

REAL DATA in a VIRTUAL WORLD



Texas Association for Institutional Research
43rd Annual Conference
February 22 – March 5, 2021 (Virtual)



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Table of Contents

A Message from the President and Vice-President	5
TAIR 2021 – Schedule Overview	8
Candidates for Election	10
Vice-President/President-Elect	10
Secretary	11
Communications Officer	12
Nominating Committee	13
Day 1 – Monday, February 22, 2021	15
Day 2 – Tuesday, February 23, 2021	16
Opening Key Note	16
Day 3 – Wednesday, February 24, 2021	17
Day 4 – Thursday, February 25, 2021	20
Day 5 – Friday, February 26, 2021	23
Day 6 – Monday, March 1, 2021	25
Day 7 – Tuesday, March 2, 2021	27
Day 8 – Wednesday, March 3, 2021	29
Closing Key Note	29
Day 9 – Thursday, March 4, 2021	31
Day 10 – Friday, March 5, 2021	33
TAIR 2020 Sponsors	34
TAIR 2022	35
AIR Statement of Ethical Principles	37
About TAIR	39
TAIR Committees	40



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A Message from the President and Vice-President

Welcome to TAIR 2021! We look forward to seeing old friends and making new ones at our first ever virtual TAIR Conference. It has been quite a year preparing for this event and I am sure you will find that your colleagues across the state have put a lot of care and love into this year's conference.

Typically, at this point in the welcome letter, Dr. Dan Su and I would introduce you to the beautiful city and venue that we have the pleasure of visiting and share some local trivia and a few fun sites we recommend you see. This year, however, with our members staying home and being safe, I want to instead thank you all for taking the time to be "here" and for your dedication to your institution and Institutional Research. Members of TAIR are, in my opinion, some of the best in the nation and I am so proud to be a part of this group. What would TAIR be without each and every one of you?

To our sponsors, your support for and commitment to our organization is truly exceptional. We would not be able to offer this valuable conference without you.

I extend a huge *Thank You* to the TAIR Program Committee, who has worked so hard on this conference. If you see them, in the virtual halls of Zoom or at your institution, be sure to tell them thanks and give their post an emoji! These folks signed up for a different kind of conference and have made major changes with cheerful hearts. I cannot thank them enough for what they have done to get us to this kick-off.

I would also like to thank Past-Presidents, mentors, and friends of TAIR and IR. This year has been different, to say the least, but your careful guidance, wisdom, and encouragement has made all the difference.

Lastly, I cannot tell you how amazing and heartening it has been to work with the TAIR Executive Committee. Each of them are true leaders and their service to the organization has been nothing less than stellar.

So, again, welcome to TAIR 2021! We look forward to seeing you all online and do not forget to unmute yourself to say hi!

Best wishes,

David J. Brown, President

Dan Su, Vice-President/Program Chair

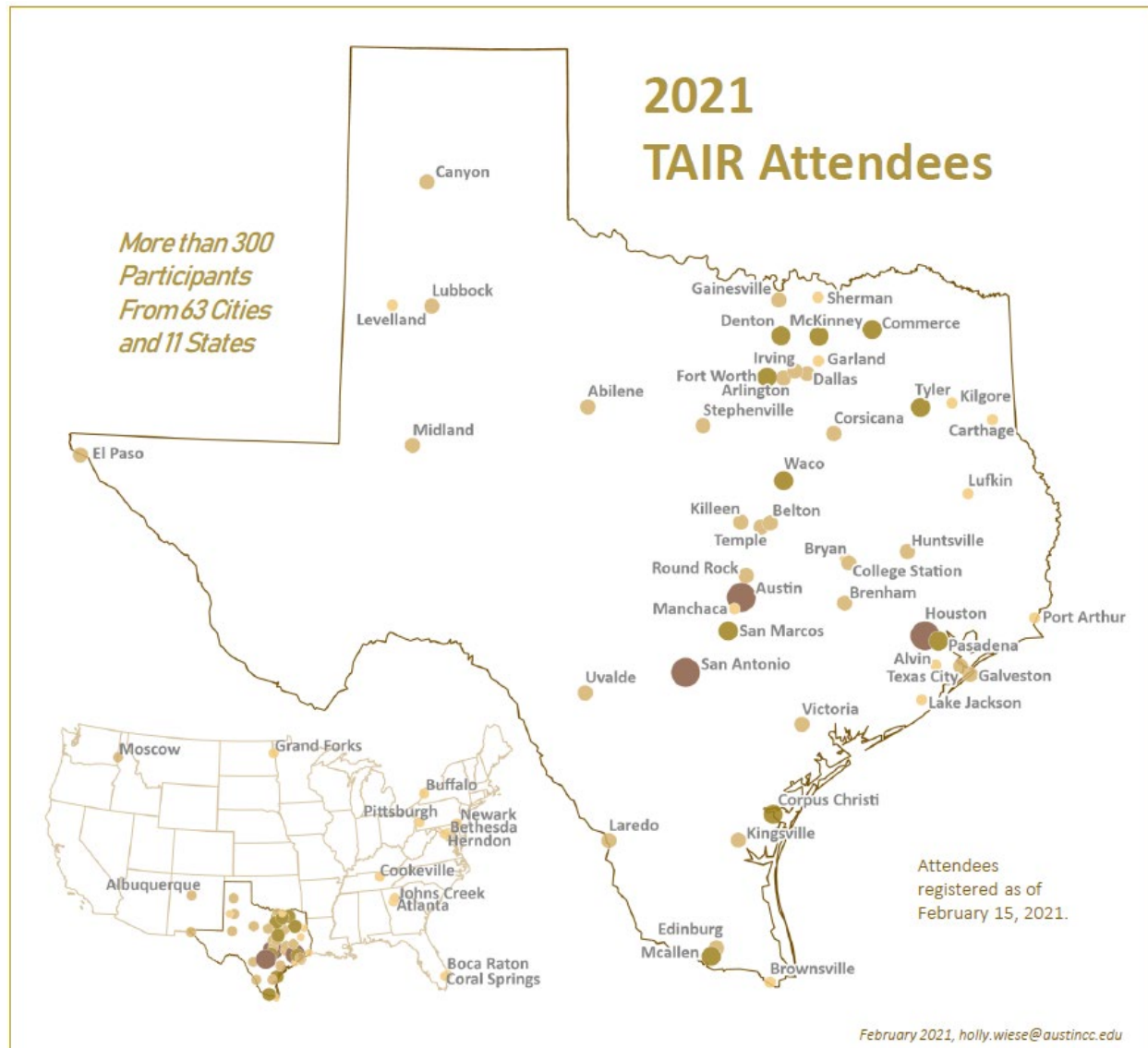




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Conference Meeting Locations

