TAIR

Texas Association for Institutional Research
44th Annual Conference
Denton, TX | Feb. 28 - Mar. 2, 2022

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DISCOVER DENTON

44

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A Message from the President and Vice-President

"Big Data in Lil d"

We want to welcome you to the 44th annual Texas Association for Institutional Research conference!!! Whether you are joining us in person, or if you are joining us virtually, are a newcomer attending for the first time, or are a seasoned veteran, we are thrilled to have you with us.

Thanks to the outstanding participation by you and other TAIR members, as well as the dedicated efforts of the TAIR Program Committee and the TAIR Professional Development Committee, there will again be over 40 quality concurrent sessions this year, as well as a variety of roundtables, and pre-conference workshops. You will have plenty of sessions to choose from on a wide range of topics that are important to institutional research offices and professionals from around the state, and beyond. From assessment, survey research, legislative mandates, state and federal reporting, accreditation, data analytics, and everything in-between, there should be something for everyone. The strength of TAIR has always been its members and the strength of the TAIR Conferences has been the willingness of members to share their experiences and expertise.

We are absolutely thrilled to be joined by Johnny Quinn, our keynote speaker for TAIR 2022!!! Johnny is a U.S. Olympian for Team USA at the 2014 Winter Olympics in Sochi, Russia. He has traveled the world with Team USA and provides a unique perspective, and ability, to connect with today's workforce.

The past two years have been challenging, both personally and professionally. We appreciate your continued support of TAIR and hope to provide you with an outstanding conference.

The annual TAIR conference provides an informal, welcoming, and engaging environment to network with colleagues and share knowledge. It is one of the best, lowest-cost, and most rewarding professional development opportunities for IR professionals in the state.

Sincerely,

President: Dan Su, Texas A&M University – Commerce

Vice President: David Malone, Collin College

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TAIR 2022 – Hotel and Conference layout

Pink is conference space for TAIR 2022

TAIR 2022 – Virtual Attendees

Hello fellow TAIR members, If you have registered for the virtual conference for TAIR 2022, you should have received an email with Zoom invite to each session. IF you did not, please contact TAIR.

TAIR 2022 – Schedule Overview

Actual Conference Dates			
Monday, February 28	**Tuesday, March 1**		**Wednesday, March 2**

	Monday, February 28	Tuesday, March 1	Vendor Fair	Wednesday, March 2
7:30		Breakfast		Breakfast
7:45				
8:00				
8:15				
8:30	WS-1 WS-2 WS-3 WS-4			
8:45	Newcomer NCSH			
9:00		CS-C1 CS-C2 CS-C3 CS-C4 CS-C5		CS-H1 CS-H2 CS-H3 CS-H4
9:15				
9:30				
9:45				
10:00		CS-D1 CS-D2 CS-D3 CS-D4 CS-D5		THECB - LEG UPDATE
10:15				
10:30				
10:45				
11:00				TAIR Bus mtg.
11:15				
11:30		Lunch		
11:45	Pre conf workshop attendee lunch			
12:00				Lunch (Executive Committee)
12:15				
12:30			Vendor Fair	
12:45				
1:00	Opening Ceremony/ Key note			CONFERENCE CLOSED
1:15		CS-E1 CS-E2 CS-E3 CS-E4 CS-E5		
1:30				
1:45				
2:00				
2:15				
2:30				
2:45	CS-A1 CS-A2 CS-A3 CS-A4			
3:00		CS-F1 CS-F2 CS-F3 CS-F4 CS-F5		
3:15				
3:30				
3:45	CS-B1 CS-B2 CS-B3 CS-B4			
4:00		CS-G1 CS-G2 CS-G3 CS-G4 CS-G5		
4:15				
4:30				
4:45				
5:00		Happy Hour Event Past President Reception		
5:15				
5:30				
5:45				
6:00	Dinner			
6:15				
6:30				
6:45				
7:00				
7:15				

Candidates for Election
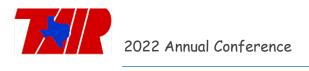
Vice-President/President-Elect

Carmen Allen, Galveston College Carmen Allen serves as the Director of Institutional Effectiveness and Research at Galveston College. However, she has worked in higher education for more than twenty years in various capacities. For the last ten years, Carmen has been an active member of the institutional research community. She has served TAIR as the Communication Officer, newsletter editor, and as a member of multiple program committees. She is also an active member of GCAIR and AIR, and has delivered presentations at the TAIR, SAIR, and AIR annual conferences. Carmen holds a B.A. in English and African American Studies from the University of Texas at Austin and an MBA in Management Information Systems from the University of Houston. She is currently pursuing an Ed.D. in Educational Leadership from Lamar University; her research interests are issues of racial and gender equity and intersectionality in higher education. As TAIR Vice President, she would seek to use technology in support of the values put forth in the TAIR strategic plan (ACED): • Advocacy – speak from a common voice for researchers • Collaboration and Communication – engage members in a dialog about institutional research • Education – share knowledge and practice • Diversity – benefit from the varying perspectives and broad knowledge of our members Carmen believes that TAIR is positioned to grow and thrive as an organization. If she is given the opportunity to serve in this capacity, we will look back at the few years and be able to say that we "ACED" the challenges before us!

