Southern Association for Institutional Research

49th Annual Conference

Featuring Opening Keynote Speaker

Rigoberto Rincones Gómez, Ph.D.

Strategic Postsecondary Education Executive
&
Provost & Executive VP of Academic Affairs Secretary to the Board of Trustees
SACSCOC Liaison, Hodges University

Rigoberto (Rigo) J. Rincones Gómez is a strategic postsecondary education executive with over 25 years of years of increasing responsibilities and accomplishments in key roles supporting student success, faculty excellence, scholarly activity, and institutional prominence. He has served nationally and internationally in key leadership roles supporting student success, faculty excellence, scholarly activity, and institutional prominence. He has worked at single and multi-campus institutions; public and private; in urban, suburban, and rural settings. With enrollment ranging from 600 to 65,000 students. He has co-authored several books, has designed and facilitated more than 100 workshops in 10+ countries, has published his work in prestigious refereed journal articles, has been keynote speaker in several countries, and has served on several boards. As a trusted colleague, advisor, and facilitator with outstanding multicultural, analytical, communication, project management, organizational, and collaboration skills, he has helped institutions conceptualize and execute performance-based strategies and policies and has provided technical assistance on key national performance-based initiatives and recognitions including ASPEN Prize, Baldrige, Florida Sterling, and AQIP while using 4DX, LEAN, and Design Thinking principles and practices.

His background also includes a significant leadership role at the national level as Achieving the Dream (ATD) Founding National Director of Data Coaching. In that role, he supported ATD through growth cycles and expansion to serve over 200 community colleges across the country with a team of 80+ coaches. He currently serves as Executive Vice President of Academic Affairs and Provost at Hodges University in Fort Myers, Florida.

Dr. Rincones earned his Ph.D. in Evaluation, Measurement, and Research Design receiving a Provost's Special Recognition and an Outstanding Dissertation Award by Phi Delta Kappa Honor Society. He earned his Bachelor's in Mechanical Engineering and his Specialist and Master's degrees in Project Management in Engineering with Summa Cum Laude Honors and a President's Special Recognition for his second Master's degree in Educational Leadership.

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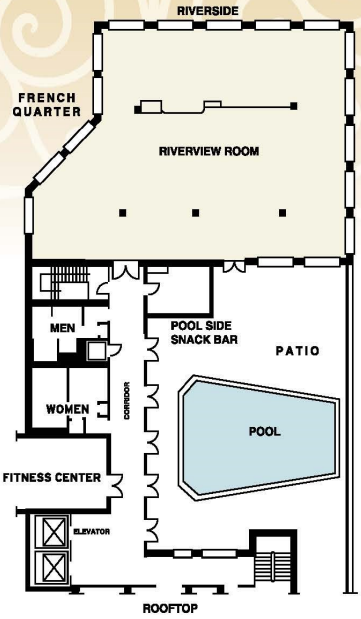

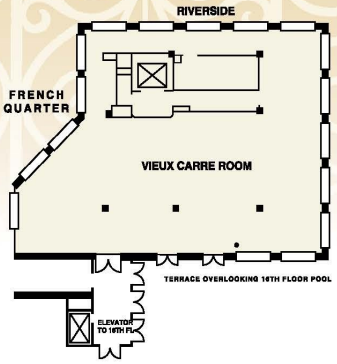

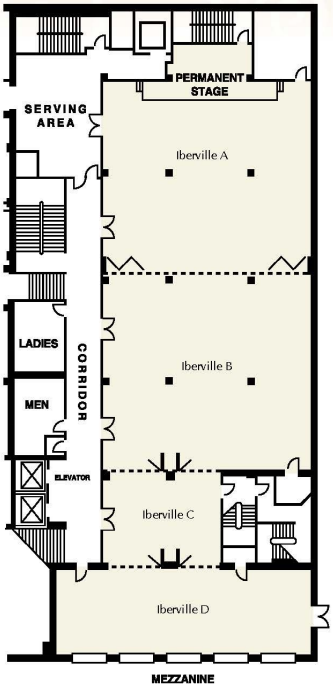

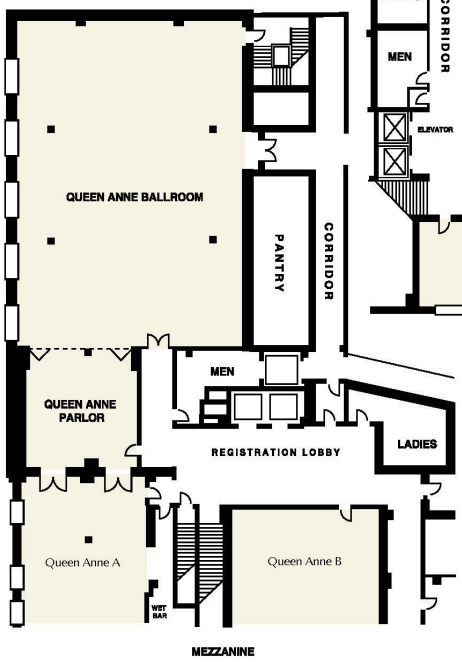

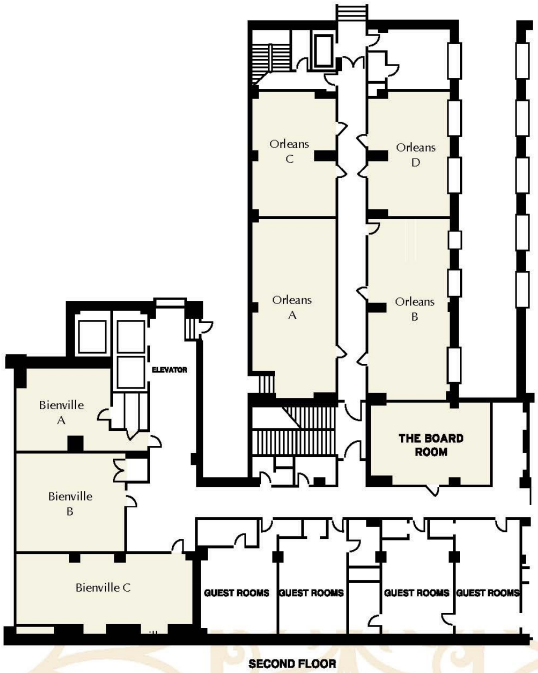

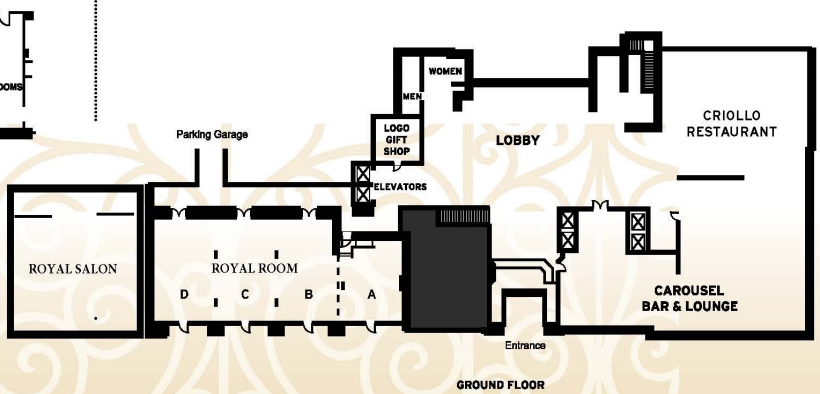

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Welcome to SAIR 49:

Data, Collaboration, and all that Jazz

Welcome to SAIR 49 in New Orleans, Louisiana! First, I would like to extend sincere appreciation on behalf of the SAIR board. We have certainly weathered a few storms over the last few years, both literally and metaphorically. Whether facing a pandemic or a natural disaster, our paths have been shaped with curves and bends like the Mighty Mississippi makes it crescent around the city of New Orleans. Yet, we have pulled together. We are resilient, and we are responsive. We moved to a virtual conference in 2020, we and made difficult but rewarding decisions to host an in-person conference in 2021. It is my hope that, during SAIR 49, you will be comforted by familiar and smiling faces. I hope you will experience the value of professional collaboration, and the creativity it takes to succeed.

