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45th Annual Conference

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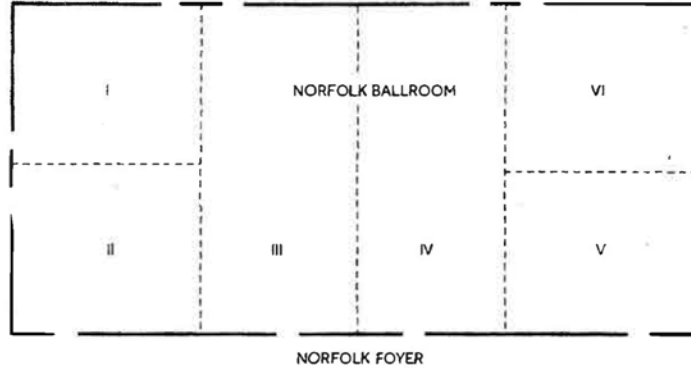**evisions**

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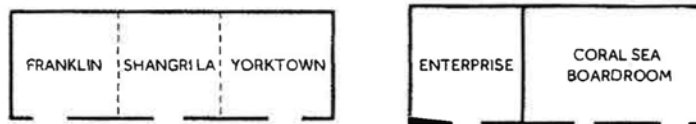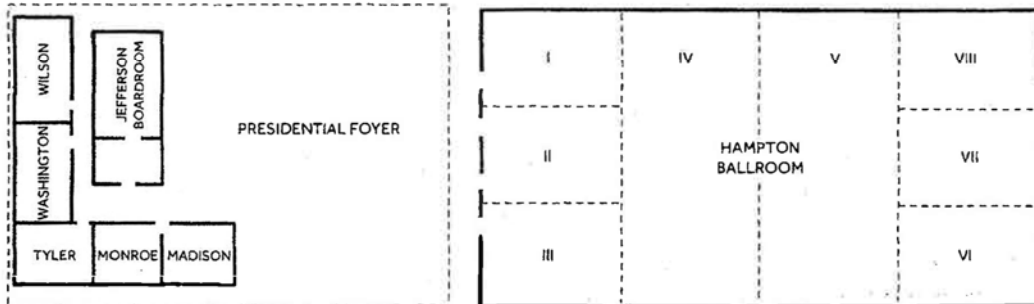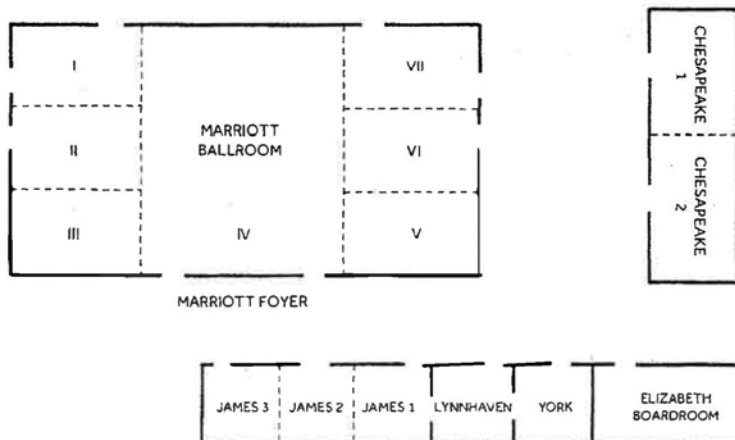
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Welcome to Norfolk and the 45th Annual SAIR Conference

Welcome to SAIR 45:

"Keeping Your Head Above Water"

It's a daily struggle sometimes to Keep Your Head Above Water and then you add the "duties as may be assigned" and you are feeling sunk and water-logged. SAIR 45 is the once a year event that you can attend and take that deep breath to take the plunge into the most rewarding, refreshing and revitalizing experiences to learn all the tactics to keep you afloat in your office.

Many perceive that in the Institutional Research profession, we all analyze the same types of data. Well, we all know each time the phone rings, it brings a new project that leaves us feeling that sinking feeling again….Where do I start?, what data do I need?, where do I get that data?, and HOW is this now the most important project on my list?

Plan to attend as many workshops and concurrent sessions this year as you can fit into your schedule. There is no better opportunity in our profession to gain the level of training and professional development that you have at SAIR45! From the opening speaker session to the special event, you will have opportunities to learn from the best how to Keep Your Head Above Water!

It is my hope that in addition to an awesome learning experience, this three to four day conference is filled with an opportunity for you to get away from the day to day work, reconnect with colleagues and friends, and enjoy some time out and about in the beautiful Mermaid City of Norfolk, Virginia. Don't forget to keep track of the number of mermaids you spot!

Sincerely,
Julie Fulgham
2018 SAIR Conference Program Chair

SAIR 45 Schedule

Saturday, October 6

7:30 - 6:00pm Registration
8:30 - 11:30am Pre-Conference Workshops
1:00 - 4:00pm Pre-Conference Workshops
6:00 - 7:00pm President's Reception (Presidential Foyer)

Sunday, October 7

7:30 - 6:00pm Registration (Presidential Foyer)
8:00 - 2:00pm Southern University Group (SUG)
8:00 - 11:30am SAIR Board Meeting
8:30 - 11:30am Pre-Conference Workshops
9:00 - 4:00pm Newcomers' Workshop
12:00 - 2:45pm Sponsor/Exhibitor Setup
1:00 - 4:00pm Pre-Conference Workshops
3:00 - 6:00pm Exhibit Hall Open (Hampton Roads Ballroom)
5:00 - 5:45pm Newcomer's Reception
6:00 - 7:30pm Opening Session (Marriott Ballroom)
7:30 - 9:00pm Opening Reception (Hampton Roads Ballroom)

Monday, October 8

7:30 - 5:00pm Registration (Presidential Foyer)
7:30 - 5:00pm Exhibit Hall Open (Hampton Roads Ballroom)
7:30 - 8:15am Continental Breakfast (Hampton Roads Ballroom)
7:30 - 8:30am Dinosaurs' Breakfast
8:00 - 8:30am Special Interest Groups
8:30 - 9:15am Concurrent Sessions
9:30 - 10:15am Concurrent Sessions
10:15 - 10:45am Refreshment Break (Hampton Roads Ballroom)
10:45 - 11:30am Concurrent Sessions
11:45 - 12:45pm Table-Topic Luncheon (Norfolk Ballroom)
1:00 - 1:45pm Concurrent Sessions
2:00 - 2:45pm Concurrent Sessions
2:45 - 3:15pm Refreshment Break (Hampton Roads Ballroom)
3:15 - 4:00pm Concurrent Sessions
4:15 - 5:00pm Concurrent Sessions
6:00 - 8:30pm Special Event (USS Wisconsin)

Tuesday, October 9

7:30 - 9:00am Awards Breakfast (Norfolk Ballroom)
9:15 - 10:00am Concurrent Sessions
10:15 - 11:00am Concurrent Sessions
11:15 - 12:00pm State Special Interest Groups
12:00 - 3:00pm SAIR Board Meeting

Session Tracks

Accreditation: issues related to regional accreditors such as the Southern Association of Colleges and Schools Commission on Colleges and the Higher Learning Commission, and national and professional accreditors

Assessment: critical evaluation of student success, and of administrative and academic support functions

Community College: issues specific to two-year colleges, and other issues that are especially impactful to these institutions

Institutional Research: the collection of data to inform institutional decisions through effective analyses

Planning: how strategic planning, campus planning, and other planning processes shape institutional agendas, identify meaningful outcomes, and help effect change

Technology: creative and innovative uses of technology, such as business analytics, to support institutional research and effectiveness activities

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Registration
Saturday, 7:30 am — 6:00 pm in Presidential Foyer

Saturday 8:30 — 11:30

Workshop 01, 8:30—11:30 in Hampton Roads Ballroom III
Tableau 101: The Basics of Tableau Desktop

Presented by: G. Marc Turner,
Texas State University

Designed as an introduction to using Tableau as a tool for data visualization in higher education, this workshop will focus on providing you with the fundamentals of getting started with Tableau. Hands-on exercises will be used to cover topics including importing of data, basic data manipulation, creation of basic calculations, design of charts and graphs, and the use of filters and parameters. Discussion of principles of data visualization will be included. Example exercises will make use of a sample data set containing data commonly used in relation to student headcounts.

Workshop 02, 8:30—11:30 in Hampton Roads Ballroom VI
Data Analysis 101: Beginner's Guide to the Excel Universe

Presented by: Sarah E. Hough and Barrie D. Fitzgerald,
Valdosta State University

Let's face it, throughout the nation IR offices typically will have one "language" they can speak fluently: Excel. Within an average day there are multiple Excel files opened and closed as an analyst conducts research and analyses. Yet to a beginner, Excel's many rows and columns of data can become overwhelming and seem like a very daunting task to master. If you are new to data analysis or need a refresher on good foundation tips, this is a workshop for you!

Workshop 03, 8:30—11:30 in Hampton Roads Ballroom VII
Don't Flounder Around on the Data: Ways to Predict Success and Measure Graduate Student Retention

Presented by: Suzanne Simpson and Ginny Cockerill, *The University of Alabama at Huntsville*; Jennifer Moore and Andrew Garner, *Mississippi University for Women*

While much attention and research is focused on models for undergraduate enrollment, retention, and graduation, few models exist to capture those trends for graduate programs. This workshop provides a look at how the existing models at the undergraduate level can be leveraged and expanded to begin building models for graduate enrollment that provide the best fit for the specific institutional context. A simple regression model will be used to illustrate the impact of academic success measures. By the end, each participant will identify the data needed and the initial steps for developing a prediction model at their own institution.

Workshop 04, 8:30—11:30 in Hampton Roads Ballroom VIII
Academic Bench-Marking Innovations to Promote the Efficient Use of Instructional Resources

This workshop will use longitudinal data from the Delaware Cost Study to examine case studies where teaching workload and instructional costs have reached the most efficient levels relative to similar programs found in the cost study. The focus will be on developing productivity metrics which can be presented using visualizations to summarize and highlight the relative performance of an academic department within a set of data-informed peer comparators or national norms. The benchmarking methods that will be explored provide a path to efficient resource deployment. The methods used to produce visualizations can be applied in a variety of bench-marking activities.

Presented by: Tom Eleuterio, *University of Delaware*

Workshop 05, 1:00—4:00 in Hampton Roads Ballroom III
Tableau Desktop for Survey Data Visualization

This workshop is designed to provide attendees with the fundamental skills necessary to create interactive visualizations of survey data in Tableau. Through a series of hands-on exercises, we will explore the process of importing and transforming your survey data into a Tableau friendly format, creating basic and advanced visualizations, creating basic calculations, and building interactive dashboards. Particular attention will be payed to the complexity of dealing with NSSE data, however the principles covered will apply to other survey datasets. A basic understanding of Tableau is recommended but not required. Participants are encouraged to bring their own NSSE or other survey data for practice, however sample data sets will be provided.

Presented by: G. Marc Turner, *Texas State University*

Workshop 06, 1:00—4:00 in Hampton Roads Ballroom VI
Data Analysis 201: Conquering the Dark Side of Excel

Becoming an Excel guru takes time and practice to hone in the skills needed to quickly manipulate data through formulas. Just like when learning a new language one begins to repeat the basic phrases. After a while of using the language, one can then begin to hold their own in conversation. This same method applies to Excel. At first, an analyst begins to use basic stand-alone formulas. Within a matter of months, the analyst begins intertwining formulas and finding tricks to keep reports up-to-date. If you are looking to advance your Excel skills, this workshop is for you!

Presented by: Barrie D. Fitzgerald and Sarah E. Hough, *Valdosta State University*

Saturday 8:30 – 11:30 & 1:00 – 4:00

SAIR 45 President's Reception

Saturday, 6:00 pm — 7:00 pm in the Presidential Foyer

Join SAIR president, Matthew Campbell, for a casual welcome to SAIR 45. All conference attendees are invited and refreshments are provided.

