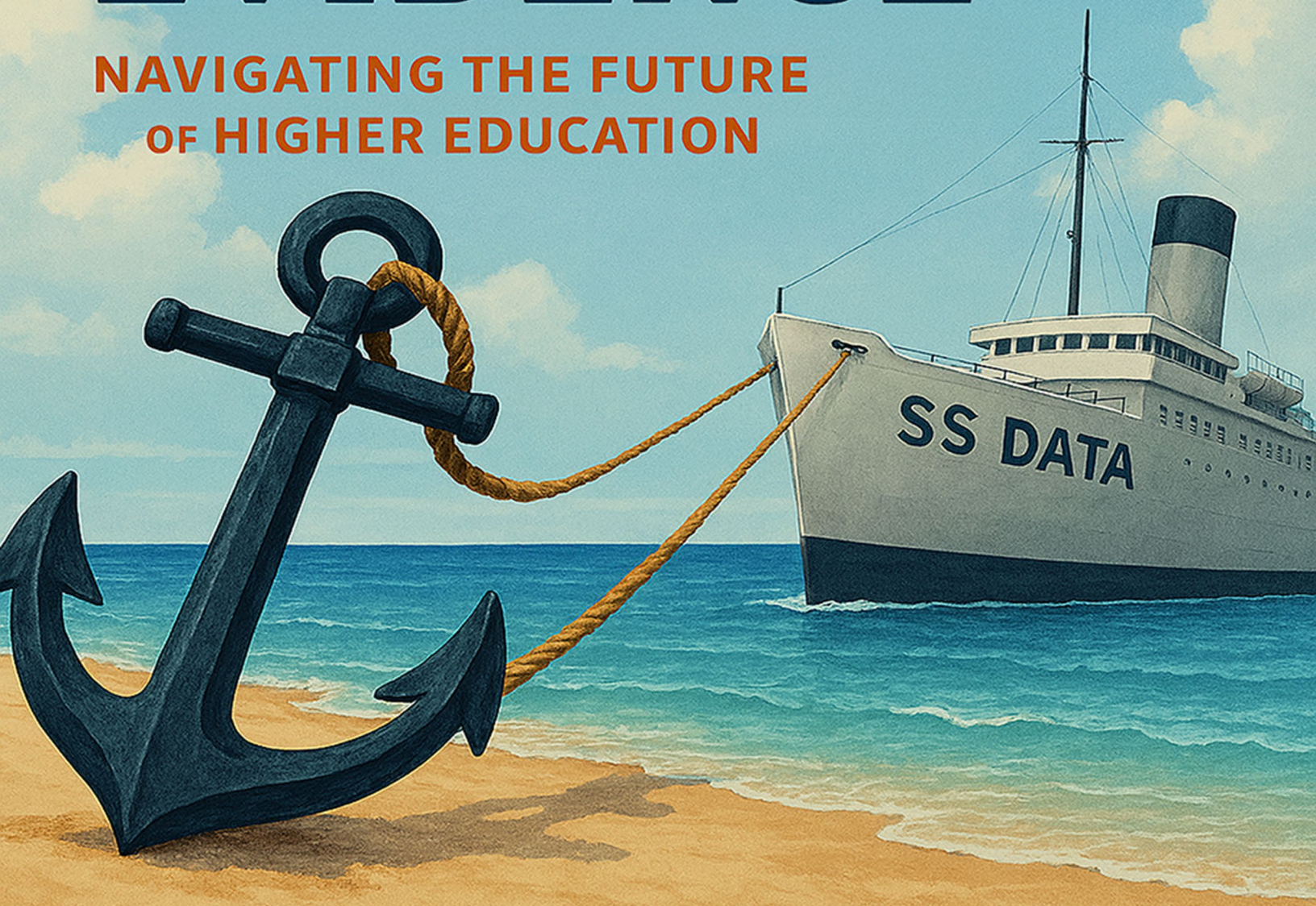
Texas Association for Institutional Research
48TH ANNUAL CONFERENCE

ANCHORED IN EVIDENCE

NAVIGATING THE FUTURE OF HIGHER EDUCATION



FEBRUARY 24–27, 2026
GALVESTON, TEXAS
MOODY GARDENS RESORT

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TAIR SPONSORS

PLATINUM

databricks

GOLD

Xitracs™
Assessment, Planning, Accreditation, Credentials

explorance

BRONZE

zogotech

Collibra

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PRECISION CAMPUS

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CONFERENCE SCHEDULE

Date	Time Start	Time End	Activity
Tuesday, Feb 24	8:00am	5:00pm	TAIR Registration/Check-in
	8:30am	11:30am	Pre-Conference Workshops ($)
	11:30am	1:00pm	Lunch (on your own)*
	1:00pm	4:00pm	Pre-Conference Workshops ($)
Wednesday, Feb 25	7:30am	4:00pm	TAIR Registration
	8:30am	11:30am	Pre-Conference Workshops ($)
	9:30am	4:30pm	Vendor Exhibits
	12:00pm	1:00pm	Welcome/Networking Lunch
	1:00pm	2:15pm	General Session/Keynote I
	2:30pm	3:15pm	Concurrent Sessions A
	3:15pm	3:45pm	Treats & Greets
	3:45pm	4:30pm	Concurrent Sessions B
	4:00pm	5:30pm	Past-President's Reception (by invitation only)
	4:45pm	5:30pm	Concurrent Sessions C
Thursday, Feb 26	7:30am	4:00pm	TAIR Registration
	7:30am	4:30pm	Vendor Exhibits
	7:30am	9:00am	Breakfast
	9:00am	10:15am	General Session/Keynote II
	10:30am	11:15am	Concurrent Sessions D
	11:30am	12:15pm	Concurrent Sessions E
	12:15pm	1:15pm	Networking Lunch
	1:15pm	2:00pm	General Session/Business Meeting/Awards
	2:15pm	3:00pm	Concurrent Sessions F
	3:00pm	3:30pm	Treats & Greets
	3:30pm	4:15pm	Concurrent Sessions G
	4:30pm	5:15pm	Concurrent Sessions H
Friday, Feb 27	7:30am	9:00am	Breakfast
	9:00am	9:45am	Concurrent Sessions I
	10:00am	10:45am	THECB Update
	10:45am	11:00am	Closing Session

$ = Requires additional payment

** = Lunch included for attendees who register for both Tuesday morning and afternoon workshops*

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 confernece and fulfills the duties of the President in his/her absence.

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 two decades in various capacities. For the last fifteen 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, an MBA in Management Information Systems from the University of Houston, and an Ed.D. in Educational Leadership from Lamar University. 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 members
- Collaboration and Communication – engage members in dialog about institutional research and issues in higher education
- 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!

Vicky Morris-Dueer - The University of Texas at Dallas

Vicky Morris-Dueer has dedicated nearly twenty years to the field of institutional research and effectiveness. She currently serves as Assistant Director of Data Certification in the Office of Institutional Success and Decision Support (OISDS) at The University of Texas at Dallas, where she leads institutional compliance and public accountability reporting, including THECB, IPEDS, and Financial Value Transparency and Gainful Employment.

A past President of the Rocky Mountain Association for Institutional Research (RMAIR) and a long-standing member of AIR, Vicky engages with the evolving needs of the IR profession. Her leadership experience spans IR/IE offices at a wide range of institutions, including HBCU, R1, HSI, tribal college, and private religious institutions, equipping her with the flexibility and adaptability to support diverse institutional missions. She prioritizes strong stakeholder engagement and is especially passionate about advancing data literacy maturity, contributing to accreditation processes, and collaborating on policy development.

Vicky is deeply committed to giving back to the institutional research (IR) community. She currently serves on the TAIR Awards Committee and is a member of the 2026 eAIR Editorial Committee, where she will contribute future feature articles. Her first selected topic focuses on decision-making in environments where federal guidance is unclear—an issue that is especially relevant in today's compliance-focused IR landscape. In recognition of her contributions, Vicky and a colleague received the TAIR Best Presentation Award in 2021 titled "Closing the Gap: Using Data Analytics to Support Closing the Equity Gap on College and University Campuses."

Accreditation work has been a defining aspect of Vicky's career. She served as Accreditation Liaison Officer for the Southwestern Indian Polytechnic Institute during its recent 10-year reaffirmation, a professional highlight. Since 2021, she has led seven Quality Review Team (QRT) accreditation reviews for educator preparation programs with the Association for Advancing Quality Educator Preparation (AAQEP). In addition, she developed and led IR functions on two Title V HSI grants focused on improving undergraduate retention and completion in STEM programs.

Vicky holds a master's degree in educational psychology from the University of New Mexico. Prior to transitioning into institutional research, she analyzed and presented longitudinal data at several national science education conferences which examined undergraduate students' misconceptions and attitudes toward science. This work laid the foundation for a career in the field of institutional research.

She resides in Arlington, Texas, with her husband, their cat, and their beloved "tripawd" mastiff. Outside of work, Vicky volunteers as a foster parent with DFW Pug Rescue and enjoys reading higher education policy research conducted by advocacy groups.

CANDIDATES FOR PROFESSIONAL DEVELOPMENT

The Professional Development Officer is elected for a two-year term and is responsible for overseeing professional development activities of the Association, including those at the Annual Meeting. The Professional Development officer will participate as a member of the Executive, Profession Development (Chair) and Program Committee.

Erin Cowart - University of Texas at Austin

Erin is the Assistant Director in IRRIS, where she oversees institutional survey efforts and manages the state compliance reporting for both UT Austin and UT Austin Dell Medical to the Texas Higher Education Coordinating Board (THECB). In this role, she is involved in systemwide data validation and frequently collaborates across departments to troubleshoot discrepancies, maintain data integrity, and support compliance with state reporting standards. Erin also works to promote survey best practices that serve the institution's strategic goals, ensuring that survey initiatives are thoughtfully designed and coordinated to maximize their value and impact.

Erin earned a Master of Arts degree in psychological research from Texas State University, where her studies focused on the impact of social relationships on moral judgment. She also has a background in music, dance, martial arts, and brings a strong passion for ethics to her work.

Jessica Pamplin - University of North Texas

Jessica is a Business Intelligence Analyst for the University of North Texas (UNT). She has been in IR for one and half years, and higher education for 10 years. Jessica currently serves as the Concurrent Sessions Coordinator for TAIR and through this role, has become familiar with the committee members, CVENT, and duties required of the executive committee, such as the Professional Development Officer role. Jessica began her career working in advising at several institutions, including the University of Central Missouri (UCM), Abilene Christian University, and UNT. Jessica earned her Master of Science degree in College Student Personnel Administration from UCM in 2017 and her Master of Science degree in Advanced Data Analytics from UNT in 2023. Going from on the ground work with students and programs within colleges helped immensely with the transition to IR and producing practical data for faculty and staff members at UNT.

In her free time, Jessica enjoys gaming with her husband Drake, taking long hikes at state parks, and cuddling with their four cats, Butters, Navi, Susu, and Maizy.

CANDIDATES FOR SECRETARY

The Secretary is elected for a two-year term. The Secretary serves on the Executive Committee, and maintains the official TAIR database. The Secretary will also be responsible for keeping minutes at the annual business meeting along with the Executive and Program Committee Meetings.

April Adams - Austin Community College

Dr. April Adams has sought to understand and help others find insights about how we relate to ourselves, others, and the world around us for 20 years. Blending her background in mental health counseling with her desire to use research to make positive change, she focuses on the student experience in her research and operational analytics work with Austin Community College.