TAIR HAS A NATIONAL REPRESENTATION AND IMPACT





TAIR 2021 – Schedule Overview

Week 1

	Monday, February 22	Tuesday, February 23	Wednesday, February 24	Thursday, February 25	Friday, February 26
8:00					
8:15					
8:30					
8:45					
9:00	WS		S3	S7	S11
9:15					
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9:45					
10:00		K			
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11:00			S4	S8	S12
11:15					
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12:00				VVV	
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1:00	WS	S1			
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2:00					
2:15			S5	S9	S13
2:30					
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3:00		VB	VB		VB
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4:00		S2	S6	S10	S14
4:15					
4:30					
4:45					
5:00				VB	
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6:00					
6:15					
6:30					
6:45					

S = Session

30

K = Keynote

2

B = Business Meeting

1

VVV = Virtual Veggie Visit

1

VB = Vendor Booth

8



Week 2

	Monday, March 1	Tuesday, March 2	Wednesday, March 3	Thursday, March 4	Friday, March 5
8:00					
8:15					
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9:00					
9:15	\$15	\$19	B	\$25	\$29
9:30					
9:45					
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11:15	\$16	\$20	K	\$26	\$30
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2:15	\$17	\$21	\$23	\$27	
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3:15				VB	
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3:45					
4:00					
4:15	\$18	\$22	\$24	\$28	
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6:45					

S = Session

30

K = Keynote

2

B = Business Meeting

1

VVV = Virtual Veggie Visit

1

VB = Vendor Booth

8

Candidates for Election

Vice-President/President-Elect



David Malone, Collin Community College District

David is the Director of Business Intelligence and Data Warehousing at Collin College. He has worked in Higher Education for 23 years and Institutional Research for the past 9 years. He has been responsible for state, federal, and institutional reporting and currently is the administrator of both the college's Data Warehouse and Business Intelligence System and the college's Tableau Online analytics platform. During his tenure at Collin, he has been an active member, and taken on leadership roles, on various college committees and groups addressing a wide range of topics including Curriculum, Data Standards, Enrollment Management, and Information Technology. He was an active member in the college's Banner conversion project and is currently a member of the college's Workday Project Team planning for the upcoming Workday HCM (Human Capital Management) and Workday Student conversion projects. In 2016, David was recognized as the Collin College "Recognition of Service and Excellence" award winner for his dedication and service to the college, staff, students, and community.

David became a member of TAIR in 2013 and has been both a facilitator and presenter at TAIR. He is currently serving on the TAIR Executive Committee as Treasurer that has been both an exciting and rewarding endeavor. This past year has been particularly challenging, and David, along with the entire Executive Committee, have put the success and sustainability of both the association and its members as a high priority. David is a member of AIR (Association for Institutional Research) and HEDW (Higher Education Data Warehousing Forum). He earned a Bachelor's degree from the University of North Texas in 2003.

"TAIR has provided me an invaluable source of professional support and guidance over the years and I am honored to be considered for a leadership role as TAIR Vice-President/President-Elect."



Daniel Chupe-O'Hanlon, Austin Community College District

Daniel currently holds the position of Institutional Effectiveness / Labor Market Analyst in the Office of Institutional Research and Analytics (OIRA) at ACCD. He started at the college in 2010 with responsibilities in Strategic-Master Planning/ Administrative Planning and Assessment / Evaluation, as well as IE College wide.

As part of the ongoing growth and change at ACC, Daniel has also taken on responsibilities in Labor Market Researcher/ Analyst, Project Management, Data Request Coordination, ongoing just-in-time training for various systems and topics, Geographic Information Systems (GIS) and others systems/ software's. He has also expanded his knowledge in supervisory, management, and leadership skills over the past decade at ACCD as President of the

Professional Technical Association. One element is clear, that Daniel has been a change agent in all positions/ occupations/ careers/ companies/ agencies/ organizations worked at.

Daniel has been a member of TAIR since 2010 as a member and he became more active and engaged member by working to support the annual conference in various functions that started as session coordinator up to and including local arraignments in 2018/ 2019. Daniel has also presented/ co-presented in workshops, concurrent sessions. He has also supported TAIR at various levels the Summer Workshops, as needed. Additionally, Daniel has presented on national conferences on subjects of planning, assessment, and change.

Daniel earned his Master of Science in Business and Leadership from Tarleton State University in fall of 2018. He also holds a BA in Urban Planning Public Policy from the University at Buffalo.

Daniel has exceptionally dedicated professional with keen interpersonal, communication, and organizational skills, as well as budget management, policy development, and resource allocation expertise.

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

Secretary



David Allen, Texas A&M International

David Allen is the Associate Vice President (AVP) for Institutional Assessment, Research, and Planning at Texas A&M International University. David started his career in Oklahoma, teaching science at the middle school, high school, and community college levels. He then spent 12 years in large-scale educational assessment with Educational Testing Service (ETS) developing science assessments and in project leadership. After returning to academia, David has been an assistant professor of assessment, director of the Murray State University Center for Environmental Education, and a data analyst before taking on his current role at AVP. He also serves the Association for Institutional Research as a conference proposal reviewer. David received his Ph.D. in

Education, School Improvement from Texas State University and a Master of Science in Environmental Science from Oklahoma State University in Stillwater, Oklahoma. His undergraduate degrees are from Northeastern State University and Connors State College, both in Oklahoma.

**Kate Richardson, North Central Texas College**

Kate Richardson is the Director of Research & Reporting/Registrar for North Central Texas College, where she has worked for 13 years. She has been in Institutional Research and Reporting for the past 4 years. Kate has been an active member of TAIR for 3 years where she has completed the TAIR Certificate of Completion Level I and Level II. Kate served as a session facilitator and on the Program Committee as Conference Brochure Editor for 2019-2020 and served as the Newsletter Editor for 2020-2021. Kate holds a M.Ed. in Educational Psychology from Texas A&M University and a B.S. in Kinesiology with a minor in

Mathematics from the University of North Texas. TAIR has been very helpful in my development as a professional in the data science community. It would be a pleasure to give back to the organization.

Communications Officer**Cadi Lusk, Texas A&M Kingsville**

Cadi Lusk joined Texas A&M - Kingsville's Office Institutional Research and Assessment in 2015 and currently serves as the Assessment Analyst/Coordinator. Although relatively new to the realm of Institutional Research, Cadi brings 15 years' experience coordinating and reporting Texas A&M-Kingsville's accreditation activities for SACS-COC, 9 years' experience coordinating and developing university and program-level assessment activities, and 4 years' experience coordinating the University's institutional effectiveness process. She enjoys working more closely with her IR counterparts and welcomes the chance to take a more active role in the TAIR community.