Saturday 6:00 – 7:00

Registration
Sunday, 7:30 am — 6:00 pm in Presidential Foyer

Southern University Group (SUG)
Sunday, 8:00 am — 2:00 pm in James I-III
Convened by: Gary Gunderman, *University of Arkansas*

SAIR Board Meeting
Sunday, 8:00 am — 11:30 am in Jefferson Boardroom
Convened by: Matthew Campbell, *Auburn University*

Workshop 10, 8:30—11:30 in Hampton Roads Ballroom VI
Predictive Modeling Using SPSS, Decision tree, Logistic Regression and More

This workshop is designed to provide the audience a hands on experience in building predictive models. More importantly, the attendees will have a chance to learn how to do data exploration such as using ROC curves to identify useful variables and use optimal binning to improve model performance. The workshop will cover how to conduct a logistic regression analysis and common issues related to model convergence and fit. Last but not least, the audience will learn how to compare different models to decide which model is better. To sum up, this workshop allows the audiences to work on predictive models from the beginning to the end.

Presented by: Wendy Kallina, *Kennesaw State University*; Galiya Tabulda, *Florida State University*; Eric Atchison, *Mississippi Institutions of Higher Learning*

Workshop 12, 8:30—11:30 in Hampton Roads Ballroom VIII
Highly Graphical Statistical Modeling for Predicting Student Retention

Advanced analytics and machine learning are in high demand. Many methods are available for leveraging advanced analytics at universities for important scenarios such as predicting student enrollment, persistence and graduation. This workshop will provide an opportunity to leverage the latest SAS visual interfaces instead of code to build predictive models to better understand the factors which influence retention and to predict which students will return. Participants will utilize models such as decision trees and regression models along with machine learning techniques such as gradient boosting, factorization machines, neural networks, and much more through an interactive visual interface. After some guided model development, participants will have the opportunity to build additional models of their choosing. Model comparisons will determine which models perform the best.

Presented by: John Berry and Wes Rehm, *SAS*

Laptops will be provided for participants. No prior knowledge of SAS is needed for this workshop.

Sunday 8:30 — 11:30

Sunday 9:00 — 4:00 & 1:00 — 4:00

Workshop 13, 9:00 — 4:00 in Chesapeake I-II
Newcomer's Workshop

Presented by: Laura Mills, *Armstrong State University*; Abby Willcox, *University of North Florida*

The workshop will provide an introduction to institutional research, its principal components, and the practices of institutional researchers including the sourcing of data, communication and reporting of data, and the role of institutional research in supporting the assessment and accreditation. The workshop will also address how institutional research offices function and how to be an effective practitioner of institutional research.

Workshop 14, 1:00 — 4:00 in Hampton Roads Ballroom III
Inviting Students to the Table: Focus Groups as an Assessment Tool

Presented by: Will Miller

Conversations with students in focus groups allow us to dig into the mechanisms behind the patterns we see in quantitative assessment data. They can also help us gather new evidence and answer questions with more detail and nuance than we might get from a survey. Through group discussion and planning packets, workshop participants will learn the benefits of this approach, how to create such a program, and the types of projects students can assist with — all without needing outside vendors or resources.

Workshop 15, 1:00 — 4:00 in Hampton Roads Ballroom VI
Building a Modern Data Governance Structure

Defining and deploying effective data governance is one of the products of our evolving data-defined world. Many schools have policies, but what are the effective organizational structures and policies that are needed to open up access while reducing risk of improper use? This interactive session will help you review your existing structures or allow you to begin planning your first.

Presented by: Rick Burnette, *Florida State University*

Workshop 16, 1:00 — 4:00 in Hampton Roads Ballroom VII
Predicting Student Enrollment Using Markov Chain Modeling in SAS

Accurate prediction of future student enrollment is vital for university planning efforts and decision making. This workshop will demonstrate different methods of predicting student enrollment, with a particular focus on Markov Chain modeling. Participants will have an opportunity to explore these methods hands on, using an example SAS program and sample SAS dataset that will be provided.

Presented by: Samantha Bradley, *University of North Carolina Greensboro*

Workshop 17, 1:00 — 4:00 in Hampton Roads Ballroom VIII
Using and Understanding AAUP Faculty Compensation Survey Data and the Results Portal

The AAUP Faculty Compensation Survey collects salary and benefits data annually from over 1,000 institutions representing more than 350,000 full time faculty. This workshop introduces the faculty compensation survey and how to use the results portal and other new data products. Several models of how to use the data in compensation negotiations with faculty are presented using AAUP data and other salary & benefits surveys.

Presented by: Joseph Roy, *AAUP*

Sunday 1:00 — 4:00

Sunday beginning at 3:00

Exhibit Hall Open
Sunday, 3:00 pm — 6:00 pm in Hampton Roads Ballroom

Newcomer's Reception
Sunday, 5:00 pm — 5:45 pm in Hampton Roads Ballroom Foyer
Convened by: Wendy Kallina, *Kennesaw State University*

SAIR 45 Opening Session and the Conference Keynote Address
Sunday, 6:00 pm — 7:30 pm in Marriott Ballroom

In our profession of Institutional Research, Assessment, Planning and Evaluation, how many times have you heard or even said "It's just data." Data in = Information out. Many times the rawest data we are given can be analyzed and provide some of the most astounding information that can lead to some of the greatest changes in our professions.

Statistical concepts and methods are widely used tools to accompany decision analysis, risks, probability and success. Then just when you get all that information and you think your job is done, you are introduced to the next level of concern…. What's the best IT environment for disseminating this information, Cyber Security concerns for protecting this valuable and sensitive data, and it goes on and on.

Danny Tollison, the 2018 SAIR Keynote Speaker, comes from an environment where data analysis and security of the data and information is of national importance.

Danny joined Integration Innovation, Inc. (i3) in early 2012 and began building business and corporate expertise in the Simulation and Systems engineering arena with the U.S. Army Aviation and Missile Research Development and Engineering Center (AMRDEC) as a primary customer. Over the ensuing five years, his group expanded into Corrosion Protection, Thermal Protection Systems, launcher mechanical design/analysis and several other technical areas, primarily through the addition of key hires, aggressive marketing and the support of a tremendous technical and business team.

Prior to joining i3, Danny supported AMRDEC for 10 years in high fidelity 6DOF simulation development, analysis and verification and validation. In this role he led a team of as many as 40 engineers, scientists and technicians supporting multiple directorates of AMRDEC. In the previous 20 years, his contract activities included a mix of US Department of Defense and NASA technical efforts ranging from serving in the initial Strategic Defense Initiative National Test Facility simulation team on Falcon AFB, Colorado, to developing ground software for operation of NASA's Chandra space telescope.

Danny's formal education is as an Electrical Engineer with emphasis in automatic control systems. He holds the Bachelor of Science and the Master of Sciences degrees from Mississippi State University where he was a member of the Eta Kappa Nu, Tau Beta Pi, and Phi Kappa Phi honor societies.

Danny and his wife, Athena Little, are 25 year residents of Madison, where they raised two sons who are now attending the University of Alabama. Danny enjoys the company of family and friends, preferably while fishing.

SAIR 45 Opening Reception
Sunday, 7:30 pm — 9:00 pm in Hampton Roads Ballroom

Sponsored by: Watermark and evisions

Immediately following the Opening Session in the Marriott Ballroom, join all of your SAIR colleagues in the Hampton Roads Ballroom for the SAIR 45 Opening Reception. A selection of local cuisine will be featured and a cash bar will be available.

Sunday 7:30 — 9:00

Registration
Monday, 7:30 am — 5:00 pm in Presidential Foyer

Exhibit Hall Open
Monday, 7:30 am — 5:00 pm in Hampton Roads Ballroom

SAIR 45 Continental Breakfast
Monday, 7:30 am — 8:15 am in Hampton Roads Ballroom

Sponsored by *i*[3] and RISC Survey

Dinosaurs' Breakfast (for past-president's of SAIR)
Monday, 7:30 am — 8:15 am
Convened by: Lisa Lord, *University of Louisiana at Lafayette*

Monday beginning at 7:30

Special Interest Groups

Session 18, 8:00—8:30 in York
North Carolina Independent Colleges and Universities (NCICU)

Convened by: Carolyn Mata

Session 19, 8:00—8:30 in Lynnhaven
Higher Education Data Consortium (HEDS)

Convened by: Adrea Hernandez

Concurrent Sessions

Session 20, 8:30—9:15 in Hampton Roads Ballroom I
Sail To Success with Project Planning Using Logic Models
Track: Planning

Need help getting started on developing a new project? Looking for a tool to evaluate if the project is effective? A logic model is a tool that can be used to visually represent the process and flow of a project. They are used during the project planning and development to organize and identify requirements and goals. Additionally, the models translate goals into actions to be implemented during project development. After completion, the logic model can be useful in evaluating the projects effectiveness. There are many logic model designs to fit specific mapping needs that identify inputs, activities/actions, outputs, and outcomes.

Presented by: Kelly Tillotson, *University of Central Florida*
Facilitator: Eric Atchison, *Mississippi Institutions of Higher Learning*

Session 21, 8:30—9:15 in Hampton Roads Ballroom II
Three Ways to Improve the U.S. News and World Report
Track: Institutional Research

What prevents students at your institution from being successful? Learn more about the new Revealing Institutional Strengths and Challenges Survey (RISC), the only survey that directly asks students about the problems they face in college. Students indicate where they experienced problems in 80 specific areas, and rate specific campus offices on three dimensions: accessibility, concern about the student, and effectiveness. Find out how our unique approach quickly moves students through the survey in less than 7 minutes. Learn how we use the latest advances in survey research and computing to get you actionable data to help your student succeed.

Presented by: Sabrina Andrews and Faxian Yang, *University of South Carolina*

Monday 8:00 – 8:30 & 8:30 – 9:15

Session 22, 8:30—9:15 in Hampton Roads Ballroom III
The RISC Survey: An innovative approach to collecting actionable data on student success
Track: RISC Survey Sponsored Session

Presented by: Paul D. Umbach and Stephen R. Porter, *RISC Survey*
Facilitator: Wendy Kallina, *Kennesaw State University*

What prevents students at your institution from being successful? Learn more about the new Revealing Institutional Strengths and Challenges Survey (RISC), the only survey that directly asks students about the problems they face in college. Students indicate where they experienced problems in 80 specific areas, and rate specific campus offices on three dimensions: accessibility, concern about the student, and effectiveness. Find out how our unique approach quickly moves students through the survey in less than 7 minutes. Learn how we use the latest advances in survey research and computing to get you actionable data to help your student succeed.

Monday 8:30—9:15

Session 23, 8:30—9:15 in Hampton Roads Ballroom VI
Building Quality Improvement Plans with Watermark
Track: Watermark Sponsored Session

To move beyond compliance and experience the full benefits of intentional assessment, institutions must have a clearly articulated plan for how to use assessment results to improve student learning outcomes and institutional quality. Developing a culture of continuous improvements and the structures required to effectively engage diverse stakeholders in the process can be a tall order. Join us to learn how institutions leverage Watermark to: promote transparency and build a culture of improvement with a standardized approach to assessment; engage faculty with collaborative workspaces and integrated review processes; develop and seamlessly manage outcomes-based assessment projects; efficiently score student work across programs and disciplines; analyze and filter evaluation data by student demographics and level to get a clearer picture of the impact of continuous improvement efforts across the institution.

Presented by: Ben Coulter, *Watermark*
Facilitator: Matthew Campbell, *Auburn University*

Session 24, 8:30—9:15 in Hampton Roads Ballroom VII
IPEDS Update
Track: Institutional Research

Updates to IPEDS being proposed to Office of Management and Budget.

Presented by: Tara Lawley, *NCES*; Jamie Isaac, *RTI International*

Session 25, 8:30—9:15 in Hampton Roads Ballroom VIII
Does a More Effective Public Speaking Course Impact Student Persistence?
Track: Institutional Research

The aim of this study was to determine if a curriculum change had a positive impact on various measures of persistence at a private Midwestern university. The study investigated the connection between retention and other persistence variables vis-a-vis the change from a standard public speaking course to a Dale Carnegie-based Human Dynamics course. After controlling for several variables, results indicated the new course had a statistically significant impact on persistence variables such as retention and graduation rates.