Kristina Beltran - Sam Houston State University

Kristina Beltran serves as the Assistant Vice President for Data Analytics and Decision Support (DADS) at Sam Houston State University, where she provides institutional leadership for data governance, institutional research, analytics, and external reporting. In this role, she oversees the Institutional Research function, enterprise-wide data governance initiatives, and the development of analytics and dashboarding solutions that support strategic decision-making across the university. Kristina brings nearly nine years of institutional research experience and holds a Master of Science in Statistics and a Bachelor of Science in Mathematics with a minor in Statistics from Sam Houston State University.

Kristina also serves as Sam Houston State University's Data Management Officer with the Texas Department of Information Resources, leading efforts related to data quality, data literacy, and compliance with state and federal reporting requirements. Her work focuses on ensuring the availability of accurate, meaningful, and actionable data to support enrollment planning, academic decision-making, and institutional effectiveness.

Kristina's professional experience spans progressive roles in institutional research, including Institutional Research Analyst and Director of Institutional Research, where she led survey reporting, complex data analysis, dashboard development, and regulatory submissions. In 2025, she also served as Interim Vice President of Enrollment, applying data-informed leadership to guide institution-wide enrollment operations. Kristina brings deep technical expertise in SQL, statistical analysis, and business intelligence tools such as Tableau and Power BI, paired with a strong commitment to translating data into insight for diverse audiences and advancing the institutional research profession through collaboration and service.

CANDIDATES FOR NOMINATING COMMITTEEE

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 committee is responsible for preparing a slate of candidates for the next TAIR elections.

Bonnie Hurford - Tarrant County College

Bonnie Hurford is currently serving as the Director of Analytics at Tarrant County College where she has been employed for almost 14 years. Before making the move to Fort Worth, she was employed in the Institutional Research office at Tarleton State University in Stephenville. She earned both a Bachelors in Computer Information Systems with a minor in History and a Masters in Information Systems from Tarleton. She attended her first TAIR Conference in 2006, served as the 2020-2022 Professional Development officer, and was a member of the TAIR Planning Committee for the 2019 and 2020 Conferences. She has served as a member of the Financial Review Committee since 2023.

Daniel Le - Dallas College

Daniel Le is an Executive Managing Director of Data Analytics at Dallas College (Dallas, Texas) with 8 years of experience in experimental design and the conduct of statistical analyses for both clinical and educational research studies. He is currently leading both the Data Analytics team and Strategic Planning team within the Academic Scheduling and Data Analytics (ASDA) department. In his current role, Daniel has demonstrated exceptional skills in strategic planning, investigating scheduling nuances, conducting complex analyses, and maintaining current technology while innovating processes for reporting and data visualization. He also has extensive experience in statistical programming with SAS, R, and SPSS, coupled with his proven track record of providing statistical consultation to assist data-driven decision making. Fun facts about Daniel: he is a foodie and would like to travel around the world.

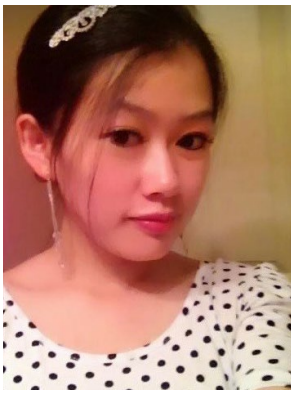
Newman Wong - Our Lady of the Lake University

Newman Wong is the Director of Institutional Research and Analytics at Our Lady of the Lake University (OLLU) in San Antonio and supports assessment and accreditation efforts on campus. Originally from Hong Kong, Newman came to the United States as a high school exchange student for a year. After high school graduation, he decided to stay in the United States to further his education. A first-generation college student, he earned an A.A. in Sociology from Del Mar College, a B.A. in Sociology from Texas A&M University-Corpus Christi, an M.A. in Sociology from the University of Oklahoma, and recently an M.B.A. from Western Governors University.

Newman has fifteen years of experiences in institutional research, assessment, and accreditation. Prior to joining OLLU, he worked as a Research Analyst at Hutson-Tillotson University, Midwestern State University, and Del Mar College and assisted with SACSCOC reaffirmation and QEP implementation and assessment. He has taught undergraduate sociology and business courses as an adjunct faculty member. As an applied sociologist, Newman has collaborated on research projects with faculty and practitioners from different disciplines and presented findings at conferences and in peer-reviewed journals.

Outside of work, Newman has volunteered for different nonprofits, including serving on boards of directors. For two years, he served as the board chair of a local domestic shelter and sexual assault nonprofit, facilitated strategic planning and budgeting, and hiring and supervising executive directors. He currently serves the Treasurer of Texas Association for Higher Education Assessment (TxAHEA) that is interested in collaborating with TAIR.

CANDIDATES FOR NOMINATING COMMITTEE



Jiashi Zhao - Texas A&M University - Corpus Christi

Dr. Jiashi Zhao is a lead data analyst at PAIRS at Texas A&M University-Corpus Christi. She earned her doctoral degree from Texas A&M University-Commerce in Higher Education Leadership 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 different topics at TAIR Conferences in the past years. She has also participated in TAIR workshops and conferences that she has found beneficial to her role.

TUESDAY, FEB. 24 | REGISTRATION | 8:00 AM TO 5:00 PM

LOCATION: South Foyer

WORKSHOPS

FEB. 24 | 8:30 TO 11:30 AM

COST: $50.00

TITLE: ***IPEDS Benchmarking: Supporting Decision Making & Institutional Effectiveness***

PRESENTER(S): Raj Malhotra

This workshop introduces the fundamentals of benchmarking as a way to demonstrate institutional effectiveness and decision making. It is designed for individuals with little to no experience in benchmarking studies. Participants use data from the IPEDS Surveys, Data Feedback Reports, and the "Use the Data" center at the NCES website to learn about the types of comparison groups that can be constructed. Exercises demonstrate establishment of key performance indicators (KPIs) and identify cation of variables to refine comparison groups.

FEB. 24 | 8:30 TO 11:30 AM

COST: $75.00

TITLE: Wading into Power BI

PRESENTER(S): Faron Kincheloe, Mark Stout

This course is for Excel users intrigued by Power BI's capabilities but who have never used it. Also, for those of you who have poked at Power BI with unsuccessful results, this class may be for you. Admittedly, it's a complex beast, but by the end of this presentation, you'll feel comfortable doing the following. Accessing Data and Preparing Data Data Modeling and Exploration Visualization Publishing Reports.

FEB. 24 | 8:30 TO 11:30 AM

COST: $75.00

TITLE: NCCBP Workshop for Texas Community Colleges: Using Benchmarking to Support Institutional Effectiveness, Workforce Outcomes, and HB8 Funding

PRESENTER(S): Jacquelyn Eidson, Clay Hall, Michelle Taylor

This interactive workshop by the National Community College Benchmark Project (NCCBP) will demonstrate how benchmarking data can be applied to institutional effectiveness, workforce outcomes, and the new Texas HB8 performance funding model. Participants will gain hands-on experience using the NCCBP dashboard, explore workforce and labor-market statistics, and preview customized tools designed to support Texas colleges in meeting accountability and funding requirements. Outcomes Participants will be able to: Navigate the NCCBP dashboard and interpret peer benchmarking data. Identify key institutional and workforce metrics connected to student success and labor-market outcomes. Understand the major components of the Texas HB8 performance funding model and how NCCBP's customized tools can support planning, accountability, and board reporting. Apply NCCBP data to real institutional scenarios through guided exercises and small-group discussions.

FEB. 24 | 1:00 TO 4:00 PM

COST: $50.00

TITLE: IPEDS Data Tools

PRESENTER(S): Raj Malhotra

This workshop provides a hands-on deep dive into the IPEDS Use the Data website to better determine which of the various tools to use in applied higher education research. Participants can expect to learn when to use Data Trends, Statistical Tables, Summary Tables, Compare Institutions, and Custom Data Downloads leading to increased efficiency in responding to data requests. We will explore each of these tools and the benefits and limitations of each.

FEB. 24 | 1:00 TO 4:00 PM

COST: $75.00

TITLE: SQL 101: A Hands-on Introduction for Institutional Researchers

PRESENTER(S): Emily Rhodes

Institutional researchers with little or no SQL experience will explore the fundamentals of SQL through interactive exercises. Using an online SQL tool, participants will utilize a sample student database and execute basic SQL queries to manage, filter, and analyze data. The session focuses on building a solid SQL foundation while providing practical skills directly applicable to real-world data analysis tasks. Attendees will learn how to retrieve, filter, and summarize data from relational databases, join tables, and apply conditional logic. Step-by-step instructions, practical exercises, and sample code will allow participants to follow along and practice each new skill in real time. Outcomes By the end of the session, participants will be able to: - Retrieve, filter, and organize data from relational databases using fundamental SQL commands like SELECT, FROM, WHERE, and ORDER BY. - Join tables, apply conditional logic, and summarize data through aggregate functions. - Use GROUP BY, HAVING, and UNION to analyze and combine data.

WEDNESDAY, FEB. 25 | REGISTRATION | 7:30 AM TO 4:00 PM

LOCATION: South Foyer

WORKSHOPS

FEB 25 | 8:30 TO 11:30 AM

COST: $60.00

TITLE: TAIR Newcomer's Workshop

PRESENTER(S): G Marc Turner, David Brown

The TAIR Newcomer's Workshop is a half-day session focusing on introducing those new to the field of institutional researcher to the duties and functions of IR offices. The workshop will explore how IR offices and the roles within them are both similar and different across various types of institutions. Information on various resources for IR professionals will be covered in addition to 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.

FEB 25 | 8:30 TO 11:30 AM

COST: $75.00

TITLE: An introduction to ggplot2 (Rstudio)

PRESENTER(S): Aaron Majek

This workshop introduces the fundamentals of data visualization in R using the ggplot2 package. This workshop is built around coding practice and practical visualization design, giving attendees firsthand experience creating visualizations in RStudio. It will cover the following aspects of ggplot2: RStudio basics: Learn the essentials of working within RStudio, including managing scripts, projects, and workflows. The Grammar of Graphics: Understand the conceptual framework behind ggplot2, including aesthetics, geometries, scales, and themes that define your plots. Building visualizations: We will explore creating various graphs using different methods in ggplot2. Attention is given to simple graphs such as bar charts as well as higher-level spatial graphs such as raster and simple shape visualizations. Refining plots and themes: Explore customization options to adjust color schemes, labels, and layouts to make your graphics more impactful and publication ready. Exporting and sharing visualizations: Learn best practices for saving, exporting, Outcomes: The goal is to help you acquire a foundation in designing clear and informative data visuals. Whether you are new to ggplot2 or want to expand your visualization toolkit, this hands-on session will equip you with the skills to create high quality graphics.

FEB 25 | 8:30 TO 11:30 AM

COST: $75.00

TITLE: Your Second Machine Learning Model

PRESENTER(S): Scott Cook

Does this sound familiar? Leadership requested a machine learning model that predicts XYZ. You did some ML trainings and worked hard for months just to build something that runs without errors. Then you discovered its predictions stink and you don't understand why. You are not alone. ML models are complex and one small problem can destroy their performance. It took me many year of time, effort, and frustration to learn to recognize and fix the overwhelming range of common issues that bedevil ML models. In this workshop, I'd like to share that hard-won knowledge with you in hopes of accelerating your ML journey. I hope some of you bring an ML model that hit a wall so we can collaboratively brainstorm on potential root causes and solutions. Outcomes Increased knowledge of machine learning techniques, common issues, and solutions.