Over the last few years, we have seen decisions and policy made rapidly. We have witnessed the collaboration it takes to ensure our safety and to rebuild. Many of us have experienced remote-work situations which force us to communicate and collaborate in new and different ways. Our institutions have looked at data in new and different ways. Technology is ever-increasing, which makes the thirst for information insatiable. Like a perfectly composed jazz piece, our profession has been influenced by a myriad of factors. We study the performance of various groups, pivot our tasks to support new goals, and constantly evolve to keep up with changing demands.

Our keynote speaker, Rigoberto (Rigo) J. Rincones Gómez, will excite you and enlighten you. His energy and enthusiasm are contagious (in a good way). His background is diverse, and he will leave you wanting more. He will encourage you to think about data in innovative ways, and will challenge you to rethink the way we approach our profession.

It is my wish that you find a few moments to enjoy this magical city. Louisiana is my home, but New Orleans is my soul. Like many cities around the nation, it has its challenges. Yet, its heart remains the same. We love to give. We love to feed you. We love to entertain you.

Again, I want to thank each of you for your attendance and support. I want to extend a special appreciation to those of you who graciously volunteered your time to make the 2022 SAIR Conference a success. Whether presenting, mentoring, assisting during registration, or serving on a planning committee, you truly make a difference. Also, the SAIR Board members have worked together to continue moving SAIR forward. Thank you!

Sincerely,
Kristy R. Neal
2022 Vice President and Conference Program Chair

SAIR 49 Schedule

Friday, September 30

1:00 pm - 3:00 pm SAIR Board Pre-Conference Meeting (Bienville C)

Saturday, October 1

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

Sunday, October 8

8:00 am - 6:00 pm	Registration
9:30 am - 1:30 pm	Southern University Group (SUG)
8:30 am - 11:30 am	Pre-Conference Workshops
8:30 am - 4:00 pm	Newcomer's Workshop (Vieux Carre)
12:00 pm - 2:45 pm	Sponsor/Exhibitor Setup (Iberville Ballroom)
1:00 pm - 4:00 pm	Pre-Conference Workshops
3:00 pm - 8:30 pm	Exhibit Hall Open (Iberville Ballroom)
4:00 pm– 4:30 pm	Facilitator Packet Pick Up (Vieux Carre)
4:45 pm – 5:45 pm	Newcomer's Reception (Royal Salon)
6:00 pm - 7:30 pm	Opening Session (Queen Anne Ballroom)
7:30 pm – 9:00 pm	Opening Reception (Iberville Ballroom)

Monday, October 9

7:30 am - 5:00 pm	Registration
7:30 am - 5:00 pm	Exhibit Hall Open (Iberville Ballroom)
7:30 am - 8:15 am	Continental Breakfast (Iberville Ballroom)
7:30 am - 8:15 am	Dinosaur's Breakfast (Riverview)
8:30 am - 9:15 am	Concurrent Sessions
9:30 am - 10:15 am	Concurrent Sessions
10:15 am - 10:45 am	Refreshment Break with Exhibitors (Iberville Ballroom)
10:45 am - 11:30 am	Concurrent Sessions
11:45 am - 12:45 pm	Table-Topic Luncheon (Queen Anne Ballroom)
1:00 pm - 1:45 pm	Concurrent Sessions
2:00 pm - 2:45 pm	Concurrent Sessions
2:45 pm - 3:15 pm	Refreshment Break with Exhibitors (Iberville Ballroom)
3:15 pm - 4:00 pm	Concurrent Sessions
4:15 pm - 5:00 pm	Concurrent Sessions

Tuesday, October 10

7:30 am - 9:00 am	Awards Breakfast & Business Meeting (Iberville)
9:15 am - 10:00 am	Concurrent Sessions
10:15 am - 11:00 am	Concurrent Sessions
11:15 am - 11:45 pm	State Special Interest Groups
11:30 pm - 1:00 pm	SAIR Board Post-Conference Meeting (Vieux Carre)
1:00 pm– 4:00 pm	Post-conference workshops (Bienville B and C)

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 other national and professional accreditors

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

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

Institutional Research Track: effective and efficient collection of data to inform college and university decisions, data analyses, and dissemination to various stakeholders

Leadership and Management: navigating leadership roles in higher education, especially within the areas of Institutional Research, Effectiveness, Assessment, and Accreditation

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

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

SAIR Board Meeting

Friday, 1:00 pm – 3:00 pm in Bienville C

Convened by: Emily Campbell, *River Parishes Community College*

Registration

Saturday, 8:00 am – 6:00 pm in the Registration Lobby on the Mezzanine Level

Workshop A.1, Saturday, 8:30 AM - 11:30 AM in Queen Anne A
Basic Statistics with Excel

Presented by: Emily Campbell, *River Parishes Community College*

This workshop will cover basic statistical principles and procedures for Institutional Researchers who do not have a statistics or other research -related educational background. Software will be limited to Excel. Topics to be covered include descriptive statistics, effectively and accurately displaying and summarizing data, hypothesis testing with Chi -Square and other measures of association, simple linear regression, multiple regression analysis, and logistic regression. At the end of the workshop, participants will be better consumers and producers of data analysis.

Workshop A.2, Saturday, 8:30 AM - 11:30 AM in Royal A
Undergraduate Longitudinal Data: Introduction to MIDFIELD

Presented by: Marisa Orr, *Clemson University*
Matthew Ohland*, Purdue University*
Joseph Roy, *American Society for Engineering Education*
Russell Long, *Purdue University*

We will introduce participants to MIDFIELD, a longitudinal database of whole population undergraduate student unit-record data from US universities that is available for research. A multidisciplinary team of facilitators will highlight examples of research done using MIDFIELD. Much research has focused on engineering, but MIDFIELD has data from all students at the university so can be used broadly. MIDFIELD allows for more comprehensive intersectional approaches than most other databases. Such approaches present challenges for meaningful data displays. Thus, we will also help participants expand their repertoire of visual displays. This workshop introduces midfieldr (a package in the R software environment).

Workshop A.3, Saturday, 8:30 AM - 11:30 AM in Royal C
Leveraging Microsoft Tools to Run an IR Office

This workshop will focus on helping IR Offices determine the most effective and efficient ways to utilize the full array of Microsoft tools to enhance functions.

Presented by: James Hunt, *Florida State University*

Workshop A.4, Saturday, 8:30 AM - 11:30 AM in Royal D
The Game of Musical Chairs (Managing IR/IE)

Institutional research and assessment has many challenges, especially when those functions are in one single office. For those campuses that have a combined IR/IE office, your experience is a lot different from offices that are singular units that only focus on IR or IE. If you are new or old to the field of IR/IE, over the last ten years you may have changed the way you conduct your daily routines. This workshop will focus on practices utilized at both a small regional and a R1 research institution, as well as how we have adapted to these changes over the last ten years. We will discuss hiring practices, how to handle IPEDS and/or report changes, the impact of accreditation, and the ongoing daily struggles of how to manage multiple projects at one time. The workshop will include collaborative learning exercises and an opportunity to have open discussions with colleagues.

Presented by: Suzanne Simpson, *University of Alabama in Huntsville*
Jennifer Moore*, Mississippi University for Women*

IPEDS Data and Benchmarking Training (Pre-registration Required)
Saturday, 8:30 AM - 12:00 PM in Royal B

Workshop A.6, Saturday, 8:30 AM - 4:00 PM in Queen Anne B
Institutional Effectiveness & Assessment Bootcamp

The Institutional Effectiveness & Assessment Bootcamp is designed for anyone interested in discovering more about the collection and use of data and information across their campuses—with a focus on assessment and institutional effectiveness. The bootcamp provides an opportunity to learn best practices and share campus successes and struggles with individuals in similar situations at similar institutions. Senior administrators, institutional research, support staff, and faculty with an interest in best practices for data collection and use are all invited to participate.