Presented by: Jeffrey Johnson, Heather Merrifield, and Chris Hughes; *Sullivan University*

Session 26, 8:30—9:15 in Chesapeake I
Seize the Data
Track: Technology

Don't depend on others for your data. Pull it, clean it, and analyze it yourself with SQL. Most relational databases are built on some form of SQL or Structured Query Language. Though there are differences at their core they are more dialectics than separate languages. If you do not know SQL, there is no reason why you cannot learn it and use it to pull and manipulate data for your work. Using Microsoft SQL Server, this workshop will explore database basics, negotiating access to your student data, and mastering basic SQL syntax for pulling and preparing small data sets yourself.

Presented by: Kenneth Reaves, *Southeastern University*
Facilitator: Andrew Brady, *Florida State University*

Monday 8:30 — 9:15

Session 27, 8:30—9:15 in Chesapeake II
Brain Drain or Brain Gain: Understanding Louisiana's Migration Flow of Human Capital
Track: Institutional Research

Presented by: Kristy Neal, *Louisiana State University*; Claire Norris, *University of Louisiana System*

Creating and maintaining a young, well-educated labor force is an important strategy for state economic development and social vitality. It is not surprising that the higher education community and its stakeholders are increasingly focused on understanding out- and in-migration trends among high school graduates. Drawing on national data sources, this study examines the prevalence of Louisiana's level rates of "brain drain" or "brain gain" among high school graduates. Specifically, this study examines Louisiana's migration flows and addresses whether and how these shifts have changed over time.

Session 28, 8:30—9:15 in Marriott Ballroom VI
One Size Does Not Fit All: Multiple Approaches to Evaluating Institutional Assessment Processes
Track: Institutional Research

Presented by: Ginny Cockerill, *The University of Alabama in Huntsville*; Lesley Shotts, *J. F. Drake State Community and Technical College*; Amy Cappleman, *Itawamba Community College*

Institutional assessment is receiving more and more emphasis by both internal and external stakeholders across the US as institutions seek to improve the effectiveness of their various programs. For many institutions, this raises an important question: how can we improve the institutional assessment process itself? In this session, representatives from three institutions will illustrate multiple approaches that their institution have taken in answering that question. These approaches provide ideas on how quantitative and qualitative data can be used as well as providing examples of varying levels of faculty and staff involvement in evaluating the institutional assessment process.

Session 29, 8:30—9:15 in Marriott Ballroom VII
Enhancing Co-Curricular Effectiveness Reports: Incorporating Meta-Assessment
Track: Assessment

Presented by: Abbygail Langham and Emily Wilkins, *Auburn University*
Facilitator: Alexandra Henchy Anderson, *Asbury Theological Seminary*

The last phases of the assessment cycle are to report and share; however, how do we know we have prepared well-crafted and comprehensive documents for these stages? How do we assess that reports are robust for accreditation and institutional reporting? This session will address an innovative peer review meta-assessment approach to strengthening co-curricular assessment reports. Presenters will share best practices, lessons learned, and interesting findings, as supported by data from a detailed and multi-phased review process. Attendees will discuss how this content might drive improvements to assessment reporting in curricular and co-curricular settings at their institutions.

Monday 8:30—9:15

Session 30, 9:30—10:15 in Hampton Roads Ballroom I
A Comprehensive Assessment Plan: Tying the Knot Between Curriculum Mapping & Data Outcomes
Track: Assessment

The use of questionnaires to gather data from students across college campuses has been the mainstay in higher education. Often times these measures are developed to assess a variety of educational and psychology constructs that are latent in nature. When items are designed to measure constructs that are not directly observable, it is important to ensure that these items are indeed measuring the construct(s) of interest. The use of exploratory factor analysis allows for the determination of constructs that are being measured as well as the nature of these constructs and should be included as an important step in scale development. This is important especially since information gathered from students are often used to make predictions. An example of an exploratory factor analysis will be highlighted.

Presented by: Erica Hughes and René Cintrón, *Louisiana Community Technical College System;* Carrie Cortez, *Fletcher Technical Community College*

Session 32, 9:30—10:15 in Hampton Roads Ballroom III
Beyond Compliance: Turning Your Data into Action
Track: Campus Labs Sponsored Session

What happens when you stop looking at your data in a reactive way and adopt a more proactive approach? When you embrace the logic of emerging standards in higher ed, you can prepare for the future of data use on campus. Join us to learn how an enterprise-wide approach to data management can inspire you to make evidence-informed decisions and drive mission fulfillment for your institution. From accreditation and planning to faculty development and learning outcomes, see how the Campus Labs platform brings everything together for a holistic solution.

Presented by: Will Miller, *Campus Labs*
Facilitator: Maren Hess, *Campbell University*

Monday 9:30 — 10:15

Session 33, 9:30—10:15 in Hampton Roads Ballroom VI
GradSTAT: Where Are They Now?
Track: i3 Sponsored Session

Presented by: Brent Givens and Jim Crone, *i3*; Kristina Powers, *K Powers Consulting*
Facilitator: Lisa Lord, *University of Louisiana at Lafayette*

Employment and salary data for graduates has been in demand but hard to obtain — until now. i3 Group has nearly 20 years of higher education experience in student financial aid, advanced technology and data systems. While i3 Group has helped the federal government and educational institutions locate graduates, it's now uncovering employment and salary data for key stakeholders with its GradSTAT solution. This session will review employment research and federal/state/proprietary employment data options before presenting how GradSTAT's data-driven results can be put into action. Time will be reserved for questions and discussion.

Monday 9:30—10:15

Session 34, 9:30—10:15 in Hampton Roads Ballroom VII
Building a Faculty Data Table and Tableau Dashboard to Increase Efficiency in Reporting Processes
Track: Institutional Research

Presented by: Ana Navarro, *University of Central Florida*
Facilitator: Robert Maddox, *Emory University*

Each term the IR office within a large research institution receives data requests for faculty headcounts, tenure status, average salaries, and newly-hired faculty. The old process for answering these requests required multiple steps, from extracting query results to creating reports. Using SAS Business Intelligence tools, the process was reduced from eight steps to one. The creation of a warehouse table with new fields calculated based on our most popular data requests led to a significant increase in efficiency. The data from the table was also used to build a public Tableau dashboard, which will be demonstrated in this presentation.

Session 35, 9:30—10:15 in Hampton Roads Ballroom VIII
Measuring Educational Support Services
Track: Assessment

Presented by: Michelle Taylor, *National Higher Education Benchmarking Institute*
Facilitator: Carol Yin, *LaGrange College*

As assessing and evaluating programs moves beyond academic classrooms, many universities and colleges are now facing how to measure their student support services and administrative divisions. Accreditors are requiring these program reviews and colleges need this type of data for decision-making. In this presentation, we will review several approaches to non-academic program reviews with the audience adding their practices and tips. Participants will learn how the addition of benchmarking data will enhance this process. Finally, the participants will be introduced a new project for 4-year colleges to use to benchmark educational support services which is being developed in partnership by the National Higher Education Benchmarking Institute and the University of Wisconsin - Stout.

Session 37, 9:30—10:15 in Chesapeake II
Should I Choose Professors Who Look Like Me?: A Multi-Institution Analysis of Implicit Bias in Final Grades
Track: Institutional Research

Is the final grade higher (or lower) when the student and instructor are the same race and/or gender? This session presents the findings of a multi-institution, multiple linear regression analysis that attempts to determine whether implicit bias plays a role in the final course grades of undergraduate students. To explore this question across racial groups and institution types, a robust data set of all final course grades in one semester was created using data from three dissimilar institutions: a national liberal arts university, a HBCU, and a community college.

Presented by: Adam Shick and Mike DeWitt, *Wake Forest University*
Facilitator: Wendy Broyles, *Troy University*

Session 38, 9:30—10:15 in Marriott Ballroom VI
Internships, Co-Op Experiences, and Career Outcomes: Does Academic Discipline Matter?
Track: Institutional Research

It is widely believed that internships play a significant role in finding employment. Therefore, colleges encourage and sometimes require students to participate in internships prior to graduation. Using data from the survey of graduating seniors, this study explores the association between internship participation, on the one hand, and employment and salary, on the other hand. The analysis is conducted by academic discipline. The findings suggest a positive association between employment outcomes and paid internship experiences. At the same time, the association between unpaid internship and employment rates is negative. The study provides a nuanced understanding of internships and associated employment outcomes for different academic disciplines. Qlik visualizations of survey data are shared during the session.

Presented by: Iryna Johnson, *Auburn University*
Facilitator: Robert Springer, *Elon University*

Session 39, 9:30—10:15 in Marriott Ballroom VII
University DataCommons: Using Shared Data to Support Improved Resource Management at Virginia Tech
Track: Technology

Virginia Tech is creating a data platform to improve access to institutional performance data for users across the institution. The data is integrated from multiple enterprise level systems of record and is stored in databases located on-premise and in a cloud environment. Actionable insights generated from this connected data are provided to the campus community through an enterprise application developed using suite of open source tools and libraries. The system supports a performance budget model, promotes inter-college instructional partnerships, and tracks strategic plan outcomes. The presenters will describe the institutional environment and leadership dynamics leading up to the implementation of the platform and will demonstrate the application and discuss how it is used to support a performance budget model that balances quantity and quality and supports rather than discourages cross-disciplinary collaboration.

Presented by: Abhay Joshi and Ken Smith, *Virginia Tech*
Facilitator: Eric Lovik, *Radford University*

Monday 10:45 — 11:30

> **SAIR 45 Morning Refreshment Break**
> Monday, 10:15 am — 10:45 am in Hampton Roads Ballroom
> **Sponsored by Equifax and the National Student Clearinghouse**

Session 40, 10:45—11:30 in Hampton Roads Ballroom I
Effective Planning Processes: Using Prior Learning Assessment to Enhance Student Success
Track: Planning

Presented by: Bonnie P. Quinn and Jackie Turner, *Central Georgia Technical College*
Facilitator: Alison Simonton, *Faulkner University*

Central Georgia Technical College (CGTC) recognized that students acquire college-level learning via numerous nontraditional paths, but evaluating every student's unique experience is untenable. By utilizing effective planning processes, CGTC expanded options for assessing college-level learning gained outside the traditional classroom and established a streamlined process for submission and review of a credit request via prior learning assessment (PLA). Evaluation of the revised process indicates tracking of recurring PLA requests has improved, use of PLA reviewers is more efficient, and students receive evaluation results quicker. The session will address how to use PLA to improve student enrollment, retention, and completion.

Monday 10:15 – 10:45 & 10:45 – 11:00

Session 41, 10:45 — 11:30 in Hampton Roads Ballroom II
Responding to the Data and Research Needs of Campus Leaders
Track: Community College

College and university success is reliant on the ability of IR staff to appropriately respond to the data needs of campus leadership. The presenter will outline the data needs of leaders, what that format should look like and how to best articulate data and results to campus leaders.

Presented by: Jim Purcell,
Alabama Commission on Higher Education
Facilitator: Amanda Kin,
Jefferson State Community College

Session 42, 10:45 — 11:30 in Hampton Roads Ballroom III
What's New With Scantron?
Track: Scantron Sponsored Session

We are more than just bubbles!! During this session, we will provide an overview of solutions that help institutions like yours make informed decisions. We'll showcase our wide variety of online solutions and services, including course evaluations, survey services, testing and assessments and instrument development. Come see what we have that will work for you!

Presented by: Susan Ennis and Jorge Quintana, *Scantron*
Facilitator: Julie Fulgham,
Mississippi State University

Monday 10:45 — 11:30

Session 43, 10:45—11:30 in Hampton Roads Ballroom VI
The "New School" Method for Unlocking Graduate Outcomes Insights
Track: Equifax Sponsored Session

Presented by: Jason Berman and Alan Shemelya, *Equifax* Facilitator: Rick Burnette, *Florida State University*

If you're not able to provide your stakeholders with graduate data that's real-time, longitudinal, and free from self-reporting falsehoods, consider your methods "old school". Today, IR professionals have "new school" options available to more effectively gain insight on graduate outcomes and better support on-campus demands for data. In this presentation by Equifax, attendees will learn how to revolutionize their data collection processes used for key research areas such as first destination, mid-career income and industry, and more. Best practices and mini case study examples from current Equifax Graduate Outcomes projects will also be shared during this session.

