# 2023 Annual Conference

# HOUSTON, WE HAVE A SOLUTION!

# February 26 - March 1 2023

**Houston Cityplace Marriott at Springwoods Village Spring, TX**

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## TAIR 2023 Sponsors

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## Conference Schedule Overview

| Date | Time Start | Time End | Activity |
|---|---|---|---|
| Sunday, Feb 26 | 11:00am | 2:00pm | TAIR Registration |
| | 12:00pm | 1:00pm | Workshops Lunch (for workshop attendees only) |
| | 1:00pm | 4:00pm | Pre-Conference Workshops ($) |
| Monday, Feb 27 | 7:30am | 4:00pm | TAIR Registration |
| | 8:30am | 11:00am | Pre-Conference Workshops ($) |
| | 11:00am | 12:00pm | Workshops Lunch  (for workshop attendees only) |
| | 12:30pm | 2:00pm | General Session I |
| | 2:00pm | 2:45pm | Concurrent Sessions A |
| | 2:45pm | 3:15pm | Coffee Break |
| | 3:15pm | 4:00pm | Concurrent Sessions B |
| | 4:15pm | 5:00pm | Concurrent Sessions C |
| | 6:30pm | 9:00pm | Welcome Dinner |
| Tuesday, Feb 28 | 7:30am | 4:00pm | TAIR Registration |
| | 7:30am | 9:00am | Breakfast |
| | 8:00am | 8:45am | Roundtables |
| | 8:00am | 5:00pm | Vendor Exhibits |
| | 9:00am | 9:45am | Concurrent Sessions D |
| | 10:00am | 10:45am | Concurrent Sessions E |
| | 11:00pm | 12:15pm | General Session II |
| | 12:15pm | 1:45pm | Luncheon |
| | 1:00pm | 3:00pm | Vendor Fair |
| | 2:45pm | 3:15pm | Coffee Break |
| | 3:15pm | 4:00pm | Concurrent Sessions F |
| | 4:15pm | 5:00pm | Concurrent Sessions G |
| | 4:00pm | 5:30pm | Past President's Reception (by invitation only) |
| Wednesday, Mar 1 | 8:00am | 9:00am | TAIR Registration |
| | 7:30am | 9:00am | Breakfast |
| | 9:00am | 9:45am | Concurrent Sessions H |
| | 10:00am | 10:45am | THECB Update |
| | 11:00am | 11:45am | TAIR Business Meeting |
| | 12:00pm | 2:00pm | Executive Committee Meeting |

$ = Requires additional payment

# President's/Vice President's Message

Welcome to the 45th Annual Conference of the Texas Association for Institutional Research (TAIR). It has been 7 years since we have been to the Houston area, and we are thrilled to be back!!! This has been an exciting and eventful year for TAIR. This is our first completely in-person event since 2020 and we are glad you have been able to join us for another amazing conference.

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 workshops and concurrent sessions this year. This conference is jam-packed with plenty of sessions to choose from covering a wide range of issues. Topics include assessment, survey research, legislative mandates, reporting, data-visualization, benchmarking, and much, much more.

We are thrilled to be joined by two amazing keynote speakers this year.

- Dr. David Troutman is the Deputy Commissioner for Academic Affairs and Innovation with the Texas Higher Education Coordinating Board. David will be offering our opening keynote on Monday at 12:30pm.
- Jodee Bock is an entrepreneur who left corporate American to start her own business as a coach, consultant, speaker, facilitator, and author. Jodee will be offering our keynote on Tuesday at 11:00am.

We would like to offer a huge Thank You to our sponsors and their representatives for joining us. Your products and services make our work easier and we are thankful for all the support you offer to TAIR and its members.

Finally, thank you to everyone who has volunteered this year on a committee. Your work is invaluable and TAIR would not be able to continue functioning without you.

The TAIR Annual 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 in the state. We are extremely glad to have you here!


Sincerely yours,

David Malone, President
Tracy Stegmair, Vice President
Texas Association for Institutional Research

# 2023 Election Ballot
## Candidates for President

The President will be elected for a two-year term, serving as President for the first year, and Immediate Past President for the second year. The President will preside over activities of the Executive Committee, appoint and charge members to committees, formulate and implement policy, serve as liaison to other associations and agencies, Serve as an advisor to the Program Committee, preside at the annual conference and business meeting, and perform any other duties necessary.

**Tracy Stegmair – Texas Woman's University.** Tracy Stegmair earned Bachelor's degrees in Computer Science (2002) and History (1995) from Texas Woman's University. She began working in the Office of Institutional Research and Data Management (IRDM) at TWU in 2003 with a brief break where she worked at Dallas College-Richland from 2010 to 2013. Tracy is a Senior Business Systems Analyst in TWU's IRDM office, providing information for reporting, planning, and decision making for the University. She is an experienced programmer in SAS and SQL and provides and analyzes data for a variety of University stakeholders including administrators, faculty, staff and outside institutions including state and federal reporting agencies. Tracy has been a member of the Texas Association for Institutional Research (TAIR) since 2005 where she has served on the Executive Committee, the Program Committee, and the Financial Review Committee. At TAIR conferences she has presented workshops on beginning SAS and SQL programming and getting started with SAS Enterprise Guide and has presented numerous concurrent sessions on using SAS and Excel in an IR office. She is currently the Vice President/Program Chair for the 2023 TAIR Conference being held here in Spring, TX. Tracy lives in Carrollton with her husband, two children, three dogs, and four cats. She even uses her research skills at home when spending time on her favorite hobby as an amateur genealogist.

**Morgan Carter – Tarleton State University.** Morgan is the Director of Institutional Analytics, Effectiveness, and Accreditation at Tarleton State University where he has served the past 15 years. Morgan started out as a Technology Support Specialist in Enrolment Management automating business processes and implementing the institutions first CRM. After gaining an understanding of how the student information systems functioned, he learned how to report 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, strategic planning process, and continuous compliance initiatives. Morgan holds a BS, MS, and MBA all from Tarleton. He just completed his PhD at the University of North Texas in Learning Technologies. Morgan has been a member of TAIR for 11 years and has previously served the organization by being a session facilitator, session presenter, Communications Officer on the Executive Committee, and most recently as the TAIR Historian. Morgan would be honored to serve you and would appreciate your vote!

## Candidates for Vice-President/President-Elect

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

**Lea Campbell – University of Houston-Downtown.** Lea Campbell is the Executive Director of Institutional Assessment and Accreditation at the University of Houston-Downtown. In addition to serving as the SACSCOC liaison, she works closely with Institutional Research and UHD's research analyst to utilize data to measure effectiveness and guide student success and retention decisions.  Roughly 25% of her time is devoted to developing professional development activities for staff and faculty related to assessment, use of data to guide decision-making, data representation, and data visualization.  Prior to coming to Houston, she served as the Associate Vice Chancellor of Developmental Education at the City Colleges of Chicago and Director of Student Success Initiatives at Lone Star College System.  She holds a Ph.D. in Higher Education Administration from the University of Texas-Austin and an MS and BA in Mathematics from Eastern New Mexico University.

**Faron Kincheloe – Baylor University.**  Faron is the Director of Business Intelligence in the office of Institutional Research.  He started in the office of Institutional Research as a Programmer/Analyst in 1998.  One of his primary duties was to be the system administrator for the university's new data warehouse.  Faron was then promoted to Assistant Director and given responsibility of leading the team that develops and maintains the data warehouse.  In this role and his current role, Faron has been instrumental in migrating the data warehouse to the SAS BI Platform and more recently into Power BI on Microsoft Teams.  Faron has been active in TAIR since 2008.  At the 2008 conference in Galveston, Faron filled in for a co-worker who had to cancel at the last minute as the moderator of the SAS Users Special Interest Group (SIG).  Faron continued to moderate the SAS Users SIG for the next five conferences.  He has had some role in every TAIR conference since then.  He has served on the TAIR conference program committee and conducted numerous conference sessions and workshops.  He has led the Newcomers Workshop for the past five years.  Faron served a 2-year term on the Executive Committee as the Member -at-Large for Technology (now called Communications Officer).  He currently manages the TAIR-L mailing list.  Faron received the TAIR Outstanding Service Award in 2021.  Faron holds an Associate degree in electronics from Texas State Technical College, a Bachelor of Applied Arts and Sciences degree in Business from Tarleton State University, and a Master of Information Systems degree from Baylor University.

# Candidates for Communications Officer

The Communications Officer is elected for a two-year term. The Communications Officer is responsible for oversight of the TAIR website, listserv, conference registration website, and providing technical support at the conference.

**Alison Malmstrom (Ali)—Tyler Junior College.** Ali Malmstrom serves as a Research Analyst at Tyler Junior College (TJC). She has worked in higher education for four years in various capacities to help support the College's goals and decision making. The two years prior to becoming a Research Analyst, Ali was an integral part of the institution's marketing team. In August of 2018 Ali graduated with a Bachelors of Business Administration in Marketing from Texas State University. Prior to her education at Texas State, she graduated with an A.A. from TJC with an emphasis in Visual Communications. Ali is excited for the opportunity to serve TAIR on the Executive Board. She hopes her combined knowledge of Institutional Research and Marketing will help support the organization as the Communications Officer.