Morgan Carter, Tarleton State University Morgan is the Director of Institutional Analytics, Effectiveness, and Accreditation at Tarleton State University where he has worked for the past 14 years. Morgan started out as a Technology Support Specialist in Enrollment Management automating business processes and implementing the institutions first CRM. After gaining an understanding of how the student information system functioned, he learned how to report the data to various stakeholders and transitioned to the Institutional Research office. After a few years of being a Senior Database Developer, he got involved with SACSCOC initiatives and transitioned to the Director of Institutional Effectiveness. All that experience helped the university's recent reaffirmation and continuous compliance initiative. Morgan holds a BS, MS, and MBA all from Tarleton. He is currently a PhD doctoral candidate at the University of North Texas studying Learning Technologies. Morgan has been a member of TAIR since 2012 and has previously served the organization by being a session facilitator, session presenter, and on the Executive Committee as the Communications Officer. The experience and connections through the TAIR organization have been critical in his institutional research and effectiveness evolvement. That evolution continues today when IR/IE offices are being asked to do more with less. Jason Simon and Kara Larkan-Skinner's recent publication "Changing Nature and Expectations of Institutional Research" shed light on this new era of

institutional research. Morgan hopes to use that knowledge to advance TAIR's strategic plan and further the organization another 40+ years. Morgan would be honored to serve you and would appreciate your vote!

Professional Development Officer

Laura Wichman, McLennan Community College Dr. Laura Wichman is the Director of Institutional Research at McLennan Community College (MCC) in Waco. Laura has been at MCC for over 13 years in various roles support the institutions data needs and decision making. In addition to working for Institutional Research, Laura also teaching as an adjunct for MCC and enjoys seeing the students as more "than numbers." In December 2020, Laura graduated from Texas A&M University – Commerce with a Doctorate of Education in Higher Education. Prior to graduating from A&M Commerce, she received a Bachelors and Masters from Tarleton State University, and three A.A.S. degrees from MCC. Laura has been an active member of TAIR, and hopes to continue to support the organization in this role.

Chris Warner, Texas A&M University – Commerce Chris Warner has been the Reporting Coordinator at Texas A&M University-Commerce since 2016. Before that he served as a satellite campus site coordinator. Chris has offered professional development sessions at his institution on IR-related subjects including survey design basics and institutional data for academic and administrative departments. Chris has been a member of TAIR since 2016 and has both presented and served on the TAIR program committee.

ALL DAY
March 1, 2022
Room: Arrabian I/II/III

Secretary

Daniel Chupe-O'Hanlon, Austin Community College District Daniel currently holds the position of Institutional Researcher and 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, Research 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 is 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, labor market, 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 Secretary.

Michelle Hernandez-Perez, University of Houston – Downtown Michelle Hernández-Pérez, Ph.D., is the Assistant Director of Assessment for Competency-Based Programs at the University of Houston-Downtown. She completed her Master's and Ph.D. in Experimental Psychology at Auburn University. She has taught mostly research methods and statistics at Auburn University, Alabama State University, Savannah State University, Georgia Southern, and the University of Houston-Downtown. She has served in various assessment positions at Savannah State University, Lee College, and the University of Houston-Downtown. In her current position, she has developed content for the Competency-Based courses, taught one of the courses, and assessed direct and indirect data. Her ideal day involves many hours tinkering with data in excel and developing data visualizations.

Nominating Committee

Carol Tucker, University of Houston-Downtown

Carol Tucker is the Director of Institutional Research at the University of Houston-Downtown. She has worked in institutional research for nearly 20 years and has been a member of TAIR since 2004. She earned her bachelor and master's degrees from the University of St. Thomas. Carol has been a member of both the program committee and the executive committee and hopes to continue to serve TAIR by helping to identify candidates for future elections.

Gloria Hurtado Diaz, Collin College

I was born and raised in Mexico City. Became a computer engineer in 1990. I worked for Oracle de Mexico as a consultant for four years. In 1995 I came to United States to live with my family. I started working at Collin College in 2012 as a Technical Coordinator for the Testing Office. In 2017, I became a member of the Institutional Research Office where I oversee state reports, IPEDS reports and the official enrollment reports for the District.

Jiashi Zhao, Texas A&M University-Corpus Christi

Dr. Jiashi Zhao is a lead data analyst at PAIR at Texas A&M University-Corpus Christi. She earned her doctoral degree from Texas A&M University-Commerce in Higher Education in 2013, and was working as a data analyst in the Graduate school in her Alma Mater until 2018 when she came to join the PIR team at TAMUCC. She has led & supported her Analytics team to present two topics at 2021 TAIR Conference. She has also participated in TAIR workshops and conferences that she has found beneficial to her role.
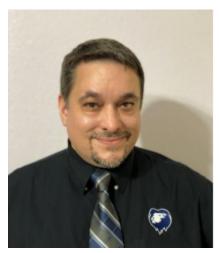
Michele Hancock, Tarleton State University

Michele Hancock currently serves as the Accreditation and Compliance Specialist at Tarleton State University in Stephenville, Texas. She earned a Master of Science degree in Management from Tarleton State University, and is excited to start a Doctorate of Strategic Leadership at Liberty University in the spring of 2022. Michele has eight years of experience in higher education degree program planning and development, curriculum compliance, and accreditation. Her current role allows her to oversee areas of accreditation and academic compliance while granting her the opportunity to explore new ways data can aid in academic program development. She enjoys her role in the Office of Institutional Analytics, Effectiveness, and Accreditation and contributing to the office's collective institutional knowledge and experience. Michele loves to serve Tarleton State University and welcomes the opportunity to take a more active role in the TAIR community.

John Gonzalez, North Central Texas College

John Gonzalez is currently serving as an Assessment Analyst for the Office of Researching and Reporting at North Central Texas College. Where he specializes in SQL, IPEDS and state reporting, ad hoc data pulls, and the occasional dashboard. He is also responsible for the school's participation in National Community College Bench Mark Project. He spends much of his time automating and stream lining the schools reporting processes. This is so he can pursue his real passion, looking for ways to use data to make the school and world around him a better place. John is a proud Marine Corps veteran and looking for a way to be more active in the TAIR community.

Vicky Morris-Dueer, University of Texas at Arlington

Vicky has served for the past fifteen years in the Institutional research/effectiveness field. Currently, she serves as the Director of Data Management and Assessment in the College of Education at UTA where she leads data collection and analysis related to accreditation and teacher certification. She is also the current president for the *Rocky Mountain Association for Institutional Research* group where she has been a long-time member. Last year, she presented at the TAIR conference and along with her colleague, received the Best Presentation award.