Session 44, 10:45—11:30 in Hampton Roads Ballroom VII
Key Points of Completing IPEDS Outcome Measures 2018
Track: Institutional Research

Presented by: Faxian Yang and Sabrina Andrews, *The University of South Carolina*

This session will provide an in depth overview of the relatively new and complex IPEDS Outcome Measures (OM) Survey. It will be divided into three sections. The first section details the five data sources needed to complete the survey: Establishing Initial Cohorts, Identifying Pell Grant Recipients, Award Data, National Student Clearinghouse data, and Enrollment Data. In the second section, participants will learn how to complete the OM Survey as well as learn key differences between the OM Survey and IPEDS Graduation Rate Survey. The final section will cover several hypothetical scenarios and how to address them with best practices.

Session 45, 10:45—11:30 in Hampton Roads Ballroom VIII
Informing Inclusive Instruction
Track: Institutional Research

Presented by: Robert Ricks, Greg Harris, Kelly Hogan and Viji Sathy, *UNC Chapel Hill*

As a highly selective institution, UNC Chapel Hill expects all of its students to perform at the highest levels. However, observation and research shows that some subsets of our students do not perform as well as others. The University has identified promising teaching and curriculum practices for inclusive classrooms through observation and action research. The Office of Institutional Research and Assessment partnered with the Center for Faculty Success to produce a dashboard informing instructors about their prior student demographic composition and performance. This tool can also be used to assess the impact of policy, curricular, or instructional changes over time.

Monday 10:45 — 11:30

Session 46, 10:45—11:30 in Chesapeake I
A Tale of Two Metrics
Track: Accreditation

This session will review the differences between student completion outcome measures. It will consider the definitions of each measure, the differences between them and what institutions can learn from each of them. The session will also explore how any patterns of differences between outcome measures based on various institutional characteristics. The goal of this session is to provide attendees with deeper insights into how outcome measures differ, and what factors institutions can consider as they use such indicators for various purposes.

Presented by: Godfrey Fuji Noe, *Southern Association of Colleges and Schools Commission on Colleges*
Facilitator: Alona Smolova, *Old Dominion University*

Session 47, 10:45—11:30 in Chesapeake II
Forecasting Student Course Demand
Track: Institutional Research

As enrollments grow and students can choose from increasingly diverse curricular options, planning for future course offerings, often months or a year ahead of time, can cause significant difficulties and angst for department chairs and Deans. In this presentation, I will demonstrate course forecasting tools intended to aid department chairs in long-term course planning and managing faculty load concerns. By expanding the traditional curricular flow and induced course load matrix models, Appalachian State University is providing near and long-term forecasting of changing student curricular patterns and the requisite course demand associated with an ever-changing academic environment. By applying forecasting techniques t already existing institutional research methods, this presentation will demystify the task of anticipating and planning for students changing curricular interests and needs.

Presented by: Rick Sears, *Appalachian State University*
Facilitator: R. Joel Farrell, *Air University*

Session 48, 10:45—11:30 in Marriott Ballroom VI
The Use and Ethics of Predictive Analytics
Track: Institutional Research

With predictive analytics becoming increasingly utilized across higher education, the time is ripe for an open conversation regarding how predictives are being used, how campuses envision them being used moving forward, the costs and benefits or making use of predictives, and the ethical questions predictives can bring to the forefront of campus decision-making. Ultimately, this presentation will allow campus stakeholders to learn from each other while also discussing the importance of data security, student privacy, and a culture in which more and more campuses argue that student success is everyone's business. Themes to be discussed include the ethical uses of predictive data, how to integrate students into the process for full transparency and understanding, and innovative ways predictives can be used moving forward.

Presented by: Will Miller
Facilitator: Grace Mineta, *Southwestern University*

Monday 10:45 — 11:30

Session 49, 10:45—11:30 in Marriott Ballroom VII
Same College, Unequal Outcomes: Assessing Students' Knowledge & Skills
Track: Assessment

Presented by: Roofia Galeshi and Ebenezer F. Kolajo, *Radford University*
Facilitator: Erica Hughes, *Louisiana Community & Technical College System*

Considering the changing climate in higher education, preparing a diverse group of educated citizens is critical. While Americans appreciate the value of higher education, most are not happy with the inequity and lack of access to quality higher education. This study investigates the paradox that exists between the knowledge students gained in college vis-a-vis their higher-order thinking skills as they exit postsecondary education by race and gender. This study reveals inequitable outcomes in some skills valued by employers, such as critical thinking and written communication skills.

Monday 10:45 — 11:30

SAIR 45 Table-Topic Luncheon
Monday, 11:45 am — 12:45 pm in Norfolk Ballroom
Sponsored by Scantron and US News Academic Insights

Monday 11:45 — 12:45

The SAIR Table-Topic Luncheon

Pick a table—any table!
We've assigned some tables a pre-assigned topic,
to open discussion with your colleagues from across the region

Monday 11:45 — 12:45

Table Topics Include

New to IR—Tables 1, 2, 3, 4
Advancing in IR—Table 5
Surveys and Course Evaluations—Table 6
Community Colleges—Table 7
Data Analysis—Table 8
Accreditation—Tables 9, 10
Data Visualization—Table 11
Assessment & Planning—Tables 12, 13
IPEDS—Table 14
Data Management—Table 15
Enrollment Management—Table 16

Session 50, 1:00—1:45 in Hampton Roads Ballroom I
Building Sustainable Assessment
Track: Planning

Sustainable assessment processes take years to build at an institution. An institution's size and resources may influence the practices, structures, and procedures that support a shared commitment to assessment (Maki, 2010). The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) 2018 Resource Manual encourages institutions to use methods for assessment that are appropriate for their situation and which will be supported by their faculty and staff. During this workshare session specific suggestions for building a sustainable assessment process will be offered, and participants will be encouraged share their ideas and suggestions.

Presented by: Alexandra Henchy Anderson; *Asbury Theological Seminary*
Facilitator: Elizabeth Cooper, *Methodist University*

Session 51, 1:00—1:45 in Hampton Roads Ballroom II
Accelerating Remedial Math Education in Louisiana
Track: Community College

This presentation describes the implementation and outcomes of a multiyear pilot study on the use of the co-requisite model in math remediation. Practical recommendations will be presented after an analysis of student outcomes and institutional practices.

Presented by: Emily Campbell and René Cintrón, *Louisiana Community & Technical College System*
Facilitator: Heather Summers, *Kentucky Community & Technical College System*

Session 52, 1:00—1:45 in Hampton Roads Ballroom III
The Oklahoma State University Journey to Data Visualization, with Tips for Success
Track: SAS Sponsored Session

Cowboy Data Roundup using SAS Visual Analytics was unveiled to the OSU campus in November 2017. Fresh off a system conversion to Banner, the IR Office was intent on elevating reporting by making it more accessible and flexible for end users. This presentation provides an overview of the first year of implementation and plans for future years, including:

-- Strategies to make reports available quickly to show immediate value and usefulness of visual analytics and dashboard reporting.
-- Establishing a priority list of projects
-- Internal dynamics -- the challenge to embrace potential for change and innovation
-- Year one successes, projects, and lessons learned

Presented by: Christie Hawkins, Larry Burns and Randy Kitchens *Oklahoma State University*
Facilitator: Matthew Campbell, *Auburn University*

Monday 1:00 — 1:45

Session 54, 1:00—1:45 in Hampton Roads Ballroom VII
Balancing Metrics and Assessment Data to Improve Higher Education
Track: Assessment

Presented by: Steve Culver, *North Carolina A & T State University*; Bethany Bodo, *Virginia Tech*
Facilitator: Nareiko Stephens, *Jefferson State Community College*

Concerns about the quality of higher education in the 1980s led to the rise of student assessment processes at colleges and universities. Decision makers, especially those external to universities, have found it difficult to use student assessment to evaluate the effectiveness and efficiency of educational programs, especially in comparison to others. In response, there has been an increased interest in using metrics, apart from student learning data, as a way to look at higher ed institutions and to allocate appropriate resources. Assessment offices can provide leadership in combining these metrics with outcome data to improve programs.

Session 55, 1:00—1:45 in Hampton Roads Ballroom VIII
Expectations vs. Reality: Using NSSE, BCSSE, and FSSE Data As A Model for Gauging Student Persistence and Student Learning
Track: Institutional Research

Presented by: Marcus Brewer, *University of North Georgia*
Facilitator: Christine Murphy, *Clemson University*

Over the course of the last decade institutional focus has shifted to a fixation on student persistence and retention. Considering this shift and with the purpose of viewing first-year experiences in light of expectations from a longitudinal perspective, the University of North Georgia conducted an analysis of recent NSSE, BCSSE, and FSSE data. Examining twenty-one variables, encompassing academic preparation, student and faculty interaction, social involvement, and classroom participation, through the lens of whether or not a student persisted into his or her second year, the study has divulged pertinent findings that warrant a consideration as to whether the implicit marriage between student persistence and engagement has been erroneously espoused. This session will outline the problem with generic student survey data, introduce the method of analysis utilized in this study, present the findings involving student persistence, and propose additional methods of analysis that are currently beyond the scope of this particular report.

Session 56, 1:00—1:45 in Chesapeake I
It's All About the Data
Track: Community College

Presented by: Laura Wilkins; *SOWELA Technical Community College*
Facilitator: Kelly Birchfield, *Alabama Community College System*

Colleges today are faced with many challenges in student enrollment, retention, and completion. Students entering the college encounter obstacles; such as: placement tests; financial issues; job/family conflicts; instructional methods; and that one impossible class or instructor. As these challenges bombard the college staff and faculty it becomes all about the data and the data analytics, for answers to the questions: what needs to be done; where do we go from here; and/or why is this happening. Institutional Research has to be ready to respond at a moment's notice with the data needed. It's all about the data!

Monday 1:00—1:45

Session 57, 1:00—1:45 in Chesapeake II
No Adult Left Behind: Identifying and Overcoming Barriers for Adults in Higher Education
Track: Planning

While there are a number efforts aimed at increasing degree attainment among adults (ages 25 and older), most initiatives are focused on prior learning assessments, the complexity of balancing school with employment and family obligations, or state policy and institutional practices that support adult learners' success while they are enrolled. There has been less work aimed at creating innovative pathways and addressing the social and financial needs of these adult learners. This presentation will provide a comprehensive framework that will focus on re-engaging adults who attended public postsecondary institution, but did not earn their degree.

Presented by: Claire Norris, *University of Louisiana System*; Kristy Neal, *Louisiana State University*

Session 58, 1:00—1:45 in Marriott Ballroom VI
Greener pastures: SACSCOC and MSCHE standards
Track: Institutional Research

Over the past few years, several regional accreditors have affirmed revisions of their accreditation standards. This session will highlight similarities and differences in accreditation processes, and within the standards themselves, between two of these regional accreditors. The Middle States Commission on Higher Education (MSCHE) accreditation standards were most recently approved by member institutions in fall 2014 and were effective for all institutions beginning with the 2017-2018 academic year. The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accreditation standards were most recently approved by the College Delegate Assembly in December 2017 and are effective beginning in 2018. This discussion will elucidate situations where MSCHE and SACSCOC colleagues could draw upon each other's strengths and accreditation knowledge to achieve new collaborations or resources to bring to their home institutions.

Presented by: Maren Hess, *Campbell University*

Session 59, 1:00—1:45 in Marriott Ballroom VII
It's Installed: What Now? - Work Flow Lessons Learned from New Software Implementation
Track: Technology

Introducing a new reporting tool into a mature reporting environment isn't as easy as plugging it in and walking away. A host of issues need to be addressed: content review, usability and design questions, staffing assignments, work flow and timing, etc. This session will cover how one office experienced the transition and the lessons learned.