FEB 25 | 8:30 TO 11:30 AM

COST: $75.00

TITLE: Streamlining IPEDS Submissions: Creating Uploadable Flat Files for Accuracy and Efficiency

PRESENTER(S): John Carroll

Tired of manually entering data into IPEDS? Discover a smarter, faster way to manage your submissions in this hands-on workshop designed for institutional researchers and data professionals. Manual data entry is not only time-consuming—it's also prone to errors. By learning how to create reproducible flat files for IPEDS uploads, your institution can save valuable time and improve data accuracy. This session will walk you through the entire process, from locating the necessary documentation to generating and uploading your files with confidence. Outcomes In this session, you will: Understand the Benefits of using flat file uploads to streamline IPEDS submissions and reduce errors. Find Key Resources for building files that meet IPEDS specifications. Create Upload-Ready Files using a step-by-step approach that ensures completeness and compliance. Define Required Variables to ensure your data is accepted and accurately reflected in the IPEDS portal. Review the Upload Procedures and best practices for validating your data post-submission. Explore SQL/SAS Code Examples that automate file creation and enhance reproducibility.

FEB 25 | 8:30 TO 11:30 AM

COST: $75.00

TITLE: Forecasting & Formula Funding: Tools and Techniques for Projecting Texas Community College Funding

PRESENTER(S): Kristen Mosley, Chris Fernandez

With the adoption of House Bill 8 during the 88th Texas Legislative Session (2023), Texas has launched a dynamic, outcomes-based funding model that directly ties community college funding to measurable student achievements. This new funding approach brings greater transparency and accountability but also introduces complexity, as funding allocations now fluctuate with each college's actual and forecasted performance. In this session, members of the Texas Higher Education Coordinating Board's (THECB) Community College Finance team will introduce THECB's new forecasting methodology and tools that empower institutions to forecast their own funding using local data. Participants will learn how to model student outcome forecasts, anticipate funding changes in response to performance shifts, and refine their own internal projections. The session will also include a live demonstration from institutional research (IR) staff at a community college to offer a practical example of how IR and business offices can collaborate to make data-informed funding forecasts and strategic decisions. Outcomes Develop a clear understanding of THECB's community college finance forecasting methodology and its implications for institutional planning. Learn how to navigate and apply THECB's forecasting tools and materials to support institutional planning. Gain practical insight from a peer demonstration on generating student outcome forecasts and formula funding projections at the institutional level.

FEB 25 | 8:30 TO 11:30 AM

COST: $75.00

TITLE: Navigating Ethics in Institutional Research: Awareness, Reflection, and Action

PRESENTER(S): Erin Cowart, Jonathan Ferguson

Institutional researchers operate in a complex academic environment where ethical decision-making is both essential and nuanced. This workshop explores core ethical concepts, how ethics operates in academia, and how these ideas manifest in the workplace. We'll discuss the role of institutional research in fostering ethical culture and review AIR's Statement of Ethical Principles to help identify vulnerabilities in our work. Through real-world scenarios and collaborative dialogue, we aim to build awareness of ethical challenges and how we can equip ourselves with tools for reasoning, dialogue, and decision-making to support integrity in our roles. Outcomes Understand the foundational concepts of ethics, morality, values, principles, and fraud as they relate to institutional research. Recognize and analyze ethical dilemmas through real-world scenarios, applying frameworks and tools to navigate complex decision-making without prescribing right or wrong answers. Evaluate the role of the institutional research office in promoting ethical culture and integrity, including familiarity with the AIR Statement of Ethical Principles and common fraud theories.

WEDNESDAY, FEB. 25 | WELCOME LUNCH | NOON TO 1:00 PM

LOCATION: Moody Ballroom

DR. JEFF SPOONEYBARGER | 1:00 TO 2:15 PM

"Dr. Jeff Spooneybarger is a keynote speaker and leadership coach who helps organizations create people-centric cultures that no one wants to leave. Known for his signature talk, How to Be the Boss Nobody Wants to Leave, he delivers practical tools that turn bosses into trusted leaders. With a background in coaching and service, Jeff blends real-world experience with relatable insights, ensuring his audiences leave with actionable steps to build stronger, more accountable teams.

Off the stage, Jeff is a family man married for 33 years, with three adult children and two grandchildren. He's also a dedicated volunteer firefighter and a former nonprofit leader, roles that have shaped his deep commitment to service and accountability. These experiences inform his belief that leadership is earned through consistent action and genuine care for others. Jeff's audiences appreciate the authenticity he brings from both his professional and personal life."

SESSION A | 2:30 TO 3:15 PM

National Community College Benchmark Project - How we use Peer Comparison Data with other Texas Community Colleges

LEVEL: Intermediate

AUDIENCE: 2-YEAR

TRACK: Collect, Analyze, Interpret, Report

PRESENTER(S): David Brown, Michelle Taylor

After 15 years of using the NCCBP to help benchmark how my schools have done against national trends, and state comparison groups. I wanted to share the knowledge of how to use the NCCBP Peer evaluation tool to get better insights to drive change at our institutions. If you have ever wondered how your school compares on Student Success Measures with other Texas Community Colleges this is the tool to use. Outcomes: What is the NCCBP Why is it important to have a benchmark or comparison group Demonstration of the Peer Evaluation Tool How do I use the NCCBP to make policy changes Share a successful implementation.

Simplify FVT-GE Federal Reporting with Clearinghouse Data and SAS

LEVEL: Intermediate

AUDIENCE: 2/4-YEAR

TRACK: Collect, Analyze, Interpret, Report

PRESENTER(S): Tracy Stegmair, Carolina Sheeder

Financial Value Transparency (FVT) and Gainful Employment (GE) reporting requirements are here to stay, and navigating them can be challenging. The National Student Clearinghouse has provided valuable support to help colleges and universities manage this complex process. Still, institutions must supply extensive student- and program-level data, including tuition, expenses, financial aid totals, accreditation, and licensure details. This session will highlight how Texas Woman's University (TWU) used SAS to extract, analyze, organize, and convert institutional data into the formats required by the National Student Loan Data System (NSLDS). While the examples focus on SAS, the presentation will also be useful for users of R, Python, SPSS, or other data analysis tools. Outcomes: Understand how the National Student Clearinghouse supports institutions with FVT/GE reporting. Learn strategies for using data analysis tools (with an emphasis on SAS) to pull, analyze, organize, and convert institutional data into the required CSV files.

Mapping Credit for Prior Learning: Insights from a Power BI Dashboard

LEVEL: Intermediate

AUDIENCE: 2/4-YEAR

TRACK: Collect, Analyze, Interpret, Report

PRESENTER(S): Tobias Kuhn

As higher education institutions increasingly recognize Credit for Prior Learning (CPL) as a pathway to accelerate student success, understanding its impact becomes essential. This session showcases a Power BI dashboard developed at the UT San Antonio to analyze CPL data. The dashboard provides insights into which students receive CPL, which UTSA courses are most frequently credited, and how CPL influences degree progression and student demographics. Attendees will explore how visual analytics can uncover patterns in CPL usage, support strategic decision-making, and inform policy development. The session will include a walkthrough of the dashboard, discussion of data sources and methodology, and practical tips for replicating similar analyses at their own institutions. Outcomes: Identify key metrics and data sources for analyzing Credit for Prior Learning within their institution. Apply Power BI techniques to visualize CPL trends and their impact on student outcomes. Evaluate how CPL data can inform institutional strategies around equity, course offerings, and degree completion.

Advances in Machine Learning Model to Forecast Incoming Cohort Size, Characteristics, and Course Enrollments

LEVEL: Intermediate

AUDIENCE: 2/4-YEAR

TRACK: Collect, Analyze, Interpret, Report

PRESENTER(S): Scott Cook, Morgan Carter

The Admitted Matriculation Projection (AMP) is Tarleton's machine learning model to forecast the size, characteristics, and course enrollments of our incoming cohort of new students up to 10 months in advance. AMP is a granular XGBoost model which, for each (student, course)-pair, assigns a probability of that student taking that course based on statistically similar students in prior cohorts. AMP's April 1 forecast for Fall 2025 turned out to be accurate within 5% of census-date actuals for each of our 6 largest FTIC courses. We will discuss key data science elements that made the 2025 AMP model successful as well as enhancements for its 2026 version. Outcomes: Understand how ML techniques can be used to forecast incoming cohorts Learn about mistakes and obstacles we enountered and strategies that overcame them.

How does ASDA support School Leadership during the Section Registration Monitoring period?

LEVEL: Beginner

AUDIENCE: 2/4-YEAR

TRACK: Collect, Analyze, Interpret, Report

PRESENTER(S): Daniel Le, Collin Clark, Duy Pham

The Academic Scheduling & Data Analytics (ASDA) Department's primary responsibility is to create an optimized, student-centric schedule while overcoming barriers such as balancing room availability, time blocks, faculty availability, etc. We established a comprehensive SharePoint site that provides interactive, section-level data dashboards to support data-driven decisions in the areas of schedule readiness, section registration trends, learning material adoptions, and faculty load management. This presentation will showcase the effectiveness of ASDA's most frequently used section registration dashboards. Outcomes: The audience will learn how to use PowerBI effectively to create intuitive dashboards. The audience will learn how to utilize the information from ASDA's section registration dashboards to make data-driven decisions. The audience will learn how an understanding of section registration growth helps Dallas College academic leaders promote Institutional Effectiveness & Innovation – a pillar of Dallas College's 2030 goals – more effectively.

WEDNESDAY, FEB. 25 | TREATS & GREETS | 3:15 TO 3:45 PM

LOCATION: South Foyer

SESSION B | 3:45 TO 4:30 PM

SQL Scripts for State Reporting Continuity: How Texas A&M University Automated THECB CBM Compliance

LEVEL: Advanced

AUDIENCE: 2/4-YEAR

TRACK: Collect, Analyze, Interpret, Report

PRESENTER(S): Michelle Mitchell, Austin Saenz, Timothy Cockerham

Accurate submission of (CBM) reports to the Texas Higher Education Coordinating Board (THECB) is critical, as these data form the immutable basis for Formula Funding (e.g., using CBM0CS data for the Report of Fundable Operating Expenses (RFOE)) and the Accountability System metrics (such as Degrees Awarded (C01UH) and preparedness (C18UC)). Generating these highly complex and time-sensitive files (e.g., CBM0C1, CBM002, CBM0CS, CBM00S, CBM008, CBM009, CBM00X, etc.) requires strict adherence to detailed data logic, highly specific fixed record layouts (with some reports like the CBM0C1 being 163 characters long, and the CBM002 being 108 characters long), and intricate report matching rules (e.g., CBM0C1 must match CBM0CS on Student ID/Flexible Entry). To address the perpetual risk of data errors and staff turnover impacting submission, Texas A&M University (TAMU) partnered with HelioCampus to automate CBM reports by developing formalized SQL scripts based on the required logic. This approach leverages cutting-edge thought processes with edtech tools to manage the complex, version-controlled process of compliance. This system has resulted in exponentially increased efficiency and accuracy and guarantees business continuity despite personnel changes. This automated system minimizes the Correction & Resubmission cycles (Step 4 of the CBM Submission Process) caused by errors and questionable values, transforming data submission from an institutional challenge into a scalable, state-aligned best practice. Outcomes: Replicate Logic for Accuracy and Continuity: Learn how embedding THECB rules—such as funding limit logic (e.g., the 30-hour or 45-hour limit in CBM0C1 Item #27)—into persistent SQL scripts ensures consistent application of rules, mitigating risk associated with personnel changes. Mitigate Audit and Certification Risk: Review how automating checks for Questionable and Error Values (e.g., catching blank or special characters in the Student ID, or ensuring the Institution Code matches the header record) streamlines the process toward an error-free status necessary for timely certification. Handle Inter-Report Dependencies: Gain insight into managing crucial cross-checks, such as ensuring that students reported on the CBM00S (Student Schedule) have corresponding faculty records on the CBM008 (Faculty Report), or matching course information between the CBM0CS and CBM0C8. Support New State Initiatives (FAST Program): See how the flexible, SQL-based automation framework easily integrates new legislative data requirements, such as reporting the TSDS ID (10 digits), FAST Indicator ('1'), and HS District ID (6 digits) necessary for calculating dual credit funding for educationally disadvantaged students on reports like the CBM0CS and CBM00X.