**Emily Marshall, Trinity University**

Emily Marshall currently serves as the Senior Data Analyst at Trinity University in San Antonio, TX. She has over six years of experience in Institutional Research and has a Bachelor of Science in Mathematics from The University of Texas at San Antonio. She will earn her Master of Arts in Higher Education Administration from Louisiana State University this December. Emily has been a member of TAIR since 2015 and enjoys learning from other institutional researchers from around the state at the annual conference. She enjoys helping others analyze their data and make informed decisions and is passionate about student retention and how the student experience affects their success. In her free time, she loves going to the beach, camping, and hiking with her husband, two-year-old daughter, and dog.

Nominating Committee

Guillermo Martinez, Austin Community College District

Dr. Guillermo Martinez III is the Associate Vice President of Student Engagement at Austin Community College, where he oversees learning support services, student life, and the Accelerators. Guillermo works collaboratively across ACC to implement data-informed strategic initiatives to advance equitable student success. Guillermo has a Ph.D. in higher education administration and a master's degree in actuarial mathematics from UT-Austin and two bachelor degrees in the areas of applied statistics and in pure mathematics from UT-San Antonio. Guillermo has presented at dozens of conferences nationally on data analytics, student success, student affairs, change management, and community colleges. Guillermo is on the foundation board of Big Brothers Big Sisters Central Texas, on the advisory council of the Texas Education Consortium for Male Students of Color, and was an inaugural Texas Higher Education Coordinating Board Data Fellow.

Erin Mulligan-Nguyen, Texas A&M University – Corpus Christi

Erin Mulligan-Nguyen is the Executive Director of Planning & Institutional Research at Texas A&M University – Corpus Christi (TAMU-CC). Prior to working at TAMU-CC, Erin worked at Northern Kentucky University and Mount St. Joseph University with a combined experience of 14 years in higher education. Currently at TAMU-CC, Erin has re-engineered the PIR department into three units - state and federal reporting, research, and analytics - to provide data to internal and external constituents that will lead to data informed decision making. Erin graduated from the University of Kentucky with a Bachelor's in Psychology and Northern Kentucky University with a Master's in Industrial/Organizational Psychology. She is currently a Ph.D. candidate at the University of Kentucky in Higher Education Policy Studies and Evaluation. During the past ten years, Erin has had presentations at the AIR national and regional forums. Additionally, during her time in Kentucky, Erin served as the Vice-President, President, and Immediate Past-President for the Kentucky Association for Institutional Research (KAIR).

Mansour Salami, Dallas College

Mansour Salami's career in the Institutional Research field began 15 years ago in the IR Office at The University of Texas at Arlington. After seven years, he joined Dallas College – El Centro Campus (formerly El Centro College) in 2013 as a Senior Research Analyst where he provides data and information in support of administrative decision-making and strategic priorities. Mansour is an active member of TAIR and appreciates the opportunity to serve on the Nominating Committee.

Julie Penley, El Paso Community College

Dr. Julie Penley serves as the Vice President of Research, Accreditation & Planning at El Paso Community College. In that role, she oversees the Offices of Institutional Accreditation, Institutional Effectiveness, Institutional Planning, Institutional Research, Quality Enhancement Plan, and Student Learning Outcomes. She is also EPCC's SACSCOC Institutional Accreditation Liaison. Dr. Penley came to EPCC in

2002 and has since served in various roles at the College, including Professor of Psychology, Dean of Instructional Programs and Campus Dean of the Mission del Paso Campus, Associate Vice President of Instruction and Student Success, and her current role as Vice President of Research, Accreditation & Planning. She has also served on numerous local, state, and national boards and committees dedicated to higher education. She currently serves on the Texas Higher Education Coordinating Board's Undergraduate Education Advisory Committee and the Texas Women in Higher Education Board of Directors, and on the Editorial Board of the peer-reviewed journal Research & Practice in Assessment. She holds a master's degree and doctoral degree in Experimental Psychology from the University of Texas at El Paso (UTEP), as well as a master's in Higher Education Administration from New Mexico State University (NMSU).

February 25, 2021

12:00 Noon





Day 1 – Monday, February 22, 2021

W01: Exploring Emsi Data: A 3-part workshop from the industry's leading labor market information provider.

Presenters: Alys Lease (Account Manager)
 Lucas Rae (Account Executive)
 Lindsey Doolan (Data Product Manager)
 Matthew Hyndman (Skills Product Manager)

Room/ Link: : invite only

Track: Technical Tools & Skills

Description: Join Emsi's experts for a three-part workshop, start with a transparent look into Emsi's data process, followed by a how-to on using labor market information for data-driven decisions, and lastly, hear from our skills experts on how to benefit from aligning the skills taught in your curriculum with the skills sought by employers.

Part 1: Emsi Data 101 - the where and how behind our data

Part 2: Analyst - the engine that powers the data your institution needs

Part 3: Skillabi - align your curriculum to the skills employers are seeking

AIR Duties and Functions of IR

Identify Information Needs

Collect, Analyze, Interpret, and Report
Data and Information

Plan and Evaluate

Steward Data and Information

Educate Information Producers, Users,
and Consumers

www.airweb.org/Duties-Functions-IR

WELCOME TAIR NEWCOMERS!

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

TAIR Newcomers Workshop

Presenters: Faron Kincheloe, Baylor University

Room/ Link: invite only

Track: Newcomer

Description: The TAIR Newcomer's Workshop is a half-day session focusing on resources that are available to institutional researchers and more specifically members of TAIR. The workshop will explore how IR offices and the roles within them are both similar and different across various types of institutions. This

presentation will cover the benefits of TAIR membership including the Listserv, Summer Workshops, TAIR conference, and Certificate Program. Let this be the beginning of your networking experience with other IR professionals.

TAIR Business Meeting

March 3, 2021

9:00 AM

Day 2 – Tuesday, February 23, 2021

Opening Key Note

Opening Keynote: Social and Academic Value BIG Expectations: Addressing the Increasing Demand for Advanced Analytics for Measuring Value

Presenters: [Sydney Leo](#), Vice President of Finance and Administration, Boston Architectural College

Room/ Link: <https://zoom.us/j/99109791257?pwd=R04yMWV3VmNVY1M4WWZYUGd4WUNIUT09>

Description: University leadership, funders, policymakers and other constituents are very enthusiastic about utilizing “Big Data” and measuring value. Alas, they cannot agree on what it is, let alone how to assess it. This creates a leadership opportunity for institutional researchers. The question is how can IR support this changing need and drive the future of Higher Education?

Session 1: Higher Education Data with a Lens on Equity

Presenters Dr. Ruby Stevens-Morgan, Director of Strategic Planning and Analysis, Texas Higher Education Coordinating Board

Room/ Link: <https://zoom.us/j/97041542686?pwd=T1N3Q2gyQTZJSWJrdHBwVVEraTlCZz09>

Track: Current Issues & Research in Higher Education

Level: Beginner

Abstract

Dr. Ruby Stevens-Morgan, a director at the Texas Higher Education Coordinating Board, provides an overview of various agency data resources from an equity perspective. She shares insights into presenting and talking about data through an equity lens and discusses higher education data sources to identify trends associated with subpopulations. The discussion will provide IR professionals with ways to share student data with institutional stakeholders to identify educational equity opportunities.