Presented by: Susannah Livingood, *University of Oklahoma*
Facilitator: Christopher Marcoux, *UNC Charlotte*

Monday 1:00 — 1:45

Session 60, 2:00—2:45 in Hampton Roads Ballroom I
Institutional Change and Assessment: Making Assessment Internally Valued and Driven for Academic, Administrative, and Student Affairs Units
Track: Assessment

Presented by: Divya Bhati, *College of Charleston*
Facilitator: Laura Wilkins, *SOWELA Technical Community College*

Promoting the internal value of assessment, regardless of any external pressure, is essential for institutions to sustain continuous efforts to enhance the quality of their programs and services. The presenter will share the evolution of a comprehensive assessment process and tools designed to maximize student learning and effectiveness. This workshop will focus on enhancing student learning and operational effectiveness by reviewing the revised administrative effectiveness (7.3) and academic and student services (8.2c) standards; developing unit assessment plans; discussing ways to use the collected data for improvement; and how participants can cultivate campus partnerships.

Session 61, 2:00—2:45 in Hampton Roads Ballroom II
Identifying Peer Institutions through a Data-Driven Process
Track: Institutional Research

Presented by: Will Miller
Facilitator: Marian Dotson, *Troy University*

The goal of identifying peer institutions is to allow for meaningful benchmarking with others. Unfortunately, the process of identifying peer institutions can become quite political on college campuses. In this workshop, participants will walk through the process of conducting an objective peer identification study involving the entire campus community. From deciding which variables matter to seeking out ways to access requisite data on other schools, we will work with sample cases and our own institutions. Participants will leave with an increased understanding of the value of peer benchmarking and navigating the waters to assure a truly objective process.

Session 62, 2:00—2:45 in Hampton Roads Ballroom III
Maximizing Your StudentTracker Service
Track: National Student Clearinghouse Sponsored Session

Presented by: Joe Roof, Julie Esau & Ange Peterson; *National Student Clearinghouse*
Facilitator: Laverne Macon-Jamison, *Livingstone College*

The National Student Clearinghouse was created 25 years ago by higher education to streamline the then time-consuming and complex enrollment reporting process for student borrowers. Based on our success at transforming enrollment reporting services, our participating institutions approached us to expand our services to include StudentTracker.

Come learn about our new StudentTracker Premium service, which provides the following features:
-- Simplifies submissions and file re-runs
-- Offers quantitative support to expedite your strategic goals
-- Provides institutional-level access to the National Student Clearinghouse Research Center
-- Enables end-to-end insights on student pathways via graphical tools and analytics
-- Fosters best practices with peers.

Monday 2:00—2:45

Session 63, 2:00—2:45 in Hampton Roads Ballroom VI
Best Practices for Integrating Institutional Excellence Across Campus
Track: SPOL Sponsored Session

In this collaborative session, attendees will learn best practices from current SPOL users. We'll focus on continuous improvement with regards to planning, assessment, accreditation, budgeting and credentialing. Specific questions addressed will be: How did we choose a partner? How can you strengthen your process? What are the benefits? What were some of the challenges & lessons learned? How does it tie into accreditation & continuous accreditation readiness? How do we handle the new SACSCOC standards? How do you cultivate support? How do you improve sustainability? How did we implement?

Presented by: *Beren Lindenberg, Florida Keys Community College;* Petra Kohlmann Sanchez, *SPOL* Facilitator: Cara Mia Braswell, *Auburn University Montgomery*

Monday 2:00 — 2:45

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Session 64, 2:00—2:45 in Hampton Roads Ballroom VII
Strategies to Enhance Data-Informed Faculty Staffing and Budgeting: Better Data and Better Stories
Track: Planning

Presented by: Tom Eleuterio, *University of Delaware*
Facilitator: Tarji Kinsey, *Clark Atlanta University*

Institutional effectiveness hinges on faculty's productivity and the corresponding cost management. Departments, Colleges, Institutions and Regional Higher Education Systems make decisions to allocate faculty and financial resources for instructions, services and research, and assess the utilization of those resources over a period. This practitioner-oriented session aims to make this procedure more data-informed and effective by improving the data quality and interpretation. Case studies will share suggested remedies to overcome common data reporting issues. An interactive Tableau dashboard contains meaningful, good-for-benchmarking metrics that will give data end-users an updated, in-depth understanding of common key performance indicators (KPI).

Session 65, 2:00—2:45 in Hampton Roads Ballroom VIII
Assessing the Effectiveness of a New Parent Experience Webinar Education Program: Implications for Freshman College Students
Track: Institutional Research

Presented by: Danielle D. Fearon-Drake & Lynn Wisely, *Baylor University*

The evaluation and navigation of the college context may be more difficult for first-generation college students, as well as their parents. Programs and initiatives that help parents and families understand first-generation students' transitions, as well as the college context, may be beneficial for both parents and students. Parent participants enrolled in a Webinar class through Canvas Catalogue using WebEx for twelve weeks of the fall semester of 2017, meeting once per week in the evenings for one hour. Several topics relating to college life specifically geared at new students were covered. The objectives of the study were to (a)determine the effectiveness of a new parent experience program, (b)determine whether parental knowledge of college processes contribute to their college students' performance academically and (c) to determine whether parental knowledge of college processes contribute to their college students' retention on campus. Results showed that that providing information to parents about college processes may be both beneficial for parents and their college students. The study further adds to the literature in higher education by examining the role of parents which is not currently being considered.

Session 66, 2:00—2:45 in Chesapeake I
The Transfer Student Path: Democratization or Diversion?
Track: Institutional Research

Presented by: Smriti A. Ingrole, Heather Epstein-Diaz & Galiya Tabulda, *Florida State University*

Most student success-focused research in higher education is centered on first-time-in-college students, while success of other student populations (e.g., transfer students and students entering in Spring and Summer semesters) either receives less empirical attention or is studied using a limited set of student and university-level factors. The present study attempts to address this gap in research by presenting an examination of the relations between retention and graduation of first-time transfer students and a host of student-level factors, such as admission term, residency, age, average GPA at the current institution, and current average and total credit load.

Session 67, 2:00—2:45 in Chesapeake II
Tracking Retention and Graduation Rates via Dashboard - Easy and Repeatable
Track: Institutional Research

This session describes how Elon University is now tracking retention and graduation rates by reporting through a dashboard. The initiative to get this information into an easily maintainable system has promoted more effective use of this data; this provides for a permanent (growing) file that can be manipulated for many data requests.

Presented by: Rhonda Belton, *Elon University*
Facilitator: Jamir Chowdhury, *SOWELA Technical Community College*

Session 68, 2:00—2:45 in Marriott Ballroom VI
Assessing Alumni Outcomes: Processes and Best Practices for Data Collection & Results Dissemination
Track: Institutional Research

How well does a college education prepare students for life after graduation? Alumni surveys are one way institutions measure graduate outcomes. Best practices for data collection and results dissemination of alumni outcomes will be explored during this workshare session.

Presented by: Deborah White, *University of Richmond*
Facilitator: Carol Walter, *Belmont University*

Session 69, 2:00—2:45 in Marriott Ballroom VII
Empower Your Campus and Optimize Your Data Collection Through the Utilization of Modern Technologies and a Sound Survey Design
Track: Technology

Accurate and representative data collection is essential to maintaining the integrity of research, making informed decisions and ensuring quality assurance. A powerful and very easy-to-use professional data collection tool that enables IR professionals to gather high quality data is a must. Surveys are one of the primary instruments of collecting data. As technology continues to change, and new generations of students and other clients arrive to campus, so does data collection. Web-based research tools are here to stay. Online surveys are a convenient way for institutional researchers and assessment staff to collect data, and transform the data into information to support managerial decision making. In order collect data effectively, one must know the advantages and disadvantages of these online tools. The presenter will provide an overview of the best online survey applications in the market that can optimize data collection and utilize new technologies to to build well-designed questionnaire, and also shares his expertise in using some of them such as Qualtrics, Survey Monkey, Perseus, and others.

Presented by: Jamil Ibrahim, *University of Mississippi Medical Center*
Facilitator: Abhay Joshi, *Virginia Tech*

Monday 2:00 — 2:45

Monday 2:45 — 3:15 & 3:15 — 4:00

SAIR 45 Afternoon Refreshment Break
Monday, 2:45 am — 3:15 pm in Hampton Roads Ballroom
Sponsored by Campus Labs and SPOL

Session 70, 3:15—4:00 in Hampton Roads Ballroom I
Delving Deeper into Tutoring Data
Track: Assessment

Presented by: Christine Murphy, *Clemson University*
Facilitator: Denise Gardner, *University of Tennessee*

Most Learning Centers (LC) continue to struggle with how to best assess their tutoring program, and often utilize mixed-methods across time. Ideally, for those students utilizing tutoring, the DFW rates are lower, course grades are higher, and increased usage improves student success. However, in reality, while qualitative assessments often provide evidence of increased self-efficacy, aggregated tutoring data comparing users to non-users sometimes does not reflect improved outcomes, as evidenced by a recent longitudinal study. Findings from a logistic regression model, with a focus on the timing and frequency of tutoring utilization and less commonly used data elements will be presented.

Session 71, 3:15—4:00 in Hampton Roads Ballroom II
Paranormal Activity: Taking the Scary out of Faculty Activity Data with Tableau
Track: Technology

To better understand faculty effort at the University of North Florida, a Tableau dashboard was created that visualizes Faculty Activity Reporting data collected each term. This visualization was used by Academic Affairs staff to understand faculty workload, overloads, and adjunct activity. Filters allow for the data to display university, college, and department level data that can be utilized by colleges and departments in course planning. The use of visualization software, such as Tableau, is valuable for institutional research professionals because the format is easily understood and data can be filtered by users throughout the institution to fit their individual needs.

Presented by: Preston Bennett, *University of North Florida*
Facilitator: Daniel Duerr, *Saint Leo University*

Session 72, 3:15—4:00 in Hampton Roads Ballroom III
Learn How to Benchmark Your Institution Against Your Peers with U.S. News Academic Insights!
Track: U.S. News Sponsored Session

U.S. News Academic Insights is the top peer benchmarking and performance assessment tool in Higher Education. Containing unpublished rankings and data, Academic Insights allows college, university and graduate school administrators the ability to create custom peer groups and compare their relative performance to that of others. Data can be visualized using Academic Insights unique data presentations or exported as reports or in raw form. Institutional Research professionals can access the Download Center to export large data sets. This session will show IR professionals how to use Academic Insights for benchmarking and reporting to Senior Leadership.

Presented by: Cale Gosnell & Gaetana DiRoberto, *U.S. News Academic Insights*
Facilitator: Susannah Livingood, *University of Oklahoma*

Session 73, 3:15—4:00 in Hampton Roads Ballroom VI
Take the Pain Out of the IPEDS Survey Process
Track: evisions Sponsored Session

Would you like an easier, more effective way to complete your IPEDS surveys, so you can focus on research initiatives that support your institutional goals? The initial implementations of Evisions IRIS have shown us the various challenges institutions face when gathering, preparing, and submitting their IPEDS data. The implementation process has also shown that these issues can often be fixed before they result in costly IPEDS submission errors. Join us to learn more about IRIS -- the industry's first SaaS IPEDS solution. Think efficient processes. Think accuracy of data. Think less time doing reporting and more time doing research.

Presented by: Crystal Anthony, *evisions*
Facilitator: Michael Hadley, *Methodist University*

 This session will cover:
-- Finding success when gathering IPEDS data from multiple sources
-- Discovering past submission errors and correcting them for the future
-- Increasing accuracy through the use of historical data
-- Time savings in the data gathering, review, and approval processes
-- Ease of IRIS implementation

Monday 3:15 — 4:00

Session 74, 3:15—4:00 in Hampton Roads Ballroom VII
Hidden Figures: Course Withdrawals as an Indicator of Student Distress
Track: Institutional Research

Presented by: Sandi Bramblett & Donald Pearl, *Georgia Institute of Technology*

Does a 4.0 grade point average (GPA) mean all is well with a student? Maybe not. With the use of analytics, GPAs become less reliable in telling the full story of student progression and graduation. In fact, a good GPA can hide clear, earlier indicators of a student not making adequate progress to their degree. In this presentation we look at data that shows the correlation between the how many course withdrawals a student may have and their probability of graduation. Additionally, we look at the effect of multiple withdrawals has on student retention and time to completion. Interventions based on these data will also be presented.