The Dual Role of Parent and Student: How Parenthood Impacts Academic Success at Dallas College

LEVEL: Intermediate

AUDIENCE: 2/4-YEAR

TRACK: Current Issues and Research in Higher Ed

PRESENTER(S): Moses Pologne, Nicosha Porter

National data on student parents consistently show that they tend to earn higher grades than their non-parenting peers. However, despite this academic success, their experiences and outcomes are often overlooked by policymakers and decision-makers, leading to a mismatch between their performance and institutional support. This study aims to contribute to the discourse surrounding this underrepresented group by conducting an in-depth analysis of student parents at Dallas College. Through careful methodological design and interpretation of results, this research provides valuable insights not only into the experiences of student parents at this specific institution but also into broader implications for educational policies and practices nationwide. The findings highlight the need for targeted interventions and support systems that recognize and address the unique challenges faced by student parents. Outcomes: Understanding Challenges: Attendees will gain a deeper understanding of the unique barriers that impact student parents' completion outcomes, such as financial constraints, and access to support services. Comparative Insights: Attendees will gain insights into student success outcomes for parenting students versus non-parenting students, highlighting differences in retention, and academic performance. Identifying Solutions: Attendees will be equipped to identify actionable solutions and strategies that can help mitigate the challenges faced by student parents.

Sharing LASSI Scores using a Power BI Dashboard

LEVEL: Beginner

AUDIENCE: 2/4-YEAR

TRACK: Collect, Analyze, Interpret, Report

PRESENTER(S): William Buhrman, Brandon Armstead, Rebecca Chiaro, Arun John Abraham

Since 2020, St. Mary's University has been administering the Learning and Study Strategies Inventory (LASSI) to all students in our First Year Seminar course, making it one of the most robust datasets at the university. This session describes how the university's Office of Institutional Effectiveness created a Power BI report in order to make this data available to the campus community. The report reveals patterns among the testing scales of the LASSI and their relationship to other descriptive facts about the entering student cohort. Although not reporting strictly predictive analytics, a logistic regression testing the relationship of LASSI scores to student retention gives the dashboard additional reporting strength. Depending on their level of permission, users access either aggregate or student-level data to offer further decision-support. Outcomes: Attendees will learn the basic data pipeline features necessary for integrating raw data, Python analysis, and institutional data before uploading to a Power BI report Attendees will learn the about the impact of stakeholder-consultation on the functionality a Power BI report.

Measuring Student Success Without Blind Spots: Beyond IPEDS and Freshmen

LEVEL: Intermediate

AUDIENCE: 2/4-YEAR

TRACK: Collect, Analyze, Interpret, Report

PRESENTER(S): Sarah Gallimore, Kelly Barton, Gloria Salinas, Qiong (June) Zhou

Graduation, retention, persistence, and time-to-degree may sound straightforward, but in practice, they aren't. IPEDS offers standardized definitions, but only for first-time, full-time undergraduates, leaving gaps for graduate, professional, and certificate programs. As certificate pathways and non-traditional enrollments grow, institutions face mounting challenges in measuring success for increasingly diverse student bodies. Health-related institutions, where accreditation and program structures magnify these issues, provide vivid case studies for exploring solutions. This session will showcase frameworks institutions can adopt, paired with dashboards that clarify multiple definitions. Attendees will walk away with transferable strategies and real-world examples they can easily adapt to their own campuses. Outcomes: Analyze the differences between IPEDS-defined metrics and measures required for graduate, professional, and certificate programs. Evaluate institutional frameworks for tracking persistence, attrition, and time-to-completion across diverse student populations. Apply visualization strategies that clarify multiple definitions for campus leaders. Develop approaches to build consensus, trust, and data literacy amid shifting student demographics. Adapt lessons from health and certificate programs to their own settings, strengthening a data-informed, student-centered culture.

Identifying Potential Graduates to help with HB8

LEVEL: Beginner

AUDIENCE: 2/4-YEAR

TRACK: Collect, Analyze, Interpret, Report

PRESENTER(S): Patrick Sanger, Cara Hogan

This session will provide a demo of our data warehouse and how we can identify upcoming graduates and find graduates who might have been missed in the awards process. We will also discuss how to identify students who may have opportunities to graduate with a different award, if eligible, if they complete those requirements instead. While we will show our data warehouse, we will also provide strategies for people without one. This is now critical as HB8 funding has most of the funding based on completions and every student you complete can make a difference. Outcomes: Understand the challenges associated with identifying potential graduates and recognize the limitations of existing systems and staffing. Explore the benefits of using simple searches to build a process to identify the students. Gain insights into strategies like identifying alternate degree options and off-path courses and learn how these interventions can effectively assist students in completing their educational programs.

SESSION C | 4:45 TO 5:30 PM

Machine Learning-Boosted Propensity Score Matching (PSM): Impact of Intensive Math Tutorial Use on Developmental Math Success

LEVEL: Advanced

AUDIENCE: 2/4-YEAR

TRACK: Collect, Analyze, Interpret, Report

PRESENTER(S): Max (Zhi) Zhang, Jacqueline Lucero

This session showcases a rigorous study assessing the causal impact of intensive math tutorial engagement on pass rates for developmental math students at a large community college. Using Propensity Score Matching (PSM) enhanced by machine learning (XGBoost), we define “effective use” as sustained tutorial participation (e.g., minimum hours and sessions), addressing selection bias in observational data. Leveraging a comprehensive dataset with student background variables (e.g., prior academic performance, socioeconomic factors), we estimate the Average Treatment Effect (ATE) on pass rates, ensuring robust covariate balance. Findings highlight significant pass rate improvements for students with intensive tutorial use, offering actionable insights for optimizing developmental education programs. Outcomes: Understand Causal Inference with PSM: attendees will learn to apply PSM to evaluate educational interventions (e.g., tutoring, advising) at their institutions, ensuring robust causal conclusions. Leverage Machine Learning for Enhanced PSM: attendees will learn how to use XGBoost to estimate propensity scores, capturing complex relationships among student background variables (e.g., prior academic performance, socioeconomic factors) for better matching. Interpret and Apply Results to Policy: attendees will be equipped to translate findings into actionable policies, such as optimizing tutorial programs or targeting at-risk students, directly applicable to community college settings.

Supercommunicating Data - Unlocking the Secrets of Effective Communication in Institutional Research

LEVEL: Beginner

AUDIENCE: 2/4-YEAR

TRACK: Educate Information Producers, Users, and Consumers

PRESENTER(S): Dr. Megan Krou, Christopher Morris

In today's data-driven society, the ability to communicate findings clearly and effectively is as important as the work of compiling and analyzing data. Institutional research offices play a critical role in transforming raw data into actionable insights for decision-making. However, how that data is communicated to various stakeholders--whether departmental heads, faculty, or administrators--can make or break its impact. Without careful consideration of the audience's perspective, data can be misinterpreted, misused, or dismissed. This session draws on insights from Supercommunicators: How to Unlock the Secret Language of Connection by Charles Duhigg to help institutional researchers improve how they communicate their findings. We'll explore the nuances of conveying data in a way that is both actionable and empathetic to the concerns and motivations of different audiences. Using practical communication strategies, we will learn to build trust and foster collaboration across departments, preventing misunderstandings that may arise when data is perceived as a tool for criticism or control. Attendees will leave this session equipped with both the theoretical understanding and practical tools needed to supercharge their data communication skills. Whether your goal is to drive change, foster collaboration, or simply make your data more accessible, you'll leave with actionable strategies to improve your communication and connect more deeply with your audiences. Plus, all participants will receive a handout with key principles, best practices, and tools to reference and apply after the session. Outcomes: Understand and practice the core principles from Supercommunicators to Institutional Research work. Learn how to read emotional cues and adjust your communication style to foster trust, empathy, and understanding, making your interactions more effective and impactful. Discover strategies to navigate challenges like cognitive biases, defensiveness, and resistance in conversations, helping you communicate more clearly and avoid common pitfalls in communication.

Charting the Course: Navigating Data Governance from Scratch

LEVEL: Beginner

AUDIENCE: 2/4-YEAR

TRACK: Stewards of Data and Information

PRESENTER(S): Kenna Cavnar

For many Institutional Research professionals, the idea of building a data governance policy can feel like steering into uncharted waters. This beginner-friendly session provides a clear map for creating governance structures that improve data quality, protect privacy, and build trust across campus. Using a nautical theme, participants will learn the essential "crew roles," key elements of a strong policy, and practical first steps to launch a governance framework. Outcomes: Understand why data governance is critical for IR. Identify the essential components of a governance policy. Explore roles and responsibilities using a simple "captain and crew" model. Leave with three actionable steps to begin drafting a governance policy at their institution. This workshop is designed for newcomers who want practical, plain-language guidance to start their governance journey with confidence.

Creating a Schedule Management Application to Support Workday Transition

LEVEL: Intermediate

AUDIENCE: 2/4-YEAR

TRACK: Collect, Analyze, Interpret, Report

PRESENTER(S): Daniel Le, Collin Clark, Duy Pham

The Academic Scheduling & Data Analytics (ASDA) Department's primary responsibility is to create an optimized, student-centric schedule while overcoming barriers such as evaluating room availability, balancing time blocks, managing faculty availability, etc. During the Workday transition, a challenge we faced was to efficiently incorporate section modification requests into the course schedule. With in-house talent, our team utilized Microsoft Power Apps to create an intuitive application that effectively collects feedback from School Leadership and generates data for processing by our Data Team. This presentation will showcase how ASDA's application effectively supports our daily tasks. Outcomes: The audience will understand ASDA's typical daily processes that support Workday schedule management. The audience will learn how to utilize Microsoft Power Apps to create an intuitive Business Intelligence (B.I) tool to meetenterprise scheduling needs. The audience will learn the importance of right scheduling and how ASDA's innovative approach effectively promotes Institutional Effectiveness & Innovation – a pillar of Dallas College's 2030 goals.