In past roles, Vicky oversaw the IR/IE offices at two smaller institutions and has worked as a senior researcher at two R1's under great directors that supported her growth as a leader. Before coming to institutional research, her career began in classroom assessment for STEM programs analyzing longitudinal data on misconceptions and attitudes about science held by students. Topics near and dear to Vicky's heart include developing data literacy among stakeholders and developing avenues to put data in action for stakeholders. She earned a master's degree in Educational Psychology from the University of New Mexico. Vicky lives in Arlington with her husband, cat, and 'tripawd' mastiff. After hours, Vicky works with a local rescue and enjoys reading literature about important topics in higher education.

ALL DAY
March 1, 2022
Room: Arrabian I/II/III

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

Day 1 – Monday, February 28, 2022

W01: TAIR Newcomers Workshop

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.

Presenters: Faron Kincheloe, Baylor University

Room: 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.

W02: Metrics that Matter: Advancing Equity with the PDP

Presenters: Lisa Stitch, NSCH

Room: invite only

Track: Newcomer

Description: The Postsecondary Data Partnership (PDP) is a nationwide effort to help colleges and universities gain a fuller picture of their status related to equity and student success. With the PDP Tableau dashboards, you can access data on all new students, use an intersectional approach to explore equity gaps, save time and resources on reporting requirements, identify where to focus your resources, and assess the effectiveness of your reforms in closing equity gaps. This session will begin with an overview for participants unfamiliar with the project. Participants will explore the utility of the PDP by viewing case studies within the dashboards that explore insights for needed reform and/or the impact of reform to close equity gaps. Participants will be invited to contribute to the conversation, followed by Q & A.

TAIR Business Meeting
March 2, 2022 11:00 AM

Opening Key Note

Opening Keynote:

Presenters: Johnny Quinn

Room: Appaloosa/Quarter   [🌐virtual – streaming out]

Description: Johnny Quinn is a highly sought-after speaker for businesses and organizations of all sizes. He is a U.S. Olympian in the sport of bobsled and competed at the 2014 Winter Olympics in Sochi, Russia. Johnny is also a former pro football player spending time with the NFL's Buffalo Bills, Green Bay Packers and Saskatchewan Roughriders of the CFL. Johnny has been featured on various media outlets around the world, such as: ABC, BBC, CBS, CNN, ESPN, FOX, NBC, TIME, USA Today and the Wall Street Journal.

When Johnny is not on the road speaking, he owns and operates the Johnny Quinn Insurance Agency, helping families all over the state of Texas with their insurance needs. Johnny's newest book, PUSH: Breaking through the Barriers is available on Amazon, Barnes & Noble and Target. Johnny, his wife Amanda and their two children, Amelia and Oliver, reside in McKinney, Texas

Concurrent Sessions A: 2:45 p.m. – 3:30 p.m.

CS-A1: A role of neural network in Student Success survey analysis

Presenters Daniel L, Dallas College

Room: Palamino

Track: Collect, Analyze, Interpret & Report

Level: Intermediate

Description: A group of Liberal Arts college students participated in a survey. Student demographics information, their GPA, grit assessment responses, perceived stress assessment responses, and cope assessment responses are collected. A researcher applies traditional statistical analyses first to examine the association between student survey responses and their success rate. Then a researcher also applies an advanced machine learning method – neural network analysis, to develop a predictive model to predict the student success rate from their survey responses. The result from this study does not only answer the relationship between students' grit, stress, cope and their success performance, but it also proves the importance role of machine learning method in analyze student data in modern institutional research.

CS-A2: Funding and Building Developmental Math and Academic Support Services: Identifying Successes and Challenges for Hispanic and Low-income Students

Presenters: Jaehoon Lee, Texas Tech University; Kwanghee Jung, Texas Tech University

Room: Denton

Track: Current Issues & Research in Higher Education

Level: Intermediate

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

CS-A3: The Effect of Housing Locations on Retention and Progression: An Unexpected Story of a Regional

Public Institution

Presenters: Xiqian Liu, Texas A&M-Corpus Christi; Erin Mulligan-Nguyen, Texas A&M-Corpus Christi

Room: Fort Worth

Track: Collect, Analyze, Interpret & Report

Level: Intermediate

Description: This session is led by a PowerPoint slide that starts from an introduction of TAMU-CC's institution profile and housing policies. It is followed by a review of the literature on housing and student outcomes. It then lays out a set of research questions: (1) What is the first-year retention rate for students with different housing locations? (2) Do the students in apartment style have lower retention rate than residence halls? (3) What are the factors that may be attributing to the retention rate being lower for on campus students?
I will also introduce the cohorts of students that I focused on in the analyses (2017 fall to 2019 fall), the measures included in the analyses, and the statistical methods that were used, including summary statistics, Chi-square test, ANOVA, Post Hoc analysis, and logistic regression. In addition, we will introduce the tools that we used in this study including Excel, and SPSS statistical package.
The last part of this session is a presentation of findings, which include statistical program produced data tables and graphs to present the findings to audience and facilitate them to understand.
At the end, I will reflect on all the findings and discuss the implications of the findings on housing management and strategies that could improve student retention. The ways that this information is distributed and shared at TAMU-CC will also be discussed. I will also point out the potential issues faced by TAMU-CC and provide my recommendations.

CS-A4: Data Warehousing & Analytics for Peer Benchmarking Data

Presenters: Robert Fajardo, University of North Texas; Dan Hubbard, University of North Texas

Room: Dallas

Track: Operations & Leadership

Level: Intermediate

Description: External data is tremendously valuable to higher education institutions as we seek to measure ourselves with our peers, better understand how we rank in various high-level comparison

metrics, and seek information for strategic institutional decision-making. Various sources of external data are available, but a common theme is that the user interfaces and presentation methods housed within those sources may leave a bit to be desired and aren't tailored to one institutions needs. Join UNT in a discussion about types of external data we've converted into internal dashboards, data management and modeling methods we used to automate data preparation of external datasets, efforts to document business terms used in peer comparison dashboards, and dissemination and training efforts to increase adoption of the new tools.