TAIR Business Meeting
March 3, 2021
9:00 AM

Day 3 – Wednesday, February 24, 2021

Session 3: How Much Do We Know About Incoming Student Profiles and How Can We Make Use of It?

Presenters: Xiqian Liu, Texas A&M University-Corpus Christi

Track: Collect, Analyze, Interpret & Report

Level: Intermediate

Room/ Link: <https://zoom.us/j/91533848051?pwd=c3pMTGk3NFNGZVJkZDA3VzdBFpBUT09>

Description: This session introduces a cohort profile analysis to discuss a set of research questions: What does our entering cohort look like? How do they compare to non-PSA FTIC students? How have the entering cohorts changed across fall terms? How do the retained students compare to the non-returners? Who are the non-returner students, and where did they go? We will also introduce the cohorts of students used in the analysis (2016 fall to 2019 fall), the conceptual framework that guided this study, the statistical methods that we used (descriptive statistics, Chi-square test, Independent Samples T-test), and the data sources for the student profile. We will also introduce the tools used in this study: Excel, SPSS statistical package, and Adobe Spark.

We present our findings to our non-technical audience in data visualizations created using Adobe Spark. In addition, we provide our technical audience data tables created using a statistical program. The results were presented to the student success council committee, which will use the information to make decisions on student success issues. Finally, we will reflect on all the findings and discuss the implications of the findings on admission, enrollment, and retention. We will also point out the potential issues faced by TAMU-CC and future research directions.

Session 4: Run, Process, Append Teamwork and Organization in State Reporting

Presenter: Amanda Merchant, Liza Farrell, and AbdulHai Mohammed, Texas A&M University-Corpus Christi

Track: Collect, Analyze, Interpret & Report

Level: Beginner

Room/ Link: <https://zoom.us/j/92832833791?pwd=R01LNVDZa25zbkRrM1QwRXFIVG9zZz09>

Description: As of summer 2018, our institutional research department staff were almost entirely new with little historical knowledge of processes and documentation. Over the last two years, we worked to clean-up and create new methods within the areas of data integrity, data processing, and data warehousing. We developed standards and procedures, introduced information technology tools, and a strong vision towards collaboration.

This session provides an overview of the improvements implemented since Summer 2018: fewer errors on first pull, quicker turnarounds, and submitting on time! We introduce Confluence, our



documentation software, highlight our scheduled CBM jobs in Application Manager, and share how we use MS Access to convert raw CBM files to text files for submission, including how we track issues and update the data. We discuss our SQL Server certified data warehouse, including data validation methods and documentation.

We conclude with a discussion on the iterative nature of the process as we continue capturing information and creating audit processes to enhance the team's creditability at the university. Presenters will close with Q&A.

Session 5: Newly Improved: Transitioning Assessment Reporting to the Nuventive Improvement Platform

Presenter: Mary Cheek and Alison Soeder, Texas A&M University-Commerce and Natalie Kistner, Nuventive

Track: Plan & Evaluate

Level: Intermediate

Room/ Link: <https://zoom.us/j/91605892337?pwd=ZFIGTHA4R1YveGNGQUplbkVwUUQrdz09>

Description: This session discusses the steps to introduce efficiency and quality improvement elements into the institutional effectiveness process at Texas A&M University-Commerce by implementing the Nuventive Improvement Platform. We review the selection and transition processes, identifying opportunities for improving the efficiency and quality of assessment reporting and lessons learned. Dr. Kistner demonstrates how the Nuventive Improvement Platform can be customized to meet the reporting needs.

Session 6: Exploring the Relationship Between Student Grit and Non-cognitive Skills

Presenter: Edward Hummingbird, Southwestern Indian Polytechnic Institute

Track: Collect, Analyze, Interpret & Report

Level: Intermediate

Room/ Link: <https://zoom.us/j/92252560551?pwd=aUZNYkEQVBEMkMvci8zaVNMa0lNUT09>

Description: This session presents a conceptual model of non-cognitive skills and grit. It demonstrates the modeling effort (using three years of data) to estimate the relationship between relevant non-cognitive factors and grit. This presentation also shares how to use the data to plan and program noncognitive interventions throughout the student life cycle to increase grit, and consequently, graduation rates.

Colleges place considerable effort in understanding student “grit” (passion and perseverance to achieve

long-term goals) and its impact on student success. Greater effort is placed on measuring the impact of non-cognitive skills, those not reflected in IQ or other academic intelligence measures, on student success. Yet, little is known about how to improve student grit. This study examines the predictive capacity of non-cognitive skill sets in positively affecting grit using linear modeling on three years of student grit scores and non-cognitive factors to uncover factors that directly affect grit.



February 25, 2021

12:00 Noon



<https://zoom.us/j/98840050194?pwd=WGRDL2V1cElUbJlUMTc3VWF0WS95dz09>

TAIR Business Meeting

March 3, 2021

9:00 AM





Day 4 – Thursday, February 25, 2021

Session 7: Survival Analysis and Predictive Modelling on College Student's Course Withdrawal Rate

Presenter: Daniel Le, Dallas County Community College District-North Lake

Track: Plan & Evaluate

Level: Beginner

Room/ Link: <https://zoom.us/j/98636449189?pwd=eGw4a3UwTnBKWHBhOEZLUVhSYzhZZz09>

Description: This presentation discusses a study to model the probability of course withdrawal by examining the event of interest (course withdrawal) and the time to event (days before students drop a course). The study analyzes the students' course withdrawal behaviors using survival analysis recognizing the consequences of excessive course withdrawals. Survival analysis is used widely in engineering, economics, and sociology, but mostly in medical research to analyze the expected time until one or more events occur. Applying Cox proportional hazards regression to a sample of fall 2020 college students creates a model to estimate the percentage of a population expected to survive past a certain time. It identifies the characteristics that increase or decrease survival probability.

A 2014 Complete College America Report states 5% of full-time students at community colleges graduate with an associate degree within two years. Course withdrawal is one of the common causes of extended time to degree. Although many research studies are conducted on college student dropout rates and student retention rates, course withdrawal rates remain understudied in the literature. Sometimes, course withdrawal is a "life vest," which helps the student avoid earning a bad grade. However, course withdrawals extend the time to degree, increase college costs, and add to student debt levels (Boldt, Kassis, & Smith, 2015).