THURSDAY, FEB. 26 | REGISTRATION | 7:30 AM TO 4:00 PM

LOCATION: South Foyer

VENDOR EXHIBITS | 7:30 AM TO 4:30 PM

LOCATION: XXXX

BREAKFAST | 7:30 TO 9:00 AM

LOCATION: Moody Ballroom

DR. CLARENDA PHILLIPS & DR. BRENDA HARMS | 9:00 TO 10:15 AM

Dr. Clarenda M. Phillips is the Provost and Vice President for Academic Affairs and a Professor of Sociology at Missouri State University. In her previous appointments, she served as the Texas A&M University System lead for a National Science Foundation grant on diversifying STEM faculty and as Provost at both Texas A&M University-Corpus Christi and Notre Dame of Maryland University. Dr. Phillips also served at Morehead State University as the Associate Vice President of Academic Affairs and Department Chair of Sociology, Social Work, and Criminology. Her teaching and research have focused on the intersectionality of race, gender, and class and the sociology of mental health. In addition to authoring several book chapters and articles, she is the co-editor of African American Fraternities and Sororities: The Legacy and the Vision, which is now in its second edition. Dr. Phillips earned her bachelor's degree from DePauw University, her master's and Ph.D. in Sociology from the University of Illinois at Urbana-Champaign, and her M.Div. from Asbury Theological Seminary. She serves on the Board of Trustees at Lindsey Wilson University and DePauw University. Dr. Phillips is a member of the Corpus Christi Alumnae Chapter of Delta Sigma Theta Sorority, Inc.

Brenda Harms has worked in the field of higher education for 25 years and began her role as the Vice President of Enrollment Management at Texas A&M University – Corpus Christi (TAMU-CC) in September 2024. Her arrival at TAMU-CC in March 2023 was as Special Assistant to the Provost and she briefly oversaw the Office of Student Success in an interim capacity. Dr. Harms began her career in higher education as a Branch Campus Director for a Buena Vista University in Iowa and then transitioned into full-time consulting. Dr. Harms has engaged with over 100 private and public colleges and universities throughout the nation focusing on academic program delivery and expansion, enrollment growth, student diversification, organizational change and overall operational health. Prior to coming to TAMU-CC she served for 3 years as the Interim Vice-Chancelor of Enrollment Management for University of Wisconsin – Superior.

Dr. Harms holds a Bachelor of Science degree in Alcohol and Drug Abuse Studies and Master of Arts degree in Counseling from the University of South Dakota. Her Ph.D. in Human Services was earned from Capella University, and she continues to be licensed as a Mental Health Counselor.

SESSION D | 10:30 TO 11:15 AM

Make a Dashboard in minutes with Tableau and Power BI

LEVEL: Beginner

AUDIENCE: 2/4-YEAR

TRACK: Collect, Analyze, Interpret, Report

PRESENTER(S): Patrick Sanger, Andrew Myers

This session will provide a step by step, live demonstrations of how to create a fast dashboard in both Tableau and Power BI - focused on a course level enrollment dashboard ready for publication and use. If you ever wanted to create a dashboard but didn't know where to start, this can help. 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. Outcomes: Demonstrate how a visual daily enrollment dashboard can help inform decisions Demonstrate how to create a simple daily enrollment dashboard with Tableau and Power BI.

Decoding Text Complexity: Classical versus AI-Driven Text Analytics in Higher Education

LEVEL: Intermediate

AUDIENCE: 2/4-YEAR

TRACK: Current Issues and Research in Higher Ed

PRESENTER(S): Reynaldo Quiroz, Lin Yao

Text analytics, a subset of Natural Language Processing (NLP), plays a crucial role in extracting insights from unstructured textual data, particularly in domains such as higher education, where surveys and open-ended responses are common. Classical text analytic techniques—such as lexical analysis, content analysis, and statistical pattern recognition—have long been used to process text through methods like word frequency, collocation, concordance, and n-gram modeling. These approaches also support categorization tasks, such as sentiment analysis and named entity recognition (NER), as well as structural and thematic analysis through clustering and topic modeling. However, these traditional methods often fall short in handling the complexity and scale of text data. Recent advancements in AI and machine learning have introduced powerful tools that enhance text analytics by automating the extraction of meaningful insights, identifying patterns, and interpreting sentiment with greater accuracy. These AI-driven approaches utilize deep learning models and contextual embeddings to enhance understanding of nuance and intent. Despite their promise, AI tools introduce significant challenges, most notably ambiguity and bias. Ambiguity arises from lexical, syntactic, and referential uncertainties, as well as from cultural nuances such as sarcasm and irony, which are challenging for machines to interpret accurately. Bias, on the other hand, can be embedded in training data, annotation practices, and feature selection, potentially leading to skewed or discriminatory outcomes. These issues underscore the need for careful model design, transparent methodologies, and ethical oversight in deploying AI for text analytics. This abstract examines the limitations of classical NLP methods and the opportunities and risks presented by AI-enhanced text analytics, highlighting the importance of striking a balance between innovation and responsible data practices. Outcomes: Understand the strengths and limitations of classical text analytics techniques such as lexical analysis, content analysis, and topic modeling, especially in the context of higher education data like surveys and open-ended responses. Explore how AI-enhanced text analytics tools—such as deep learning models and contextual embeddings—can improve the accuracy and depth of insight extraction, while also recognizing the risks of ambiguity and bias inherent in these approaches. Evaluate ethical considerations and best practices for implementing AI-driven text analytics, including strategies for mitigating bias and ensuring transparency in model design and deployment.

Beyond the Cliff: Demographic Shifts, Migration Trends, and the New Reality for Texas Colleges

LEVEL: Beginner

AUDIENCE: 2/4-YEAR

TRACK: Current Issues and Research in Higher Ed

PRESENTER(S): Carolyn Mata

The long-anticipated "enrollment cliff" is no longer a distant forecast—it's here, shaped by demographic shifts, migration patterns, and changing student behavior. This session examines how these trends are reshaping enrollment realities for Texas's colleges and universities. Drawing on data from WICHE's Knocking at the College Door, IPEDS migration tables, and state workforce and education reports, this session will connect national and regional forecasts to Texas's unique context—rapid population growth, interstate student migration, and sector competition from expanding public universities. Participants will discuss strategic responses—from diversifying pipelines and improving retention to reframing institutional value and ROI narratives—to ensure colleges remain essential contributors to Texas's talent and economic future. Outcomes: Interpret national and Texas-specific demographic and migration data to forecast enrollment shifts. Identify institutional characteristics that increase resilience amid demographic change (e.g., affordability, flexibility, workforce alignment). Develop strategies to expand pipelines and improve retention through data-informed decision-making.

CANCELED: Triangulating Student Support: Data-Driven Strategies from Access to Completion

LEVEL: Intermediate

AUDIENCE: 2/4-YEAR

TRACK: Plan and Evaluate

PRESENTER(S): Brian Jones, Yusuf Ozdemir, Selene Carbajal

How do you design a system of support that keeps students on track - academically, personally, and beyond completion? At Odessa College, that question sparked a rethinking of how support is delivered, aligned, and activated across the student journey. Using predictive modeling and behavioral data, the college identifies early signs of disengagement and connects students with targeted interventions, whether academic assistance, personalized college life support, or post-completion planning. Support is triangulated across multiple roles to ensure no student falls through the cracks. Momentum milestone data fuels proactive strategies grounded in the real lives of today's learners - many of whom are part-time, working, or parenting. This session offers a practical framework for institutions ready to move beyond fragmented advising and toward a unified, data-informed approach that drives measurable outcomes. Outcomes: Odessa College's session speaks directly to Finding Harmony by showing how disconnected systems of academic advising, personal support, and post-completion planning can be restructured into a coordinated, student-centered model. This harmony didn't happen through technology alone - it required leadership buy-in, cultural change, and shared accountability across departments. By embedding predictive modeling and momentum data into cross-functional workflows, Odessa created an ecosystem where teams no longer wait for students to fall off track - they respond before that happens. As many colleges face staffing constraints, student disengagement, and accountability for post-graduation outcomes, this session provides a timely and practical blueprint for transforming challenges into aligned, institution-wide responses that center student success.

Texas A&M University's Collaborative Approach with Lightcast for Student Career Success and Strategic Alignment

LEVEL: Advanced

AUDIENCE: 4-YEAR

TRACK: Collect, Analyze, Interpret, Report

PRESENTER(S): Michelle Mitchell, Ana Alicia Rivera

Texas A&M University (TAMU) has engaged in a strategic collaboration with Lightcast to develop a customized eIMPACT data dashboard aimed at significantly enhancing career opportunities for its students. This initiative directly supports TAMU's land-grant mission by fostering access to education, economic mobility, and workforce readiness. The dashboard equips students with actionable data that clearly links their specific degree programs and acquired competencies to real-world job opportunities. This transparency encourages enrollment, persistence, and timely completion, leading to improved post-college outcomes. The project aligns seamlessly with both TAMU's and the State of Texas's strategic goals for higher education and workforce development. Outcomes: Connecting Competencies to Careers - The dashboard provides tailored job information based on students' degree programs and competencies. Students can explore career matches while viewing data on wages, job growth, and required skills. Student-Centric Design and Persistence - Designed with student needs in mind, the dashboard promotes persistence and timely completion—key objectives of the State's 'Building a Talent Strong Texas' initiative. Its shareable format allows students to revisit and apply for relevant job positions. Career Guidance and Assessment- Students receive career recommendations based on a six-question personal skill assessment. They may also complete interest assessments or inventory skills acquired through prior learning or work experience. Support for Military and Veterans- Reflecting TAMU's veteran-friendly identity and commitment to inclusive excellence, the dashboard maps Military Occupation Codes (MOCs) to civilian positions aligned with military training. Leveraging Actionable Workforce Data- Through Lightcast's eIMPACT data visualizations, students access geographic insights, skill gap analyses, job posting trends, and earning potential—facilitating informed career decisions.

SESSION E | 11:30 AM TO 12:15 PM

GenAI-powered Analysis of Free-Response Surveys

LEVEL: Intermediate

AUDIENCE: 2/4-YEAR

TRACK: Collect, Analyze, Interpret, Report

PRESENTER(S): Taylor Hutyra, Scott Cook

Surveys often rely on quantitative question to simplify analysis even when open ended responses might reveal more information. With major advancements in large language models, it is now practical to analyze qualitative responses quickly and efficiently. After our October 2025 leadership change, the new Tarleton provost wanted a campus climate survey. Rather than ask structured questions about specific topics, he wanted free-response textboxes so themes could surface naturally. We built an LLM pipeline to redact PII, extract themes, and analyze sentiment. We designed dashboards to visualize results and a custom knowledge agent (chatbot) so he could drill down and see direct quotes without compromising anonymity. We will demo this tool and discuss lessons learned creating it. Outcomes: Understand how GenAI can help analyze free-response surveys Learn new ways to visualize topics and sentiments in text Learn how to redact sensitive information within an LLM pipeline

From Data Sets to Databricks

LEVEL: Beginner

AUDIENCE: 2/4-YEAR

TRACK: Collect, Analyze, Interpret, Report

PRESENTER(S): Faron Kincheloe

The Office of Institutional Research at Baylor University has several years of daily enrollment snapshots stored in SAS data sets. The University is in the process of implementing Databricks as a platform for storing and disseminating historical data. This presentation will describe the steps used to transfer the data sets to Databricks and convert the snapshots into a table of slowly changing dimensions. It will provide an overview of how Databricks was used to ingest SAS data sets containing current and historical data. It will also explain the differences in data structures used within Databricks compared to SAS data sets and how the Databricks data can be consumed by SAS and Power BI for reporting purposes. Outcomes: Understand methods available for reading and writing data between Databricks and SAS. Gain insight into how Databricks uses slowly changing dimensions to reduce storage costs. Use SQL views to make data readily available to specific reporting requirements.