**Xiqian Liu—Texas A&M University-Corpus Christi.** Xiqian Liu works as a Lead Research Data Analyst in the Office of Planning and Institutional Research at TAMU-Corpus Christi. She has been a member of TAIR for three years and presented on every TAIR conference she attended. She has served as the coordinator for session facilitators on the Planning Committee for TAIR 2023. She has worked in Indiana University Bloomington previously and had a combined IR relevant work experience for seven years. She also serves as the treasurer on the steering committee of OCAIR (Overseas Chines Association of Institutional Research). She wants to build and sustain collaborative relationships at all levels for TAIR and demonstrate emotional intelligence, a high level of cultural fluency, and a deep respect for the partners that works with TAIR. She has a Ph.D. degree in Higher education and Student Affairs from Indiana University Bloomington.

# Candidates for Treasurer

The Treasurer is elected to a two-year term and is responsible for the collection of annual membership dues, conference and workshop fees, payment of authorized expenses, maintaining financial records of the organization, preparing the annual budget, reconciling financial records, ensuring tax exempt status is maintained, and supporting the Secretary's efforts in maintaining an accurate membership database.

**John Gonzalez – North Central Texas College.** John is the Interim Director of Research and Reporting at North Central Texas College. He has worked at NCTC for 4 years and the last 3 years in Institutional Research. He has assisted the TAIR Executive Committee for 3 of the last 4 TAIR conferences and currently a member of TAIR Professional Development Committee. John enjoys workshops, roundtables, and special interest groups provided by TAIR. His favorite part is the building of meaningful relationships and exchanging of knowledge with the other TAIR members. He is always looking for ways to contribute more. John is a graduate of North Central Texas College and currently pursuing another degree at Texas A&M Commerce.

**Aaron Majek—Sul Ross State University.** Aaron Majek is an institutional researcher at Sul Ross State University, where he has been part of the college community since Spring 2019. He holds a Master's and Bachelor's degree in Sociology from the University of North Texas which he attained in 2016 and 2013 respectively. Additionally, he recently acquired a certificate in Data Analytics from UT-Austin during the COVID19 pandemic period.  As a member of TAIR, Aaron is actively involved and is currently serving on the TAIR Program Committee. He is also giving a presentation on the application of the Rstudio package Tidygeocode to institutional research offices during the current 2023 conference. Before joining Sul Ross, he worked as a private investigator, handling cases related to fraud, corporate due diligence, money laundering, and misrepresentations. His experience working with sensitive information proved an asset when transitioning to a career in institutional research. In his free time, Aaron enjoys hiking, history, and B- Horror films. He is also a recipient of a Sul Ross sponsored Vida Lobo award in 2022, which he received for his proposal to improve Sul Ross's reach with employers in the university's service region. This award signifies his dedication to making deliberate improvements to the university's standing within the broader community.

# Candidates for Nominating Committee

The Nominating Committee consists of the Immediate Past President and four members elected by the membership to staggered two-year terms. The term of each member of the Nominating Committee shall be two years or until a successor takes office. The Nominating Committee, chaired by the Immediate Past-President, is responsible for preparing a slate of candidates for the next TAIR election and four (4) members elected by the membership to staggered two-year terms. The term of each member of the Nominating Committee shall be two (2) years or until a successor takes office.

**Nicolas A. Valcik** currently works as Director - Effectiveness Analytics for Collin College. Previously Valcik worked as the Managing Director for Institutional Research at Texas Tech University, the Director for Institutional Research and Business Intelligence at the University of Texas of the Permian Basin, the Executive Director for Institutional Effectiveness at Central Washington University, the Director for Institutional Research for West Virginia University, and the Associate Director of Strategic Planning and Analysis for the University of Texas at Dallas. In addition, Nicolas held an academic appointment as a clinical Assistant Professor for Public Affairs  x  *About the Editors* at the University of Texas at Dallas. Prior to 1997, Valcik worked for a number of municipalities across different departments, as well as for Nortel. He received a doctorate degree in public affairs from the University of Texas at Dallas in 2005, a master's degree in public affairs from the University of Texas at Dallas in 1996, a bachelor's degree in interdisciplinary studies from the University of Texas at Dallas in 1994, and an associate's degree in political science from Collin County Community College in 1994. Valcik has authored the following books for Taylor & Francis: *Institutional Research Initiatives in Higher Education* (2018) co-edited with Jeffery Johnson, *City Planning for the Public Manager* (2017) co-authored with Teodoro J. Benavides, Todd Jordan, and Andrea Stigdon, *Case Studies in Disaster Response and Emergency Management: Second Edition* (2017) co-authored with Paul Tracy, *Strategic Planning, Decision-Making and Practical Aspects for Public Sector and Non-Profit Organizations* (2016), co-authored with Teodoro J. Benavides and Kim Scruton, *Non-Profit Organization Case Study Book* (2015), *Hazardous Materials Compliance for Public Research Organizations: A Case Study* (2013), co-authored with Paul E. Tracy, *Case Studies in Disaster Response and Emergency Management*, co-authored with Teodoro J. Benavides, and *Practical Human Resources Management for Public Managers: A Case Study Approach* (2011). Prior to 2011 Valcik authored *Regulating the Use of Biological Hazardous Materials in Universities: Complying with the New Federal Guidelines*, which was published by Mellen Press in 2006. He has served as editor for three volumes of New Directions for Institutional Research (volumes 135, 140, 146, and co-edited with Gary Levy 156) in addition to writing numerous articles and book chapters on institutional research topics and homeland security issues. He specializes in several areas as both a researcher and a practitioner: higher education, information technology, human resources, homeland security, organizational behavior, and emergency management.

**Sushil Pallemoni** is the Executive Director of Institutional Research at Del Mar College, Corpus Christi. He started his career at Del Mar College in 2002 as a Programmer in the Grants Office and worked in Institutional Research for nearly 16 years. He has been an active member of TAIR since 2007 and has both presented and served on some TAIR committees. Sushil has a Bachelor's in Electrical Engineering, Master's in Computer Science and Master's in Business Administration. Sushil is also FAA licensed commercial drone pilot and loves taking aerial pictures/videos when he is not crunching numbers.

**Dr. Guyla Blaylock** currently serves as an Associate Dean of Assessment at Dallas College. She received a Bachelor of Science in Psychology from Oklahoma State University and a Master of Arts in Psychology and a Ph.D. in Developmental Psychology from Bowling Green State University. She spent the first part of her career in the classroom as an Assistant Professor of Psychology. After receiving tenure, life led her to Richland College where she embarked in a new career in institutional research and now at Dallas College where she supports faculty in their academic assessment work. As a self-labeled data nerd, she loves designing research, creating measurement tools, analyzing data, and learning new ways to present data in user-friendly formats. Her research interests include psychological factors that influence student success. She also continues to work as an adjunct instructor in the Master of Psychology program at Tiffin University, teaching courses such as statistics and research design. Guyla has been a member of TAIR since 2013 and has served as a TAIR program committee member, an awards committee member, a conference session facilitator, and has presented both workshops and concurrent sessions.

**Kelsey Zemler** is a Senior Business Systems Analyst at Texas Woman's University in the Office of Institutional Research and Data Management. Kelsey has worked in IR for the past 5 years, but has worked in analytics for nearly 10 years. Prior to the professional workforce, Kelsey was a graduate assistant in the Department of Mathematics and Computer Science at TWU, as well as the graduate assistant in the Department of Institutional Research and Data Management. In her current role at TWU, Kelsey's main duties are completing data surveys (i.e. U.S. News, Peterson's, etc...), administering IE surveys, filling data requests, and completing data for grant applications. She is also a volunteer on the SECC committee for the state charitable campaign. She earned a Bachelor of Science in Mathematics in 2011 from the University of North Texas, and a Master of Science in Mathematics from Texas Woman's University in 2013.

## Sunday, February 26, 2023 | TAIR Registration | 11:00PM – 2:00PM

## Location: Foyer

**Sunday, February 26, 2023 | Workshop Lunch | 12:00PM – 1:00PM**

**Location: Canopy (for Workshop Attendees Only)**

## Workshops

| Workshops | Sunday, February 26 | 1:00 pm – 4:00 pm |
|---|---|---|

| **Workshop:** W1 | **Room:** Cedar I | **Level:** Beginner | **Cost:** $75 |
|---|---|---|---|

**Title:** Unleash the Power of Data through Visualizations: An Introduction to Tableau

**Track:** Data Analysis Tools and Methods

**Presenter(s):** Hanlong Fu & Moumita Mukherjee, University of Houston

**Description:** This workshop will provide a hands-on introduction to creating visualizations in Tableau. It will cover many of the popular topics such as data sources, the interface, chart types, calculated fields, parameters, functions, and more. By the end of the workshop, participants will be able to articulate the advantages of Tableau, navigate the interface, and build basic visualizations and dashboards. Intermediate topics will also be introduced to allow participants to explore the more advanced features of Tableau. Resources for further study will be provided at the end.