Presented by: Will Miller, *Jacksonville University*
Kelli Rainey*, NACUBO*

Data, Collaboration, & All that Jazz

Workshop B.1, Saturday, 1:00 PM - 4:00 PM in Royal A
Leveraging Power BI to Visualize Institutional Effectiveness Assessment Processes

Presented by: Caitlyn Jessee, *Florida State University*
Galiya Tabulda, *Florida State University*

Tracking the timeliness, quality and completeness of Institutional Effectiveness (IE) assessment reports can be a challenging task. However, making all this information available in an easy-to-use, robust, straightforward dashboard is a great way to communicate the status of the IE assessment activities to university stakeholders. During the workshop, we will walk participants, step-by-step, through building these interactive dashboard-style visualizations in Power BI. We will focus on creating visuals that show assessment completion status for various campus units, setting and tracking reporting expectations by different locations/modalities, and incorporating organizational tree elements into the dashboards. Join us to learn more!

Workshop B.2, Saturday, 1:00 PM - 4:00 PM in Royal C
Manage Up: Understanding (and Working with) your Institutional Leaders' "Workstyle"

Presented by: Ginny Cockerill, *The University of Alabama in Huntsville*

How to get along with other people--not just a kindergarten skill! Most leadership materials focus on how to lead from the top, down. But what if you aren't the boss? How can you "lead" when you have responsibility but not authority? Understanding how to work with the 4 basic "workstyles" and the 15 type of "difficult" bosses (from the book "Managing Up" by Mary Abbajay) can be a way forward. While this framework can be helpful within an IE/IR/IA office, it may be most applicable for working with campus leaders in other areas without a direct reporting relationship.

Workshop B.3, Saturday, 1:00 PM - 4:00 PM in Royal B
Introduction to Tableau for Retention, Persistence, & Graduation

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

Interactive dashboards are quickly becoming the norm for providing decision makers a broad overview while allowing more detailed investigation by drilling down in the data. Starting with two basic Excel files, this workshop will walk you through the steps of creating a comprehensive retention, persistence, and graduation dashboard. Topics will include the use of Tableau Prep to clean and organize data followed by the use of Tableau Desktop to create tables, graphs, and dashboards. Participants will be provided a link to download sample data files, Tableau Prep, and Tableau Desktop to your laptop prior to the workshop.

SAIR 49 President's Reception

Saturday, 5:30 – 7:00 pm

Join SAIR President, Emily Campbell, for a casual welcome to SAIR 49! All conference attendees are invited, and refreshments will be provided.

Registration

Sunday, 8:00 am – 6:00 pm in the Registration Lobby on the Mezzanine Level

Southern University Group (SUG)

Sunday, 9:30 am – 1:30 pm in the Riverview Room

Convened by: Susannah Livingood, *University of Oklahoma*

Workshop C.1, Sunday, 8:30 AM - 11:30 AM in Royal B
Power BI for Systemic Reporting & Analytics for Educational Institution: Connecting Financial Management to Student Enrollment

System analytics and reporting are tools for making data-informed decisions that can contribute positively to institutional effectiveness with educational financial management. The main purpose of workshop is to share practical experience and insight knowledge of system analytics and reporting for higher education institutions. Professionals will have opportunity to develop their skills in designing data visualization using PowerBI for decision-making purposes. The workshop will provide a snapshot of data usage to connect financial management to program outcomes for student enrollment affecting funding allocation. The outcome of workshop is to ensure participants have basic skills needed to use Power BI as tool to guide institutional decision-making.

Presented by: Ali Tanveer Khan, *Dallas College*

Workshop C.2, Sunday, 8:30 AM - 11:30 AM in Royal C
Tableau Tips & Tricks

Designed for those with more experience using Tableau, this workshop is designed as an opportunity to teach some features of Tableau Desktop and Tableau Prep which are less well known or used. The tips and tricks covered are time saving techniques learned over several years of working with Tableau that range from basic to advanced. Prior to the workshop, attendees will be provided with an opportunity to submit "how to" questions about Tableau so answers can be incorporated into the workshop. Additional time for questions and answers will be provided as well.

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

Workshop C.3, Sunday, 8:30 AM - 11:30 AM in Royal A
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: Richard Burnette, III, *Florida State University*

Workshop C.4, Sunday, 8:30 AM - 4:00 PM in Queen Anne B
Analytics Academy

Presented by: Will Miller, *Jacksonville University*
Kelli Rainey, *NACUBO*

The Analytics Academy brings participants together to increase data fluency. The series of 5 sessions offered over a one-day period are highly interactive and involve a combination of discussion, simulation, and experiential exercises. Participants will be able to use the resources and information gained to immediately apply their learning to their campus environment.

Workshop C.5, Sunday, 8:30 AM - 4:00 PM in Vieux Carre
Newcomers Workshop

Presented by: Molly Hall, *Virginia Tech*
Suzanne Simpson, *University of Alabama in Huntsville*

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 D.1, Sunday, 1:00 PM - 4:00 PM in Royal C
Structures and Strategies for a Successful Accreditation Process

Presented by: Mitzi Norris, *University of Mississippi Medical Center*
Carley Dear, *University of Mississippi Medical Center*
Rilla Jones, *Itawamba Community College*

The workshop will prepare individuals new to the accreditation process or those who are preparing for institutional or programmatic reaccreditation. The session will describe the accreditation process and guide participants to establish organizational structures and methods to successfully navigate the accreditation process.

Workshop D.2, Sunday, 1:00 PM - 4:00 PM in Royal D
Tips and Tricks Using IPEDS and Federal Data

Presented by: Carolyn Sloane Mata, *Mata Higher Education Consulting*

This hands-on workshop is designed to save IR professionals time as they navigate, pull data and create reports from IPEDS. Taught by an IPEDS Educator, state coordinator and keyholder, this session will include a deep dive into the Use the Data Center, participants will learn how to choose the best tool for the job. Participants will also learn how to use some tips and tricks to make their work more efficient, saving them time and energy. Discussion around building comparison groups, finding peer institutions, and how to locate, pull-down, and merge Scorecard data will also take place. Last, participants will engage in a hands-on activity to create sustainable reports in excel that can be repopulated as needed.

Workshop D.3, Sunday, 1:00 PM - 4:00 PM in Royal B
Keeping the Research in Institutional Research

With the vast amounts of assessments and data reports that are generated from an IR office, one of the seminal components of IR – research – is often neglected. This 3-hour workshop is designed to introduce and/or refresh the concepts of the research process and how this important element can significantly strengthen an IR office by providing greater depth in addressing important institutional issues. Asking questions is important to an IR office. However, the questions asked should go beyond the "what" and the "how many" and venture into the more difficult enquiries of "why" and "how." This step is fundamental in distinguishing IR offices from the less complex work of report writing and graphic creating. This comprehensive but non-exhaustive workshop will cover the importance of maintaining an applied research agenda within the IR office as well as the steps involved in conducting applied research.

Presented by: Andrew Luna, *Austin Peay State University*

Exhibit Hall Open – Be sure to visit our Sponsors and Exhibitors!
Sunday, 3:00 pm – 6:00 pm in Iberville Ballroom

Newcomers' Reception – All are invited to welcome our new members!
Sunday, 4:45 pm – 5:45 pm in Royal Salon
Convened by: Suzanne Simpson, *University of Alabama in Huntsville* and Molly Hall, *Virginia Tech*
Sponsored by: Oracle

Opening Session and Conference Keynote Address
Sunday, 6:00 pm – 7:30 pm in Queen Anne Ballroom

Join us as we welcome Rigoberto Rincones Gómez, a Strategic Postsecondary Education Executive, & Provost & Executive VP of Academic Affairs Secretary to the Board of Trustees SACSCOC Liaison Hodges University.