The Maturation of Data Workflows for THECB Reporting

LEVEL: Intermediate

AUDIENCE: 2/4-YEAR

TRACK: Collect, Analyze, Interpret, Report

PRESENTER(S): Bobby Childress, Sasha Naourizbaeva, Jeremy Davis, Tarakaram Myneni

Time is finite and preciously valuable, so finding ways to squeeze in more work into the same amount of time is a challenge that resonates with all. While some projects may ultimately be optional, compulsory reporting is certainly not one of them. These responsibilities continue to evolve and typically grow over time, so finding ways to complete required submissions with more efficiency is usually a task worthy of investment. In this presentation, we will discuss the evolution and maturation of our data collection, cleaning, and reporting processes for the recurring THECB filings. We will discuss lessons learned, challenges experienced, stories of success, and areas we still wish to improve. By sharing our experience, we hope to inspire others to fine-tune their own compulsory reporting processes to aid in bringing increased work efficiencies to their own offices and departments. Outcomes: Attendees will learn how we leveraged technological tools to improve our data collection, data quality, and efficiency of reporting. Attendees will also learn from our experiences, both positive and negative, with hopes of applying those at their home institution.

The Pathway to HB8 Success: Predictive Modeling Meets Improvement Science

LEVEL: Beginner

AUDIENCE: 2-YEAR

TRACK: Plan and Evaluate

PRESENTER(S): Cassidi Jacobs-Stiger

This session examines how improvement science methods can strengthen institutional forecasting under Texas House Bill 8's performance-based funding model. Using Northeast Texas Community College as a case study, I will share how iterative PDSA cycles, including integrated reporting calendars, cross-department collaboration, and predictive modeling, are being used to reduce funding uncertainty and improve planning accuracy. Outcomes: Attendees will learn strategies to identify root causes of budget forecasting errors, prioritize high-impact change ideas, and balance equity with accountability. Key takeaways include how rural-serving colleges can adapt to policy volatility, embed forecasting into strategic planning, and sustain continuous improvement processes that protect student success.

An Assessment Process that Faculty Love

LEVEL: Intermediate

AUDIENCE: 2/4-YEAR

TRACK: Plan and Evaluate

PRESENTER(S): Douglas Walcerz

Lee College just went through its decennial reaffirmation, and one reviewer remarked with amazement that "the faculty love the assessment process!" This session will describe Lee College's assessment process and show how it eliminates many of assessment's pain points and focuses on interpreting and responding to assessment data with recommendations for continuous improvement. The session will describe the importance of universal PLOs, overcoming the problem of Core courses, leveraging unit-level data, providing faculty training, helping faculty formulate their continuous improvement plans and combining data from the Learning Management System and the Student Information System. Participants will leave with a clear understanding of a viable and coherent alternative to traditional assessment processes. Outcomes: Describe the importance of universal PLOs to maximize the value of assessment data. Describe how unit-level data allows for true program-level assessment. Explain conceptually how unit-level data are processed to produce program-level assessment reports. Explain how the new data model addresses criticisms of assessment including issues of validity, reliability, and ambiguous results. Describe key features of the analysis of assessment data.

LUNCH | 12:15 TO 1:15 PM

LOCATION: Moody Ballroom

BUSINESS MEETING/AWARDS | 1:15 TO 2:00 PM

LOCATION: Moody Ballroom

SESSION F | 2:15 TO 3:00 PM

From Chaos to Clarity: UT Austin's Navigating Data Anomalies in CBM Reporting

LEVEL: Intermediate

AUDIENCE: 4-YEAR

TRACK: Collect, Analyze, Interpret, Report

PRESENTER(S): Megan Kidd, Sanjana Ajit

In an era of increasing data complexity and regulatory scrutiny, relying on manual processes and outdated tools is a recipe for disaster. This session provides insight, and possibly a roadmap, in the process of identifying, managing and mitigating data anomalies to ensure the accuracy and reliability of all compliance-related data. Outcomes: Attendees will get an inside look at how UT Austin handles data anomalies in CBM Reporting, primarily for UT Austin (GAI). Attendees will learn about how UT Austin determines when it is appropriate to update data anomalies. Attendees will see how UT Austin created a repeatable process to catch and fix data issues before they become reporting problems.

Anchored Continuity Amidst Rising Tides and Shifting Shorelines

LEVEL: Intermediate

AUDIENCE: 2/4-YEAR

TRACK: Operations and Leadership

PRESENTER(S): Kenyatha Loftis

In an era of high staff turnover and rapidly evolving policy environments, maintaining operational continuity is an increasing challenge for offices of institutional research and effectiveness (IRE). This discussion session explores how clear, accessible documentation can serve as an anchor for evidence-based decision-making when the risk of procedural drift is high. Participants will (1) consider the value of documenting standard operational procedures; (2) share effective documentation tools and practices currently in use; and (3) identify resource gaps and opportunities for innovation to strengthen continuity within IRE offices. Designed as an interactive conversation among IRE professionals across varied experiences and campus contexts, this session invites participants to share, learn, and grow together. Outcomes: Participants will leave the session with a clear understanding of the value of documenting standard procedures to maintain operational continuity in IRE offices. They will learn practical documentation tools and strategies, identify gaps in existing resources, and gain ideas from peers to strengthen evidence-based decision-making in their own offices.

Modernizing Data at Dallas College: A Bronze-Silver-Gold Journey Toward Analytics and Literacy

LEVEL: Advanced

AUDIENCE: 2/4-YEAR

TRACK: Stewards of Data and Information

PRESENTER(S): Tony Bai, Catherine Du

This presentation shares Dallas College's ongoing efforts to build a modern data warehouse that supports analytics, reporting, and data-informed decision-making across college. We adopted a star schema design to enable efficient querying and user-friendly access to data. Our architecture follows a bronze-silver-gold layered model, which helps structure raw data ingestion, standardized transformation, and delivery of curated, business-ready datasets. In addition to the technical foundation, we are actively working to advance data literacy and data governance within our institution. We have launched training initiatives, created internal documentation, and established governance practices to ensure that data is accessible, understandable, and trustworthy. This session will offer practical insights into the strategies, tools, and organizational practices we've used to build our data infrastructure and culture. Attendees will learn from our challenges and successes in aligning technology with institutional goals and building a stronger, data-literate academic community. This session will explore our college's ongoing journey to design and implement a modern data warehouse that supports analytics, reporting, and data-informed decision-making. By combining a star schema with a bronze-silver-gold architecture, we've created a scalable, flexible foundation for efficient querying and accessible data. Beyond technology, we are also focusing on fostering a data-literate campus culture by launching training programs, developing internal documentation, and implementing governance practices that promote trust and understanding in data. This presentation is ideal for institutions seeking to modernize their data infrastructure while also advancing organizational capacity in data governance and literacy. We'll share actionable insights, lessons learned, and practical strategies for aligning technical projects with institutional goals and user needs. Outcomes: Understand how to design and implement a modern data warehouse using a layered architecture (bronze-silver-gold) and star schema. Gain practical insights into aligning data infrastructure with institutional priorities and user needs. Learn strategies for advancing data literacy and fostering a data-informed culture across campus. Explore real-world examples of governance practices, training approaches, and stakeholder engagement. Leave with a clearer roadmap for integrating technology, culture, and process in their own institutional data journey.

Power BI in Action: 4DX Scoreboards and Other Data-Driven Tools for Decision Support

LEVEL: Beginner

AUDIENCE: 2/4-YEAR

TRACK: Collect, Analyze, Interpret, Report

PRESENTER(S): Jonathan Korsah, Miao Zhuang

This presentation will showcase how a customized Power BI application transforms academic student data into a campus-wide 4DX (Four Disciplines of Execution) monitoring tool. By integrating baseline data, projections or targets, automated refreshes, and visual performance insights, the application empowers teams to stay focused on Wildly Important Goals (WIGs), act on lead measures, maintain compelling scoreboards, and plan next steps with intention. During the session, we will showcase: How data sources are collected and transformed to align with 4DX metrics The design of dynamic dashboards that clearly visualize WIG progress and lead measures How managers and teams can use the tool during weekly WIG sessions to take action and improve outcomes We may also showcase our Microsoft Power BI App, the Daily Data Digest (DDD), which is utilized for tracking and monitoring various performance metrics. These tools enhance data accessibility, streamline reporting processes, and support data-informed decision-making across departments. Outcomes: Attendees will leave with a practical example of how business intelligence can turn 4DX from a conceptual framework into an actionable, data-driven execution system.

How Northeast Lake View College Uses PDP Data to Drive Student Success

LEVEL: Intermediate

AUDIENCE: 2-YEAR

TRACK: Stewards of Data and Information

PRESENTER(S): Martin Fortner, Brandi Solar, Jennifer Herrera

What does it look like when data becomes a driver of institutional change? This case study from Northeast Lakeview College (NLC) offers a behind-the-scenes look at how they have integrated Postsecondary Data Partnership (PDP) Analysis-Ready Files into their institutional research and planning processes. Attendees will gain practical insights into how the college uses PDP data to support continuous improvement, inform policy, and enhance student outcomes. Northeast Lakeview College is a public, two-year college offering associate degrees and certificate programs, has a diverse student body with an average age of twenty-four, and is one of five colleges that comprise the Alamo Colleges District. Proposal Narrative: Located in the fast-growing San Antonio metropolitan area, Northeast Lakeview College is new, having achieved full accreditation in 2018. Since then, the college's enrollment has more than tripled from about 3,000 to over 10,000 students. The San Antonio area is full of opportunities, and Northeast Lakeview's commitment to being responsive to the community's needs as it charts a course for its future. The National Student Clearinghouse's Postsecondary Data Partnership (PDP) is key to the college's approach to building and managing its academic service delivery for student success. The college leverages the PDP tool in a broad array of ways to achieve integrated learning through data intersectionality. As a result, the PDP has become the cornerstone on which NLC build an understanding of entering students, their persistence, and ultimate completion outcomes. PDP integration within the college data infrastructure provides alignment to assess the degree to which strategic initiatives are meeting students' needs and evaluate the effectiveness public-sector mandates for educational outcomes. NLC's student body has dynamic needs. It includes an increasing population of adult learners, a significant stop-out population, people in multigenerational households, people with limited college experience but no degree, and other socio-economic groups. The college uses PDP to conduct cohort tracking, following key performance indicators longitudinally to provide a robust student entry-to-exit picture. NLC has used PDP data to construct Tori, a nongendered student persona that enables the college to humanize and personalize the typical learner as they progress through the entry to exit continuum. To support continuum, NLC's institutional research and effectiveness team aligned institutional information systems, student engagement surveys, and postsecondary outcomes data with the PDP analysis – readiness files for triangulation in performance assessments. Noted earlier, NLC employs data intersectionality to achieve integrated learning by looking at assumptions over time, performance by student learner subgroups, and other factors, all of which ladders up into the school's culture of care. After integrating all these information sources, NLC college leaders develop scorecards to measure the strategies' effectiveness. Their scorecard performance guides them to continually make adjustments that enable Northeast Lakeview to respond to student Tori needs. For NLC, information alignment through the PDP resource tool has been transformational in the sense of communication, collaboration, caring and commitment. Four cornerstone principles for effective organizations Session Theme. How does an organization continually re-tool itself for change? Outcomes: Understand how PDP data fits into institutional research workflows. Learn from real use cases and outcomes at Northeast Lakeview College Discover strategies for cross-campus collaboration using shared data. Explore strategies for building a data-informed institutional culture.

