***Track: Special Interest Group***
E7 : Thursday, 9:00-9:45 AM	
	SIG: THECB ***Special Interest Group*** Special Interest Group (SIG) sessions offer a venue for interaction between TAIR members with common interests. The format of a SIG session requires participants to come prepared to engage in a facilitated discussion, ask questions, and share their expertise on the topic. Participants are encouraged to prepare questions that they would like to ask their colleagues during the session. ***Location: Elm*** ***Presentation Type: SIG*** ***Audience:*** ***Track: Special Interest Group***
E8: Thursday, 9:00-9:45 AM	
	SIG: CCSSE ***Special Interest Group*** Special Interest Group (SIG) sessions offer a venue for interaction between TAIR members with common interests. The format of a SIG session requires participants to come prepared to engage in a facilitated discussion, ask questions, and share their expertise on the topic.

Participants are encouraged to prepare questions that they would like to ask their colleagues during the session.

Location: Pecan
Presentation Type: SIG
Audience:
Track: Special Interest Group

F1 : Thursday, 10:00-10:45 AM

Reassessing our Assessment: Progressing with the EURECA Quality Enhancement Plan at MSU

Camille Shepherd , Mark McClendon, & Newman Wong
Midwestern State University

The department of Institutional Research and Assessment at Midwestern State University is currently tasked with evaluating our SACS Quality Enhancement Plan "EURECA: Enhancing Undergraduate Research Endeavors and Creative Activities". We will present a short background of the development and implementation of the QEP's first year (2013-2014) and discuss the make-up of our QEP's assessment committee and how we have addressed issues identified by our faculty during year one's assessment plan as we enter our second year. We will present results from the Fall 2014 semester for comparison and discuss how we see our progress and results being reported to SACS in our fifth year interim report in 2018.

Location: Trinity II-III
Presentation Type: Concurrent Session
Audience: 2 Year, 4 year, Public, Private
Track: Assessment and Effectiveness

F2 : Thursday, 10:00-10:45 AM

The Impact of Community College Expenditures on Student Completion of Momentum Points

Teresa Isbell
El Centro College

A nonexperimental, multivariate, ex post facto study was designed to investigate the relationship between community college expenditures and student success in reaching milestones and momentum points. Astin's I-E-O model served as the theoretical framework. Three first-time-in-college student cohorts from a large community college district were tracked for three years to determine their success in completing developmental requirements, gateway courses, 15 and 30 credit hours, and re-enrollment in the second fall semester. Logistic regression was used to explore the relationships between student characteristics, institutional characteristics, institutional expenditures and student completion of momentum points. The statistical methodology and results will be presented, and implications on future research and institutional policy will be discussed.

Location: Trinity I
Presentation Type: Concurrent Session
Audience: 2 Year, Public
Track: Research

F3 : Thursday, 10:00-10:45 AM

Entering Developmental Students' Early Experiences and High Impact Practices

Colleen Bullock & E. Michael Bohlig
Center for Community College Student Engagement

Each year, large numbers of students enter community colleges academically unprepared for college-level coursework and are required to take developmental courses. Developmental courses are costly to both students and the colleges as many developmental students drop out before they have successfully completed their first college-level course. The Survey of Entering Student Engagement (SENSE), administered during the fourth and fifth weeks of the fall term, focuses on the front door experiences of students to gain an understanding of their early experiences that can impact engagement and retention. As a follow-up to the report "A matter of Degrees: Engaging Practices, Engaging Students," this presentation summarizes the results of a secondary analysis of SENSE data focusing on the relationships between entering developmental students' early experiences, especially participation in high impact practices, and engagement as measured by the six SENSE benchmark scores.

Location: Pin Oak
Presentation Type: Concurrent Session
Audience: 2 Year
Track: Research

F4 : Thursday, 10:00-10:45 AM

Just What is Retention Anyway?

Faron Kincheloe
Baylor University

A recent post to TAIR-L raised the issue of the complexities involved in calculating and reporting retention. This presentation will review these issues and how they have been addressed at Baylor University. This presentation will include an interactive section in which attendees will be encouraged to discuss their own experiences in an open forum that facilitates questions and feedback.