Session 75, 3:15—4:00 in Hampton Roads Ballroom VIII
Using an Institutional Audit of Policies, Practices, Processes
Track: Planning

Presented by: Robert "Joel" Farrell, *Air University*
Facilitator: Josh Whitlock, *East Tennessee State University*

Institutional policies, practices and processes evolve and proliferate. Over time, they frequently become a competing, conflicting, and confusing collection of "stuff". This session will explore the role a comprehensive audit can play in resolving the conflicts, establishing a foundation for change, and developing a revamped institutional policy.

Session 76, 3:15—4:00 in Chesapeake I
Using Effective Tools for Campus-Wide Assessment
Track: Accreditation

Presented by: Carol Yin, *LaGrange College*
Facilitator: Meaghann Wheelis, *Baylor University*

This presentation focuses on how to improve institutional practices so that the process not only serves internal priorities, but also satisfies external demands. Insights and tools — easily adapted at little or no cost — that can be used to satisfy both needs will be shared. Through discussion and presentation, participants will learn about developing an assessment handbook and a functional template for annual reports. In addition, an outcome template that helps connect measurable outcomes to assessment tools, analysis, recommendations, resources, and an institution's strategic plan will be shared.

Monday 3:15 — 4:00

Session 77, 3:15 — 4:00 in Chesapeake II
When All You Have is a Hammer
Track: Institutional Research

"When all you have is a hammer, everything looks like a nail." A. Maslow. When all you had was Excel, everything looked like a table. Today, there are more communication tools than there are tools in a hardware store. Yet, we still tend to grab the latest and greatest hammer and swing away. Let's take a slow walk through the communication store and learn how to select the best tools for the data.

Presented by: Kenneth Reaves, *Southeastern University*
Facilitator: Kyle Scott, *Forsyth Technical Community College*

Session 78, 3:15 — 4:00 in Marriott Ballroom VI
Beyond Retention: Persistence as an Alternative Measure of Student Success
Track: Institutional Research

Academic and student affairs units are increasingly asked to demonstrate how their programs contribute to improving retention and graduation rates of first-time, full-time cohorts. This becomes challenging when the populations they serve are not cohort-based. At a large public research university, the Office of Institutional Research (IR) developed a persistence rate as an alternative measure of student success, which allows non-cohort-based groups to be compared to each other and the larger university population. This presentation will discuss how IR developed and implemented the persistence rate, and then built a persistence table in the data warehouse to formalize the measure.

Presented by: Lisa Sklar, *University of Central Florida*
Facilitator: Kristy Neal, *Louisiana State University*

Session 79, 3:15 — 4:00 in Marriott Ballroom VII
Creating the Bridge to Data-Informed Decision-Making
Track: Technology

The VSA has created a merged and cleaned national dataset with more than 350 variables. Sitting on top of the data is a visual analytics front end that allows institutions to analyze metrics for more than 4,200 Title IV-participating institutions. The new VSA Analytics tool can help you produce customized charts for all your data requests in just a few minutes. Learn about the new VSA program and find out how to produce benchmark reports easily.

Presented by: Andrew Paradise, *APLU*
Facilitator: Barrie Fitzgerald, *Valdosta State University*

Monday 3:15 — 4:00

Session 80, 4:15 — 5:00 in Hampton Roads Ballroom I
Facilitating an Effective Learning Outcomes Conversation
Track: Assessment

Presented by: Carol Smith Walter, *Belmont University*
Facilitator: Divya Bhati, *College of Charleston*

Learning outcomes are the backbone of assessment, yet the conversations around creating or revising outcomes are often bogged down in wordsmithing in good hearted attempts that neither inspire nor clarify.

Here is a step by step guide to facilitate a conversation about Student Learning Outcomes that can inspire and bolster an academic unit's assessment process. Separate the key components of the outcome to simplify topics. Diagram the outcomes to draw a stronger connection between the outcome itself and the appropriate measure. Identify skill and knowledge sets that matter in a way that provides motivation for ongoing academic conversation.

Session 81, 4:15 — 5:00 in Hampton Roads Ballroom II
Working with Faculty to Create a Data-Driven Culture
Track: Assessment

Presented by: Will Miller
Facilitator: Godfrey F. Noe, *SACSCOC*

When it comes to assessment data, institutional effectiveness and research administrators can do little without the contribution of faculty. Regardless of how well-designed a system might be or accreditors calling for more granular data, faculty own their classroom—if they choose not to track outcomes, we lose our holistic picture of student learning. As a result, it is essential that we aim to maximize faculty buy-in to assessment practices. First, we must understand what the issue is. By building assessment around the ongoing work of faculty, continuing to emphasize teaching and learning as a research avenue, and creating opportunities to discuss assessment efforts, we can undoubtedly encourage faculty to check the box and fill out the formâ€"but we may not help them to truly embrace the process. We need to work with faculty to show them how assessment can help improve their personal pedagogy, their program effectiveness, and ultimately student success.

Monday 4:15 — 5:00

Session 82, 4:15—5:00 in Hampton Roads Ballroom III
Panel Discussion: Strategies Used to Increase Graduation Rates for Low and Moderate Income Students
Track: Planning

Recent graduation rate data from May 2018 suggests that Four-Year Institutions are not adequately servicing low-and moderate-income students also known as the "Pell Grant population". While it is true that the majority of four-year institutions do have a lower Pell Grant student graduation rate compared to their overall graduation rate, some schools are excelling with this population. This panel discussion will host representatives from institutions with the top graduation rates in their state and discuss the strategies that they are currently using to achieve success.

Panel Moderator: Somer Givens, *Troy University*
Panelists: Ronald Chrestman, *Clemson University*; Sandi Bramblett, *Georgia Institute of Technology*; Denise Gardner, *The University of Tennessee – Knoxville*; Julianna Proctor, *The University of Alabama*

Session 83, 4:15—5:00 in Hampton Roads Ballroom VI
Research Methods -- Going above and Beyond Traditional Surveys
Track: Institutional Research

Surveys are an invaluable tool when it comes to the solicitation and collection of information. This session will discuss optimizing the use of this tool in addition to other methods including conducting personal interviews, designing and administering focus groups, and the use of questionnaires. In addition to a discussion of the methodologies we will also cover best practices and lessons learned through the use of these methodologies. We will invite attendees to share their personal experiences in these areas as well.

Presented by: Holley M. Camacho & Kylie Moore, *Georgia Southern University*
Facilitator: Misty Nabors, *Mississippi State University*

Session 84, 4:15—5:00 in Hampton Roads Ballroom VII
Make Your Data Tell a Story: The Do's and Don'ts of Creating Graphics
Track: Institutional Research

A picture is worth a thousand words but only if the reader can understand it. This session is for IR professionals who have struggled with the best way to present data or findings in a graphic or table. We will explore how to effectively convert data into a usable graphic by avoiding clutter, unnecessary colors, and distortions and how the type of graphic should be determined by considering the manner of data available and the purpose in creating it.

Presented by: Grace Mineta, *Southwestern University*
Facilitator: Melanie Collins, *Nicholls State University*

Monday 4:15 — 5:00

Session 85, 4:15 — 5:00 in Hampton Roads Ballroom VIII
Mainstreaming an Authentic Institution-Wide Assessment System--Developing a Success Construct using a Contextualist Approach
Track: Institutional Research

Presented by: Cecil Harold McManus, *Fayetteville State University*
Facilitator: Charlotte Ashley, *Southern University at Shreveport*

Historically, the assessment process in higher education was viewed as a tangential process that only invaded the academy every ten years. Many traditional institutional research approaches measured parts of the academy as free-standing units completely detached from the function and mission of the whole organization. Fortunately, this assessment orthodoxy has given way to authentic, institution-wide, research-based assessment systems. The presentation provides an overview of an authentic institution-wide system developed in 2000 and deployed in 2008. It will highlight successes and lessons learned from mainstreaming a Contextualist-focused (Vygotsky, 1960) web-based assessment system involving students, faculty, staff, administrators, and alumni as one holistic unit.

Session 86, 4:15 — 5:00 in Chesapeake I
Evaluating the Construct Validity of Dental School Basic Science Curriculum Assessment Instrument for Critical Thinking
Track: Assessment

Presented by: Chau-Kuang Chen, John Hughes, Jr. & Dexter A. Smauels, *Meharry Medical College*

The Rasch model, a branch of Item Response Theory, was constructed to validate a construct validity of the survey instrument. The study objective was to identify the strengths and weaknesses of the basic science curriculum related to critical thinking. A total of 250 dental students in years 2016-2017 completed an 18-item assessment instrument. The residual-based principal component analysis and Infit/outfit mean square statistics were used to confirm the assumption of unidimensionality. The research findings showed that item difficulty matched a person's ability (endorsement) well on a logit scale and that this instrument can be further implemented for the College.

Session 87, 4:15 — 5:00 in Chesapeake II
Using LMS Interactions to Build an Early Warning Model for At-Risk Students
Track: Institutional Research

Presented by: Christopher Marcoux & Brian Boudreau, *University of North Carolina - Charlotte*
Facilitator: Melissa Lewis, *University of Louisiana at Lafayette*

We begin by describing the technical challenges that we experienced when trying to leverage student interaction data from Canvas(LMS), as well as the resources and procedures that allowed us to overcome those hurdles. Next, we summarize a predictive model that we developed, using LMS interactions during AY 2017-2018. We compare these results to those generated by previous models (that did not incorporate LMS data), and assess the added value that LMS data provide, in predicting academic risk. We conclude by discussing our institution's efforts to translate this knowledge into advising policy.

Monday 4:15 — 5:00

Session 88, 4:15—5:00 in Marriott Ballroom VI
Newcomer's Workshop Class of 2009: Sink and Swim, We've Done it All!
Track: Institutional Research

This session can be conceptualized as a continuation of the Newcomer's workshop but is geared toward any individuals who are fairly new in their careers in Institutional Research. All four presenters began their careers in Institutional Research in 2009 and all attended their first SAIR and first newcomer's workshop at the 2009 SAIR Conference in Dallas. The presenters, now with more than twenty years of experience between them, will share their most valuable advice and successes in the field of Institutional Research, higher education in general, and the various paths which their careers have taken. The presenters will encourage group discussion and will answer any questions the audience may have based on their unique Institutional Research experiences.

Presented by: Emily Campbell, *Louisiana Community & Technical College System*; Eric Atchison, *Mississippi Institutions of Higher Learning*; Abby Willcox, *University of North Florida*; Greg Ohlenforst, *University of Louisiana at Lafayette*

Session 89, 4:15—5:00 in Marriott Ballroom VII
Choose Your Own Adventure: How a Personalized Tableau Landing Page Can Change the Way You Share Data
Track: Technology

You've put together useful data and created amazing visualizations for the leaders of your university -- but how can you drive them to find and use the information available to them? Creating a custom Tableau landing page for your colleagues will lead them to the information they need the most, all while improving their overall data experience. This presentation will demonstrate useful practices in Tableau Server that enable a personalized experience for staff and administration at your institution. Learn how to provide quick access to users' recent views, popular views across the university, and featured views that you want them to see -- all within Tableau.

Presented by: Matt Kline, *American Public University System*
Facilitator: Logan Tice, *RTI International*

Monday 4:15—5:00 & 6:00—until

Monday Night Special Event, 6:00 pm — until
Dinner on the USS Wisconsin

Continuing the tradition of special events showcasing conference city attractions, please make plans to join us on Monday night for networking and dinner at the Nauticus Museum and Battleship Wisconsin.