THURSDAY, FEB. 26 | TREAT & GREETS | 3:00 TO 3:30 PM

LOCATION: Foyer

SESSION G | 3:30 TO 4:15 PM

Using Degree Completions data to inform portfolio development and create enrollment benchmarks

LEVEL: Intermediate

AUDIENCE: 2/4-YEAR

TRACK: Plan and Evaluate

PRESENTER(S): Brandi Falls, Joel Pixler

A detailed exploration of how our team used Completions data to evaluate the institution's program portfolio, and to create benchmarks for expected student enrollment over multiple years. Outcomes: Attendees will learn how Completions data can be used in conjunction with institutional metrics like retention to evaluate expected enrollment and maturity benchmarks across their majors.

Building Bridges: A Case Study in Using Low-cost, Lightweight Data Tools to Increase Quality and Flexibility in Academic Program Assessment

LEVEL: Intermediate

AUDIENCE: 2/4-YEAR

TRACK: Collect, Analyze, Interpret, Report

PRESENTER(S): Ben Reynolds, Meghan Kajihara

It is not uncommon to hear complaints from faculty and program leaders that time spent collecting and reporting assessment data could be better spent. Indeed, an ideal world would see more faculty effort spent analyzing assessment data and implementing data-driven improvement efforts than filling out reports. This session focusses on the integration of two lightweight, low-cost data tools into the doctoral dissertation committee meeting process at an academic health science center. Using REDCap as a data collection and storage tool and Power BI as an analysis and visualization tool has helped build bridges between the status quo and the more ideal world in which faculty are focused on improvements rather than reports. Simple, lightweight data collection through REDCap results in Power BI dashboard reports that provide both trend and longitudinal data for metrics mapped to student learning outcomes. Faculty can quickly visualize trends that emerge over time and through their curriculum. In addition, deliberate interface architectures between the two tools provide easy and automated process and workflow management for staff. Outcomes: Participants will learn how to set up a multi-instrument data collection project in REDCap, including how functions such as "piping" and "smart variables" allow for nimble and efficient connections between instruments. Participants will learn how to optimize performance in Power BI by creating backend reports in REDCap that limit the API call size. Participants will learn visualization strategies in Power BI that serve the needs of both faculty and staff. Finally, participants will walk away with practical tools for building bridges with program faculty that have the potential to improve student learning in their institution.

Flipping the Script on Early Alerts

LEVEL: Intermediate

AUDIENCE: 2/4-YEAR

TRACK: Current Issues and Research in Higher Ed

PRESENTER(S): Tristan Young, Melissa Villarreal, Carter Silos, Brandon Cooper

This session will showcase how Sam Houston State University (SHSU) integrates predictive analytics into its academic support framework to deliver targeted, data-informed interventions. Presenters will walk participants through multiple iterations of model development shaped by continuous feedback from student and faculty support services. The session will discuss challenges inherent in predicting overall academic performance at the individual student level, and how SHSU is addressing these limitations by alerting faculty instead of students. Attendees will learn how model outputs are operationalized in a live dashboard used by care units to identify at-risk students, understand key risk factors, and guide outreach efforts. The session will also preview SHSU's next phase: expanding predictive analytics to the course level using behavioral data from the Blackboard learning management system to forecast individual course outcomes. Participants will gain practical insights into building adaptive, collaborative, and continuously improving predictive frameworks. Outcomes: Attendees will gain valuable insights into how analysts: Developed predictive models for multiple student populations to forecast first-term academic standing and guide early intervention. Incorporated iterative feedback from the Academic Success Center to enhance model accuracy and operationalize results through a live outreach dashboard. Addressed the limits of individual-level prediction and began transitioning toward course-level modeling using behavioral data from Blackboard.

From Insight to Action: Using Labor Market Data to Build a Living Wage Framework for Program Review

LEVEL: Intermediate

AUDIENCE: 2/4-YEAR

TRACK: Plan and Evaluate

PRESENTER(S): Susan Burkhauser, Jenna Cullinane Hege

In a time when higher education is being asked to demonstrate value in terms of student outcomes, particularly economic mobility, Austin Community College (ACC) has taken a bold step to center wage outcomes in its program evaluation and planning processes. As part of a college-wide effort to align programs with student economic mobility, ACC developed a Living Wage Framework that uses labor market data to assess post-completion wage outcomes across all credit and continuing education programs. This session will explore how the Office of Institutional Research and Analytics (OIRA), in partnership with college leadership, designed the framework and is using it to inform an evolving program assessment, advisory, and budgeting process. Presenters will share how internal student data was integrated with post-completion wages and regional labor market data to evaluate which programs reliably help students reach a living wage, and how these findings have influenced strategic resource planning. The session will also cover how OIRA approached communicating complex wage data to stakeholders, including the Board of Trustees, in a way that supported understanding and informed action. Attendees will leave with practical strategies to adapt this work to their own institutional context and planning efforts. Outcomes: Describe the structure and purpose of a Living Wage Framework in higher ed. Identify key data sources and alignment strategies for labor market analysis. Apply strategies for presenting wage outcome data to leadership and stakeholders. Consider implications for program review, equity, and institutional strategy.

Creating breathing room – continuous improvement strategies with limited resources

LEVEL: Beginner

AUDIENCE: 2/4-YEAR

TRACK: Operations and Leadership

PRESENTER(S): Shawn Stewart, Vicky Morris-Dueer

In a time when institutional research (IR) teams are being asked to do more with less, our work can start to feel like an avalanche threatening to bury us. This session will explore strategies for creating "breathing room" through process improvement, illustrated with real-world examples from our innovative practice. We'll discuss how to make meaningful improvements even on a tight time budget, the role of documentation in enabling efficient and reproducible work, and the importance of clear communication with internal and external stakeholders. Attendees will leave with actionable ideas to streamline workflows and strengthen their team's capacity. Outcomes: Apply practical approaches to documentation and process improvement in their own IR work Assess and prioritize tasks within their functional area to maximize impact Use effective communication strategies to foster collaboration and innovation within teams Leverage unique perspectives and experiences to enhance team innovation and problem-solving

SESSION H | 4:30 TO 5:15 PM

Beyond the Visual: Building Secure, Public-Facing Dashboards from Certified Data

LEVEL: Intermediate

AUDIENCE:

TRACK: Collect, Analyze, Interpret, Report

PRESENTER(S): Meichan Huang, Dan Su

While public-facing dashboards often feature straightforward visualizations, the process of transforming certified data into secure, reproducible, and publicly accessible institutional resources involves significant technical and design effort. The Office of Institutional Research at East Texas A&M University developed its first public enrollment and retention dashboards using THECB-certified data (CBM0CS and CBM009). This initiative aimed to balance user-friendly design with robust data infrastructure, ensuring security, accuracy, and reproducibility. Although corporations have made substantial advances in developing data visualization tools to inform decision-making, such tools remain underutilized in higher education. This presentation highlights the visual design components of dashboard development, emphasizing the effective use of DAX-powered KPI cards and the transformation of enrollment and retention metrics into interactive Power BI dashboards. As with many complex data projects, critical technical challenges emerged during development, particularly in maintaining data integrity and security. One key challenge was accurately tracking student trajectories when SSN updates occurred between enrollment and graduation datasets. To address this, additional certified data (CBM00N) was incorporated to ensure complete cohort tracking. Several anonymization protocols were implemented through Python-based data transformation pipelines, enabling longitudinal analysis and supporting annual dashboard updates. Outcomes: Participants will gain a deeper understanding of best practices for developing Power BI dashboards that effectively communicate institutional data while maintaining high standards of data security. The session will share practical lessons learned and strategies for institutions seeking to create public-facing data visualizations using affordable and limited resources.

Parenting Students: Newly available data makes new insights possible

LEVEL: Beginner

AUDIENCE: 2/4-YEAR

TRACK: Current Issues and Research in Higher Ed

PRESENTER(S): April Adams

Now that Texas' public institutions of higher education (IHEs) are identifying students who are parents of dependent children (parenting students), new research and insights about this student population becomes possible. This presentation will share results of recent quantitative research, and provide participants with insights about the parenting student population in Texas, and differences in how mothers and fathers pursue their higher education goals. Outcomes: Attendees will learn about differences in the types of institutions in which male and female parenting students enroll, and differences in how they enroll. Participants will consider the value of different methods Texas public colleges and universities use to identify these students. Participants will explore the importance of distance education options for parenting students.

Understanding Ethics in Institutional Research: How Do We Start the Conversation?

LEVEL: Beginner

AUDIENCE: 2/4-YEAR

TRACK: Stewards of Data and Information

PRESENTER(S): Erin Cowart, Jonathan Ferguson

Institutional researchers operate in a complex academic environment where ethical decision-making is both essential and nuanced. This presentation introduces core ethical concepts and explores how ethics operates in academia and institutional research offices. Using real-life examples, we'll highlight common ethical dilemmas and offer practical ways to foster ethical conversations within your team and institution. Whether you're new to IR or simply looking to reflect on your role, this session provides a thoughtful starting point for understanding and engaging with ethics in your everyday work. Outcomes: Understand the foundational concepts of ethics, morality, values, and principles as they relate to institutional research. Identify common ethical dilemmas in IR and reflect on how they may arise in everyday work. Explore strategies for initiating and supporting ethical conversations within teams and across campus.

The Future is Integrated Digital Strategy and Data Governance: Challenges for Institutional Research and Analytics Professionals

LEVEL: Intermediate

AUDIENCE: 2/4-YEAR

TRACK: Stewards of Data and Information

PRESENTER(S): R. Joel Farrell, Sue Gerber, Jyoti Senthil

In an era where higher education faces unprecedented complexity, institutional research and analytics professionals are at the crossroads of integrated digital strategy and data governance (iDSDG). This session explores how iDSDG can leverage the hallmarks of integrated planning and integrated institutional effectiveness to enhance decision-readiness, advance student success, and promote a culture of evidence. Using the backdrop of Integrated Institutional Effectiveness (IIE), SCUP Hallmarks of Integrated Planning and the future of Integrated Planning Assessment, participants will learn how to align examine policies, processes and practices impacting systems of records, planning processes, and governance frameworks to enable adaptive, decision-ready evidence. Participants will examine how the purposeful coordination of strategic planning, institutional effectiveness, institutional research, institutional assessment, accreditation, and program review can transform data from siloed assets into institutional intelligence. Through case-based examples, participants will identify leadership challenges and opportunities in building absorptive, adaptive, and decision-making capacity for integration and sustainable change. Outcomes: Analyze how the SCUP Hallmarks of Integrated Planning can inform the design of data governance frameworks and digital strategies that strengthen institutional effectiveness and accountability. Evaluate institutional capacity for integrated data-informed decision-making using SCUP's Integrated Planning Assessment Tool and AHEE's Integrated Institutional Effectiveness Rubric. Design approaches for aligning institutional research, analytics, and planning functions to advance a unified culture of continuous improvement and strategic foresight.