This session will provide a hands-on introduction to Tableau. It will cover many aspects of building visualizations in Tableau, including:
1. Why do we use Tableau?
2. How to connect to data sources
    a. Overview of different data types
3. Overview of Tableau interface
4. How to build basic visualizations
    a. Common types of charts
5. How to build a basic dashboard
6. Intermediate techniques
    a. Calculated fields
    b. Parameters
    c. Common Functions and Conditionals
    d. Basic Level of Detail Calculations
7. How to apply intermediate techniques
8. Q & A and Resources

By the end of the workshop attendees will:
    - understand the advantages of building visual analytics through Tableau
    - be able to create effective visualizations and dashboards in Tableau
    - learn and apply some of the intermediate to advanced Tableau features to enhance their visualizations

**Requirements:** To attend this workshop, all participants will need to bring their laptops with them and have Tableau Desktop pre-installed on their laptops. Tableau Desktop 2021.4 or newer is recommended. A trial copy, which can be downloaded from the Tableau website, would suffice for the workshop.

| Workshop: W2 | Room: Cedar II | Level: Intermediate | Cost: $75 |
|---|---|---|---|

**Title:** Building Dashboards for Institutional Effectiveness Using SAS Visual Analytics

**Track:** Data Analysis Tools and Methods

**Presenter(s):** Mahdi Ahmadi, University of North Texas

**Description:** In this workshop, we will review techniques and strategies to build dashboards for reporting and analytical purposes to improve institutional effectiveness process. First, we present methods of preparing data sources for dashboards. We will talk about tidy and messy data structures and how to use them in dashboard development. Then we review most useful graphical and tabular objects in SAS VA, and how to use them. We will cover global and local filters, object-level filters, actions, and data roles. The entire workshop materials are presented through hands-on training. We will provide synthesized data for the participant to build their own dashboards during the workshop.

**Requirements**: For the participant who do not have access to SAS VA platform through their institutes, SAS will provide temporary access during the workshop. This is a hands-on workshop and each participant is required to bring their own laptop.

## Monday, February 27, 2023 | TAIR Registration | 7:30AM – 4:00PM

## Location: Foyer

| Workshops | Monday, February 27 | 8:30 am – 11:30 am |
|---|---|---|

| Workshop: W7 | Room: Cedar II | Level: Beginner | Cost: $0 |
|---|---|---|---|

**Title:** Labor Market Solutions to Help Launch Economically Mobile Programs

**Track:** Institutional Effectiveness and Assessment

**Presenter(s):** Michelle Rodriguez & Lucas Rae, Lightcast

**Description:** Colleges and universities are uniquely positioned to provide relevant programs leading to economically mobile careers. Join Lightcast for a session outlining how our labor market tools and solutions position higher educational institutions in creating and delivering in-demand programs. In today's labor market, employers are increasingly seeking workers with current and relevant credentials and skills. Use of Lightcast's tools in designing programs and other in-demand certifications can boost enrollment while meeting workforce development partners' needs. This workshop is intended to empower participants to gain an understanding of successful strategies to create change on their campus and engage diverse stakeholders.

| Workshops | Monday, February 27 | 9:00 am – 11:00 am |
|-----------|---------------------|--------------------|

| Workshop: W3 | Room: Springwoods I | Level: Intermediate | Cost: $50 |
|--------------|---------------------|---------------------|----------|

**Title:** The Changing Higher Education Model and Program Review

**Track:** Current Issues & Research in Higher Education

**Presenter(s):** Richard Plott, Jarvis Christian University

**Description:** Challenges to our higher education model have a major impact in how Institutional Researchers provide decision support for Academic Program Review. Life-long learning and the increased expectations of the "student-consumer" are having a profound influence in how we measure success in our programs. Together we will look at four major challenges to the higher education model today and how we can effectively respond to these challenges through a "culture of evidence."

In this workshop, we will review and address four major challenges to our higher education model and how we as Institutional Researchers can respond to them in academic program review. These challenges are: 1) need for life-long learning; 2) expectations of the student-consumer; 3) emerging technologies and business models; 4) moving towards skills over degrees.

By the end of the workshop participants will be able to identify and address challenges to our higher education model and program review with effective tools to measure: 1) Industry trends; 2) learning environments; 3) stackable certifications; 4) business intelligence models. Resources and materials will be provided for participants to access as they return to their home campus.

| Workshop: W4 | Room: Springwoods II | Level: Beginner | Cost: $50 |
|--------------|----------------------|-----------------|----------|

**Title:** Surveys in Qualtrics

**Track:** Data Analysis Tools and Methods

**Presenter(s):** Laura Wichman, McLennan Community College

**Description:** This workshop is for new users of the Qualtrics survey tool or users who know the basics. This workshop will go over how to set up a survey from start to finish, including adding various question types, customizing questions, distributing surveys, setting up distribution lists, and results. Additionally, we will discuss email triggers, display logic, and workflows.

**Requirements:** Laptop & access to Qualtrics

| **Workshop:** W5 | **Room:** Springwoods III | **Level:** Beginner | **Cost:** $50 |
|---|---|---|---|

**Title:** Introduction to SAS Enterprise Guide

**Track:** Data Analysis Tools and Methods

**Presenter(s):** Mike Pavoggi, McLennan Community College

**Description:** This workshop is for beginners to using SAS Enterprise guide. The attendee of this workshop should have basic knowledge of SQL and programming logic. We will cover how to setup SAS Enterprise guide, use of datasets, building SAS programs, and how to export data into pdf reports and .csv file format. After that, we will run through an example data request from start to finish: build the program, export the data into a report, check the results, and finalize the report. If there is time after this, we will run through useful SAS functions and techniques for handling data in SAS.

Please note, this workshop is for beginners to using SAS Enterprise guide. The attendee of this workshop should have basic knowledge of SQL and programming logic.

In the first part of the workshop, we will go over setting up SAS. Next, we will look at some example datasets and use some tools to better examine them (Query Builder, One Way Frequency, etc.). After that, we will run some code in a SAS program to import data, query data using PROC SQL, and modify data using a SAS Data Step. Lastly, we will run code to export data as a pdf report using PROC TABULATE and PROC PRINT, generate a graph using SGPLOT, and export raw data into a .csv.

In the second part of the workshop, we will go over an example data request to simulate a project's creation from start to finish. First, we will write a program to pull in data needed, then write a program to process the data pulled in, and finally write a program to create a pdf report. Once the code is written, we will examine the results of the report to see if any changes need to be made. The final step is finalizing the report by adding a coversheet, table of contents, executive summary, and page numbers to the pdf report.
If there is time after we create the report, we will go over some useful SAS functions and techniques for handling data in SAS.

| **Workshop:** W6 | **Room:** Cedar I | **Level:** Beginner | **Cost:** $50 |
|---|---|---|---|

**Title:** Newcomers to Institutional Research

**Track:** Newcomers

**Presenter(s):** Faron Kincheloe, Baylor University

**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.

## Monday, February 27, 2023 | Workshop Lunch | 11:00AM – 12:00PM

## Location: Oak Ballroom (for Workshop Attendees Only)

**Monday, February 27, 2023 | General Session I | 12:30PM – 2:00PM**

**Location: Springwoods IV/V**

**Speaker: David Troutman, Deputy Commissioner for Academic Affairs, THECB**

Dr. Troutman is Deputy Commissioner for Academic Affairs at the Texas Higher Education Coordinating Board (THECB). As a part of the leadership team, Dr. Troutman provides leadership on operational and strategic matters pertaining to all aspects of academic affairs and innovation, as well as to advance the goals of Building a Talent Strong Texas and the Governor's Tri-Agency Workforce Initiative. Dr. Troutman has worked in Texas higher education for more than fifteen years. Most recently, he served as the Chief Data Officer and Associate Vice Chancellor for Institutional Research and Analysis at the University of Texas System. He led a team of research and policy analysts to transform data into timely and meaningful information that supported the UT System initiatives and policy decisions across its 13 institutions.

Dr. Troutman has a national and state higher education presence by collaborating with federal and state agencies (e.g., U.S. Census Bureau, THECB, and Texas Workforce Commission) and non-profit foundations (e.g., Bill and Melinda Gates Foundation, Lumina Foundation, and Strada Education Network), as well as serving on advisory boards for the National Student Clearinghouse Research Board and ACE's Carnegie Classification Technical Review Panel. This year, he was selected to serve as the inaugural Equity Value Fellow for the Institute for Higher Education Policy. As a part of his work with the US Census Bureau, Dr. Troutman founded the Postsecondary Employment Outcomes Coalition, a community of higher education leaders from 22 states who examine US Census data to highlight the economic and non-economic value of postsecondary credentials.

Through these past and current collaborations and roles, Dr. Troutman champions the use of data, policy, and practice to close success and equity gaps that exist throughout the K-12 to Workforce pipeline. His worked has been featured in peer-reviewed journals and various media outlets (e.g., Wall Street Journal, The Washington Post, The Chronicle of Higher Education, and Inside Higher Ed).