Session 8: Closing the Gap: Using Data Analytics to Support Closing the Equity Gap on College and University Campuses

Presenter: Morris Thompson, Wayland Baptist University and Vicky Morris-Dueer, University of Dallas

Track: Collect, Analyze, Interpret & Report

Level: Intermediate

Room/ Link: <https://zoom.us/j/95506563725?pwd=M21jVXFZUXILOEJMSG1pV0RUUTA3QT09>

Description: This session shares how data analytics are used to close the equity gap on college and university campuses. As enrollment continues to diversify in higher education, colleges and universities are working to identify and close the equity gaps within student success. Studies show these equity gaps impede student success, especially among minorities, first-generation, and low-income students. This presentation discusses the methods used at two private universities in Texas to utilize data analytics to close the equity gap and increase student success. An equity gap is defined as any disparity in a metric

(retention rate, GPA, semester-to-semester persistence, graduation rate, or student finances) in a major demographic grouping.



February 25, 2021
12:00 Noon

<https://zoom.us/j/98840050194?pwd=WGRDL2V1cElUbJlUMTc3VWF0WS95dz09>

Session 9: Painless Peer Review

Presenter: Joy Row, Temple College

Track: Collect, Analyze, Interpret & Report

Level: Intermediate

Room/ Link: <https://zoom.us/j/94837416214?pwd=SGdDODkvaC93MldiMjB3K0w0ZjZkUT09>

Description: Is your peer review process useful or just an activity to check the box? We all know the goal should be honest, constructive feedback that improves the process for all involved- but how do you accomplish that with varying levels of interest and bandwidth across campus?

After hearing countless negative comments and views on the institution's peer review process, Temple College developed these scalable best practices for efficiently completing the institutional assessment peer-review process. Developed through trial and error, the final product lead to no recommendations on our compliance report and site visit with SACS-COC.

Techniques for anonymously choosing reviewers, creating an electronic rubric, document storage, and review sharing will be presented. The process is simple, practical, and applicable across multiple software/platform programs, which makes it easy for any institution to apply.

Session 10: Socializing Data for Continuous Improvement

Presenter: Craig Morton, Texas Tech University and Tom Rodgers, Watermark

Track: Plan & Evaluate

Level: Beginner

Room/ Link: <https://zoom.us/j/93626812976?pwd=WmNtVHh0M1Noc1ZpQVI3SIVSZEdMUT09>

Description: This presentation details how Texas Tech University uses Watermark solutions to use data to improve decision making and processes on campus. Over the past decade, Texas Tech University has taken pride in its unique teacher preparation programs centered around authentic partnership and student success. In 2015, a coalition focusing on preparing over 5,000 teacher candidate completers each year named US PREP was launched based on that model. Each institution involved is intently focused on socializing data for continuous improvement. The group's challenge: To not only make the data readily available but also make the right data accessible to the right stakeholders.

TAIR Business Meeting

March 3, 2021

9:00 AM





Day 5 – Friday, February 26, 2021

Session 11: How College of the Mainland is Helping to Get 300,000 Texans Back to Work in 300 Days

Presenter: Sarah Flores and Alisha Lyon, College of the Mainland

Track: Current Issues & Research in Higher Education

Level: Beginner

Room/ Link: <https://zoom.us/j/98669576174?pwd=em1QeHFXb3N2UUJkMGJya3hQc1dDdz09>

Description: College of the Mainland (COM) is on a mission with other Texas community colleges to help 300,000 Texans get back to work in the next 300 days (300x300 Initiative). Because of this, COM needed to be more agile and data-driven to increase enrollment, retention, and completion. In this session, you will learn how COM: 1. Increased enrollment by 22% by optimizing the course schedule 2. Raised completion by 26% by getting Advisors and others the data they needed, and 3. Improved retention by proactively nudging students before they fall through the cracks.

Session 12: Predictive Analytics Process Using Machine Learning for Student's Retention

Presenter: Luciano Boas, Rohan Patil, and Abhishek Kumar, Texas Tech University

Track: Stewards of Data & Information

Level: Advanced

Room/ Link: <https://zoom.us/j/94948265828?pwd=V2JOMnluNVJweWFHMGt1SStDTHVRQT09>

Description: The session demonstrates how predictive analytics can be used to understand important metrics in higher education. We share a set of best practices and techniques for using advanced analytics in institutional research by walking attendees through a Machine Learning (ML) experiment using Python. This experiment uses ML techniques to study the predictors of retention for Texas Tech University. We demonstrate data acquisition, data cleaning and transformation, exploratory analysis, ML modeling, and forming an executive summary of findings. We then discuss how the very technical field of ML does not offer a "one-size-fits-all" solution.





Session 13: Interactive Common Data Set: Increasing User Engagement and Data Availability with Tableau dashboards

Presenter: Bechor Barouch, The University of Texas at Austin and Ryan Mullsteff, Tableau

Track: Collect, Analyze, Interpret & Report

Level: Beginner

Room/ Link: <https://zoom.us/j/93481238115?pwd=Q2lzeFdxUTJXSXIEVGFOcElGaVQ1QT09>

Description: This session provides an overview of the Common Data Set (CDS). It demonstrates how to transform historical data into a more user-friendly and engaging interactive dashboard. The CDS, an invaluable source of data for internal and external consumption, is widely underutilized. Investing the time to arrange historical CDS data in a Tableau-compatible data structure increases user engagement by making the wealth of data easily accessible for all users via dynamic, interactive dashboards.

Session 14: Quickly Create Infographics

Presenter: Laura Wichman, McLennan Community College

Track: Educate Information Producers, Users, & Consumers

Level: Intermediate

Room/ Link: <https://zoom.us/j/99393205324?pwd=OGllTmhlV0d0aE90U0Uvay80NUk1UT09>

Description: Our virtual data world often challenges us to find ways to share data effectively, which is easy to use and easy to understand. Last year, McLennan Community College explored diverse ways to share data with its community and quickly discovered the effectiveness of using infographics to communicate with employees and students.

This presentation demonstrates ways to create infographics for your institution easily. We outline the data McLennan Community College shares in infographic form, how they are utilized, and most importantly, how to easily create infographics in Adobe Spark. We provide an example, the underlying data, and how the data was shared.

Day 6 – Monday, March 1, 2021

Session 15: Cluster Analysis and Predictive Modeling on Transfer Students' Success Rate

Presenter: Daniel Le, Dallas County Community College District-North Lake

Track: Plan & Evaluate

Level: Advanced

Room/ Link: <https://zoom.us/j/96636655752?pwd=YloydWdlZlYxa0V2M0xsS2EyWkhuUT09>

Description: This presentation demonstrates the application of cluster analysis and predictive modeling to analyze student data to provide a deeper insight into which pedagogical approaches and strategies to employ. For many students who attend multiple institutions, a smooth transfer process plays an important role in attaining a degree or other credential. “Change is not pleasant, but change is constant. Only when we change and grow, we will see a world we never know.”