Analyzing P-TECH's Impact: Overcoming Data Barriers to Map Program Characteristics

LEVEL: Beginner

AUDIENCE: 2/4-YEAR

TRACK: Collect, Analyze, Interpret, Report

PRESENTER(S): Sayeeda Jamilah, David Mahan, Dillon Lu

As enrollment in dual credit programs continues to rise across Texas community colleges, and House Bill 8 (HB-8) introduces a funding model that rewards institutions for dual credit course completion while promoting the expansion of career-focused pathways, it is increasingly important to evaluate the efficacy of these programs, particularly the Pathways in Technology Early College High School (P-TECH) model. At Dallas College, where dual credit students make up one-third of the student body and 43 P-TECH partnerships exist, understanding how program design and delivery influence academic achievement and workforce readiness is essential to improving outcomes and guiding future implementation. This session will highlight the Research Institute's approach to examining Dallas College's P-TECH program ecosystem, focusing on how pathways offered in partnership with area ISDs are structured and delivered. It will explore how analyzing the characteristics of these pathways informs the evaluation of P-TECH student outcomes. Presenters will describe the process of building a comprehensive dataset that captures key elements of P-TECH pathways, such as admissions procedures, workplace learning experiences, roles of industry partners, and metrics on enrollment and credential completion. The session will also detail how institutional and program-level data collected from school districts were combined—and the challenges of this work—to map the landscape of P-TECH offerings and identify the mechanisms within pathways that support student success and outcomes beyond Dallas College. Outcomes: Apply a similar research approach to examine and analyze the design features and mechanisms of P-TECH (and ECHS) programs at their institutions Apply strategies to enhance the quality and accuracy of data related to P-TECH and other dual credit programs at their institutions Identify strategies to improve the delivery and effectiveness of P-TECH programs within their local contexts.

FRIDAY, FEB. 27 | BREAKFAST | 7:30 TO 9:00 AM

LOCATION: Moody Ballroom

SESSION I | 9:00 TO 9:45 AM

CBM Reporting 101: A Newcomer's Guide to Data Reporting for Texas Higher Education Institutions

LEVEL: Beginner

AUDIENCE: 2/4-YEAR

TRACK: Collect, Analyze, Interpret, Report

PRESENTER(S): Torca Bunton

Understanding the reporting process is essential for effective data management within Texas higher education institutions. This session provides a comprehensive overview of the CBM reporting system, including key data reports, submission timelines, and common challenges. Attendees will also gain valuable insights into navigating the portal for data submission, ensuring compliance, and identifying opportunities to improve the submission and editing process. Outcomes: Gain a foundational understanding of THECB reporting processes Understand recent reporting changes.

Tracking the Assessment Effectiveness with LMS data and a Power BI Dashboard at Odessa College

LEVEL: Intermediate

AUDIENCE: 2/4-YEAR

TRACK: Collect, Analyze, Interpret, Report

PRESENTER(S): Yusuf Ozdemir, Brian Jones

Odessa College implemented an end-of-course assessment approach aligned to course outcomes, with an expectation that each course includes at least one OCCMA (Odessa College Course Mastery Assessment) assessment item. To move from raw scores to decisions, we built a Power BI dashboard that ingests OCCMA data from Blackboard Ultra via SQL and delivers department-, course- and faculty-level insights. The dashboard surfaces average score, completion rate, and student count, with views by faculty, course, and department to support both formative action and program-level conversations. This session will share the data pipeline (Blackboard Ultra, SQL, Power BI), key visualization and modeling choices, and how we designed for comparability, drill-through, and equity-minded review. We'll discuss challenges, opportunities, and observed impacts on assessment practice at Odessa College. Attendees will leave with practical patterns and artifacts they can adapt to their own assessment ecosystems. Outcomes: Design a clear assessment plan for your college Develop an idea of data pipeline in designing the visualization Learn from the experiences when building and delivering your dashboard.

Data-Informed Advocacy for Colleges: Transforming Numbers into Narratives

LEVEL: Beginner

AUDIENCE: 2/4-YEAR

TRACK: Educate Information Producers, Users, and Consumers

PRESENTER(S): Carolyn Mata

In an era of increasing scrutiny and budget challenges, colleges must leverage comprehensive data to tell their story effectively. This session will explore the rich landscape of higher education data sources that can transform how we communicate the value, impact, and critical role of independent institutions to legislators, policymakers, and community stakeholders. Participants will discover how strategic data use, collection and presentation can illuminate the unique contributions of independent higher education to state economies, student success, and social mobility. Outcomes: Explain how audience segmentation affects data framing and message design in advocacy. Identify key public datasets (IPEDS, College Scorecard, SHEEO SHEF, WICHE) for building evidence-based advocacy materials. Develop concise, visual data stories that communicate institutional value clearly and persuasively.

From Prototype to Practice: Rolling Out Our Academic Program Assessment System

LEVEL: Intermediate

AUDIENCE: 2/4-YEAR

TRACK: Collect, Analyze, Interpret, Report

PRESENTER(S): Sabal KC

The in-house Academic Program Assessment Reports (APAR) web app has progressed from developmental stage to production at the University of Houston, making a significant milestone in streamlining academic assessment processes. The system enables colleges and departments to efficiently enter, manage, and review assessment data while providing Institutional Effectiveness (IE) staff with powerful insights, analysis and review tools. Data from the previous year has been successfully entered by IE staff, and the system is now being piloted across campus to different colleges and departments actively testing and providing feedback. New features include the ability to load prior-year data, identify missing reports, generate all reports collectively, and assign user-level access. In this presentation, we will share lessons from the development and implementation process, highlight user experiences and feedback, and introduce emerging ideas for the future such as AI-assisted summary reports designed to make assessment more insightful and efficient. Participants will gain insight into the app's key features, user interface, and integrations with existing institutional systems. Outcomes: Understand Key Features and Enhancements: Attendees will gain an updated understanding of the core functionalities of the APAR web app. Implement Data-Driven Strategies: Participants will learn to leverage assessment tools for informed decision-making. Explore Emerging AI applications: Participants will be introduced to AI-driven features, such as automated report summarization using AI/locally hosted LLMs.

FRIDAY, FEB. 27 | THECB UPDATE | 10:00 TO 10:45 AM

LOCATION: Moody Ballroom

FRIDAY, FEB. 27 | CLOSING SESSION | 10:45 TO 11:00 AM

LOCATION: Moody Ballroom

HOTEL MAP

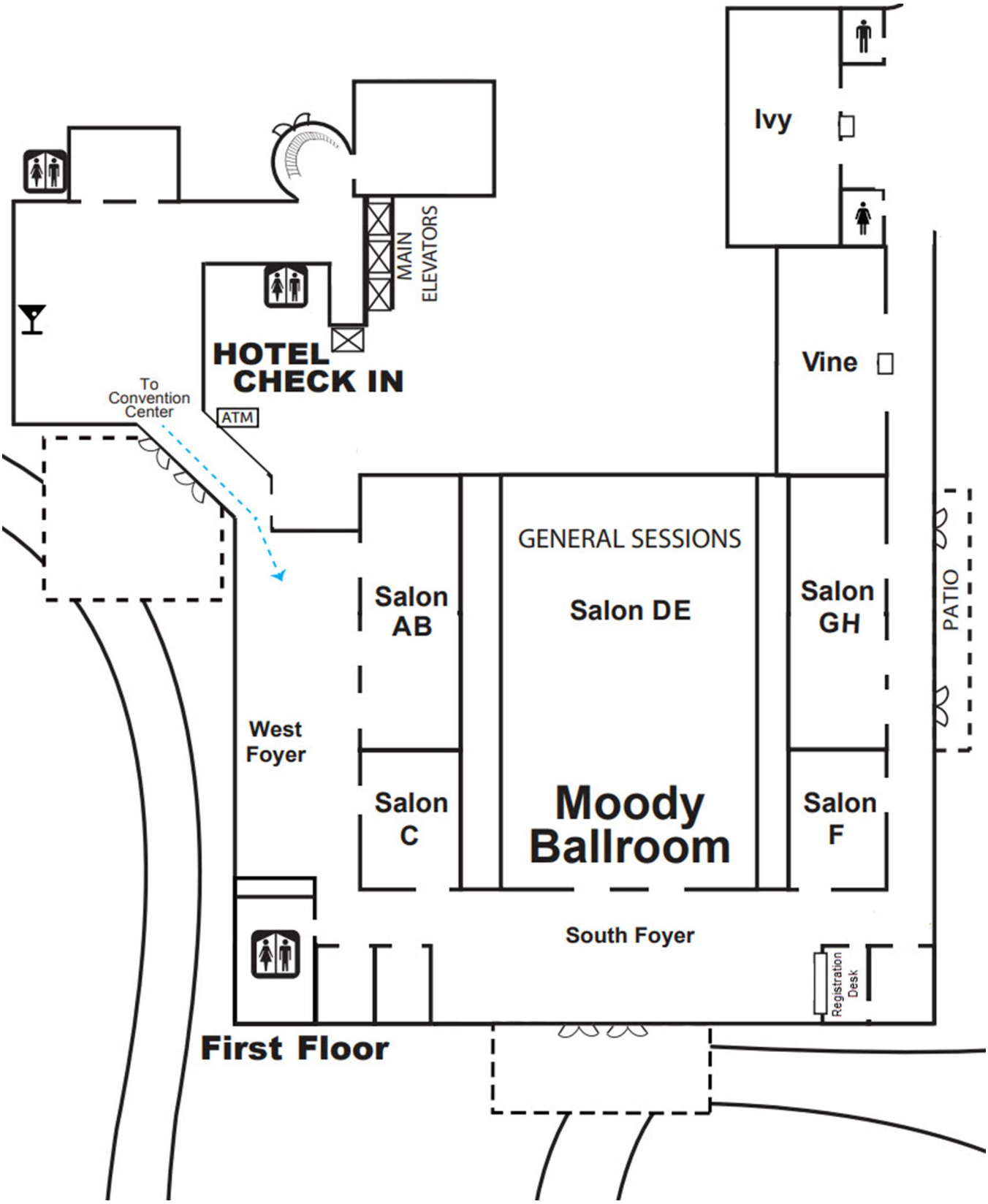

Ivy
MAIN ELEVATORS
HOTEL CHECK IN
To Convention Center
ATM
Vine
GENERAL SESSIONS
Salon AB
Salon DE
Salon GH
PATIO
West Foyer
Salon C
Moody Ballroom
Salon F
South Foyer
Registration Desk
First Floor

TABLE DISCUSSIONS

GALVESTON HOT SPOTS

FOOD/DRINK RECOMMENDATIONS	ENTERTAINMENT
The Original Mexican Café	Old Quarter Acoustic Café
Fish Company Taco	Moody Gardens Aquarium & Rainforest
Texas Tail Distillery	Historic Galveston Ghost Tours
Local Dogs	Historic Pleasure Pier
Gypsy Joynt	Baywatch Dolphin Tours
Koop's BBQ Kitchen	
Trattoria La Vigna	**SIGHTSEEING**
Gaido's	The Bryan Museum
Katie’s Seafood House	1892 Bishop’s Palace
BLVD Seafood	1895 Moody Mansion
Miller’s Seawall Grill	1859 Ashton Villa
Shrimp N Stuff Downtown	Galveston Railroad Museum
Landry’s Seafood	Texas Surf Museum
Huli Huli Hut	The Strand Historic District
Galveston Island Brewing	Texas Seaport Museum
Cajun Greek	Rosenberg Library: The Great Storm of 1900 Exhibit
Pho Tai	
Willie G’s Seafood and Steaks	
Black Pearl Oyster Bar	
Mario’s Seawall Italian & Pizzeria	
Kritikos Grill	
Number 13 Prime Steak and Seafood	
Benno's Cajun Seafood	
Saltwater Grill	
Shearn's Seafood & Prime Steaks	
Fish Tales	
Fisherman’s Wharf	
Little Daddy's Gumbo Bar	
Sky Bar Steak & Sushi	

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