Location: Live Oak
Presentation Type: Concurrent Session
Audience: 4 year, Public, Private
Track: Reporting and Decision Support

F5 : Thursday, 10:00-10:45 AM

Access to Excel: A Few Handy Tips and Techniques

Dianna Guerrero
Del Mar College

As IR Professionals, many of us use Microsoft Excel and/or Microsoft Access regularly to report and analyze information. Over time you gain knowledge and discover valuable, time-saving techniques that help you in using these tools. But are you using them efficiently? This presentation will provide some advantageous tips and techniques to make sure that you are

getting the most of your time while using Excel and Access. Sample workbooks/databases and other resources may be provided at the end of the presentation.

Location: Red Oak
Presentation Type: Concurrent Session
Audience: 2 Year, 4 year, Public, Private
Track: Technology and Training

F6 : Thursday, 10:00-10:45 AM

Leaving Poise - Now What?

Shannon Lane
Coastal Bend College

As we are set to leave the Poise System, many Texas school are faced with difficult decisions. This will be a closed round table discussion on next steps, vendors, offerings, needs and how this transition aligns with the demands and expectations of institutional research, accreditation and reporting. The session is designed to bring together other administrators and IR personnel together from institutions currently actively addressing this process, for an honest and frank discussion on next steps. This session's participation will be by approval of the session chair, but is open to all members of TAIR going through the transition and the Poise system is being phased out.

Location: Dogwood
Presentation Type: Discussion Group/Panel/Working Session
Audience: 2 Year, 4 year, Public, Private
Track: Reporting and Decision Support

F7 : Thursday, 10:00-10:45 AM

SIG: R

Special Interest Group

Special Interest Group (SIG) sessions offer a venue for interaction between TAIR members with common interests. The format of a SIG session requires participants to come prepared to engage in a facilitated discussion, ask questions, and share their expertise on the topic. Participants are encouraged to prepare questions that they would like to ask their colleagues during the session.

Location: Elm
Presentation Type: SIG
Audience:
Track: Special Interest Group

G1 : Thursday, 11:00-11:45 AM

Keeping Up with the Jonses: Developing Meaningful Peer Groups

Thomas Martin
Collin College

The National Center for Education Statistics (NCES) annually sends the "IPEDS Data Feedback Report" comparing each institution to some pre-defined peer group. NCES gives institutions an opportunity to designate their own set of peer institutions. For those institutions choosing not

to do so, NCES creates a peer group for them based solely on institutional type and size. Colleges and universities also use peer groups for benchmarking, assessment, and documenting relative performance for accountability and accreditation. Peer groups need to be monitored and periodically updated as institutions and their peers evolve over time. This presentation summarizes both the science and the art involved in one institution's efforts to update the peer group it had been using for the past eight years. The institution had grown and evolved considerably since the original peer group was created, and many of the peer institutions had evolved in substantially different ways. As it became clear that there was a need to modify its set of peers, it also was clear that the original methodology used was not the most appropriate for the task. A new methodology was developed that led to the new set of 12 comparison institutions that have been submitted to NCES for the next "IPEDS Data Feedback Report" and that will be used for future benchmarking comparisons.

Location: Trinity II-III
Presentation Type: Concurrent Session
Audience: 2 Year, 4 year, Public, Private
Track: Reporting and Decision Support

G2 : Thursday, 11:00-11:45 AM

Making Dreams Come True: Applying Baldrige Criteria to the Achieving the Dream Initiative

Rick Leyva & Guyla Davis
Richland College

The Baldrige Criteria for Performance Excellence can be a useful tool for measuring successful academic program initiatives in higher education. Richland College has utilized the Baldrige Criteria to increase student success through college-wide strategic planning, comprehensive academic program review and organizational action plans to achieve strategically driven outcomes. The result of this application is Richland College's recent designation as an Achieving the Dream Leader College. This presentation will focus on how the college aligns Achieving the Dream initiative outcomes with the college's Strategic Plan and how the college's monthly reports keep leadership up to date with the initiatives' impact on college success measures.

Location: Trinity I
Presentation Type: Concurrent Session
Audience: 2 Year, Public
Track: Assessment and Effectiveness

G3 : Thursday, 11:00-11:45 AM

Making your Assessment Findings Appetizing and Digestible; Then Serving Them Up!