Administrators commonly want to know the differences in success rates between transfer and native students and the significant success barriers transfer students face. We apply a clustering algorithm and predictive modeling to a prospectively maintained sample of college students enrolled in Fall 2020. We then develop visualizations to identify key factors used to create a prediction model. We discuss the efficiency of these machine-learning methods in producing accurate and reliable predictive models. Moreover, discuss how the models help academic advisors and school administrators make effective data-driven decisions.

Session 16: Examining Variation in Online Credit Hours and the Cost of Instruction – Preparing to Investigate the Impact of COVID-19

Presenter: Marcia Preston, The Cost Study at the University of Delaware

Track: Current Issues & Research in Higher Education

Level: Beginner

Room/ Link: <https://zoom.us/j/93407897310?pwd=QmpJTzVsbgZucmQ1bTJDTy9XclZtQT09>

Description: This session provides a descriptive summary of the range of differences and a correlational examination of the relationship between on-line delivery and cost of instruction. The data include the 2015 through 2019 cycles of the National Study of Instructional Costs and Productivity (also known as The Cost Study at the University of Delaware). We include a focus on the participant institutions in the cost study from Texas.

Before the COVID-19 pandemic, online learning in higher education was steadily growing at both the undergraduate and graduate levels across various disciplines and institution types. 2015 through 2019 represents a time of gradual implementation and growth in online courses. It serves as an important benchmark for the spring of 2020 when online instruction became nearly universal and is likely to play a

big role for some time. Using data from The Cost Study at the University of Delaware, we developed productivity metrics for the 2018 and 2019 study cycles in conjunction with three-year average benchmarks. We will describe differences observed across regions, Carnegie classifications and explore the variability found among academic disciplines. We will also explore the relationship between the proportion of online student credit hours and instructional costs.

Session 17: Our BCSSE Student Story in Tableau

Presenter: Regina Gonzales and Abdul Mohammed, Texas A&M University-Corpus Christi

Track: Stewards of Data & Information

Level: Intermediate

Room/ Link: <https://zoom.us/j/96450185433?pwd=MEh3SVFuRFdqMDIxZDIkRWpMQy81dz09>

Description: This session uses Tableau Prep to demonstrate how to extract and update BCSSE data in SQL and create a Diverging bar chart to communicate sentiment. We briefly discuss joining the survey with enrollment data using Tableau prep and the process of incrementally refreshing the data.

We began a web-based administration of the BCSSE survey in Fall 2018 and have diligently worked to set a framework to reach our overall goal of a longitudinal analysis of this data. We created a separate database for BCSSE dashboards. In this environment, we maintain tables such as ‘historical_bcsse’ (annual survey data) and decode (code and description for values present in different fields) used to build Tableau visualizations. We append the Excel file data, downloaded from Indiana University’s Survey site, into the ‘historical_bcsse’ table in our SQL Server data warehouse.

Session 18: A Look at How One University Fine-Tuned Their Administrative Effectiveness

Presenter: Morgan Carter, Tarleton State University

Track: Plan & Evaluate

Level: Intermediate

Room/ Link: <https://zoom.us/j/98749711883?pwd=eUE0NmRvdFdCOU9mVnVwL2JBRDc1dz09>

Description: The SACSCOC Institutional effectiveness standard typically leads the list of non-compliant standards. Unlike many presentations focusing on institutional effectiveness relating to student learning, this presentation will focus on continuous improvement processes for administrative functions, equally critical to fulfilling the institutional mission. Often, administrative assessment processes are not clear and out of tune with the mission. This session examines how one university’s administrative assessment processes evolved over the last five years leading to SACSCOC reaffirmation.



Day 7 – Tuesday, March 2, 2021

Session 19: Task Management System Using Office 365 Suite

Presenter: Rohan Patil, Texas Tech University

Track: Operations & Leadership

Level: Beginner

Room/ Link: <https://zoom.us/j/98100777113?pwd=b0JYExxbHVvdzB6aHVQMWxjZis4dz09>

Description: This session demonstrates how Texas Tech streamlined institutional research request administration. Using Power Automate integrated with other Office 365 applications (Excel, Power BI, Forms, Planner, Teams, and Share Point). We define the benefits of addressing critical deadlines with scarce resources using a system to track, assign, and follow-up on requests while balancing staff workloads. Power Automate (Flow) streamlines request administration on a common platform for tracking and documentation purposes.

Session 20: Metrics That Matter: Making a Difference in Student Success Via the PDP

Presenter: Lisa Stich, National Student Clearing House and Paul Turcotte, Texas A&M University-Central Texas

Track: Plan & Evaluate

Level: Intermediate

Room/ Link: <https://zoom.us/j/92434335078?pwd=WWFNShpZd1pKL2l4SHZ5M1FsakNqUT09>

Description: This session shows how access to meaningful data helps institutions make data-informed decisions to support student success initiatives. The challenging triad of quality, success, and equity requires data to illuminate progress and improvement areas. Institutions need to studying trends about low-income and first-generation students, students of color, and adult learners to measure the effectiveness of student success initiatives and target subpopulations needing additional support.

The Postsecondary Data Partnership (PDP), a service of the National Student Clearinghouse, is a nationwide effort to help colleges and universities gain a fuller picture of student success and focus their resources. The partnership is dedicated to the idea that easier access to better data helps higher education professionals develop actionable insights and make informed decisions to support student success.

The dashboards are built on a national model for metrics indicative of the most useful insights improving student success. They include both leading and lagging indicators that go beyond the typical outcomes and provide insights via early momentum metrics. The true power of the PDP is realized in the multitude of filters that can be applied to see the intersectionality of the data that depicts subpopulations who are succeeding or struggling.

Session 21: Developing a THECB Benchmarking Dashboard in Power BI**Presenter:** Holly Cook-Heines, Caroline Haring, and Mauricio Garcia, Palo Alto College**Track:** Collect, Analyze, Interpret & Report**Level:** Advanced**Room/ Link:** <https://zoom.us/j/94554822163?pwd=OENXK3NGSXNRVHRwL3cwak95emJjZz09>

Description: This session discusses the development, methodology, data sources, and use of the THECB Benchmarking Dashboards, created in August 2020, to their fullest potential. With these publically available Power BI dashboards, users can analyze data using various slicers to filter for specific indicators, including peer group size and different almanac publication years. The interactive dashboards provide comparative insights on Texas' public two-year colleges with student performance data on various measures, including graduation and transfer rates, developmental and non-developmental education graduation rates, student debt, and First-Time-In-College (FTIC) dual credit measures.

Session 22: Introduction to Data Science, Machine Learning and Decision-Making for Higher Education**Presenter:** Luciano Boas, Texas Tech University**Track:** Stewards of Data & Information**Level:** Beginner**Room/ Link:** <https://zoom.us/j/97034786994?pwd=aFRLTW1HQtc4b1ZOWENsb2dCM1o1UT09>

Description: The session offers a high-level overview of Data Science and Data Scientists' role in Higher Education. We share best practices in Machine Learning and the entire Machine Learning pipeline using R and tie it together with Decision-Making.