Concurrent Sessions B:3:45 p.m. – 4:30 p.m.

CS-B1: A Storm is Brewing: Why Analytics is more important than ever.

Presenters: Jason Simon, University of North Texas

Room: Palamino

Track: Collect, Analyze, Interpret & Report

Level: Beginner

Description: AIR, NACUBO, and Educause have all re-affirmed the need for campuses to fully embrace analytics to improve student and institutional outcomes. Furthermore, Dr. Nathan Grawe in his work on changing higher education demographics and the efforts of WICHE highlighting the student enrollment challenges ahead for our nation points to the need for institutional research (IR) to expand its impact on shaping a path forward for institutions to solve problems related to declining enrollment, addressing demographic shifts, studying equity issues, and a host of increasingly complex human and institutional resource challenges. As outlined in the February 2021 New Directions for Institutional Research journal titled "Changing Nature and Expectations of IR" a host of authors representing a broad array of institutional typologies are consistent in the assertion that data and analytic maturity must be addressed by our institutions to be able to thrive in the years ahead (Bramblett, Frieda, Gagliardi, Hubbard, Johnson, Larkan-Skinner, Shedd, Simon & Swanagan).
We know IR leaders are increasingly being tasked with the expectation to advance data and analytic maturity. We know that IR leaders are confronting real challenges related to data literacy. To embrace this task and thrive in the face of this adversity requires IR to fundamentally re-address business practices and approaches. Advancing data and analytic literacy is often ambiguous and unclear in terms of leadership expectations, outcomes, and resourcing. To complicate the challenge further, campus culture around data and the use of analytics coupled with pre-existing norms around behaviors, tools, and technologies presents real challenges even for the most seasoned IR employee. This workshop is designed to clear a path for attendees to be able to thrive in the face of adversity by elevating competency in how to measure, impact, and expand the capabilities of data and analytics at their institution.

CS-B2: A look at how one university fine-tuned their administrative effectiveness

Presenters: Morgan Carter, Tarleton State University

Room: Denton

Track: Plan & Evaluate

Level: Intermediate

Description: Often times, administrative assessment processes are not clear and out of tune with the mission. This session will look at how one university's administrative assessment processes have evolved the last five years leading up to reaffirmation.

CS-B3: Embedding Student Analytic Findings into Operational Tools: Implementation Process and

Visualization Showcase

Presenters:

Room: Fort Worth [🌐 streaming session into room]

Track: Collect, Analyze, Interpret & Report

Level: Intermediate

During repeated interaction with advising professionals who would be asked to make use of the model findings, deep misgivings of model implementation were identified that would limit it's use in the contact of students and allocation of resources. The reluctance in using an implemented model stemmed primarily around the ranking of students, implicit determinism of the estimation algorithm, and complexity in the interpretation of findings. A series of sequential trade-offs were then identified to retain the statistical power of model findings while softening rank-ordering of at-risk students. This process was taken to maximize the likelihood of model use and provide greater ownership of the eventual operational tool to the actual users.

The development of a persistence support dashboard will then be presented which will illustrate the visualization methods used to incorporate analytical model findings alongside operational data. This part of the session will describe the techniques used to implicitly include model findings while providing cues to advisors that can guide their interventions with students. Communications products such as videos, infographics and icon tools will be shown as ways to familiarize statistical models within practice and provide common examples of their use in other fields such as healthcare.

The presentation provides an example of student analytic implementation that focuses on overcoming both decision framing limitations of statistical models and observed user reluctance to models estimating student behavior. User involvement in the implementation process and data visualization theory was then used to develop the resulting operational dashboard and training material. Each of these steps will be examined and the actual products will be shown as illustration.

CS-B4: Predicting College Student Purge Using A Classification Tree Model

Presenters: Kwanghee Jung PhD., Texas Tech University; Jaehoon Lee, Texas Tech University; Xinyang Li,

Texas Tech University

Room: Dallas

Track: Current Issues & Research in Higher Education

Level: Intermediate

Description: Institutional research (IR) encompasses a range of activities that involve the collection, analysis, and interpretation of the information descriptive of an institution and its performance, including students and staff, departments and programs, as well as local communities. This research specifically aims to demonstrate how to apply a classification tree technique on Lone Star College's institutional research database to understand non-payment drop data and gain insights into the critical factors that influence the purge for non-payment.

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Day 2 – Tuesday, March 1, 2022

TAIR Breakfast Roundtables

Roundtable	Facilitator	Institution	Email
CBM Reporting	Grace Chalon	Texas Woman's University	gchalon@twu.edu
Community Colleges	Rick Leyva	Dallas College	rick.leyva@dcccd.edu
Private Universities	Faron Kinchloe	Baylor University	Faron_Kincheloe@baylor.edu
Public Universities	Kate Proff	Texas State University	kproff@txstate.edu
Zogotech	Michael Nguyen	Zogotech	mnguyen@zogotech.com

Concurrent Sessions C: 9:00 a.m. – 9:45 a.m.

CS-C1: We have a Notion about IR processes!

Presenters: Miguel Olivas, Texas A&M International University; Juan Gonzalez, Texas A&M International University; Jorge Aviles, Texas A&M International University;

Room: Palamino

Track: Operations & Leadership

Level: Beginner

Description: In early 2021 Texas A&M International University (TAMIU) adopted Notion by Notion Labs Inc as the hosted productivity software that would assist in tracking activity in our office and serve as our collaborative workspace. This presentation will provide an overview of the Notion platform, how TAMIU is currently using Notion to track data requests, timelines, productivity, and compose a collaborative data dictionary. To conclude, future use cases TAMIU has identified will be presented.