Located in walking distance from the Marriott Waterside, the Nauticus facility is packed with entertaining information you will not want to miss. The Battleship Wisconsin offers an awesome dining experience on the fantail of the ship with a beautiful view of the water.

Pre-purchase of this event is required, please bring the event ticket from your conference packet.

SAIR 45 Awards Breakfast
Tuesday, 7:30 am — 9:00 am in Norfolk Ballroom
Sponsored by SAS and HEDS Consortium

Session 90, 9:15—10:00 in Hampton Roads Ballroom I
Nexus of Institutional Management, Assessment, Research, Effectiveness, Planning and Accreditation: Design and Implementation of a Program Review Process
Track: Assessment

Presented by: Robert "Joel" Farrell & Jendia Grissett, *Air University*

Establishing connections across institutional processes for assessment, research, effectiveness, planning and accreditation are foundational for institutional management. A program review model designed for institutional management that establishes these connections will be presented. The process or strategy for implementation will also be presented.

Session 91, 9:15—10:00 in Hampton Roads Ballroom II
Predicting Student Retention Based on NSSE Results
Track: Institutional Research

Presented by: William Zhang & Larry Mayes, *University of North Carolina at Greensboro*
Facilitator: Christine Pacheco, *Southern Arkansas University*

The purpose of this study was to utilize UNCG's Fall 2016 National Survey of Student Engagement (NSSE) results and local enrollment data to create independent variables and evaluate their impact on one-year retention at the university. Specifically, Chi2 cross tabs were calculated to examine the differences that the independent variables made on retention. Finally, logistic regression was calculated to identify the independent variables that exerted the most impact on one-year retention. Both freshman and junior samples were analyzed, and the comparison of these groups provided interesting and useful insights.

Session 92, 9:15—10:00 in Hampton Roads Ballroom III
Reduce Your Workload -- Build a User-Friendly Data-on-Demand "Shop"
Track: Institutional Research

Presented by: Kenneth Reaves, *Southeastern University*
Facilitator: James Hunt, *Florida State University*

Over the last 10-15 years the workload of an IR office has grown to the point where there are no slow times. There are no down times or breaks. IR professionals can ease their workload by proactively anticipating recurring data needs, automating workflows and offering a data-on-demand access to common data and reports.

A data-on-demand data mart is more than a collection of canned reports. It is an easy to access collection of both real-time and historical data. A self-serve data mart can relieve you and your team of the task of pulling data sets of commonly requested data.

Session 93, 9:15—10:00 in Hampton Roads Ballroom VI
Analyzing and Adjusting Tenured/Tenure-Track Faculty Salary
Track: Institutional Research

Gender and racial/ethnic pay inequities among tenured and tenure-track faculty are common in universities across the US. This study examined faculty salaries at an emerging research, Hispanic-serving university. Regression analysis showed no gender pay differences and small, nonsignificant racial/ethnic pay gaps after accounting for field, experience, and rank. A regression model was then used to estimate expected faculty compensation. The percentages of male and female faculty paid less than expected, as well as percentages of white and under-represented minority faculty paid less than expected, were examined by college and department. Data collection, model development, and pay adjustment will be discussed.

Presented by: Lauren Apgar, *The University of Texas at San Antonio*
Facilitator: Robert Ricks, *UNC-Chapel Hill*

Session 94, 9:15—10:00 in Hampton Roads Ballroom VII
High School GPA as an Indicator of College Readiness
Track: Community College

Many community colleges are looking to use high school GPA as an alternative to placement tests to determine college readiness. With a desire to remove the barrier of developmental education courses from qualified new students, two community colleges enacted exemption policies based on high school GPA this past year. Hear their stories and what has worked for them. The results, so far, have been mixed.

Presented by: Channing Chris Hall, *Chesapeake College*; Carol Menzel, *Wor-Wic Community College*
Facilitator: Claire Norris, *University of Louisiana System*

Session 95, 9:15—10:00 in Hampton Roads Ballroom VIII
Developmental Education, Engagement, and Student Success: A Multilevel Analysis
Track: Community College

This paper examines the effect of enrollment in developmental education on completion of gateway courses and probability of graduation. Transcript data, matched with CCSSE data from 28 community colleges across the United States are used in this study. Previous research by Bohlig, et al. (2018) suggests that enrollment in higher levels of developmental education results in a greater probability of passing gateway courses than students who enrolled directly in the gateway course. This study incorporates CCSSE measures of engagement and uses multilevel models to account for the nested nature of the data.

Presented by: E. Michael Bohlig & Colleen M. Bullock, *Center for Community College Student Engagement, UT-Austin COE*

Tuesday 9:15—10:00

Tuesday 9:15—10:00

Session 96, 9:15—10:00 in Chesapeake I
Using First-year Students' Sense of Belonging as a Predictor of Student Success and Retention
Track: Institutional Research

Presented by: Adam Lindstrom & Virginia Lacefield
University of Kentucky

Over the past 3 years, UK Institutional Research has significantly modified our First-Year Student Survey to identify new items to enhance our predictive models of first-year student academic success and second fall retention. We have found that students' current and anticipated future sense of belonging are significant predictors of retention that complement previously identified objective measures. In this session, we will explain our survey redevelopment process and provide an overview of our findings, enhancements to our predictive models, and preliminary results. We'll also explain how we handled the expansion of survey distribution through course assignments while protecting student confidentiality.

Session 97, 9:15—10:00 in Chesapeake II
Factors affecting student retention and persistence at SOWELA Technical Community College: An Indepth Study Using Fall 2013, 2014, 2015, 2016 and spring 2014, 2016, 2016, and 2017 cohorts
Track: Institutional Research

Presented by: Jamir Chowdhury, Fitzpatrick Anyanwu, Leonard Monghur & Laura Wilkins, *SOWELA Technical Community College*

This study looked into student retention and persistence at SOWELA Technical Community College. It used fall 2013, 2014, 2015 and 2016 and spring 2014, 2015, 2016 and 2017 cohorts data. A number of variables such as gender, race, remedial status, age (traditional and non-traditional), part-time/full-time, students classification, SCH, financial aid, HGPA, college term GPA, remedial status, number of remedial courses taken, remedial math, remedial English, number of semester hours enrolled, dual enrollment and other variables were considered. Logistic regression was used to run the analyses. A number of variables seemed to be significantly related to the dependent variables.

Session 98, 9:15—10:00 in Marriott Ballroom VI
Students' Ratings of the Learning Environment in Higher Education
Track: Assessment

Presented by: Jamil Ibrahim & Mitzi Norris, *University of Mississippi Medical Center*

The observational study was conducted to evaluate and discuss satisfaction as perceived by the students towards university support services and their academic experiences. Also this study investigated whether students' perceptions are related to factors such as modality, age, gender, and race. During the 2016-2017 academic year, a survey was administered online to students from an academic health science center (AHS). A total of 2573 questionnaires were sent. Of these, 1225 responses were received for a 47 % response rate. The majority of respondents reported that they were very satisfied/satisfied with their studies (84%) and student experience (81%) at the AHS.

Session 99, 9:15—10:00 in Marriott Ballroom VII
Decoding VLOOKUP: Making the Jump from Excel to SQL
Track: Technology

Let's face it SQL can be scary and intimidating for any analyst who has only used Excel for projects. Determining which product to use and how to start can cause some anxiety issues as well. However, for one institution, we decided to face these fears head-on and learned how to incorporate SQL into our daily routine. Using our knowledge of how projects were conducted in Excel greatly helped in learning how to code. Join us as we discuss how we made the leap from using Excel to SQL in our daily work projects.

Presented by: Barrie D. Fitzgerald & Nijah E. Bryant, *Valdosta State University*
Facilitator: John Glasscock, *Auburn University at Montgomery*

Session 100, 10:15—11:00 in Hampton Roads Ballroom I
Utilizing Comparative Benchmarking of Georgia Higher Education Institutions by Sector and Degree Program (2-year or 4-year) To Gain Insights about Completion Rates for Low-Income Students
Track: Technology

The session seeks to share with participants a comparison tool of federal completion rates disaggregated by low-income status in order to gauge how well Georgia higher education institutions are serving students from economically disadvantaged backgrounds. The comparison tool will display the gap between the overall and Pell recipient federal completion rates with comparisons across sector, within sector and by degree program (e.g., 2-year or 4-year). Data analysts and administrators will receive a high-level overview of the comparison tool and engage in a scenario of informed decision-making based on the data.

Presented by: Alicia M. Dean, *Morehouse College*
Facilitator: Galiya Tabulda, *Florida State University*

Session 101, 10:15—11:00 in Hampton Roads Ballroom II
Student Retention and Success: How Tutoring Can Improve Your Bottom Line
Track: Assessment

Our university, a large, public institution in Tennessee, is recognized as a leader among leaders in student success initiatives. Student success is the core and central to its mission. It is the No.1 producer of graduates in its former governing system. With top priority given to improving student retention and graduation outcomes, it adopted a blueprint called, Quest for Student Success. Four strategic directions were included in this plan. This session will explore resources and services provided by the Office of Student Success, with a focus on the evolution of tutoring, and how it helped to significantly improve overall university persistence and retention rates.

Presented by: Cornelia Wills, *Middle Tennessee State University*
Facilitator: Somer Givens, *Troy University*

Tuesday 9:15—10:00 & 10:15—11:00

Session 102, 10:15 — 11:00 in Hampton Roads Ballroom III
Using Power BI to Create Retention-Based Dashboards for DFWI Analysis
Track: Institutional Research

Presented by: Marcus T Brewer, *University of North Georgia*
Facilitator: Cecil Harold McManus, *Fayetteville State University*

In an ever-increasing digital world where access to information is rarely beyond one's own fingertips, institutional researchers must transition from their tired reliance on spreadsheets and pivot tables and acclimate to visual reporting and interactive dashboards. In this session, participants will not only be captivated by Power BI's functionality with Microsoft Excel but also by the ease with which their spreadsheets can be transformed into visually-stunning and interactive dashboards. Since an appropriate institutional retention study involves a detailed analysis of numerous student and course-related variables, a dashboard that links these multiple datasets, and then allows the end-user the flexibility to view retention from multiple perspectives, generates more fruitful analysis. Considering that student success involves numerous factors (course performance, university engagement, and student achievement), this session will provide participants with dashboard templates which incorporate and link enrollment, survey, and course data files.

Session 103, 10:15 — 11:00 in Hampton Roads Ballroom VI
Gaining Insight into First-Year Students: Correlating BCSSE Data with First Term Academic Performance Outcomes using Tableau
Track: Institutional Research

Presented by: Heather Lewis, *Augusta University*
Facilitator: Bernard Moses, *Savannah State University*

Survey results from the Beginning College Survey of Student Engagement provides stakeholders at Augusta University valuable insight into first-year students' behaviors that are otherwise not collected in an existing system. In an attempt to create a comprehensive story, the BCSSE survey results were merged and correlated with students' first-term academic performance outcomes, which resulted in a Tableau story board. The purpose of this effort was to discover potential variables that impact first-year student outcomes at Augusta University. The presentation will share the Tableau story board and the insights gathered from the effort.

Session 104, 10:15 — 11:00 in Hampton Roads Ballroom VII
IPEDS R&D and Tools Update
Track: Institutional Research

Presented by: Tara Lawley, *National Center for Education Statistics*; Jamie Isaac, *RTI International*

Update on IPEDS R&D and Tools

Tuesday 10:15 — 11:00

Session 105, 10:15—11:00 in Hampton Roads Ballroom VIII
Addressing Sexual Misconduct on Campus: From Data Collection to Strategic Planning
Track: Institutional Research

Colleges across the country are challenged with addressing sexual misconduct on campus. Recent reports that college students are at a higher risk for sexual victimization have made the need for data on sexual misconduct on campuses integral to structuring universities' responses. This session will cover our use of the Administrator-Researcher Campus Climate Collaborative (ARC3) Survey, strategies for increasing participation rates, analytical approach, and strategic planning of the university's response. Attendees will leave with a cohesive strategy for assessing and responding to sexual misconduct on college campuses.