Michael Haynes & Ashley Tull
Tarleton State University

Many colleges and universities find themselves in the precarious situation of being "data rich and information poor". Student level assessments such as the CIRP or NSSE collect a bevy of useful data that provide insight to students' pre-college perceptions and post-secondary development. However, delivered findings can be overwhelming to end users unless they are familiar with the data collected or trained in utilizing these reports; a luxury many

administrators do not have. Therefore, to avoid the "sitting on the shelf" dilemma, it is paramount that offices of institutional research factor assessment findings into a useful and palatable format. This session will provide strategies for identifying key assessment findings for use by constituents and stakeholders, and examples of reports that summarize larger, more comprehensive delivered reports. Additionally, practical examples demonstrating how administrators can use this information to improve and inform practice will be discussed. Specific learning outcomes include: Bringing forth the most salient findings by identifying metrics that apply to short, mid, and long term planning; Using findings to support, or inform, institutional mission, vision and strategic planning; Strategies and formats to make your summaries more visually appealing and user friendly.

Location: Pin Oak
Presentation Type: Concurrent Session
Audience: 2 Year, 4 year, Public, Private
Track: Reporting and Decision Support

G4 : Thursday, 11:00-11:45 AM

Nailed it: How One Community College Successfuly Addressed the C.S. 3.3.1 series and their QEP

Larry Root & Janene Davison
Galveston College

This session will focus on how a two-year institution survived the reaffirmation process. This involved revamping its Institutional Effectiveness processes to successfully address C.R. 2.5, C.S. 3.3.1, and C.S. 3.5.1 in the off-site review, and developing its QEP (C.S. 3.3.2) to successfully navigate the on-site review. Ample time will be left for questions and for receiving input and helpful advice from participants who have recently undergone reaffirmation.

Location: Live Oak
Presentation Type: Concurrent Session
Audience: 2 Year, 4 year, Public, Private
Track: Current Issues in Higher Education

G5 : Thursday, 11:00-11:45 AM

Using SPSS and Access for CBM reports

Eugenia Jane Haas
Del Mar College

I will show how to import raw text files for CBM001 and 004 (along with side-by-side match up of layout and variables changes over the years) to create uniform data warehouse files both in SPSS and Access. I will share my syntax how to produce tables needed for multiple reports from IPEDS to Instructional Program Review to Fact Book.

Location: Red Oak
Presentation Type: Concurrent Session
Audience: 2 Year, Public
Track: Technology and Training

G6 : Thursday, 11:00-11:45 AM

Creating a Big Impact IR office on a Small Budget

Sharon Carpenter & Nancy Jones
University of Texas Health Science Center - San Antonio

A newly formed IR Office with a team of three transforms from manual reporting to automation in less than a year. Did a clean sweep of student and faculty data and produced in-house THECB error reports going from numerous errors to 0 errors. Developed a trend analysis web presence with interactive data tools. Went from a two week ad-hoc response time to a 72 hour or less response time.

Location: Dogwood
Presentation Type: Concurrent Session
Audience: Public
Track: Planning and Organizing

G7 : Thursday, 11:00-11:45 AM

SIG: Data Warehousing & Business Intelligence

Special Interest Group

Special Interest Group (SIG) sessions offer a venue for interaction between TAIR members with common interests. The format of a SIG session requires participants to come prepared to engage in a facilitated discussion, ask questions, and share their expertise on the topic. Participants are encouraged to prepare questions that they would like to ask their colleagues during the session.

Location: Elm
Presentation Type: SIG
Audience:
Track: Special Interest Group

H1 : Thursday, 1:00-1:45 PM

Conducting Organizational Strategic Planning for Continuous Improvement and Accountability: A Primer for IR

Ashley Tull
Southern Methodist University

Higher education organizations have responded to trends, needs, and issues and have regularly engaged in critical reflection, resulting in updated practices for changing times. This work has been conducted through strategic planning processes that have allowed for continuous improvement and accountability. This TAIR program will provide those who are tasked with institutional research and assessment on their campuses, an overview of processes, simple outlines, and the components of good practice in strategic planning. This includes the definition and types; the planning cycle; and planning components. This program is aimed at anyone responsible for conducting institutional research and assessment practices on the institutional, divisional or departmental level. This program will be interactive with the presenter communicating important information gleaned from his own writing and experiences in leading strategic planning efforts. The presenter will discuss the contexts for strategic planning and how it should be effectively linked with assessment strategies. Participants will discuss program content with the presenter, as well as discuss their own experiences with strategic planning

processes in their own organizations. Participants will also be encouraged to ask questions and engage in discussion of all program content.