CS-C2: Beyond Headcount by Counties Tables-Using Tableau to Visualize Enrollment in Texas

Presenters: Jiashi Zhao, Texas A&M Corpus Christi; Swati Sahu, Texas A&M Corpus Christi

Room: Denton

Track: Collect, Analyze, Interpret & Report

Level: Beginner

Description: Our presentation will lead with a short introduction of our Data Center and Tableau Dashboards. This will include an overview of our Enrollment Dashboard, SCH Dashboard, Degrees Awarded Dashboard. Next, we will focus on Fall Enrollment in Texas by 100-Mile Increments Dashboard in Tableau and
break the session into three main components.
1. Tools: SSMS, Pycharm, Excel
2. Methods:
a. Update County name by using decode table

b. Use Pycharm to calculate distance according to county
c. Put data into SMSS
d. Connect SMSS to Tableau for visualization
3. Sources: CBM001
In conclusion, we will engage the audience by inquiring if any members use any of these tools and how they find them helpful to their practices. We hope to facilitate a discussion around best practices and tools of the trade during the question-and-answer portion.

CS-C3: Power BI Row Level Security for University Data

Presenters: Faron Kincheloe, Baylor University

Room: Fort Worth

Track: Collect, Analyze, Interpret & Report

Level: Intermediate

Description: This presentation will demonstrate the techniques used by Baylor University to achieve row level security on its Power BI dashboard. Access to one of the dashboards is relatively straightforward where users may have access to data based on their level in administration. Some have access to all rows whereas some have access to one or more academic units and others have access to a single department. On another dashboard, the criteria for access is based on a wide variety of parameters. For example one user may need access to applicants interested in Theater while another user needs access to high ability students based on their entrance exam scores. Baylor has used the Power BI security tools in combination with some creative data structures and logic to achieve the desired access controls. These techniques will be explained in detail.

CS-C4: Using Data to Improve Student Success

Presenters: Patrick Sanger, Alvin Community College

Room: Dallas

Track: Collect, Analyze, Interpret & Report

Level: Beginner

Description: Alvin Community College (ACC) will discuss how an IR office can help users around the institution to make informed decisions to improve student success.
ACC is using a system to help with enrollment; deliver critical information to faculty and staff; identify barriers to student progress; and more.
In the session we'll discuss and give examples using ZogoTech and Tableau dashboards for the following:
1. Enrollment Analysis
2. Student Pathways Analysis
3. Cohort Tracking and Time Series Analysis

CS-C5: "LMI is it TMI" - starting at the ground floor and more

Presenters: Daniel Chupe-O'Hanlon, Ausitn Community College

Room: Appaloosa/Quarter   [🌐virtual – streaming out]

Track: Collect, Analyze, Interpret & Report

Level: Beginner

Description: The session is the second in a series of LMI presentations, the first being the "Y" of LMI at the 2019 TAIR conference. That session grounded folks in why we use LMI and what it means to student success. This session will present the basics and foundation of Labor Market Information (LMI). There will also be numerous examples of where, when, and how the LMI data can "catch you" and might cause issues.

Special Sponsor recognitions
TAIR would like to thank Zogo Tech, and HelioCampus for their extra support of TAIR 2022 by sponsoring our breaks and supporting the travel grant program.

Concurrent Sessions D: 10:00 a.m. – 10:45 a.m.

CS-D1: Impact of the COVID-19 pandemic on the performance and feature importance of retention prediction model

Presenters: Mahdi Ahmadi, University of North Texas

Room: Palamino

Track: Collect, Analyze, Interpret & Report

Level: Advanced

Description: First, we developed two separate gradient tree boosting models to predict fall-to-fall retention rate of new undergraduate students before and after the COVID-19 pandemic. We used more than 25 demographic, financial, and academic features such as gender, race, family income, PELL eligibility, high school rank, SAT score, and first semester GPA to predict student retention. Two separate models help us understand how the role of each feature has changed due to the pandemic. In the second step, we calculated feature importance using Shapley value methodology.

CS-D2: Investigate Course Level Enrollment Patterns with Tableau and Power BI

Presenters:

Room: Denton

Track: Collect, Analyze, Interpret & Report

Level: Beinner

Description: This session will provide a step by step, live demonstrations of both Tableau and Power BI and how they can create a course level enrollment dashboard ready for publication and use. Course level enrollment patterns are a key way to identify and analyzed to provide answers to key enrollment

questions before the semester starts. A dashboard can provide a quick overview for decision makers and this session will show how quickly data can be explored in Tableau or Power BI.

CS-D3: 15 to Finish: How Does Taking 15 or more credits Impact First-time Undergraduate Students?

Presenters: Xiqian Liu, Texas A&M Corpus Christi

Room: Fort Worth

Track: Collect, Analyze, Interpret & Report

Level: Intermediate

Description: This session is led by a PowerPoint slide that starts from an introduction of the institution profile and initiatives on promoting student success. It is followed by a review of the literature on the effect of taking 15 or more credit hours on student outcomes. It then lays out a set of research questions. I will also introduce the cohorts of students that I focused on in the analyses, the measures included in the analyses, and the statistical methods that were used. In addition, we will introduce the tools that we used in this study including Excel and SPSS statistical package. The last part of this session is a presentation of findings, which include statistical program produced data tables and graphs to present the findings to audience and facilitate them to understand. At the end, I will reflect on all the findings and discuss the implications of the strategies that could improve student retention. The ways that this information has distributed and shared at the university will also be discussed. I will also point out the potential issues and provide my recommendations.
The findings of this study could provide information for institutions on the effect of taking 15 or more credits in the first semester on retention and graduation as well as raise awareness on how the effects could be varied on different student populations. Moreover, this study provides institutional research professionals with guidance on doing similar research study to provide decision support and assessment on implemented strategies.