The Three Facets of Data

This will be a highly engaging, thoughtful, and interactive session that will help attendees re-evaluate their current data practices. In a clear and simple language, Dr. Rincones will outline several key principles he has successfully used for over 25 years that have helped him excel at his personal, team, and institutions' strategic data initiatives. Learning about these data principles will certainly challenge the way IR/IE professionals have approached previous data requests, extractions, manipulations, presentations, and use. By attending this session, you may also find out the answer to the question, the ultimate question, of life, the universe, and everything.

SAIR 49 Opening Reception
Sunday, 7:30 pm – 9:00 pm in Iberville Ballroom
Sponsored by: Alteryx (Platinum Sponsor)
Immediately following the Opening Session, join all of your SAIR colleagues in the Iberville Ballroom for the SAIR 49 Opening Reception. A selection of local cuisine will be featured, and a cash bar will be available.

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Registration
Monday, 7:30 am – 5:00 pm in the Registration Lobby on the Mezzanine Level

Exhibit Hall Open
Monday, 7:30 am – 5:00 pm in the Iberville Ballroom

Dinosaurs Breakfast
Monday, 7:30 am – 8:15 am in the Riverview Room
Convened by Suzanne Simpson, *University of Alabama in Huntsville*

SAIR 49 Continental Breakfast
Monday, 7:30 am – 8:15 am in Iberville Ballroom
Sponsored by: Academic Analytics

Session A.1, Monday, 8:30 AM - 9:15 AM in Bienville B
The building blocks on improving the Assessment Culture on your campus
Track: Assessment

The culture on our campus had been that assessment was a waste of time and no one looked at their reports. We incorporated a multi-facet approach that worked at different stages that improved the quantity as well as the quality of the reports. By reformatting the reports, increasing our communication, improving assistance materials, and better educating campus on the full cycle of assessment we were able to increase the number received to 96% from 80% to years prior. As well as show improvement in the quality of the reports.

Presented by: Carolyn Beamer, *University of West Florida*

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PRODUCTS & SUPPORT

ACADEMIC ANALYTICS

BENCHMARKING (PEER ANALYSIS)
Explore your institution's research activity and compare to peers.

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Explore the activity of physician-researchers at your institution and compare to peers.

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bcooper@academicanalytics.com

Session A.2, Monday, 8:30 AM - 9:15 AM in Bienville C
Exploring Power BI Visualizations for General Education Curriculum Assessment
Track: Assessment

Presented by: Galiya Tabulda, *Florida State University/Office of Institutional Performance and Assessment*
Caitlyn Jessee, *Florida State University / Office of Institutional Performance and Assessment*

This presentation will cover Florida State University's process to establish a centralized and automated data collection and analytics reporting process for General Education curriculum learning outcomes. The presenters will showcase how Power BI visualizations were used to inform various stakeholders on the status of learning outcomes demonstrated by students in General Education courses. The presentation will also include a description of how we accommodated the specific needs of academic leaders and faculty delivering General Education curriculum in different campus locations and modalities.

Session A.3, Monday, 8:30 AM - 9:15 AM in Orleans A
Wage premiums for graduate degrees: Evidence from College Scorecard data
Track: Institutional Research

Presented by: Iryna Muse, *University of Alabama System*

With more college graduates pursuing advanced degrees, it is important to understand how investment in education beyond the bachelor's degree pays off. Using College Scorecard data, this presentation shows that discipline is more consequential for earnings than college. However, disciplines with greater earnings are not necessarily disciplines with greatest wage premiums for graduate degrees. For example, in fields with high earnings of bachelor's degree holders, payoffs from an advanced degree might be smaller than in fields with relatively low earnings of bachelor's degree holders. Dashboards with data on earnings are used to illustrate some of the findings of the study.

Session A.4, Monday, 8:30 AM - 9:15 AM in Orleans B
To Submit or Not to Submit: What the Data Tells Us About the GRE Optional Movement
Track: Institutional Research

Presented by: Heather Epstein-Diaz, *Florida State University*
Lee Howell, *Florida State University*
Katie Gipalo, *Florida State University*
Logan Poland, *Florida State University*

Historically the GRE has served as a key metric in doctoral application decisions. In recent years, the GRE optional movement across U.S institutions has sought to soften this standardized test from a requirement to "optional" or "not required". This session presents the early impact of the GRE optional policy on doctoral admissions applicant profiles, as well as first semester doctoral student success.

Session A.5, Monday, 8:30 AM - 9:15 AM in Orleans C
Engineering Education & COVID-19: Emerging National Trends
Track: Institutional Research

Presented by: Joe Roy, *American Society for Engineering Education*
Marisa Orr, *Clemson University*
Russell Long, *Purdue University*
Matthew Ohland, *Purdue University*

Drawing on 20 years of detailed enrollment data collected by the American Society for Engineering Education from US Colleges of Engineering & Engineering Technology, this paper tracks the effects of the pandemic on engineering enrollment in Fall 2020 and Fall 2021. To explore possible explanations for the national trends seen in ASEE data, student-level data is used from the Multiple Institution Database for Investigating Engineering Longitudinal Development (MIDFIELD) project.

Session A.6, Monday, 8:30 AM - 9:15 AM in Orleans D
Developing a State Accountability Model for Private, Non-Profit Institutions in Florida
Track: Institutional Research

Presented by: Eric Godin, *Hodges University*

In Florida, the Effective Access to Student Education Program (EASE) provides tuition assistance to Florida undergraduate students attending eligible private, non-profit Florida institutions. In 2021, the state of Florida attempted to pass legislation creating an accountability system to regulate the amount of funding each institution could receive. In response, the Independent Colleges and Universities of Florida (ICUF) developed their own model (which has similarities to the already established Florida University System and Florida College System performance-based funding models) and presented it to the legislature. This session highlights the proposed ICUF model, including how it was developed.

Session A.7, Monday, 8:30 AM - 9:15 AM in Queen Anne A
Using data to understand an organization's ethical climate and values systems - lessons learned that Influence higher education and nonprofit leadership and management
Track: Leadership and Management

Presented by: Karen T. Jackson, *North Carolina A&T State University*
Portia Futrell, *North Carolina A&T State University*
Imani Johnson, *North Carolina A&T State University*

In this session we will share lessons' learned from a research project that explored the question: How does an organization's ethical climate and values system shed light on choices made about data used in determining institutional effectiveness? We discuss measuring ethical climate, the connections between the organization's ethical climate and influence data use choices have on assessment and evaluation design, and the influence of these factors on an institution's decided institutional effectiveness. Institutional leaders, researchers, assessment designers, evaluators, and anyone in an institution involved in ensuring that data is used ethically in decision-making will benefit from attending this session.

Session A.8, 8:30 AM - 9:15 AM in Queen Anne B
Corequisite developmental programming: Is it really worth it?
Track: Planning, Policy, and System Management

Presented by: Christine Pacheco, *Southern Arkansas University*

This session discusses the process and findings of a program evaluation conducted on the corequisite developmental programming model for underprepared, first-time entering undergraduate students at a public, four-year institution. The evaluation examined student outcomes data (developmental course completion, success in gateway college-level courses, and rates for persistence, retention, and graduation) and also compared students participating in the corequisite model to those enrolled in traditional prerequisite programming. The analysis of the corequisite programming's capacity to meet students' needs, as well as recommendations and further research objectives, will also be discussed.

Session B.1, Monday, 9:30 AM - 10:15 AM in Bienville B
Grades Are Not Assessment: How to enlighten faculty and increase the impact of outcomes assessment
Track: Assessment

Convincing faculty to use an assessment methodology that is not based on course grades can be tricky. This session will provide an overview of how to work with your faculty to develop appropriate data-informed methodologies that (1) utilize existing course or program student deliverables to assess learning outcomes; and (2) are structured to evaluate competencies that are disaggregated in reports of results. This approach keeps it simple for the faculty and ensures that outcomes data are focused and clearly point to needed improvements, thus increasing the value of assessment with faculty.