Location: Trinity II-III
Presentation Type: Concurrent Session
Audience: 2 Year, 4 year, Public, Private
Track: Planning and Organizing

H2 : Thursday, 1:00-1:45 PM

CBM Verification Process

Morgan Carter
Tarleton State University

Does your institution struggle with certifying CBM reports? If so, then this session might help you in getting those reports certified by the due date! Tarleton State University has a process for verifying the CBM001/004/009/0E1/00S, and has prevented the university from underreporting on the various reports throughout the years. We are a TCC school and use Banner to generate the reports, but if things are not coded properly in Banner, then the delivered reports will not pick up the data and could cause underreporting, and worse, loss of funding. Our process finds those discrepancies and has helped prevent those types of occurrences. Come find out our process for verifying the critical CBM reports that are submitted to the THECB!

Location: Live Oak
Presentation Type: Concurrent Session
Audience: 2 Year, 4 year, Public
Track: Reporting and Decision Support

H3 : Thursday, 1:00-1:45 PM

Beyond "Results" - Assessment as Change Agent

Bao Huynh
Richland College

Institutions of higher education across the state are working to refine their assessment process in response to core curriculum changes by the THECB, but assessment is more than scoring and tabulating results. At its heart, assessment allows educators to identify cross-cutting themes in the student experience and make meaningful, integrated improvements for student learning. This discussion group seeks to facilitate a conversation on how institutions make use of assessment as an agent of change - from the broad, overarching questions that form the foundation of their assessments efforts to the mechanisms through which they deploy improvements not only in instruction but across the campus.

Location: Trinity I
Presentation Type: Discussion Group/Panel/Working Session
Audience: 2 Year, 4 year, Public, Private
Track: Assessment and Effectiveness

H4 : Thursday, 1:00-1:45 PM

Optimizing SQL

Kate Proff

Texas State University

Have you ever had a query that chugs along for minutes/hours/days before you get results? Learn techniques to identify potential sticking points and optimize your query for faster output. Please feel free to bring existing queries to work through and be ready to share any tricks that have worked for you. This session is best suited for people with a basic understanding of structured query language (SQL) and databases. We will focus mainly on Oracle, but will also touch on SQL Server and MySQL, as well as PL/SQL.

Location: Pin Oak
Presentation Type: Concurrent Session
Audience: 2 Year, 4 year, Public, Private
Track: Technology and Training

H5 : Thursday, 1:00-1:45 PM

The Challenges of Institutional Research in Building a Culture of Evidence: A Case Study

David Goomas & Teresa Isbell

El Centro College

The process of building a culture of evidence involves using data to understand where students are experiencing problems, designing strategies for remedying those problems, implementing them, and then evaluating the effectiveness of those implemented strategies. This case study is about two programs that were implemented within the last two years at El Centro College of the Dallas County Community College District—in-class instructor-guided service learning and supplemental instruction—and the challenges in institutional research in building a culture of evidence. Both programs showed significant improvement in their respective measurements for general and developmental psychology classes. However, without an easy-to-use data collection, central repository, and analysis system, conducting the kind of institutional research that could inform improvements to program and institutional performance can be quite difficult. Across the institution, data entered at different times by multiple departments and the difficulties in extracting data from multiple systems were the major impediments to collecting standardized data.

Location: Red Oak
Presentation Type: Concurrent Session
Audience: 2 Year
Track: Assessment and Effectiveness

H6 : Thursday, 1:00-1:45 PM

SIG: Program Review

Special Interest Group

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Location: Dogwood
Presentation Type: SIG
Audience:
Track: Special Interest Group

H7 : Thursday, 1:00-1:45 PM

SIG: Federal and State Reporting

Special Interest Group

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Location: Elm
Presentation Type: SIG
Audience:
Track: Special Interest Group

I1 : Thursday, 4:00-4:45 PM

Wage Outcomes 2.0: Overcoming Data Hurdles and Discovering Best Practices

Cathy Delgado & Hengxia Zhao
The University of Texas System

In early 2014, the University of Texas System launched an interactive website (seekUT) that provides actual salary information of its baccalaureate earners one year and five years after graduation. These data reflected five graduating cohorts and was made possible by a contract that we undertook with the Texas Workforce Commission (TWC), which granted us access to our students' aggregate-level wage data by various different breakouts. In the spring of 2014, UT System was able to expand on its contract with the TWC and can now access 11 years of individual-level student wage records. These new data allow us to look beyond just our graduating students. We now have access to earnings data for all students ever enrolled at any of our 15 academic or health institutions from 2002 forward. As a result of these new data, UT System released an updated version of our seekUT website that incorporates longer range wage outcomes—earnings ten years out from graduation—as well as earnings data on graduate level completers. We will share with the audience the many data challenges encountered as well as the best practices that we have implemented along the way. For instance, tackling and cleaning the TWC quarterly earnings wage records, dealing with students with multiple majors and degrees in a single semester and over time, and incorporating CIP and NAICS data into the data mix.