CS-D4: Tableau Rodeo: Monitoring and Analyzing Enrollment with a Registration Dashboard

Presenters: Gloria Hurtado Diaz, Collin College

Room: Dallas

Track: Collect, Analyze, Interpret & Report

Level: Beginner

Description: Collin College's annual unduplicated enrollment exceeded 56,000 students at its seven physical campuses, four centers, a virtual campus, and numerous other instructional sites in high schools, business establishments, and public agencies throughout its service area. The College's registration cycles are long and dynamic. The Institutional Research Office developed a new "Tableau Registration Statistics Dashboard" that provides decision makers the means to monitor and analyze daily enrollment throughout a registration cycle. This session will demonstrate the new dashboard and will describe both the conceptualization underlying its initial and ongoing development and how it informs more efficient and effective decisions about current and future enrollments and courses.The process to develop the Tableau dashboard will be described, followed by a live demonstration of the different visualizations published in Tableau Online.

CS-D5: Improving Student Pathways to Completion

Presenters: Cindy Ullrich, Brazosport College

Room: Appaloosa/Quarter

Track: Stewards of Data & Information

Level: Intermediate

Description: Improving student completion is extremely important for Brazosport College (BC). Students were taking more than 85 credits to complete a 60-credit degree. Because of this urgency, BC awards have increased 38% and three-year graduation rates have increased 11.7%.

 BC focused on helping students navigate their chosen path and identified which students are off their path. We'll discuss the factors that affect student pathway progression, determine who the key stakeholders are in the process, and the interventions to increase completion.

 This session is designed to get the audience to think innovatively when searching for alternative methods to help solve an age-old problem of completion

TAIR Business Meeting
March 2, 2022
11:00 AM

ALL DAY
March 1, 2022
Room: Arrabian I/II/III

Concurrent Sessions E:1:15 P.M. – 2:15 P.M.

CS-E1: Data Are Not Neutral! Centering Equity in Our Work

Presenters: Carmen Allen, Galveston College

Room: Palamino

Track: Collect, Analyze, Interpret & Report

Level: Beginner

Description: Diversity, equity, and inclusion (DEI) efforts are ubiquitous in higher education. Many institutions have begun to intentionally pursue equity, particularly after the social justice issues that made headlines in 2020. While data is used in many of these efforts, equity is not always central to data collection and reporting. In this session, I will examine why equitable data practice should be the norm and highlight ways in which data professionals can center the concept of equity in their work. I will begin by discussing the theoretical foundations of the pursuit of equity in data such as critical race theory and intersectionality. From there I will elaborate on best practices for centering equity in data work. Finally, examples of data norms will be contrasted with examples of equitable data practices. Attendees will leave this session with clear ideas of how they can apply equity principles in their own work.

CS-E2: Google Data Studio as an Alternative Institutional Research and Reporting Tool

Presenters: Aneel Bhusal, Texas Tech University; Kwanghee Jung, Texas Tech University; Jaehoon Lee, Texas Tech University

Room: Denton

Track: Collect, Analyze, Interpret & Report

Level: Intermediate

Description: The session aims to demonstrate a Google product, "Google Data Studio" as an alternative tool to Tableau and Power BI for institutional data visualization, analytics, and presentation in higher education. We share a free web-based online platform for intuitional research data visualization, dashboards, reporting, and research activities. Data visualization and analytics will continue to be in high demand and grow in many industries. As the amount of data grows exponentially, the need for human resources to analyze and understand the information from data will continue to increase. Google Data Studio helps to understand huge datasets by visualization, analytics, and reporting in an easy way. Google Data Studio can be a good alternative tool for making departmental and institutional data-driven decisions in higher education. Google Data Studio also can help technical and non-technical users to promote a data-driven culture, while decision-makers can make better data-driven decisions in higher education.

CS-E3: A Hybrid Approach to Identifying National Peer Institutions

Presenters: Noor Abdulaziz, Collin College

Room: Fort Worth

Track: Plan & Evaluate

Level: Intermediate

Description: The session will discuss best practices to identify national peer institutions. This session is a step-by-step presentation on using different data sources to develop a rationale for identifying national peer institutions. The session will also discuss various methods to determine national peer institutions, including multivariate statistical procedures.

CS-E4: Handling Texas-sized Self-Selection Bias: Prediction-based Propensity Score Matching and Program Evaluation

Presenters: Jinny Case, The University of Texas at San Antonio; Lauren Apgar, The University of Texas at San Antonio

Room: Dallas

Track: Plan & Evaluate

Level: Intermediate

Description: Student success programs are integral to meeting the state's 60X30 credentialing and completion goals but we must strategically use our higher education resources for those programs that help lift student persistence and completion the most. Additionally, some program may impact specific demographic groups or student types differently.
Traditionally, IR was limited to descriptive comparisons of student program participant versus non-participants but this can lead to error in measuring true program outcomes. Selection bias is a non-random method of assigning people to groups which introduces error in measuring outcome differences across groups. Self-selection bias occurs when students assign themselves into a group by choosing to participate or not participate in a program. Prediction-based propensity score matching uses student characteristics to estimate students' probability of taking part in an initiative and their probability of persisting to the next term. Each program participant is then matched to a non-participant with similar success and participation probabilities. This quasi-experimental approach ensures that within each pair of matched students, the only difference is that one participated in the program and the other did not. This session will give an overview of the Civitas® Impact tool which uses Prediction-based Propensity Score Matching (PPSM) to identify persistence lift for students in three academic success programs at a large, suburban public institution. The session will also offer insights geared toward particular demographic or academic groups for which the programs produced greater lifts in student persistence.

Concurrent Sessions F: 3:00 P.M. – 3:45 P.M.