Data Science and Machine Learning continue to be in high demand in many industries. As the amount of data grows exponentially, the need for human resources and top-notch technology to process that data continues to increase. To make sound decisions, a hybrid decision-making process between man and machine is paramount. To be accomplished, a data-driven culture has to be nurtured, and decision-makers must have a better understanding of their needs and what is available today.





Day 8 – Wednesday, March 3, 2021

Annual Business Meeting:

Presenter: Tair President David Brown and Tair Executive Committee

Room/ Link: Zoom Link: <https://zoom.us/j/99970815839?pwd=OGVJWFJQMFR3WkFMZjE2YUhqNWt2dz09>

Description: This is the annual business meeting held during the annual conference.

Closing Key Note

Closing Key Note: Texas Tri-Agency Panel Moderated Conversation

Presenter: Commissioner Harrison Keller, Texas Higher Education Coordinating Board, Commissioner Mike Morath, Texas Education Agency, and Commissioner Bryan Daniel, Texas Workforce Commission

Room/ Link: <https://zoom.us/j/98643849066?pwd=UTZNSmxmM3plcTJCem4wN1JYNjRaQT09>

Description: The Texas Tri-Agency Commissioners, Texas Higher Education Coordinating Boarding Commissioner Keller, Texas Education Agency Commissioner Morath, and Texas Workforce Chairman Daniel will deliver a panel discussion, addressing current legislative initiatives, positive changes, and outcomes.

Session 23: Round Table Discussion on THECB CBM00T Transfer Report

Presenter: Kate Proff, Texas State University

Track: Collect, Analyze, Interpret & Report

Level: Advanced

Room/ Link: <https://zoom.us/j/95561351067?pwd=QXpiZmVuQ2tCY0V4d0N6MmQ0M3h3UT09>

Description: This session invites the community to share the benefits and challenges of submitting the newly introduced THECB Transfer Report. The Transfer Report (CBM00T) includes courses for which a student who transfers was not granted academic credit at the receiving institution or was applied to the student's major at the receiving institution. The courses meeting the criteria for inclusion in the CBM00T will be reported for transfer students enrolled on the official census date for the first time at the general academic institution to which they have transferred in the fall or spring.

Institutions needed to compile degree audit data and transferred courses to determine the courses that were not applied to a student's degree plan and then determine why the courses were not applied. Additionally, the report required confirming transfer students met conditions like continuing under the same major stated on the application and transferring from a Texas public 2-year institution.

Institutions faced various challenges in converting degree plan data into a format aligned with the transfer courses. Additionally, a series of considerations were identified in categorizing students,

courses, and course status to determine which courses were in the report's scope. Conversely, institutions benefited from reporting the data. For example, some institutions identified opportunities for optimizing the application of transfer work to degree plans.

Session 24: The "Y" of LMI (Labor Market Information) 2.0 and Student Outcomes

Presenter: Daniel J Chupe-Ohanlon MS, Institutional Research and Trish Welch, Director of Career Services

Track: Current Issues & Research in Higher Education

Level: Beginner

Room/ Link: <https://zoom.us/j/96100576206?pwd=S2pCbzdWRWlqeGU5SjhpQmlBYk5pUT09>

Description: This session includes an overview of labor market data and information grounded in student outcomes and operational nexus with career services advising and transfer. The power of the information found within the world of Labor Market Information (LMI) can lead to growth in student success, economic development, and educational advancement. The ability to use data to map economic demand to the regional educational supply is paramount to ensure the next generation of students is successful, the curriculum stays current and relevant, and programs are developed to meet the community's needs.

**Join us at AIR Forum – May 25-28,
2021**



Look for more information in the AIR Forum schedule and email reminders on the TAIR listserv, as we get closer to the date!

Airweb.org.collaborate-learn/air-forum



Day 9 – Thursday, March 4, 2021

Session 25: Strategic Planning in Higher Education

Presenter: Steven Wilkerson, The University of Texas at San Antonio and Susan Brown The University of Texas Rio Grande Valley

Track: Plan & Evaluate

Level: Intermediate

Room/ Link: <https://zoom.us/j/99634653027?pwd=aUlsN2lKNjRTczVOUGtoODY4cWludz09>

Description: This session provides an overview of the strategic planning components. It offers attendees an opportunity to discuss and question each component's value. Additionally, the presentation explains the importance of assessing the plan each year and demonstrates a method to conduct an annual strategic plan assessment. Strategic planning serves an essential function in resource allocation. Plans guide institutions in achieving their missions or purposes by defining goals, formulating strategies to achieve those goals, and identifying goal attainment measures or key performance indicators. A good strategic plan requires, well, planning and a firm grasp of the various components of a strategic planning process.

Session 26: Student Tracker Premium: What is it and how can I use it?

Presenter: Andi Liner, National Student Clearinghouse and Christina Zavala, Texas Higher Education Coordinating Board

Track: Collect, Analyze, Interpret & Report

Level: Advanced

Room/ Link: <https://zoom.us/j/95723549051?pwd=Z2ZrbHM2VFBLY3hiUzFla0RublJtQT09>

Description: The session discusses the recent arrangement between the National Student Clearinghouse (NCS), the Texas Higher Education Coordinating Board (THECB), and higher education institutions. It explains the benefits and mechanics of utilizing Student Tracker Premium Services. The presenters discuss practical uses for engaging with these services and provide additional resources from the NSC to create data files and analyze the data. The session will close with an opportunity for institutions to share insights about how they have used the services and ask questions of NSC and THECB staff.

Session 27: Stay out of the Parking Lot: Keeping up in between Reaffirmations

Presenter: Dr. Toni L. Blum, The University of Texas at El Paso and Samantha Cook, Anthology

Track: Current Issues & Research in Higher Education

Level: Intermediate

Room/ Link: <https://zoom.us/j/92333210502?pwd=VnZlRzZRBjAwZjNXUWdUSnMrZEM3dz09>

Description: This session shares how The University of Texas at El Paso maintains momentum on two key aspects of accreditation: documenting substantive change and assessment using the Anthology Accreditation Module and Planning Module.

The university uses the Accreditation Module between reaffirmation reports to create substantive change prospectuses and accompanying reports. Faculty find the process less daunting by working one item at a time and distributing the work when appropriate. The process ensures relevant narratives and documents from one prospectus are readily available for use in future accreditation and reaffirmation reports. In addition, the maintenance of these documents in one area allows sharing key elements between them, regular updates of program lists and off-campus sites, and consistent narratives regarding the university level information over time.