Location: Trinity II-III
Presentation Type: Concurrent Session
Audience: 2 Year, 4 year, Public, Private
Track: Reporting and Decision Support

I2 : Thursday, 4:00-4:45 PM

Factors Affecting Dropout Rates in Selected Courses with Diverse Methods of Delivery

Gabriela Borcoman
Texas Higher Education Coordinating Board

The lower division courses, including Composition I and II, American History, College Algebra, Biology, Government, Psychology, Spanish, and Speech, offered by public institutions in Texas are offered using different methods of delivery, including traditional face-to-face and distance learning. This study looks at different factors that may influence the dropout rates. These factors may include faculty status, length of course, type of instruction, enrollment, college readiness status. Data will be analyzed at the state level for all the institutions and separate for 2- and 4-year institutions.

Location: Trinity I
Presentation Type: Concurrent Session
Audience: 2 Year, 4 year, Public, Private
Track: Assessment and Effectiveness

I3 : Thursday, 4:00-4:45 PM

Inviting SUE to the Community College

Amanda Clark
Blinn College

Often instructors and administrators believe there is a lack of classroom space and classrooms are packed during high schedule times in a semester. Is this really true, or is it just a feeling based on seeing students milling about in the hallway? Public universities are required to submit space utilization data each year to the THECB for use in calculating a SUE (Space Usage Efficiency) score. The SUE score provides a numeric representation for how well an institution is using its available building space. This presentation utilizes the SUE calculation to replicate the score assignment process at a community college to measure space utilization efficiency through the eyes of an external stakeholder. Come see the process used at Blinn College from cleaning up and entering missing data through the calculation of the SUE score.

Location: Pin Oak
Presentation Type: Concurrent Session
Audience: 2 Year
Track: Reporting and Decision Support

I4 : Thursday, 4:00-4:45 PM

Using Predictive Models to Improve Student Success

Kara Larkan-Skinner & Frances Frey
Our Lady of the Lake University

As a predominantly first-generation, Hispanic Serving Institution (HSI), Our Lady of the Lake University (OLLU) actively promotes student success. One of the tools that OLLU uses to improve student success is a predictive model. At this session, the presenters will discuss the use of a logistic regression model to identify students who are at risk of earning a low first semester GPA. The presenters will discuss how the model was developed and how it is used by various departments on campus. One of the benefits of the model is its ease of use; the model

was converted into a "Do-It-Yourself" (DIY) Excel spreadsheet, which allows individuals who are not statistically savvy to easily determine the "risk" score for a student.

Location: Live Oak
Presentation Type: Concurrent Session
Audience: 2 Year, 4 year, Public, Private
Track: Research

I5 : Thursday, 4:00-4:45 PM

Sam Houston ELITE: Measuring Academic Outcomes

Latrice Rideout , Rebecca Bowyer, & Miguel Arellano
Sam Houston State University

Research studies have shown there is a positive relationship between student engagement and academic progress. Sam Houston ELITE is a year-long minority male initiative for first-time freshmen. This program employs mentoring, team building, and service with a focus on increasing undergraduate academic performance and retention rates. Using statistical analyses, SH ELITE students' semester credit hours attempted, semester credit hours earned, GPA were compared with a control-group. In addition, retention rates were also compared to the control-group as a means of measuring program effectiveness.

Location: Red Oak
Presentation Type: Concurrent Session
Audience: 2 Year, 4 year, Public, Private
Track: Research

I6 : Thursday, 4:00-4:45 PM

A Step-Wise Evaluation of Three Commonly used Statistical Packages in Institutional Research.