# Concurrent Sessions

| Concurrent Sessions: A | Monday, February 27 | 2:00 pm – 2:45 pm |
|---|---|---|

| **Session:** A1 | **Room:** Cedar I | **Level:** Intermediate | **Audience:** 2 Year, Public |
|---|---|---|---|

**Title:** Getting and using Texas Workforce Commission data to analyze labor market outcomes

**Track:** Collect, Analyze, Interpret, and Report

**Presenter(s):** Douglas Walcerz, Lee College

**Description:** The most popular reason that freshmen give for why they are going to college is that they want a good job, so labor market outcomes are one of the most important outcomes of a college education. The Texas Workforce Commission collects data on employee wages for the entire state, so it has the data that are needed to assess labor market outcomes. This session will describe the process of getting access to TWC data and some examples of how the data can be used.

**Session Facilitator:** Jane Haas, Del Mar College

| **Session:** A2 | **Room:** Cedar II | **Level:** Beginner | **Audience:** All |
|---|---|---|---|

**Title:** Leading with inquiry and institutional knowledge: A collaborative approach to program review

**Track:** Stewards Of Data and Info

**Presenter(s):** April Whalen & Laurie Dillon, Austin Community College

**Description:** In 2019 and 2020, members of Austin Community College's Institutional Researcher team identified disparities in the composition of student populations in our nursing programs. These programs require students to apply, presumably some of the disparities were informed by student choice. With the support of an Equity Council grant, our IR team established a collaborative project with Nursing Department leaders in an effort to identify the primary factors influencing students' decisions to apply for one program versus another. We will share our process, our findings, and the actions ACC's Nursing Department have embraces in an effort to diversify our departments.

**Session Facilitator:** Tom Martin, Collin College

| **Session:** A3 | **Room:** Springwoods I | **Level:** Intermediate | **Audience:** All |
|---|---|---|---|

**Title:** COREQUISITE WORKS- Student Success Models at the Lone Star College

**Track:** Current Issues and Research In Higher Ed

**Presenter(s):** Jae Hak Jung & D. Diego Torres, Lone Star College

**Description:** The University of Georgia and Complete College America completed research for corequisite success models and published their findings in December 2021. The Institutional research team at Lone Star College analyzed LSC Institutional data to replicate their report for Lone Star College. Using Lone Star College institutional data, the results to be replicated in this analysis are as follow: Through Power BI visualization, Chi-Square, and Logistic regression, we have examined that more LSC students at the Developmental level could complete gateway ENGL and MATH courses when they received corequisite support, even though the average completion and success rates were lower than those of non-corequisite college level ENGL and MATH. We also found that corequisite students received the most benefit from having the same instructor for both the corequisite support

and college-level courses. For ENGL, corequisite students also benefited from having only corequisite students in the college-level courses.

**Session Facilitator:** Laura Wichman, McLennan Community College

| **Session:** A4 | **Room:** Springwoods II | **Level:** Intermediate | **Audience:** All |
|---|---|---|---|

**Title:** Data Warehousing & Analytics for Peer Benchmarking Data

**Track:** Operations and Leadership

**Presenter(s):** Allen Dominguez Anzo & Daniel Hubbard, University of North Texas

**Description:** Peer benchmarking data is tremendously valuable to higher education institutions as we seek to measure ourselves against others, better understand how we rank on various high-level 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 the needs of one institution. Join UNT in a discussion about the types of external data source we've converted into internal dashboards, data management and modeling methods 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.

**Session Facilitator:** Emily Rhodes, University of Texas Health Science Center-San Antonio

| **Session:** A5 | **Room:** Springwoods III | **Level:** Intermediate | **Audience:** All |
|---|---|---|---|

**Title:** Using Tableau to Create Interactive Student Profile Infographics

**Track:** Collect, Analyze, Interpret & Report

**Presenter(s):** Regina Gonzales & Xiqian Liu, Texas A&M University-Corpus Christi

**Description:** Infographics are a visual representation of information and data. Combined elements of text image, chart and diagram, are an effective tool to present data and explain complex issues. Creating profiles for students helps to identify the characteristics of students, reflects on admission policies and links retention with students' profile. However, creating static Adobe generated infographics is not ideal due to the immense effort of manual data entry updates. To solve this issue, we turned to Tableau to create a visually interactive and dynamic dashboard design. This allows for data refreshment and streamlines the updating process. This presentation will highlight how this product allowed the collaboration between the analytics and research units at Texas A&M University-Corpus Christi PAIRS unit.

**Session Facilitator:** John Carroll, Texas A&M University Central Texas

## Monday, February 27, 2023 |Coffee Break | 2:45PM

## Location: Springwoods IV/V

| Concurrent Sessions: B | Monday, February 27 | 3:15 pm – 4:00 pm |
|---|---|---|

| Session: B1 | Room: Cedar I | Level: Intermediate | Audience: All |
|---|---|---|---|

**Title:** Assessing Peer Groups

**Track:** Plan and Evaluate

**Presenter(s):** Amon Seagull, Austin College

**Description:** Peer grouping is a common activity at IR offices and a popular topic at IR conferences. Yet how are peer groups assessed?  In this session, we'll look at how they've been assessed by institutional researchers---and how they haven't. Are there limits to the assessment? What does that mean for IR? We'll look at how one small college has tried to assess. There will be ample time for participants to share their own strategies.

**Session Facilitator:** Laura Wichman, McLennan Community College

| Session: B2 | Room: Cedar II | Level: Beginner | Audience: All |
|---|---|---|---|

**Title:** How IR offices can partner with academic departments to benefit students and the university

**Track:** Operations and Leadership

**Presenter(s):** Morgan Carter & Dennis Jones, Tarleton State University

**Description:** Institutional Research offices are faced with staffing shortages and increased demands for data and analytics. Learn how one university partnered with an academic department to provide students real-world problem solving opportunities while assisting the IR office in various projects.

**Session Facilitator:** Michele Hancock, Tarleton State University

| Session: B3 | Room: Springwoods I | Level: Intermediate | Audience: All |
|---|---|---|---|

**Title:** Predicting College Student Success Using a Classification Tree Model

**Track:** Collect, Analyze, Interpret, and Report

**Presenter(s):** Jae Hak Jung, Lone Star College; Kwanghee Jung & Terrance Youngblood, Texas Tech University

**Description:** This research project demonstrates how to build a predictive model to identify college student success using educational data mining. This research specifically aims to address the application of a classification tree technique on Lone Star College's institutional research database to understand student course success data and gain insights into the critical factors that influence the student's course success. As predictors of students success, we consider prior academic success, cumulative GPA, prior drops or failures, demographic, credit attainment history, and student online activity. Based on this predictive model, our research team will develop an early alert interactive dashboard using Power BI. This presentation will include a sample of this Power BI dashboard.

**Session Facilitator:** Jiashi Zhao, Texas A&M University Corpus Christi

| **Session:** B4 | **Room:** Springwoods II | **Level:** Intermediate | **Audience:** All |
|---|---|---|---|

**Title:** Using Predictive Modeling to Increase Six-Year Graduation

**Track:** Collect, Analyze, Interpret, and Report

**Presenter(s):** Caroline Neary & Jorge Martinez, University of Houston

**Description:** Six-year graduation rates are a critical benchmark for student success and an important metric for university administrators. Conducted at a large, public, 4-year university with a current six-year graduation rate of 62%, this study generated a predictive model that identified ten statistically significant predictors for six-year graduation. These predictors were conceptualized into four actionable takeaways to improve the six-year graduation rate. Researchers also used the collected data to complete a survival analysis modeling time to graduation (or stop-out). This term-to-term analysis provides meaningful information for understanding variables like major changes and credit hour progression and identifying when (not just where) critical interventions can make an impact.

**Session Facilitator:** Emily Rhodes, University of Texas Health Science Center-San Antonio

| **Session:** B5 | **Room:** Springwoods III | **Level:** Beginner | **Audience:** All |
|---|---|---|---|

**Title:** Removing Barriers: How to Assess DEI Effectiveness Through Workforce Data

**Track:** Stewards Of Data and Info

**Presenter(s):** Erin Baird & Michelle Rodriguez, Lightcast

**Description:** Higher education is a necessity for social mobility and economic prosperity. Research supports that diversity, equity, and inclusion issues negatively impact students' access to education and earnings potential. At Lightcast, our labor market data can help with these challenges. By assessing socioeconomic and demographic data in your region, you can identify opportunities to improve outcomes for underrepresented and economically disadvantaged students, while identifying high-wage, high-growth occupations strategies and expanding access to those pathways.