Presented by: Blanca Trevino Bauer, *University of Louisiana at Lafayette*

Session B.2, Monday, 9:30 AM - 10:15 AM in Bienville C
Testing a Model of Organizational Transparency in Higher Education through Faculty Perceptions
Track: Institutional Research

Transparency is portrayed as a multifaceted construct with three qualities relating to trust, communication, and ethics. Expectations for organizational transparency in higher education have grown in the past two decades. Yet, there have been few studies that investigate this concept in higher education. The primary focus of this study was to examine the consistency and applicability of Rawlins' (2009) model of organizational transparency (previously tested in healthcare) in higher education. Perceptions of organizational transparency were captured from 407 full-time faculty working at a four-year public or not-for-profit private higher education institution in the U.S. Findings of this study extend the body of knowledge related to organizational transparency in a new setting.

Presented by: Ivana Fredotovic, *Miami Dade College*

Session B.3, Monday, 9:30 AM - 10:15 AM in Orleans A
SAIR Newcomers Workshop Class of 2009: Mastering the Lean
Track: Institutional Research

This session is considered an extension of the Newcomer's Workshop (although attendance at the workshop is not required to join us) and will provide perspectives from four seasoned institutional researchers across a wide array of experiences. Speakers will provide a thematic summary of some of the key decisions points in their careers and offer advice to attendees for moving forward. Attendees will have the chance to ask the panel questions and engage in a constructive dialog to better understand their role.

Presented by: Eric Atchison, *Arkansas State University System*
Emily Campbell, *River Parishes Community College*
Greg Ohlenforst, *University of Louisiana at Lafayette*
Abby Willcox, *University of North Florida*

Session B.4, Monday, 9:30 AM - 10:15 AM in Orleans B
Survey Data in Tableau
Track: Institutional Research

Presented by: Heather Lewis, *Augusta University*

Have survey data? Have Tableau? Not super comfortable preparing the data or need ideas to display the data? This workshare is designed to share resources to help you get your data "just right" for Tableau Desktop, and share National Survey of Student Engagement and Graduation Exit Survey visualizations.

Session B.5, Monday, 9:30 AM - 10:15 AM in Orleans D
Strategies for building a high functioning data science team to support decisions
Track: Leadership and Management

Presented by: Abhay Joshi, Virginia Tech

Data-driven organization or data-informed decisions is a new mantra for majority of the public and private organizations around the world. Critical factors impacting and contributing to the operational success of this mantra are right talent, team structure, team culture, and agile execution. Building an efficient and effective data science team is particularly challenging in high-ed due to budget constraints, lack of analytics/digital maturity, work culture, geographic locations, etc. This presentation will provide practical and useful strategies for building a high functioning data science team that the institutional research leadership at the institutions of all types could employ to achieve success.

Session B.6, Monday, 9:30 AM - 10:15 AM in Queen Anne A
Work Smarter, Not Harder: Leveraging Power BI to Develop FTIC Retention and Graduation Outcome Models for Campus Programs
Track: Technology and Innovation

Presented by: Samantha Nix, *Office of Institutional Research, Florida State University*
Joling Emerick, *Office of Institutional Research, Florida State University*
Andrew Brady, *Office of Institutional Research, Florida State University*
Cassandra Kepple, *Department of Educational Leadership & Policy Studies*

As student success analytics units mature, there is a need to move beyond reporting overall retention and graduation data. To improve these metrics, campus leaders need to understand how participation in individual programs relates to student success for the most critical populations. In this workshare presentation, we will discuss the development of a base dataset and template Power BI model that has been leveraged for standardized reporting on the relationship between campus engagement and retention and graduation outcomes for official first-time-in-college cohorts. This process has saved our office time and enhanced how partners' data-informed decision-making.

Session B.7, Monday, 9:30 AM - 10:15 AM in Queen Anne B
Baylor University and University of Texas – San Antonio: Elevating the Enterprise with Data
Track: Academic Analytics Sponsor Session

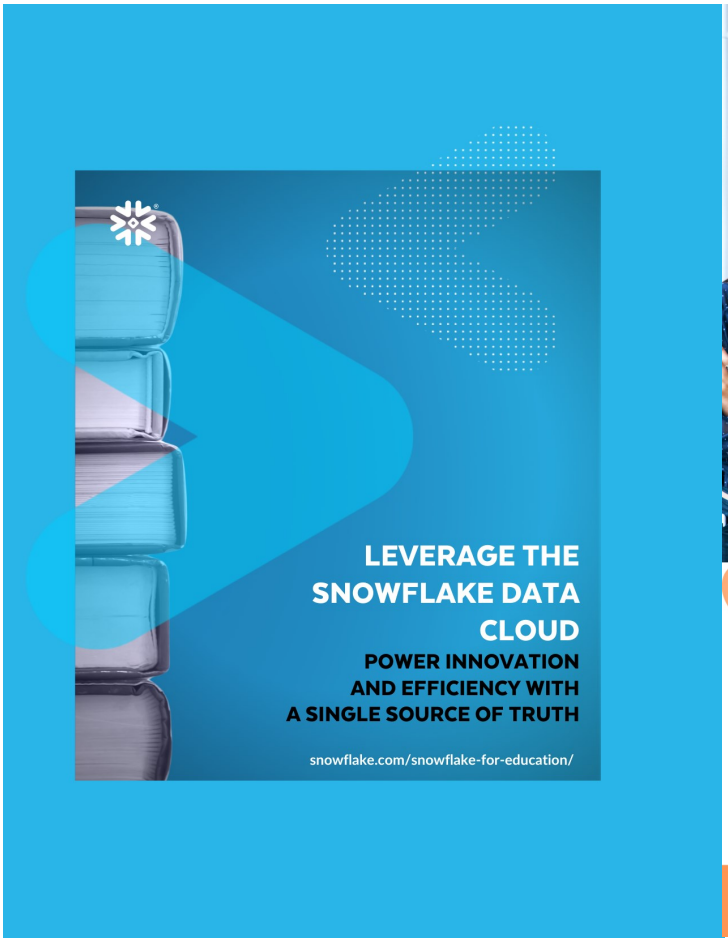
This session focuses on Baylor University and The University of Texas at San Antonio's use of data to drive strategic initiatives with successful outcomes, as reflected by their recent designations as Carnegie R1 institutions. Learn more about their partnerships with Academic Analytics around peer analyses, faculty development, and externally showcasing research.

Presented by: Steve Wilkerson, *University of Texas-San Antonio*
Kathleen Morley, *Baylor University*
George Walker, *Academic Analytics*
Phil Platt, *Academic Analytics*

Session B.8, Monday, 9:30 AM - 10:15 AM in Royal B
IPEDS Update
Track: Institutional Research

This session provides a general update on the Integrated Postsecondary Education Data System (IPEDS) annual survey collected by the National Center for Education Statistics (NCES) of the U.S. Department of Education. Specifically, the session will cover changes to multiple survey components for the 2022-23 and 2023-24 data collections and information about some newer IPEDS resources.

Presented by: James Isaac, *RTI International*



SAIR 49 Morning Refreshment Break with Exhibitors
Monday, 10:15 am – 10:45 am in Iberville Ballroom
Sponsored by: Snowflake and Steppingblocks

Session C.1, Monday, 10:45 AM - 11:30 AM in Bienville B
Adjusting Our Chops to Create a Solid Rhythm: Looking Back at Ten Years of Collaboration and Technology Use to Drive Meta-Assessment.
Track: Assessment

The University of Tennessee, Knoxville is Tennessee's flagship university. The Assessment Steering Committee (ASC), charged with overseeing program assessment activities, introduced a meta-assessment process during the 2012-2013 academic year. However, over time it became apparent that the process of report review was cumbersome and overly time-consuming for ASC members and academic colleges. Learn how the committee overhauled the process and delivered more rapid and higher quality feedback to programs by increasing faculty buy-in and implementing an assessment management system to collect and evaluate annual assessment reports.

Presented by: Ashley Charsha, *University of Tennessee, Knoxville*
Ashley Browning, *University of Tennessee, Knoxville*

Session C.2, Monday, 10:45 AM - 11:30 AM in Bienville C
Students' Basic Needs: Hunger and Housing security Among Community College Students.
Track: Community and Technical College

Prior to the pandemic, the issue of student basic needs was gaining increasing attention; the pandemic exacerbated the situation. This presentation will look at food and housing security among community college students who completed the SENSE or CCSSE survey in fall 2021 or spring 2022, respectively. Results show that food and housing security is an ongoing concern for too many community college students.