Marcelo Schmidt , Gail Alleyne-Bayne, & Feiya Xiao
Texas Tech University

Institutional Research (IR) offices at universities and colleges rely heavily on statistical software programs to perform their work. In general, this includes collecting, analyzing, and reporting on strategic data relative to student, faculty, and program outcomes. To perform this work effectively, IR offices rely heavily on one or a combination of several statistical packages and data analysis programs. An online poll conducted over the summer to members of the TAIR listserv suggest that a majority of IR offices in the state of Texas rely on SPSS (IBM), followed by SAS, and a small minority on R. Interestingly, as suggested by interaction among listserv members, it appears that a common challenge posed to IR offices is deciding on which statistical software to adopt. Despite this challenge, there is an absence of research or scientific examination that may facilitate and guide IR personnel in the adoption of a specific statistical software. The purpose of our study was to conduct a step-wise evaluation of three commonly used statistical software program by IR personnel. Specifically, we examine the following categories: installation/setup, usability, licensing and cost, capability, data import/export, data manipulation, output, visualization, versatility and help documentation. The results of our examination may facilitate sound decision-making when it comes to adopting a statistical software package.

Location: Dogwood
Presentation Type: Discussion Group/Panel/Working Session
Audience: 4 year
Track: Technology and Training

I7 : Thursday, 4:00-4:45 PM

SIG: Tableau

Special Interest Group

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Location: Elm
Presentation Type: SIG
Audience:
Track: Special Interest Group

J1 : Friday, 8:30-9:15 AM

Just Do It! Building a Student Data Warehouse at the University of Houston

Vyas Krishnamurthy & Susan Moreno
University of Houston

The University of Houston implemented a student data warehouse for trending and analysis. This presentation will look into why University of Houston needed a data warehouse, issues and questions that came up during the process, the decisions made, the choice of schema, the type of data and associated tables to include, the data validation process and decision on granting access to users. We will demonstrate the standard and custom reports created in the data warehouse.

Location: Trinity I-III
Presentation Type: Concurrent Session
Audience: 2 Year, 4 year, Public, Private
Track: Reporting and Decision Support

J2 : Friday, 8:30-9:15 AM

Outcomes Funding for Technical Colleges of Texas: A Model

Gabriela Borcoman
Texas Higher Education Coordinating Board

In 2009, Texas State Technical College System (TSTC) asked the legislature to approve a model of funding/allocation based on their contribution to the state. The idea was that the monetary return on state investment in training the workforce through TSTC makes the investment worthwhile for Texas. State agencies, including Coordinating Board, Texas Workforce Commission, Comptroller's Office, Legislative Budget Board, worked together to create a funding model that will take into account the mission of the institutions and the needs of the

state. In 2013, TSTC was granted permission from the legislators to use the funding model for the first time.

Location: Trinity IV
Presentation Type: Concurrent Session
Audience: 2 Year, Public
Track: Current Issues in Higher Education

K1 : Friday, 9:30-10:15 AM

Closing the Loop: A Primer on Institutional Effectiveness

Katherine Friedrich
University of Texas Medical Branch at Galveston

Introduced more than twenty years ago, Nichols' model of assessment has been widely adopted in higher education as "the" process for conducting institutional effectiveness. Often referred to as the "5-column model," Nichols' approach distills planning and assessment into a five-step process. But what was originally designed to connect the assessment of student learning outcomes to institutional effectiveness is not necessarily that intuitive when it comes to actually engaging in planning and assessment. This is particularly true for non-academic departments where "means of assessment" and "criteria for success" are foreign concepts. Even more challenging is how to translate this five column model into a "loop" where departments can demonstrate they are engaged in a process of continuous improvement, that is, institutional effectiveness. This session will translates Nichols' model to a schematic that is applicable both to academic and non-academic units. A simple formula for determining how to use assessment results for improvement and how to document "closing the loop" will be the primary focus of this session. How this approach can be used to satisfy SACS CR 2.5 and CS3.3.1 will also be discussed. Templates and other resource materials for putting this approach into practice will also be provided.

Location: Trinity I-III
Presentation Type: Concurrent Session
Audience: 2 Year, 4 year, Public, Private
Track: Assessment and Effectiveness

K2 : Friday, 9:30-10:15 AM

The ASP - It's not as deadly as you think

Soon Merz
Austin Community College

"In time we hate that which we often fear." - William Shakespeare, Antony and Cleopatra
So fear no more. The Administrative Support Plan (ASP) is a simple, intuitive template that integrates planning and assessment into one handy, dandy tool, and helps the institution meet SACS requirements. In this presentation, participants will learn how this tool was developed, what lead to its development, how the various planning/assessment elements are defined, and how it was implemented. Participants will receive a copy of the ASP tool on a flash drive.

Location: Trinity IV
Presentation Type: Concurrent Session
Audience: 2 Year, 4 year, Public, Private
Track: Reporting and Decision Support