**Session Facilitator:** Xiqian Liu, Texas A&M University – Corpus Christi

| Concurrent Sessions: C | Monday, February 27 | 4:15 pm – 5:00 pm |
|---|---|---|

| Session: C1 | Room: Cedar I | Level: Beginner | Audience: All |
|---|---|---|---|

**Title:** Building a Data Institute

**Track:** Educate Information Producers, Users, and Consumers

**Presenter(s):** Christopher Reid, Lone Star College

**Description:** In 2018, Lone Star College launched the Data Institute, a year-long training opportunity for faculty and staff throughout the system. Participating in tailored workshops on research design, data sources, and reporting tools, 16 fellows went on to complete guided research studies. The Institute has recently welcomed its fourth cohort, now 20 fellows, and continues to enhance the research and data analytics knowledge and skills of its participants. We will outline how our institution has cultivated a "data culture" through tailored workshops on research design, data sources, data manipulation and visualization, basic statistical methods, and analytical and reporting tools. We highlight both the challenges and promises of such an ambitious program. The aim is to stimulate others to think about creating a data culture that works in the context of their respective institutions.

**Session Facilitator:** John Carroll, Texas A&M University Central Texas

| Session: C2 | Room: Cedar II | Level: Intermediate | Audience: All |
|---|---|---|---|

**Title:** The Poetry of Data

**Track:** Collect, Analyze, Interpret, and Report

**Presenter(s):** Michelle Byrne & Frances Frey, Trinity University

**Description:** Data narratives are common ways we talk about the need for data to be more than a set of numbers or a series of visuals. Storytelling transforms the data, making it accessible and meaningful to decision-makers. But what happens if the story reads like a Russian novel with multiple plot lines and ever-changing names for the same character? This session will describe an alternative approach to storytelling–the data poem. Data poems begin with the intent to focus, the desire for clarity, and the need for human connection. This session will describe steps to create better reporting and improve data use by using elements of poetry: focus, precision, brevity, and speed. Attendees will learn how to apply a poetry framework to the typical process of data collection, analysis, and reporting. The goal of the framework is to develop a focused, useful, and ultimately less stressful approach to working with data.

**Session Facilitator:** Carol Tucker, University of Houston-Downtown

| Session: C3 | Room: Springwoods I | Level: Intermediate | Audience: 4 Year, Public |
|---|---|---|---|

**Title:** Time to Degree for Graduate Students: An understudied population

**Track:** Current Issues and Research In Higher Ed

**Presenter(s):** Moumita Mukherjee, University of Houston

**Description:** Using certified longitudinal data for students who earned their doctorate or master's degrees from academic years Fall 2018 to Summer 2021, this study examines the differences in time-

to-degree completion as an outcome of students' background characteristics. The broad research question that the study will examine is what are the differences in time-to-degree completion and how long does it take for doctoral and master's students to complete their degrees at a public four-year research institution in south-east Texas?

**Session Facilitator:** Emily Rhodes, University of Texas Health Science Center-San Antonio

| **Session:** C4 | **Room:** Springwoods II | **Level:** Beginner | **Audience:** All |
|---|---|---|---|

**Title:** The Enrollment Cliff - Is it doom and gloom or can the trend be reversed?

**Track:** Collect, Analyze, Interpret, and Report

**Presenter(s):** Cindy Ullrich, Brazosport College

**Description:** With community college enrollment down 7% the first fall semester after COVID, college campuses across the nation shifted to an all-hands-on-deck strategy to reverse the downward enrollment trend. COVID forced higher education to do business differently, and Brazosport College used innovative and creative strategies to help boost enrollment. By Fall 2021 Brazosport's enrollment was up by 2% and Fall 2022 was up 5% when compared to Fall 2020. In addition to COVID, there are many other looming factors that analysts say will negatively impact enrollment such as the decline in birthrates starting in 2008 and the growing skepticism of the value of higher education.

**Session Facilitator:** Douglas Walcerz, Lee College

| **Session:** C5 | **Room:** Springwoods III | **Level:** Beginner | **Audience:** All |
|---|---|---|---|

**Title:** The Intersection of Data Quality, Data Stewardship and Data Governance

**Track:** Stewards Of Data and Info

**Presenter(s):** Mary Anne Hopper, SAS

**Description:** Data Quality is a top-of-mind issue for most organizations.  As data assets and usage needs grow, so do the realities of needing to better utilize that data as a trusted and reusable asset.  A solid Data Governance organization provides the discipline and methodology to do just that.  This class will explore common Data Quality challenges and their associated misconceptions and give participants a clear definition of the different types of Data Quality.   After discussing how Data Governance and the role of Data Stewardship support Data Quality efforts, participants will be left with a plan to execute or extend Data Governance to solve for their unique situations. Attendees will learn: common misconceptions about Data Quality, organizational reasons for poor Data Quality, the types and scope of Data Quality, the role of Data Stewards, and how to organize a Data Governance program to support improvement and measurement of Data Quality.

**Session Facilitator:** Amanda Moske, University of North Dakota

## Monday, February 27, 2023 | Welcome Dinner | 6:30PM – 9:00PM

## Location: Springwoods IV/V

SAVE THE DATE!!
TAIR 2024
March 19-22, 2024
Hyatt Regency –
Frisco, TX

**Tuesday, February 28, 2023 | Breakfast | 7:30AM – 9:00AM**

**Location: Springwoods IV/V**

**Roundtables: 8:00AM – 8:45AM**

## Roundtables

**Data Governance and Management**

**Morgan Carter**

**Tarleton State University**

**New Topics in CBM/THECB Reporting**

**Kate Proff**

**Texas State University**

**IR for Newcomers**

**Miriam Barrera Qumsieh**

**University of Houston – Clearlake**

**What Can TAIR Do for Me?**

**Amanda Moske**

**University of North Dakota**

**Facilitating Equity with IR**

**Jinny Case**

**University of Texas – San Antonio**

**Data Driven Strategies in IR**

**Rick Leyva**

**Dallas College**

**Tuesday, February 28, 2023 | TAIR Registration | 8:00AM – 4:00PM**

**Location: Foyer**

**Tuesday, February 28, 2023 | Sponsor Exhibits | 8:00AM – 5:00PM**

**Location: Foyer**

| Concurrent Sessions: D | Tuesday, February 28 | 9:00 am – 9:45 am |
|---|---|---|

| Session: D1 | Room: Cedar I | Level: Intermediate | Audience: 4 Year, Public |
|---|---|---|---|

**Title:** Graduate Student Success Tableau Visualization

**Track:** Collect, Analyze, Interpret, and Report

**Presenter(s):** Jiashi Zhao & Erin Mulligan-Nguyen, Texas A&M University-Corpus Christi

**Description:** This session details how TAMU-CC PAIRS department developed a graduate retention database including the data map structure and SQL query examples. After developing the graduate retention database, TAMU-CC PAIRS collaborated with the College of Graduate Studies to build Tableau visualizations that show the graduate retention and graduation rates. We will share a visualization that shows the retention and graduation rates as a staircase view with data from Fall 2017 cohorts moving forward that is visualized in a staircase. The Graduate Staircase dashboard contains visualizations data from Fall 2017 moving forward.

**Session Facilitator:** Douglas Walcerz, Lee College

| Session: D2 | Room: Cedar II | Level: Intermediate | Audience: 4 Year, Public |
|---|---|---|---|

**Title:** Out With The Old, In With The New- A Path to Modernizing a University Reporting Tool

**Track:** Collect, Analyze, Interpret, and Report

**Presenter(s):** Jamie Wood, Simon Smith, Randy Price, & Toni Floyd; Tarleton State University

**Description:** Tarleton State University is modernizing our data visualization and reporting tool. This session will take you through our journey from software identification and testing to implementation and the release of our first, modern, interactive dashboards in 15 years. We will share our lessons learned and provide an interactive demonstration of what we have been able to deliver to our university.

**Session Facilitator:** Michele Hancock, Tarleton State University

| **Session:** D3 | **Room:** Springwoods I | **Level:** Intermediate | **Audience:** All |
|---|---|---|---|

**Title:** Expanding Data-Informed Decision Making Capabilities at our New Frisco Campus

**Track:** Stewards Of Data and Info

**Presenter(s):** Rita (Su-Chuan) He & Mary Barton, University of North Texas

**Description:** The Data, Analytics, & Institutional Research (DAIR) team collaborated with the UNT Frisco administration and proposed a development of an interactive dashboard strategically designed to ensure the critical data needs of the new campus were available. The dashboard replaces an Excel worksheet that was distributed on a weekly basis. The dashboard updates daily and provides an expanded view of student course and SCH behaviors, a novel analysis of the percent of time students are spending at Frisco or the Main Campus, and the geographic location of the students.

**Session Facilitator:** Amanda Moske, University of North Dakota

| **Session:** D4 | **Room:** Springwoods II | **Level:** Intermediate | **Audience:** 2 Year, Public |
|---|---|---|---|

**Title:** Using SPSS to Build a Data Warehouse of CBM Reports

**Track:** Stewards Of Data and Info

**Presenter(s):** Jane Haas & Newman Wong, Del Mar College

**Description:** We will show how to import raw data text files of CBM0C1 and 0CS (along with side-by-side match up of layout and variables changes over the years) to create uniform data warehouse files in SPSS. We will share our syntax to produce tables needed for multiple reports from IPEDS to Instructional Program Review to Fact Book.