Presented by: Michael Bohlig, *CCCSE, UT-Austin*

Session C.3, Monday, 10:45 AM - 11:30 AM in Orleans A
This is a PSA! Propensity Score Analysis, that is.
Track: Institutional Research

In the landscape of higher education where random assignment is often times not possible, propensity score matching (PSM) estimates the average treatment effect by replicating a random experiment. This session offers an overview of PSM and how it was used to analyze the effect of student success coaching on fall-to-fall student retention. By creating a balanced dataset by matching treated to control participants on demographic and academic characteristics of students, PSM can address the potential self-selection bias of students attending success coaching sessions.

Presented by: John Dooris, *George Mason University*
Gesele Durham, *George Mason University*
Lisa Nguyen, *George Mason University*
Eunkyoung Park, *George Mason University*

Session C.4, 10:45 AM - 11:30 AM in Orleans B
Using R to Fill in Excel Spreadsheet Reports
Track: Institutional Research

Explore one way to solve the tedious task of filling in recurring requests for Excel spreadsheet reports. Start with a blank Excel report template, prepare your data in R Studio, and fill in the report.

Presented by: Katlyn Bagley-Sepsey, *Furman University*

Session C.5, Monday, 10:45 AM - 11:30 AM in Orleans C
Supplementing Student Data with National Student Clearinghouse Subsequent Enrollment Information
Track: Institutional Research

The National Student Clearinghouse (NSC) has a wealth of information that can supplement your institution's student data. This workshare will share a project where we track accepted non-enrolling students, GRS and Outcome Cohort students who are no longer enrolled, and baccalaureate graduates. I will share our systematic process and how we use this information to supplement our institutional data.

Presented by: Michael Hadley, *Methodist University*

Session C.6, Monday, 10:45 AM - 11:30 AM in Orleans D
Data Agility: How Emory University is Making Sense of Survey Data with Qualtrics, Alteryx, and Tableau
Track: Alteryx Sponsor Session

Presented by: Andy MacIsaac, *Alteryx*
Justin C. Shepherd*, Emory University*

Learn how Emory University harvests survey data exported from Qualtrics and uses the data agility of Alteryx to create efficiencies in longitudinal survey strategies. Survey instruments, scales, and responses are mapped to create efficiencies in developing and processing survey data. We will also demonstrate how Alteryx can be used to clean and manipulate data including the ability to sort variable names vs variable labels, identify variable values (numeric vs string), clean and sort “unique” identifiers (names/emails), adjust for data and time variables, and natively prepare and export insights out to Tableau for better sharing and collaboration across the university.

Session C.7, Monday, 10:45 AM - 11:30 AM in Queen Anne A
Predicting Student Retention By Applying Machine Learning Algorithms
Track: Institutional Research

Presented by: Jeremy Valdez, *Dallas College*
Jeremy Valdez*, Dallas College*

Student retention is one key performance indicator in higher education that signifies whether students are satisfied with their institution. Colleges can use this indicator to determine if new programs are needed to help keep students engaged in their classes. This project examines the effectiveness of two machine learning techniques in identifying significant student characteristics impacting retention rate. The data consists of two cohorts of students entering Dallas College either before or during the COVID-19 pandemic. As predictors of the retention rate, we consider demographic information, financial aid information, first semester GPA, admission status, classification, and first semester enrollment credit hours."

Session C.8, Monday, 10:45 AM - 11:30 AM in Queen Anne B
Systematic Advising & Retention: Adding AlamoAdvise into Student Analytics
Track: Institutional Research

Presented by: Paul Kailiponi, *Alamo Colleges District*

Analytic models are used to identify factors that influence Fall-to-Fall retention. Advising activities, while an important part of engagement literature, are difficult to collect. Over the past three years, Alamo Colleges District has implemented an advising system known as AlamoAdvise. This presentation will outline AlamoAdvise and how advising meetings (TouchPoints) were incorporated into logistic regression models to estimate their effect on Fall-to-Fall retention. Modeling found that TouchPoint meetings were associated with a 17% increase in the likelihood of Fall-to-Fall retention. The magnitude of this effect is comparable to academic momentum factors and provide insight into the effectiveness of counseling activities.

Session C.9, Monday, 10:45 AM - 11:30 AM in Royal A
Leveraging Power BI to Visualize Institutional Effectiveness Assessment Processes
Track: Technology and Innovation

This presentation will demonstrate three interactive Power BI visualizations designed to facilitate and track the Institutional Effectiveness Assessment process at Florida State University. These resources provide quick and easy access to the assessment completion status for all campus units, alignment between unit's Program Outcomes and FSU's Strategic Plan, reporting expectations by location/modality, and include an organizational tree structure.

Presented by: Caitlyn Jessee, *Florida State University/Office of Institutional Performance and Assessment*
Galiya Tabulda*, Florida State University/ Office of Institutional Performance and Assessment*

Session C.10, Monday, 10:45 AM - 11:30 AM in Royal B
The Student Success Imperative: Highlights of the 2021 SREB Fact Book on Higher Education
Track: SREB Sponsor Session

The Southern Regional Education Board (SREB) is one of four regional education compacts in the U.S. Founded in 1948, SREB works with 16 member states to improve public education at all levels. The SREB office of Data Services provides comparative data to state policymakers and education agency leaders that show progress on frequently used metrics on student success, college affordability and state support of higher education. This presentation will include highlights of the 2021 Fact Book on Higher Education. It will also focus on how data made available on the SREB website can be used in benchmarking and strategic planning.

Presented by: Susan Lounsbury, *Southern Regional Education Board (SREB)*

SAIR 49 Table-topic Luncheon
Monday, 11:45 am – 12:45 pm in Queen Anne Ballroom
Hosted by Meaghann Wheelis, *Baylor University*

Join your colleagues in lively discussion on the topics provided. Meaghann has provided questions that will start the conversation at each table. The lunch is included in your registration, so don't miss it. If you aren't talkative, we have open tables as well.
Sponsored by: U.S. News & World Report

SAIR Table-Topic Luncheon

Monday 11:45 – 12:45

Select a table and discuss topics
with colleagues from across the region

New to IR ..... Tables 1, 2, 3, & 4

Institutional Rankings ..... 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

IR Leadership and Management ..... Tables 17 & 18

Session D.1, Monday, 1:00 PM - 1:45 PM in Bienville B
Do These HIPs Lie?: High Impact Practices and Their Connection to Post-Graduate Outcomes
Track: Institutional Research

Presented by: Cassandra Kepple, *Florida State University*
Heather Epstein-Diaz, *Florida State University*
Andrew Brady, *Florida State University*

In the field of higher education, activities such as undergraduate research, service learning, and internships are considered high-impact practices (HIPs) (Kuh, 2008). While co-curricular involvement is beneficial to a student's success in their degree, there are few studies which directly examine their relationship with post-graduate outcomes such as securing a job or enrolling in further education. In this study, we examine the connection between involvement in HIPs and post-graduate outcomes using data from four years' worth of exit survey responses (n = 31,640). Implications for policy and practice for institutional researchers will be discussed.

Session D.2, Monday, 1:00 PM - 1:45 PM in Bienville C
A Journey through the adoption of National Student Clearinghouse (NSC) Postsecondary Data Partnership Dashboards
Track: Institutional Research

Presented by: Erica Hughes, *South Louisiana Community College*
Melba Kennedy, *River Parish Community College*
Bimal Kunwor, *River Parish Community College*

As members of the IDEA, River Parish Community College (RPCC) and South Louisiana Community College (SLCC) will share their journey in developing the dashboards and how they've utilized the information to support on-going conversations of diversity and equity gaps in student achievement, while also presenting key opportunities on how to utilize the dashboards to work towards compliance with Core Requirement 8.1 (Student Achievement) and the Quality Enhancement Plan (QEP) Standard 7.2 of the Principles of Accreditation.