Recently, the Director of Assessment and Evaluation noticed that emailing assessment report feedback to units was perpetuating the tendency to maintain data outside of the system. Additionally, despite encouraging faculty to maintain assessment documentation regularly, it is easy to get behind writing and uploading the reports. UTEP created feedback report templates within the Planning Module, where they live right alongside the reports. The process encourages users to access the system to read the reviews. It facilitates their making the changes and updates needed. This allows simple documentation of the evaluation of assessment to be provided to reviewers in the upcoming 5th Year Interim Report, using the module's reporting feature, bringing it full circle.

Session 28: Building A Data Science Capacity

Presenter: Dr. Craig Rodrick, HelioCampus

Track: Current Issues & Research in Higher Education

Level: Beginner

Room/ Link: <https://zoom.us/j/97757734114?pwd=Yy9jWkZOOHdEdlpLdVNreTZFTi96dz09>

Description: Many institutions are looking to expand their data science and strategic decision support capabilities to facilitate key initiatives, such as growing enrollment, promoting student success, and planning for financial sustainability. This presentation will focus on practical tips and lessons learned for building data science programs at higher education institutions. By reviewing all aspects of the data science process, including software and tools, personnel and skill sets, and (perhaps most importantly) communication and institutional culture, attendees will better understand how to embark on this journey. We will show examples of successful data science projects, and discuss the institutional decision-making that these facilitated. Our goal is to provide audience members with practical steps that they can take to improve the level of data-informed decision-making on their campus.



Day 10 – Friday, March 5, 2021

Session 29: IPEDS Peer Analysis Dashboards as Easy as 123

Presenter: Preeti Tanwar, CEO HiED Success

Track: Plan & Evaluate

Level: Beginner

Room/ Link: <https://zoom.us/j/97063316934?pwd=Ly9WLzA5K29VbGJzVXpsS2NNTGo1Zz09>

Description: Colleges and universities spend an average of \$300,000 per year on actionable analytics. The spending is driven by institutional effectiveness challenges like recent increases in student dropout rates that have resulted in annual tuition and fee revenue losses of \$16.5 billion. Institutions need nimble diagnostic analytics tools to discover ways to engage students, identify effective student success strategies, and maintain a work-life balance.

HiED Success publishes publicly available dashboards using IPEDS data to aid institutions in incorporating these data in institutional effectiveness efforts. Currently, the dashboards include the latest publicly available version of IPEDS reports. Still, HiED is establishing a repository for institutions to contribute data in concert with IPEDS reporting, which can be incorporated into the visualizations in advance of IPEDS publication. The dashboards save institutions the time required to download and manipulate IPEDS data into a format to easily identify institutional trends. In addition, the results provide consistent data that is comparable to peer institutions.

Session 30: THECB Update

Presenter: Victor Reyna, Melissa Humphries, John Dinning and Julie Eklund, Texas Higher Education Coordinating Board

Track: Current Issues & Research in Higher Education

Level: Intermediate

Room/ Link: <https://zoom.us/j/91418222622?pwd=NkVQS1AwUGkzajQvVHYzbEtuQXU1UT09>

Description: Join the staff from the Texas Higher Education Coordinating Board (THECB) Strategic Planning Division for an update on legislative activities and state-level data and reporting, including developmental education data, data modernization efforts, workforce data, and other issues of interest.

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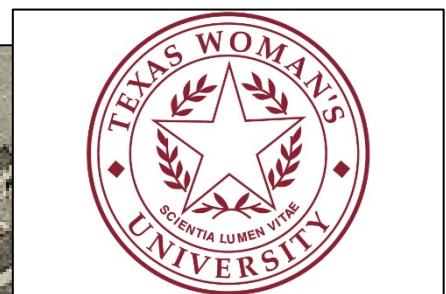
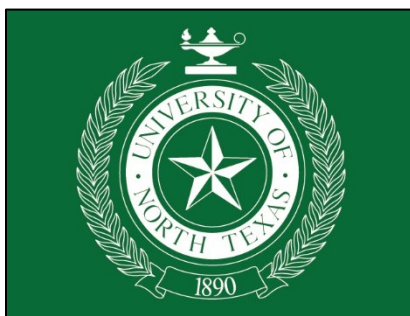


TAIR 2022 SAVE THE DATE

DENTON, TX

FEBRUARY 28 – MARCH 3, 2022

This year, for the first time ever, TAIR will be visiting Denton, Texas! TAIR 2022 will be February 28 - March 3, at the brand-new Denton Convention Center and Embassy Suites, located just off one of the main drags through the heart of town and mere minutes from all three local colleges and the iconic, historic Courthouse-on-the-Square. As one of the fastest-growing towns in America, Denton has the feel of a small town with the bustle and culture of a town many times its size. The renowned music and arts scene is known for its avant-garde vibe. It is not uncommon to see marquees and flyers announcing Baroque oratorios, jazz ensembles, heavy metal, and "atomic polka" shows all side by side. Mark your calendars now, and we look forward to seeing you in Denton!



DENTON FRIENDS OF TAIR



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AIR Statement of Ethical Principles

The Association for Institutional Research affirms the following overarching principles regarding the use of data to facilitate insights and improve decision making. These principles guide us as we promote the use of data, analytics, information, and evidence to improve higher education.

We act with integrity in all that we do:

- We recognize the **consequences** of our work. The analytic algorithms and applications we build and/or implement, as well as the policy decisions incorporating information we analyze and disseminate, impact people and situations.
- We acknowledge the individuals whose information we use have **rights**, derived from both legal and ethical principles that can cross national borders. We make intentional efforts to protect their information from misuse or use that could cause them harm.
- We protect **privacy** and maintain **confidentiality** when collecting, compiling, analyzing, and disseminating information.
- We act as **responsible data stewards**. We secure the data and information over which we have control, following generally accepted guidelines and professional standards for physical and electronic security and data sharing.
- We provide **accurate and contextualized** information. We do not knowingly or intentionally mislead the consumers of our information.
- We deliver information and analyses **appropriate** to the questions being asked, to the quality of the data available, and to the context in which the questions are asked.
- We seek to be **fair and transparent**, minimizing our own personal biases in our research assumptions, methodologies, and conclusions.
- We **avoid conflicts of interest**, and disclose them when unavoidable, particularly with third parties and vendors. We act in the best interests of our institutions, students, and stakeholders.
- We strive to make our work **accessible** to those who need data, information, and analysis to generate insight and make decisions.
- We share **knowledge** of the Institutional Research field and its application so we may facilitate insights and promote common understanding to our institutions and stakeholders.



- We value lifelong learning and the enhancement of our field. We draw on and contribute to relevant and emerging **scholarship** and educate ourselves on developing trends. We utilize those methods and techniques for which we have, or can obtain, appropriate knowledge and capabilities.

We recognize that technological advancements have and will continue to impact our work. We remain committed to serving as educators and role models on the ethical use of data to benefit students and institutions and to improve higher education.





About TAIR

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





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