**Session Facilitator:** Hongxia Fu, Dallas College

| **Session:** D5 | **Room:** Springwoods III | **Level:** Intermediate | **Audience:** 2 & 4 Year, Public |
|---|---|---|---|

**Title:** The Value Proposition to our Students: Creating New ROI Analysis Tools from Multiple Data Sources

**Track:** Collect, Analyze, Interpret, and Report

**Presenter(s):** Navi Dhaliwal, David Mahan, McKenna Griffin, & Sayeeda Jamilah; Research Institute at Dallas College

**Description:** As discourse on the return on investment (ROI) of college continues, higher education leaders are increasingly charged with measuring, enhancing, and conveying the economic value that their institutions provide to students. While existing approaches often report ROI as a single metric for a particular college or field of study, student experiences vary and returns may differ by race or ethnicity, gender, and family income level, among many other factors. Closing equity gaps is a challenging but critical task, especially for public institutions with diverse populations. Institutions must award postsecondary credentials of value and ensure that the earnings potential of those credentials is realized by graduates in an equitable way. This session provides institutional researchers and administrators with innovative tools that integrate multiple data sources to lessen the pressures of oversimplified rankings and to create a more accurate and granular assessment of the value of their programs and credentials.

**Session Facilitator:** Amon Seagull, Austin College

| Concurrent Sessions: E | Tuesday, February 28 | 10:00 am – 10:45 am |
|---|---|---|

| **Session:** E1 | **Room:** Cedar I | **Level:** Intermediate | **Audience:** Public |
|---|---|---|---|

**Title:** Building a Talent Strong Texas: Leveraging TST Metrics

**Track:** Current Issues and Research In Higher Ed

**Presenter(s):** Ginger Gossman, Texas Higher Education Coordinating Board

**Description:** The new strategic plan for Texas higher education, Building a Talent Strong Texas (TST), includes goals and metrics that are new for the state and for higher education: credentials of value and manageable debt. Building on the recent webinars on TST metrics hosted by THECB, this discussion will focus on points in each methodology where institutions can leverage data to advocate for and enact change to improve outcomes for these goals.

**Session Facilitator:** Trey Buchanan, Texas Lutheran University

| **Session:** E2 | **Room:** Cedar II | **Level:** Intermediate | **Audience:** All |
|---|---|---|---|

**Title:** Complexity of classifying and presenting race and ethnicity date. The Zero-sum game and Non-zero-sum Game representations supports the reclassification of certain underrepresented UNT race/ethnicity groups.

**Track:** Stewards Of Data and Info

**Presenter(s):** Reynaldo Quiroz & Daniel Hubbard, University of North Texas

**Description:** Presenting ethnicity and race data remains complex, and it could drive other implications, such as misinterpretations or generating biases. Zero-sum game theory, a situation where one's win does mean another's loss, a net improvement, could help understand the dynamics of the classification of the race data according to educations agencies' request. Compliance with federal guidelines to report and publish race and ethnicity/race data inevitably may drive to hide or suppress the presence of some minority groups. This apparent zero-net effect in the whole population seems unharmful; however it generates a risk for data bias. However, reclassifying entries with multiple race categories can reach an ulterior optimum, known as a non-zero-sum game-a win-win situation that can benefit both or more race categories or push to a lose-lose situation. The UNT's methodology for grouping students and faculty ethnicity and race can help understand a scenario for a win-win situation.

**Session Facilitator:** Amanda Moske, University of North Dakota

| **Session:** E3 | **Room:** Springwoods I | **Level:** Intermediate | **Audience:** All |
|---|---|---|---|

**Title:** Giving Voice to Adult Learners

**Track:** Current Issues and Research In Higher Ed

**Presenter(s):** Sayeeda Jamilah, McKenna Griffin, Navi Dhaliwal, & David Mahan; Research Institute at Dallas College

**Description:** Adult learners have unique and complex needs that are under-researched but critical for institutions to address. This population represents possible enrollment growth and is key to fulfilling the college mission and enhancing education attainment so more low-income families can earn livable wages. Adult students are more than simply older than those coming directly from high school; they

are also diverse in terms of race/ethnicity, income level, college readiness, family obligations, career objectives, work experience, and academic pathways. Quantitative research of data sets alone cannot capture these nuances. The Research Institute at Dallas College offers a model to integrate quantitative and qualitative research to bring voice to adult learners.

**Session Facilitator:** Carol Tucker, University of Houston-Downtown

| **Session:** E4 | **Room:** Springwoods II | **Level:** Intermediate | **Audience:** All |
|---|---|---|---|

**Title:** Reporting for SACS and Other Pleasures: Faculty Employment Status and Classroom Contact with Students

**Track:** Collect, Analyze, Interpret, and Report

**Presenter(s):** Thomas Martin, Collin College

**Description:** Years ago, a session at a SACSCOC conference prompted the development of a new Excel report, generated every fall semester since, to address the accreditor's concerns about reasonably equitable student access to full-time instructors overall and at various locations, times-of-day, and delivery modalities. Over time the report has come to serve additional purposes, and it is one of the IR reports that academic administrators most eagerly await, because it drives a number of subsequent decisions.

**Session Facilitator:** Jane Haas, Del Mar College

| **Session:** E5 | **Room:** Springwoods III | **Level:** Beginner | **Audience:** 4 Year, Public |
|---|---|---|---|

**Title:** The Fast & The Studious: Comparative Methodological Approaches to 15-to-Finish Messaging at UTSA

**Track:** Current Issues and Research In Higher Ed

**Presenter(s):** Kelsey Mattingly, University of Texas-San Antonio

**Description:** Complete College America's 15-to-finish campaign encourages students to enroll in 15+ concurrent hours to graduate in four years. However, a deceptively simple phrase, "15-to-Finish," is methodologically complex to measure and evaluate. This study explores how definitional approaches focus on 15+ semester hours or 30+ average yearly credit hour accumulation may impact reporting, and whether enrollment-cohort or graduation-cohort produce substantially different results, and if so, which results may be more impactful for students decision making. From an initial study of five first-time, full-time, freshman cohorts, we found that continuous enrollment in 15+ hours in the fall and spring associated with increased GPA, higher retention rates, and quicker time to degree. This presentation expands our original analysis of enrollment cohorts to graduation cohorts and compares definitional approaches.

**Session Facilitator:** April Whalen, Austin Community College

**Tuesday, February 28, 2023 | General Session II | 11:00AM – 12:15PM**

**Location: Springwoods IV/V**

**Speaker: Jodee Bock, Life Purpose and Career Coach**


GetR·E·A·L with Jodee Bock

Jodee Bock is an accidental entrepreneur who left Corporate America to start her own business - originally named Bock's Office Transformational Consulting - so she could help people **stay**: stay engaged, stay relevant, and stay involved.

She does this as a coach, consultant, speaker, facilitator, and the author or co-author of eight books. Jodee is also the host of a weekly podcast called "Circle Up & Get REAL," where she has conversations that matter with people who matter.

Jodee has an undergrad degree in English and Communications from Concordia College and a Master's Degree in Business Management from the University of Mary. In addition, she holds professional certifications in Life Purpose and Career Coaching, NLP, Extreme Leadership, and Job Relations Training.

When she's not writing or facilitating, Jodee enjoys her position as head scorekeeper for the North Dakota State men's and women's basketball teams.

WWW.JODEEBOCK.COM | 701.730.1827 | JODEE@JODEEBOCK.COM

**Tuesday, February 28, 2023 | Lunch | 12:15PM – 1:45PM**

**Location: Springwoods IV/V**

**Tuesday, February 28, 2023 |Sponsor Fair | 1:00PM – 3:00PM**

**Location: Foyer (Drawings at 2:30PM)**

**Tuesday, February 28, 2023 |Coffee Break | 2:45PM**

**Location: Springwoods IV/V**

| Concurrent Sessions: F | Tuesday, February 28 | 3:15 pm – 4:00 pm |
|---|---|---|

| Session: F1 | Room: Cedar I | Level: Intermediate | Audience: All |
|---|---|---|---|

**Title:** Tableau Tips & Tricks

**Track:** Collect, Analyze, Interpret, and Report

**Presenter(s):** Joseph Lynch & Katie Stephenson, Rice University

**Description:** A session over tips, tricks, and workarounds in Tableau that may assist analysts in developing effective and valuable reports for end users. A basic knowledge of Tableau Desktop is needed for this session, as we will be discussing how to accomplish certain tasks, enable higher-level functionalities, and work around some of the limitations currently present in Tableau Desktop when building reports and interactive dashboards. Some examples of these methods involve using parameters dynamically, allowing users to switch between multiple measures on a single visual, including an "invisible" worksheet to allow for more intuitive filter values, as well as other useful tips.

**Session Facilitator:** Adele D James, Rice University

| Session: F2 | Room: Cedar II | Level: Advanced | Audience: 4 Year, Public |
|---|---|---|---|

**Title:** How money works? Estimating the influence of financial aid on student retention with different socio-economic status.