CS-F1: Covid-19 Impact on Traditional Graduate Programs at a South Texas Hispanic Serving Institution (HSI)

Presenters: Ken Tobin, Texas A&M International University

Room: Palamino

Track: Current Issues & Research in Higher Education

Level: Beginner

Description: The Impact of Covid-19 on Graduate Student Success. Student success for 13 HSI traditional graduate programs were examined between pre-Covid (2015-2019) and Covid (2020-2021) eras. Predictor variables were geography, gender, race, age, GPA, SCH attempted, and duration in program. Demographic variables included Poverty level, Bachelor's degree or higher (percent of persons age 25+), and Language other than English spoken at home. Logistic regression was applied and found student GPA was the most important factor ($p < 0.001$) regardless of era. Geography, gender, age, and socioeconomic status were not significant ($p < 0.10$). Race was a determinate factor for student success during the pre-Covid era ($p = 0.017$) but not during the Covid era. SCH per term, drop rate, and length of time in program had a greater impact during the Covid era ($p < 0.01$). The total attempted SCH within a program during pre-Covid were significant ($p < 0.001$) but not during the Covid era.

CS-F2: Leveraging Teams for Information Distribution

Presenters: Amber Lummus, College of the Mainland

Room: Denton

Track: Educate Information Producers, Users, & Consumers

Level: Beginner

Description: While COM had been using Microsoft Teams prior to the pandemic, our transition to working from home transformed it into an integral tool in how we work with each other and with others on campus. Join us to see how COM is using Teams to share data and reports with other departments. We encourage audience participation and discussion to share your own experiences as well.

CS-F3: Incorporating a Headcount to Parity Figure alongside the Equity Index

Presenters: Jennifer Senia, Alamo Colleges District

Room: Fort Worth [🌐 streaming session into room]

Track: Collect, Analyze, Interpret & Report

Level: Beginner

Description: The presentation will start with a discussion of how data can be an effective tool in understanding the state of equity on your campus. Furthermore, conducting disaggregated data inquiries can be helpful in establishing accountability for equity within higher education by alerting campuses to where the gaps exist, an understanding of the size of the gap, and by providing a baseline from which progress (or lack thereof) towards equity can be measured (Center for Urban Education, 2020). One such tool that participants will examine and practice is the Equity Index, a data tool for measuring representational equity developed by the University of Southern California Center for Urban Education. The Equity Index is calculated using a ratio of two percentages, with scores at or above 1.0 indicate experiencing equity or overrepresentation whereas, scores below 1.0 indicate experiencing inequity or underrepresentation. The ease of the calculation and standardized scoring allows data analysts the flexibility to use the same calculation across multiple terms or years, multiple subgroup populations of interest (e.g. Pell Recipients, Ethnicity, Gender, Veteran Status, etc.) and across multiple outcomes (e.g. Credit Momentum, Fall to Fall Persistence, Gateway completion, Graduation, etc.). The

Equity Index tool can also be used to measure performance at district, campus, departmental, course levels, etc., and can also be very useful for institutional benchmarking.

However, one major limitation of the Equity Index is that it offers little insight into the magnitude or size of equity gaps which does not bring data close to practice. That is, without understanding the size of the equity gap, it provides little guidance in terms of how many students a strategy or policy will need to affect in order to achieve representational equity for an outcome of interest. To overcome this limitation, the Alamo Colleges District IR Department has developed an innovative Headcount to Parity figure that will allow us to operationalize the size of equity gaps for practitioners.

This new Headcount to Parity figure will be discussed with an example provided. Additionally, we will discuss how this data can be incorporated into heat maps and dashboard visualizations. The presentation will end with how this information can be used to better inform practitioners and leadership to make decisions regarding institutional policies and strategies. The final minutes of the presentation will be used to take comments, questions, and suggestions from the audience.

CS-F4: Sharing Classroom Student Success Data: Data Back to the Faculty

Presenters: Savithra Eratne, San Antonio College

Room: Dallas

Track: Stewards of Data & Information

Level: Intermediate

Description: This session presents the experience of how the student success data is shared back with the faculty to improve the Productive Grade Rate and Course Completion Rate and mitigate the performance gap in equity subgroups at the classroom level, and how the data presentation and format evolved over time.

CS-F5: The Texas Higher Education Data Landscape is Shifting: What you need to know.

Presenters: Lori Fey, THECB; Jason Simon, University of North Texas; Blake Decker, Texas A&M University System; Susan Moreno, University of Houston System

Room: Appaloosa/Quarter   [🌐virtual – streaming out]

Track: Stewards of Data & Information

Level: Beginner

Description: Please join us for a conversation about advancements and opportunities for data in Texas. Representatives from Texas Tech System, Texas A&M System, UT System, UH System, Texas State University System, and the University of North Texas will be joined by our moderator the THECB Vice Commissioner for Data Analytics and Innovation to discuss current perspectives, institutional practices, and new opportunities to help leverage data differently in the future. This conversation will touch on many pressing themes including data modernization, data governance, institutional culture around analytics, and the role of institutional researchers in the future. Come here about where we the State is heading and what you will need to know to continue to be successful in the future.

Concurrent Sessions G: 4:00 P.M. – 4:45 P.M.

CS-G1: Student Enrollment by Location: Visualizing CBM Student and Class Report

Presenters: Susan Moreno, University of Houston

Room: Palamino

Track: Operations & Leadership

Level: Beginner

Description: Visual analytic tools are widely popular for disseminating and sharing information to intended audience in a dynamic manner and in real-time. Using CBM student enrollment and class detail, a dashboard was developed that provides unique headcount for each location where students have actual class enrollments. This dashboard communicates to institutional decision makers, stakeholders, and consumers the trends and patterns in student enrollment in classes across various locations and campuses of the institution. In this session we will discuss the existing data structures and the data model, in-house extract creation and the best practices we used for data management, planning and analysis using Tableau as our visual analytical tool. We will also share how the dashboard disseminates the information. We will cover best practices for data aggregation, preparation, and extraction for the Tableau environment to build efficient dashboards and share tips for sharing interactive dashboards with the audience.