Presented by: Nicholas Fears & Meredith Smith, *Tulane University*
Facilitator: Justin Chandler, *Wake Forest School of Medicine*

Session 106, 10:15—11:00 in Chesapeake I
Assessing Short-Term Post-Graduate Outcomes: The Pros and Cons of Different Tools and Approaches
Track: Institutional Research

By assessing various types of short-term graduate outcomes, colleges can expand on and provide nuance to return-on-investment statistics. With limited resources, however, institutions weigh their options on when to survey graduates, what questions to ask, and how much information to collect. Considering multiple approaches, including our three graduate outcomes survey tools, we will present a cost-benefit analysis that factors in investment required by institutions and information that each method yields. Attendees will learn about approaches that result in higher response rates, options for collecting more qualitative measures, and the implications of asking about employment, income, and satisfaction in different ways.

Presented by: Adrea Hernandez & Ivaylo Mantchev, *HEDS Consortium*

Session 107, 10:15—11:00 in Chesapeake II
Dashboards Make Data Accessible to All
Track: Assessment

Changing the culture at a college to make informed decisions that effectively use institutional data is a massive task. Institutional Research professionals have long analyzed key data but have been challenged to infuse this work in decision making. Our community college has been dashboarding for one year. This session will highlight the lessons learned, key successes, and areas of challenges that we have experienced in shifting the paradigm from paper reports to a dashboard environment that put the power of data in the hands of the campus community. Participants will learn the situations that supported success, how decisions of what data to dashboard were made, pitfalls to avoid, changes in IR and tips on engaging use of the dashboards.

Presented by: Karen Egypt & Tricia Selby, *Anne Arundel Community College*

Tuesday 10:15 — 11:00

Tuesday 10:15 — 11:00 & 11:15 — 12:00

Session 108, 10:15 — 11:00 in Marriott Ballroom VI
Does Hurricane Exposure Affect Student Outcomes? A Retrospective Cohort Study
Track: Institutional Research

Presented by: Janelle Christensen, Kelli Dunlap & Christina Sharkey; *Florida SouthWestern State College*
Facilitator: Sabrina Andrews, *University of South Carolina*

The southern states of the US are at risk for direct hurricane impact. Fifteen years of student data were from a South Florida college were examined to determine if experiencing a hurricane during Fall semesters affected student persistence. Theories and methods from public health and epidemiology are applied to determine if exposure to hurricanes was associated with adverse outcomes, such as failure to be retained at the one-term or one-year mark or obtaining less than a 2.0 GPA.

Session 109, 10:15 — 11:00 in Marriott Ballroom VII
Students Assessing Students using Campus Labs Rubrics within the College Classroom
Track: Institutional Research

Presented by: Nancy Ellen Linden, *Savannah State University*
Facilitator: Jessica Pierce, *College of William & Mary*

With the use of Campus Labs Outcomes, a demonstration will be provided on how instructors may use students as the assessors in the classroom for instant feedback that is captured for a grade and an assessment on a major component of a college course. Find out the features of this type of assessment and how this could be utilized for both self assessment from a student as well as anonymous assessment from classmates.

Special Interest Groups

Session 110, 11:15 — 12:00 in Hampton Roads Ballroom I
Mississippi Association for Institutional Research (MAIR)

Convener: Jamil Ibrahim, *University of Mississippi, Medical Center*

Session 111, 11:15 — 12:00 in Hampton Roads Ballroom II
Texas Association for Institutional Research (TAIR)

Convener: G. Marc Turner, *Texas State University*

Session 112, 11:15 — 12:00 in Hampton Roads Ballroom III
Louisiana Association for Institutional Research (LAIR)

Convener: Kristy Neal, *Louisiana State University*

Session 113, 11:15 — 12:00 in Hampton Roads Ballroom VI
Tennessee Association for Institutional Research (TENNAIR)

Convener: Marisol Benitez Ramirez, *Pellissippi State Community College*

Session 114, 11:15 — 12:00 in Hampton Roads Ballroom VII
Alabama Association for Institutional Research (ALAIR)

Convener: Julianna Proctor, *The University of Alabama*

Session 115, 11:15 — 12:00 in Hampton Roads Ballroom VIII
North Carolina Association for Institutional Research (NCAIR)

Convener: Teresa Isbell, *Dallas County Community College District*

Session 116, 11:15 — 12:00 in Chesapeake II
Virginia Association for Management Analysis and Planning (VAMAP)

Convener: Brandon Moore, *Liberty University*

SAIR 45 Sponsors and Exhibitors

Campus Labs   **Booth 111**

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URL: www.campuslabs.com

Xitracs by Concord U.S.A., Inc.   **Booth 107**

Xitracs™ for Assessment, Planning, and Compliance. Xitracs™ is the simple to use, yet feature-rich solution for all levels of assessment reporting including program, course, and student outcomes. Additionally, Xitracs provides curriculum and outcome mapping, strategic plan reporting, credentials management and reports, as well as agency compliance reporting. Discover how Xitracs gives you more reports while taking less time for you and your faculty. Learn more about Xitracs and the Assessment and Data Extraction modules by vising our website, www.xitracs.com.

Contact: Howard Taylow
Email: htaylor@concord-usa.com
URL: www.xitracs.com

Equifax   **Booth 105**

Solve your graduate outcome data dilemma. With Graduate Outcome Metrics, institutions can access the largest source of authentic, up-to-date employment and income information to glean insight on graduates and programs. Equifax helps alleviate the pain of traditional data collection methods – surveys, calls, etc. – offering stakeholders better output. Learn more: GradOutcomes@equifax.com.

Contact: Kelly Naimo
Email: Kelly.naimo@equifax.com
Phone: (314) 303-6821
URL: www.equifax.com/business/graduate-outcome-metrics

Evisions   **Booth 112**

Evisions helps higher education organizations work better. Our software eases your administrative load—so you can get back to the process of learning and discovery. Built and optimized for administrators, our solutions help you stay on top of your many tasks and responsibilities, reduce hassle and waste, and work more efficiently.

Contact: Brian Stevens
Email: Sales@Evisions.com
Phone: (888) 533-5993
URL: https://evisions.com/

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Higher Education Data Sharing Consortium (HEDS) **Booth 102**

HEDS is an organization of colleges and universities committed to sharing data, knowledge, and expertise to advance undergraduate liberal arts education, inclusive excellence, and student success at member institutions. HEDS offers a focus on improvement, a network of supportive colleagues, comparative institutional data, affordable prices, and seven high-quality surveys designed to assess your institution's educational impact and campus climate. These surveys are available to all institutions. HEDS membership is not required. Learn more about what we can offer your institution at https://www.hedsconsortium.org/.

Contact: Adrea Hernandez
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URL: https://www.hedsconsortium.org/

i3 Group **Booth 106**

Since 2009, i3 has worked with more than 3 million students to provide best-in-class federal student loan repayment counseling across 1200+ campuses and universities. Our proprietary GradSTAT solution helps key stakeholders uncover employment status, salaries and locations for graduates with unmatched results — all while maintaining the highest levels of data security, privacy protection and compliance. As part of Ceannate Corp, i3 Group is proud to serve millions of families and employees throughout the U.S., and we're committed to providing a channel for schools to strengthen and sustain their relationships with current and former students — now and in the future.

Contact: Jim Crone, VP Sales
Email: JCrone@Cennate.com
Phone: (224) 230-0545
URL: www.i-3group.com

National Student Clearinghouse **Booth 110**

The National Student Clearinghouse, higher education's trusted partner since 1993, provides education verification and reporting to over 3,600 postsecondary institutions, enrolling 98 percent of all students in public and private U.S. institutions. Our educational research service, StudentTracker, enables institutions and researchers to study postsecondary success by querying our unique nationwide coverage of postsecondary enrollment and degree records. The National Student Clearinghouse launched a major upgrade of StudentTracker for Colleges and Universities called StudentTracker Premium. This new service includes additional student-level detail, a more efficient ability to re-run previously submitted files, a convenient repository of individual versions of our Research Center's national reports, and dynamic visualizations that enable institutions to "print and present" with little effort. The National Student Clearinghouse® Research Center™ collaborates with institutions, states, school districts, high schools, and educational organizations as part of a national effort to use accurate longitudinal data outcomes reporting to make better informed educational policy decisions leading to improved student outcomes.

Contact: Joe Roof, Regional Director
Email: roof@studentclearinghouse.org
Phone: (703) 742.4439
URL: www.studentclearinghouse.org

Revealing Institutional Strengths and Challenges Survey (RISC)   **Booth 101**

Developed by the educational research firm Percontor, the RISC survey is designed to collect actionable data on student success. We take an innovative approach by asking students directly about the challenges they face while in college. The survey effectively pinpoints more than 80 specific areas where colleges can act to improve student success, such as academic advising, course registration, financial aid, online classes, and tutoring. Come by our booth to learn more about how your college can participate in the RISC or visit our website at www.risc.college.

Contact: Paul Umbach
Email: paul@percontor.org
Phone: (919) 229-9092
URL: risc.college

SAS   **Booth 1**15

SAS helps you better serve your students and your institution by turning data into answers you can act on. More than 3,000 educational institutions rely on SAS' 44 years of experience as the worldwide leader in analytics to gain the fastest insight into critical areas like student performance, enrollment, retention, institutional advancement and more. No matter how big your data is or how many users need to access self-service reporting to make lightning-quick decisions, SAS is unmatched in giving you THE POWER TO KNOW®. Find out more at www.sas.com/ir

Contact: Wes Avett
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URL: www.sas.com/ir

Scantron   **Booth 108**

Need to do more with less? Scantron's solutions automate course evaluations and testing for institutions who need high-quality student feedback and reliable assessment results. Connect evaluations directly to your LMS to improve response rates and easily import scores to your gradebook. Scantron's proven solutions have helped colleges and universities simplify and speed up crucial course evaluation and assessment results capture for decades. Effective decisions depend on reliable and meaningful data. Scantron software, scanners, and forms turn raw data into actionable results that drive institutional quality. See what Scantron can do for you today!

Contact: Susan Ennis
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Phone: (800) 722.6876 x6564
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SmartEvals   **Booth 114**

SmartEvals is a web-based platform designed to meet the diverse institutional research needs of colleges and universities. Visit us today to learn how SmartEvals software products answer a range of institutional needs-- whether your goals include improving your course evaluation process, growing student success, or assessing academic advising services, campus climate, or other factors, we've got you covered! With cutting edge survey and reporting tools, SmartEvals delivers valuable insight into the everyday experiences of your entire campus community. Our comprehensive resources help put critical data at your fingertips for strategic planning that makes a difference. Learn more at www.smartevals.com.

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SPOL   **Booth 113**

SPOL helps institutions of higher learning worldwide manage key aspects of institutional effectiveness. Our integrated strategic management software empowers collaboration across your institution's strategic planning, budgeting, assessment, credentialing, and accreditation processes. SPOL grants you the power to harness big data to generate actionable reporting and real-time visualizations, fostering continuous improvement and institutional excellence. 100% of institutions using SPOL have achieved reaccreditation. Please visit us at spol.com.

Contact: Petra Kolhmann, Amy Levy
Email: PET@spol.com
Phone: (866) 878-4465
URL: spol.com

U.S. News Academic Insights   **Booth 104**

Built specifically for institutions, U.S. News Academic Insights is the best benchmarking tool available in Higher Education. Academic Insights provides schools the ability to quickly analyze their relative position to other institutions based on single data points or ranking criteria. Peer group creation can be generated based on manual school selection or by ranking cohort. Through a variety of visualizations, the platform clearly shows how your institution compares to others over time. The platform also offers access to our Download Center, where users can quickly download datasets for their own analysis.

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Watermark   **Booth 103**

Watermark's mission is to put better data into the hands of educators and learners everywhere to empower them to gain insights into learning and drive meaningful improvements. Through its educational intelligence platform, Watermark supports institutions in developing an intentional approach to learning and development based on data they can trust.

Phone: (800) 311-5656
URL: watermarkinsights.com

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