Session D.3, Monday, 1:00 PM - 1:45 PM in Orleans B
Jazzing Up IR - less improv, more collaboration
Track: Institutional Research

Presented by: Carley Dear, *University of Mississippi Medical Center*
Kenneth Thompson, *University of Mississippi Medical Center*

IR/IE offices provide more relevant, actionable data by collaborating with other offices on campus. Other offices can make better, data-informed decisions when partnering with IR/IE. IE provides the context to frame an office's story and IR helps provide the data for the story.

Session D.4, Monday, 1:00 PM - 1:45 PM in Orleans C
Nancy Drew Doesn't Work Here: Setting Up Systems to Track and Document Constant Change
Track: Leadership and Management

Presented by: Susannah Livingood, *University of Oklahoma*

Today's constant change is creating stress cracks in traditional IR processes. Documentation is more important than ever before but is also the last thing on everyone's list. Our department had to adopt a more flexible project structure to cope. We created new workflows as well as changed the vocabulary we used to talk about our projects. In this work share, we'll review how we mapped our old systems onto the new ones we developed. Most of the presentation will be in general terms, then we will provide a short tour of the Jira/Confluence software we use for project management.

Session D.5, Monday, 1:00 PM - 1:45 PM in Orleans D
Increasing Document Accessibility by Creating a Sustainable Electronic Document Management System
Track: Planning, Policy, and System Management

Higher education institutions should accommodate daily operations and continuous improvement activities through better management of important documents. Making documents easily accessible and organized across the institution can be a challenge. An institution can improve its handling of documents with an effective electronic document management system (EDMS) to increase efficiency and organization. EDMS is a system that lets users electronically store, locate, retrieve, share, and track documents to support business processes. This session will describe the steps we have taken for planning, implementing, and documenting such a system for our institution.

Presented by: Greg Ohlenforst, *University of Louisiana at Lafayette*
Melissa Lewis, *University of Louisiana at Lafayette*
Spencer Black, *University of Louisiana at Lafayette*

Session D.6, Monday, 1:00 PM - 1:45 PM in Queen Anne A
The Journey to Success - A Study of How and When Students Change Majors
Track: Technology and Innovation

A demonstration of the use of Sankey visualizations in Tableau to study how students change majors. The tool affords users the ability to study students moving within a college, within a department, or from the start of a program to completion. The session includes a discussion of the benefits and challenges of using Sankey visualizations in Tableau.

Presented by: Paul Turcotte, *University of Houston*

Session D.7, Monday, 1:00 PM - 1:45 PM in Queen Anne B
Learn how to benchmark your institution using U.S. News Academic Insights!
Track: U.S. News & World Report Sponsor Session

U.S. News & World Report's 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 metric groups and compare their relative performance to that of others. Data can be viewed using Academic Insights' unique data visualizations or exported as reports. Institutional Research professionals can access the Download Center to export large data sets. This session will show Higher Education and IR professionals how to use Academic Insights for benchmarking and institutional data reporting.

Presented by: Justin Davis, *U.S. News & World Report*

Session D.8, Monday, 1:00 PM - 1:45 PM in Royal A
Meet the 2022 SAIR Board!
Track: Leadership and Management

Presented by: Emily Campbell, *River Parishes Community College*

Stop by and meet the SAIR Board of Directors! Learn about the various roles on the SAIR Board, what goes into planning the annual conference, and how to get more involved in SAIR.

Session E.1, Monday, 2:00 PM - 2:45 PM in Bienville B
Divisional Student Leader Initiative: Results from a 2-year Pilot
Track: Assessment

Presented by: Ellissa Brooks Nelson, *UNC Charlotte*
Karen Shaffer, *UNC Charlotte*

The Divisional Student Leader Initiative provides a universal method and tool for staff throughout the UNC Charlotte Division of Student Affairs to use with student leaders in student organizations, programs, or activities to help in the assessment and documentation of enhanced learning and skill development in relation to the students' leadership experiences. Notably, the development of this initiative is the direct result of the engagement of staff and students across the division.

Session E.2, Monday, 2:00 PM - 2:45 PM in Bienville C
Incorporating a Headcount to Parity Figure alongside the Equity Index
Track: Institutional Research

Presented by: Jennifer Senia, *Alamo Colleges District*

In this session, participants will examine the Equity Index (Bensimon, Hao, & Bustillos, 2003; Bensimon & Malcom-Piqueux, 2014), a data tool for measuring representational equity. While the Equity Index is a very flexible tool for data analytics, it provides little insight into the magnitude of equity gaps and offers little guidance for strategy and policy development in order to achieve representational equity. To overcome this limitation, the Institutional Research and Effectiveness Services Department at Alamo Colleges District has developed an innovative headcount to parity figure that will allow us to operationalize the size of equity gaps for practitioners and leadership.

Session E.3, Monday, 2:00 PM - 2:45 PM in Orleans A
Impact of Covid-19 and Accelerating Cohorts on Graduate Student Success at a Regional Hispanic Serving Institution
Track: Institutional Research

This study focuses on graduate student success at a Hispanic Serving Institution (HSI) in the southern United States. Using logistic regression, twelve predictor and demographic variables were examined. Two sets of programs were longitudinal examined (based on two eras including Covid-19) including 15 traditional and 4 targeted programs that transitioned into an accelerated modality. Overall logistic regression model performance was high (83 to 94%). However, the model struggles to predict failure during the Covid era. Significant independent variables include average GPA, course completion rate, Total semesters enrolled. Interestingly, socioeconomic variables do not have a consistent significant impact on predicting failure.

Presented by: Ken Tobin, *Texas A&M International University*

Session E.4, Monday, 2:00 PM - 2:45 PM in Orleans B
Putting Student Success Initiatives on the Map: A framework to inform effectiveness and efficiency
Track: Institutional Research

We put great energy into programs that focus on student success. However, we have difficulty measuring what kind of impact these programs have on our students. Statistical analysis is challenging, so we often rely on feelings and point to a few example students who had positive experiences. In this project, we analyze each student success initiative for its effect on student persistence without self-selection bias using Civitas Learning's Prediction-based Propensity Score
Matching. Using budget data to measure the spend-per-student-served, we plot these two measures on a four-quadrant impact map of Return on Investment. Results inform direction, focus, and future assessment.

Presented by: Kevin McMindes, *Greenville Technical College*

Session E.5, Monday, 2:00 PM - 2:45 PM in Orleans C
Are Test-Optional Policies here to Stay? The Academic Performance of Non-Submitters
Track: Institutional Research

As COVID-19 curtails, institutional leaders are scrutinizing policies adopted during the pandemic, including much-publicized decisions to waive standardized test score requirements for admission. This session presents one large, public institution's use of multilevel regression modeling to assess its test-optional admissions policy. Specifically, this session examines the types of students who did not submit a test score and how their academic performance compared to test-score submitters. Discussion will focus on how the study results shaped the admissions process and whether or how test scores could be used in university admissions.

Presented by: Lauren Apgar, *The University of Texas at San Antonio*

Session E.6, Monday, 2:00 PM - 2:45 PM in Queen Anne A
Leveraging Data Visualization to Facilitate Effective Decision Making
Track: Leadership and Management

Presented by: Justin C. Shepherd, *Emory University*

Data visualization doesn't have to be a fancy dashboard. There are may ways to tell stories with data. This presentation will walk participants through the process of aligning questions, methodology, and deliverables to ensure analysts are empowered with producing reports ready for senior level decision makers.

Session E.7, Monday, 2:00 PM - 2:45 PM in Queen Anne B
Tracking the Key Cohorts: Retention and Progression
Track: Technology and Innovation

Presented by: M. Paige Borden, *University of Central Florida*
Andre Watts*, University of Central Florida*

Student success is the coin of our institutional realms. How can institutions and advisors gain more insights and better understand where to deploy resources? This session will demonstrate an institutionally-created dashboard that tracks daily retention status for six key cohorts. The presented functionality includes summary metrics, student row-level detail, multiple predictive models, and other key retention elements.