CS-G2: Using Predictive Modeling to Increase One-Year Retention through Early Identification

Presenters: Caroline Neary, University of Houston

Room: Denton

Track: Collect, Analyze, Interpret & Report

Level: Intermediate

Description: In this session, we will describe our experience conducting an analysis to identify students at risk of not being retained after one year at a large, public, 4-year university. We will describe how we compiled predictors expected to be correlated with retention, explored models to identify the most significant predictors of retention, established a model to predict retention based on data available at three points during the academic year, and calculated predictive probabilities from our models to score students for intervention. We will also share how we used this data on our campus to initiate early interventions with students.

CS-G3: Clustering Models to Assist in Student Outreach

Presenters: Jeremy Anderson, Dallas College

Room: Fort Worth

Track: Collect, Analyze, Interpret & Report

Level: Intermediate

Description: As the pandemic has impacted enrollment and re-enrollment, especially at community colleges, Dallas College has sought new ways to engage current and prospective students to encourage

access and persistence. Daily enrollment reports have been helpful in disaggregating our data into different demographic and student characteristics. At the same time, these tools made it difficult to see intersections of different identities in our students.

Clustering algorithms carried the promise of being able to identify patterns among our students. These personas, once detected, would enable us to customize campaigns to better fit student needs and characteristics. The team set about collecting dozens of variables to generate models for the fall re-enrollment push. The nature of the variables under study meant that it was necessary to consider a range of different clustering algorithms, each of which will be presented and discussed in terms of benefits and limitations.

Ultimately, the team settled on a two-step clustering model that would accommodate continuous and categorical variables. Operationalizing the findings meant crafting call and text campaigns that put the clustered personas to use. Outcomes and implications from this activity subsequently drove plans for additional clustering projects for market research and additional enrollment and re-enrollment cycle. The team from Dallas College will present these findings in a practical way that can be applied at other institutions.

Day 3 – Tuesday, March 2, 2022

Concurrent Sessions H: 9:00 a.m. – 9:45 a.m.

CS-H1: The Last Lap - Empowering Stakeholders to Take Action on Data Findings

Presenters:

Room: Palamino

Track: Stewards of Data & Information

Level: Intermediate

Description: In this capacity, the IE and IR Office is called to impact the culture and use of data analytics. However, roadblocks in process or culture can preclude the ability of IE/IR Offices to take action on the data. As agents of change, IE/IR professionals can leverage Kotter's eight step change model as a way to implement sustainable and strategic use of their institutional data.

Taking a closer look at how IE/IR professionals can remove barriers and accomplish short term wins, this session will discuss an example of how this has been done at Northern Michigan University. Participants will then identify barriers to be addressed, or short term wins for their IE/IR Office to consider in their strategies toward use of data. If you are interested in learning best practices for cultivating a culture of data-informed decision making at your institution, you won't want to miss this session.

CS-H3: Post Completions Outcomes - TWC data showing ROI on education

Presenters: Jenna Cullinane Hege Phd., Austin Community College

Room: Appaloosa/Quarter   [🌐virtual – streaming out]

Track: Collect, Analyze, Interpret & Report

Level: Intermediate

Description: Short term programs leading to high-demand, high-wage jobs have been a growing priority to help Texans affected by COVID-19 get back to work quickly. One way to assess the value of these programs is to track the employment and wages of program completers. Austin Community College developed interactive dashboards to support efforts to double enrollment in identified "Fast Track" programs and to assess the labor market outcomes of program completers. Participants will learn about foundational efforts to improve the data quality of continuing education programs and accessing Unemployment Insurance (UI) wage data. The session will also cover methodologies for tracking rates of employment, wage improvement before and after program completion, and median wages one year after program completion.

CS-H4: Passing the 7's: SACSCOC accreditation process

Presenters: Tammy Braswell, Alvin Community College

Room: Dallas

Track: Plan & Evaluate

Level: Beginner

Description: This session will share how Alvin Community College's strategic planning process is integrated throughout all divisions and departments. By demonstrating continuous improvement through consistent documentation of ongoing processes, the college was able to effectively show the continuous improvement process through the evaluation of administrative support services achievement with no recommendations from the On-site Committee Virtual visit. The assessment processes that were used in the evidentiary documentation came from unit planning and comprehensive program review. We will progress from the 1,000-foot view of Standard 7.1 and 7.3 to the ground view of the evidentiary documentation by the end of the session.
The session outline will look similar to this:
• Introduction (5 min)
• Poll Anywhere to determine participants' location of progress through the reaffirmation process.
• Overview of Standard 7 (7.1 & 7.3)
• Discussion of 7.1 process and narrative
• Focus on program review process (administrative and academic)
• Discussion of Standard 7.3 process and narrative
• Focus on unit planning process (administrative and academic)
• Q&A

Session I: 10:00 A.M. – 11:00 A.M.

THECB Legislative update

Presenters: John Wyatt, THECB- Student Engagement & Academic Success

Room: Appaloosa/Quarter   [🌐virtual – streaming out]

Track: Educate Information Producers, Users, & Consumers

Level: Intermediate

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.

Session J: 11:00 A.M. – 12:00 P.M.

TAIR Business Meeting
March 2, 2022
11:00 AM

Join us at AIR Forum

June 6 – 9, 2022

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

TAIR 2023

HOUSTON, TX

February 26, March 1 2023

**TAIR 2023
SAVE THE DATE**

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 contributeto relevant and emerging **scholarship** and educate ourselves on developing trends. Weutilize 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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Elected Committees

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Vice President/ Program Chair – David Malone, Collin College

Secretary – Lilian Marshall – Blinn College

Treasurer – David Malone – Collin Higher Ed Center

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Professional Development Officer – Bonnie Hurford, Tarrant County College District

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

Julie Penley, El Paso Community College

Kristin Beltran, Sam Houston State University

Meghan Kajihara, North Central Texas College

Appointed Committees

Awards Committee

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