**Track:** Collect, Analyze, Interpret, and Report

**Presenter(s):** Mahdi Ahmadi & Rohini Patankar, University of North Texas

**Description:** A countless number of theoretical and empirical studies on have shown socio-economic status of college students has a great role in shaping their academic success. Retention of the first-time in college (FTIC) undergrad student is one of the most important metrics of institutional effectiveness and it has been shown that financial aid is one of the determining factors of students retention. Several empirical studies have shown students with different socio-economic background, performs differently with the same financial aid type and amount. In this study, we are using two different approaches to investigate and quantify the influence of financial aid on students retention across different groups of ethnicity, gender, and family income. In the first method (mode-driven), we use propensity score-

matching method to compare the effect of financial aid on different strata of students. In the second approach (data-driven) first we develop a gradient boosting trees classification to predict retention, and then we applied SHAPELY value approach to quantify the effect of financial aid on the prediction outcome across different groups of race, gender, and family income level. We performed comparison on the data before and during the COVID-19 pandemic to understand how different socio-economic groups performed under the pandemic condition.

**Session Facilitator:** Amon Seagull, Austin College

| **Session:** F3 | **Room: Springwoods** I | **Level:** Intermediate | **Audience:** 2 Year, 4 Year, Public |
|---|---|---|---|

**Title:** Using Spatial Analysis to Build a Student Profile

**Track:** Collect, Analyze, Interpret, and Report

**Presenter(s):** Tiffany Enriquez, Lone Star College

**Description:** Understanding the socioeconomic context from which students hail is a perennially important matter among both postsecondary education researchers, institutional leadership and other personnel. Given that much individual-level data is hard to obtain from the college attendee, creative means must be employed to identify them accurately. We show how, using GIS software like ArcGIS, students' home addresses can be geocoded and mapped, and then merged with U.S.Census or other federal or state data to produce a profile of a college's student body. Whereas administrative data can provide basic information on demographic factors such as race and gender, external data can allow for greater contextualization with information on neighborhood factors such as median household income, racial/ethnic diversity, crime rate, number and types of businesses, access to public transportation, and so on.

**Session Facilitator:** Laura Wichman, McLennan Community College

| **Session:** F4 | **Room:** Springwoods II | **Level:** Intermediate | **Audience:** All |
|---|---|---|---|

**Title:** Using HRIS in Public Organizations from an Institutional Research Viewpoint

**Track:** Operations and Leadership

**Presenter(s):** Nicolas Valcik, Collin College

**Description:** This presentation will discuss Human Resource Information Systems (HRIS) in the context of the higher education environment in terms of usage, reporting and migrations to different HRIS platforms.

**Session Facilitator:** Moumita Mukherjee, University of Houston

| **Session:** F5 | **Room:** Springwoods III | **Level:** Intermediate | **Audience:** 4 Year, Public |
|---|---|---|---|

**Title:** Math pathways: An Analysis, Visualization of Math Courses Pass rates at a Regional University

**Track:** Collect, Analyze, Interpret, and Report

**Presenter(s):** Xiqian Liu & Erin Mulligan-Nguyen, Texas A&M University-Corpus Christi

**Description:** Research has indicated that early momentum metrics such as taking and passing college-level math courses in the first year of college can predict long-term student outcomes (Jenkins & Bailey, 2017). However, few students have taken and passed the college level math courses in the first year of college, which has negative impacts on their degree completion. To address this issue, Texas

A&M University- Corpus Christi formed a Math Success Task Force and the PAIRS department provided historical math sequence and pass rate data as well as further disaggregation by student, college, and course modality characteristics. In addition, we will also show how we visualized the course sequences and pass rates data in Power BI to create interactive reports that facilitated data sharing. We will also discuss the policy implications and the current progress, including implementation of recommendations of this initiative.

**Session Facilitator:** Amanda Moske, University of North Dakota

| Concurrent Sessions: G | Tuesday, February 28 | 4:15 pm – 5:00 pm |
| --- | --- | --- |

| **Session:** G1 | **Room:** Cedar I | **Level:** Intermediate | **Audience:** All |
| --- | --- | --- | --- |

**Title:** GIS Usage in Institutional Research

**Track:** Operations and Leadership

**Presenter(s):** Nicolas Valcik, Collin College

**Description:** This session will be to discuss the different uses of GIS in Institutional Research. Real examples will be used throughout the session to illustrate how GIS can be used in a variety of ways to address both analytical questions and operational aspects of colleges and universities.

**Session Facilitator:** Regina Gonzales, Texas A&M University Corpus Christi

| **Session:** G2 | **Room:** Cedar II | **Level:** Beginner | **Audience:** All |
| --- | --- | --- | --- |

**Title:** Automating Graduation Rates at UNT: Multiple Perspectives on Success

**Track:** Collect, Analyze, Interpret, and Report

**Presenter(s):** Mary Barton & Mahdi Ahmadi, University of North Texas

**Description:** Ad-hoc requests for graduation rates and years to degree were creating tremendous pressures on the Data, Analytics, and Institutional Research team here at UNT. We knew we needed a better way. This session will showcase the end product and present three different perspectives of the finished analytic. You will hear the IR perspective on why this mattered to the unit, you will hear the technical perspective on what it took to get us over the finish line, and you will hear an institutional perspective about how leadership is already leveraging this tool for good. The suite of tools launched this summer include separate analytics for Bachelors, Masters, and Doctoral cohorts.

**Session Facilitator:** Amanda Moske, University of North Dakota

| **Session:** G3 | **Room: Springwoods** I | **Level:** Intermediate | **Audience:** All |
| --- | --- | --- | --- |

**Title:** Exploring the impact of higher education on post-graduation income using Texas Workforce Commission (TWC) data

**Track:** Collect, Analyze, Interpret, and Report

**Presenter(s):** Paul Kailiponi, Alamo Colleges District

**Description:** A mission of Alamo Colleges is to combat poverty and income inequity in San Antonio. Post-graduation employment outcomes of students are a vital measure to assess the impact of higher education (HE) awards. The Texas Workforce Commission (TWC) allows HE institutions access to employment information with Texas to systematically assess outcomes of our graduates. This

presentation will explore TWC data and how it was analyzed to assess the impact of an Alamo degree on income and inequity. Data processing and comparison grouping will be shown to develop various data narratives that communicate the positive effects of higher education degrees on income and equity. These analyses were then incorporated into a narrative dashboard that combines the insights of economic mobility alongside traditional awards counts common to all HE institutions. The resulting data tool provides information to both internal institutional faculty/staff as well as those exploring higher education degrees.

**Session Facilitator:** Laura Wichman, McLennan Community College

| **Session:** G4 | **Room: Springwoods** II | **Level:** Beginner | **Audience:** All |
|---|---|---|---|

**Title:** Using DAX Efficiently and Effectively

**Track:** Collect, Analyze, Interpret, and Report

**Presenter(s):** Kawan Jaramillo & Chris Reid, Lone Star College

**Description:** Power BI is an effective tool that can be used to turn data into coherent, visually immersive, and interactive insights. Some components of Power BI remain woefully underutilized by most users, however, DAX, an acronym for Data Analysis Expressions, is useful for enhancing data models, especially with calculations. To help remedy the nonuse of DAX in Power BI, and to improve how data are presented, we will provide a basic understanding of DAX's core elements, namely its syntax, functions, and context. Regarding the second of these, there are three primary functions for which DAX can be used: calculated tables, calculate columns, and measures. Finally, we show how DAX formulas can reference created measures to produce dynamic titles/fields in Power BI reports.

**Session Facilitator:** Emily Rhodes, University of Texas Health Science Center-San Antonio

| **Session:** G5.1 | **Room:** Springwoods III | **Level:** Beginner | **Audience:** All |
|---|---|---|---|

**Title:** Geocoding applications with R

**Track:** Collect, Analyze, Interpret, and Report

**Presenter(s):** Aaron Majek, Sul Ross State University

**Description:** R is an open source software that facilitates ease of use in altering, adjusting, and managing student record information. It may also be used to bring additional data sources into university data pipelines and attain greater understandings of our service populations- not just students but also staff and faculty.
In this report, we assess applications for census data files in the university data pipelines process. We accomplish this by executing geocoding procedures in R and merging census block .shp files into our university data files.

**Session Facilitator:** Vanessa McMahan, Texas State University

| **Session:** G5.2 | **Room:** Springwoods III | **Level:** Advanced | **Audience:** All |
|---|---|---|---|

**Title:** The Relationship between Early Momentum Factors and Transfer and Bachelor's Degree Attainment

**Track:** Collect, Analyze, Interpret, and Report

**Presenter(s):** D. Diego Torres & Jae Hak Jung, Lone Star College

**Description:** Using a combination of Lone Star College's administrative data and data from the National Student Clearinghouse, this study replicates a portion of a working paper of the Community College Research Center (CCRC) at Teachers College, Colombia University. Focusing on credential-seeking, fall-entering, first-time-in-college student cohorts, and controlling for demographic and other factors, we use discrete-time survivor analyses to examine the relationship between early momentum factors (e.g. completion of gateway English courses, completion of gateway math courses, and accumulation of 24 or more credit hours in the first academic year) and racial disparities in the odds of 1) transfer to a four-year university and 2) attaining a baccalaureate degree. We also examine the degree to which the relationship between momentum factors and the outcomes above depend on race/ethnicity and vice versa.

**Session Facilitator:** Erin Mulligan-Nguyen, Texas A&M University Corpus Christi

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### Tuesday, February 28, 2023 | Past President's Reception | 4:00PM – 5:30PM
### Location: Presidential Suite (Invitation Only)

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### Wednesday, March 1, 2023 | TAIR Registration | 8:00AM – 9:00AM
### Location: Foyer

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### Wednesday, March 1, 2023 | Breakfast | 7:30AM – 9:00AM
### Location: Springwoods IV/V

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| Concurrent Sessions: H | Wednesday, March 1 | 9:00 am – 9:45 am |
| --- | --- | --- |

| Session: H1 | Room: Cedar I | Level: Intermediate | Audience: All |
| --- | --- | --- | --- |

**Title:** Minding the Grades: Lessons Learned from Building a Class Performance Dashboard

**Track:** Collect, Analyze, Interpret, and Report

**Presenter(s):** Susan Moreno & Hanlong Fu, University of Houston

**Description:** Understanding class performance is of great importance to universities because class performance has a direct impact on graduation and retention. For that reason, the IR Office at the University of Houston built a comprehensive dashboard that could track the overall trends as well as lower levels of detail in class performance. This session presents the lessons learned, along with valuable tips and tricks, from building a comprehensive class performance dashboard.

**Session Facilitator:** John Carroll, Texas A&M University Central Texas

| Session: H2 | Room: Cedar II | Level: Beginner | Audience: All |
|---|---|---|---|

**Title:** Just What is Retention Anyway?

**Track:** Educate Information Producers, Users, & Consumers

**Presenter(s):** Faron Kincheloe, Baylor University

**Description:** Questions frequently arise concerning the complexities involved in calculating and reporting retention. This presentation will review these issues and how they have been addressed at Baylor University.

**Session Facilitator:** Kate Proff, Texas State University

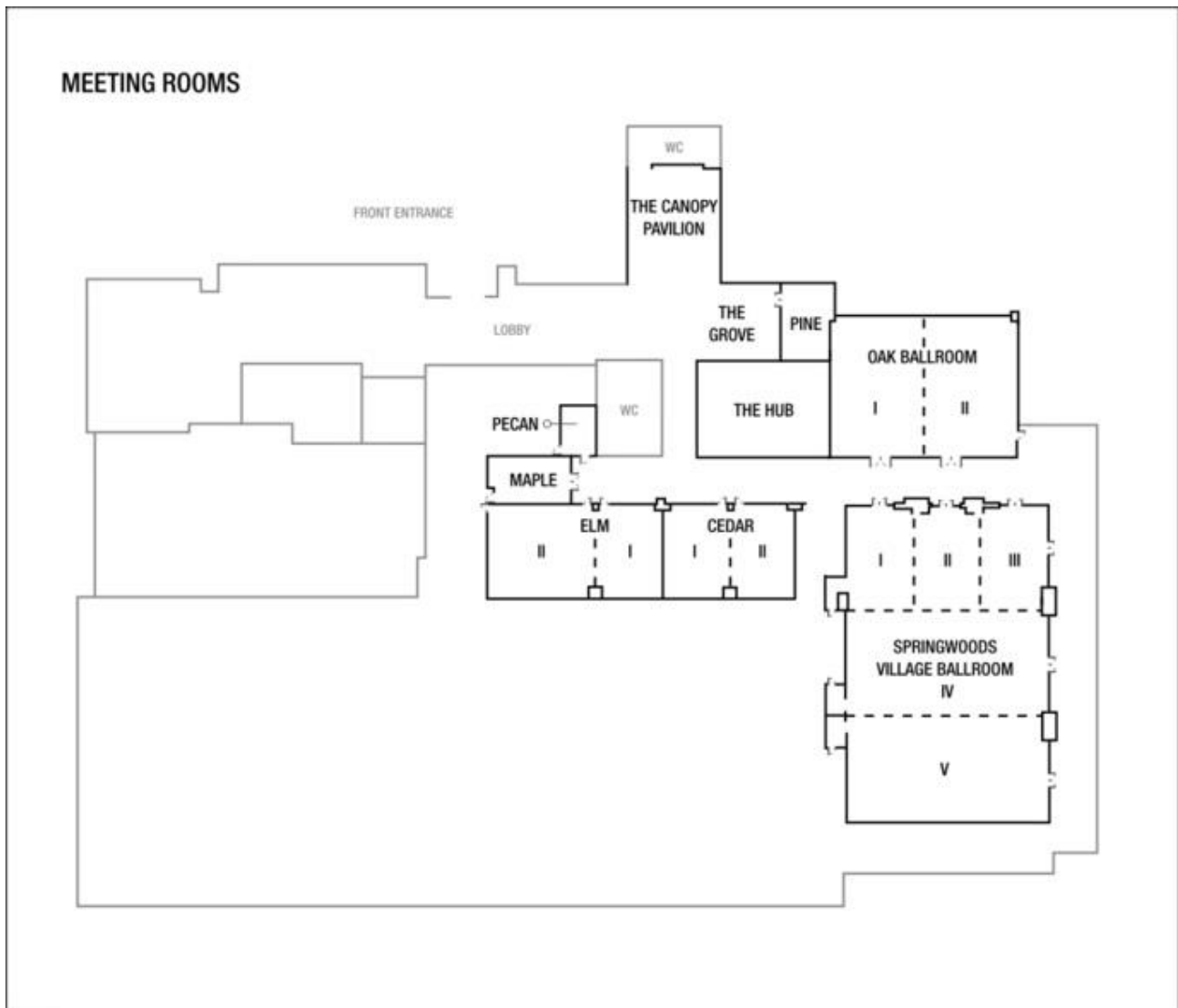**Wednesday, March 1, 2023 | THECB Update | 10:00AM – 10:45AM**

**Location: Springwoods IV/V**

**Speakers: Kara Larkin-Skinner, Assistant Commissioner Data Management & Research**

**Ginger Gossman, Senior Director Analysis & Research**

**Wednesday, March 1, 2023 | Annual Business Meeting |11:00AM – 11:45AM**

**Location: Springwoods IV/V**

## MEETING ROOMS

# Committees

| Conference Program Committee | |
| --- | --- |
| Program Chair: | Tracy Stegmair, Texas Woman's University |
| Concurrent Sessions: | Guyla Davis, Dallas College (Co-Chair) |
| | Kelsey Zemler, Texas Woman's University (Co-Chair) |
| Evaluations: | Jiashi Zhou, Texas A&M University - Corpus Christi |
| Pre-Conference Workshops: | Laura Wichman, McLennan Community College |
| Local Arrangements: | Susan Moreno, University of Houston (Co-Chair) |
| | Kawan Jaramillo, Lone Star College (Co-Chair) |
| Program Brochure Editor: | Lillian Marshall, Blinn College |
| Session Facilitators: | Jiashi Zhou, Texas A&M University - Corpus Christi |
| Discussion Tables/Roundtables | Aaron Majak, Sul Ross State University |
| Sponsor Liason: | Amanda Kay Moske, University of North Dakota |

## Elected Committees

**Nominating Committee**
- Dan Su, Texas A&M University - Commerce (Chair)
- Erin Mulligan-Nguyen, Texas A&M - Corpus Christi
- Julie Penley, El Paso Community College
- Kristin Beltran, Sam Houston State University
- Meghan Kajihara, North Central Texas College

## Appointed Committees

**Strategic Planning**
- Paul Turcotte, Texas A&M University - Central Texas
- David Allen, Texas Christian University

**Professional Development Committee**
- Laura Wichman, McLennan Community College (Chair)
- Leslie Cummings, Brazosport College
- Liza Farrell, Texas A&M University - Corpus Christi
- John Gonzalez, North Central Texas College
- Bonnie Hurford, Tarrant County College
- Mike Pavoggi, McLennan Community College
- Michelle Selk, San Jancinto College
- G. Marc Turner, Texas State University
- Melissa Williamson, Dallas College

**Awards Committee**
- Dan Su, Texas A&M University - Commerce (Chair)
- David Brown, North Central Texas College
- G. Marc Turner, Texas State University
- Jinny Case, University of Texas - San Antonio
- Matthew Dabrowski, South Texas College
- Cadi Lusk, Texas A&M University - Kingsville
- Julie Penley, El Paso Community College
- Erin Mulligan-Nguyen, Texas A&M - Corpus Christi
- Mansour Salami, Dallas College
- Petra Uzoruo, Lamar State College - Port Arthur
- Elizabeth Vogt, University of North Texas

**Financial Review Committee**
- Rick Leyva, Dallas College (Chair)
- Kate Proff, Texas State University

**Individual Appointments**
- Electronic List Manager - Faron Kincheloe, Baylor University
- Historian - Morgan Carter, Tarleton State University
- Liaison to AIR - Tracy Stegmair, Texas Woman's University
- Newsletter Editor - TBA

## Executive Committee

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