Session E.8, Monday, 2:00 PM - 2:45 PM in Royal A
Association for Institutional Research Board of Directors Listening Session
Track: Special Interest Group

Presented by: Maren Hess, *Campbell University*

Members of the Board of Directors of the Association for Institutional Research (AIR) will discuss recent developments and changes happening in AIR and seek SAIR members' perspectives on their experience as institutional researchers, the future of the profession, and how IR professional associations can deliver value to them.

SAIR 49 Afternoon Refreshment Break with Exhibitors
Monday, 2:45 pm – 3:15 pm in Iberville Ballroom
Sponsored by: Watermark

Session F.1, Monday, 3:15 PM - 4:00 PM in Bienville B
The Benefits of Graduate Assistantships in Institutional Effectiveness for the Profession, Higher Education, and Students
Track: Assessment

Each year Institutional Effectiveness (IE) at Virginia Tech offers assistantships to two graduate assistants. Graduate students assist IE in many areas such as general education assessment, survey research, and grant evaluations. Unit professionals will reflect on how our assistantship program is structured. We will discuss the skills and characteristics we look for when hiring graduate assistants and the types of projects where we have found them to be most helpful. A current graduate student will reflect on her experiences and the panel will discuss managing graduate assistants in a hybrid environment and the value they add to the unit.

Presented by: Bethany Bodo, *Virginia Tech*
Molly Hall, *Virginia Tech*
Nikki Connors, *Virginia Tech*
Cortney Busick, *Virginia Tech*

Session F.2, Monday, 3:15 PM - 4:00 PM in Bienville C
Measuring Non-Credit Learning Outcomes
Track: Assessment

Retooling America's workforce has become a priority, and it is important to outline the benefit of workforce training and development. In the past year, LCTCS has worked to integrate non-credit coursework into the student information system used traditionally by academics. LCTCS has begun engaging non-credit in establishing measurable outcomes, assessment processes, articulation between credit and non-credit course credit and creating career pathways. The presentation will discuss the history of noncredit data collection highlighting national studies, challenges in collecting noncredit data and the future of noncredit data collection and its impact on college workforce offices and financial aid opportunities.

Presented by: Amy Cable, *Louisiana Community and Technical College System*
Ingrid Cook, *Louisiana Community and Technical College System*

Session F.3, Monday, 3:15 PM - 4:00 PM in Orleans A
Sense of Belonging and First-Year Student Success
Track: Institutional Research

Sense of belonging influences student persistence and success. Findings from NSSE 2022 and BCSSE 2021 reveals that while most first-year students feel comfortable being themselves, feel valued, and feel part of the community at their institution, differences exist for marginalized subpopulations. In this session, we review findings in an interactive discussion, introduce publicly available data visualization, and offer examples of how institutions have used their data to assess and influence belongingness. Discussion will focus on identifying actions practitioners can take to influence belonging for marginalized student populations on their campus.

Presented by: Jillian Kinzie, *National Survey of Student Engagement*
James Cole, *Beginning College Survey of Student Engagement*

Session F.4, Monday, 3:15 PM - 4:00 PM in Orleans B
Baccalaureate Origins of U.S. Doctorates: Perspectives on Productivity
Track: Institutional Research

Presented by: Jonathan Gordon, *RTI International*
Peter Einaudi, *RTI International*
Kelly Kang, *National Science Foundation*

Doctorate recipients complete their undergraduate education at a broad variety of institutions. Examining the baccalaureate origins of U.S. doctorate recipients, large public institutions appear to be the most 'productive'—these schools are most often mentioned as the undergraduate alma maters of doctorates. However, Institutional-Yield Ratio, an alternative measure of baccalaureate-origin productivity that controls for the relative size of graduating cohorts provides a different way to rank the top baccalaureate-origin institutions. Using data for the Survey of Earned Doctorates and IPEDS Completions data, we will show how IYR impacts the ranking of baccalaureate-origin institutions responsible for producing the research doctorate recipients.

Session F.5, Monday, 3:15 PM - 4:00 PM in Orleans C
Using Third Party Data as a Tool to Research Academic Program Marketability
Track: Institutional Research

Presented by: Samantha James, *Georgia Institute of Technology*

Academic program marketability is a key indicator of program viability, communicating the attraction potential for students to specific schools in an oversaturated higher education marketplace. Third party data sources can be used as a tool, providing national, state, and institution level data that can aid in communicating a program's institutional market share, related occupational characteristics and projections, along with associated wage trends. We discuss one resource for obtaining market data, available to use when preparing academic program data portfolios, in workforce development, assisting with academic program development and monitoring, or researching general market share.

Session F.6, Monday, 3:15 PM - 4:00 PM in Orleans D
Not So Jazzed About Your Peer and Aspirant Groups? Use a "Layered" Analysis to Find the Best Fit for Your Institution
Track: Leadership and Management

Presented by: Angela Bryan, *University of West Florida*
Christophe Lizen, *University of West Florida*
Jonathan Lee, *University of West Florida*

As our institution began preparing for a decennial reaffirmation, it seemed an appropriate time to reexamine our peer and aspirant comparison groups. Our institution had made great strides in improving graduation rates and a variety of other metrics so that our current peer and aspirant groups no longer seemed to "fit." This session will describe our institution's selection process involving stakeholder input and statistical analysis to select peer and aspirant comparison groups that we believe accurately reflect where our institution is currently as well as where our mission and strategic plan will take us in the future.

Session F.7, Monday, 3:15 PM - 4:00 PM in Queen Anne A
Moving Beyond Sankey: Visualizing Major Flow Through Over 10 Terms Using an Interactive Path Model in Power BI
Track: Technology and Innovation

With the increased adoption of dashboarding technology in IR, many are grappling with how to best visualize student flow through. In this demonstration, we will share an interactive path model of student flow through academic majors. We leveraged Power BI to allow campus leaders to follow students forward, backward, and examine swirling patterns over 10 terms of expected enrollment. This dashboard also includes the ability to examine patterns by last declared major, degrees awarded, and first major at next institution for stop outs. We provide slicers for key student characteristics so users can observe patterns by specific student populations.

Presented by: Samantha Nix, *Office of Institutional Research, Florida State University*
Andrew Brady, *Office of Institutional Research, Florida State University*

Session F.8, Monday, 3:15 PM - 4:00 PM in Royal B
IPEDS Data Use
Track: Institutional Research

This session provides a general update on using data from the Integrated Postsecondary Education Data System (IPEDS) annual survey collected by the National Center for Education Statistics (NCES) of the U.S. Department of Education. The session will cover improvements to tools and helpful resources.

Presented by: James Isaac, *RTI International*

Session G.1, Monday, 4:15 PM - 5:00 PM in Bienville B
Creating a Collaborative Institutional Assessment Culture
Track: Assessment

The persistent challenge of developing a robust assessment culture has been debated since the burgeoning of calls for greater accountability with higher education. Given the importance of producing quality assessments there has been very little recent research-based evidence to address why there may be limited faculty participation, and there is even less research on how actively involve faculty in the assessment process. This workshop will provide an opportunity to engage with representatives from the institutional, college/school, and departmental levels about best practices, implementation challenges, and practical strategies for a holistic approach to effective institutional assessment practices.

Presented by: La Toya M. Hart, *Jackson State University*
Deidre L. Wheaton, *Jackson State University*
Willie Jones, III, *Southern University at New Orleans*

Session G.2, Monday, 4:15 PM - 5:00 PM in Bienville C
The Utilization of Market Research Within Institutional Research: Understanding Enrollment Management, Student Success, and Institutional Position
Track: Institutional Research

Presented by: Andrew Luna, *Austin Peay State University*
Nicole Yoo*, Appalachian State University*

Market research should clearly be an important component within IR offices. This type of research is mainly used to better understand enrollment management, student success, and institutional position. In this market research study, a telephone survey was administered to students who were accepted to attend the institution but who decided to attend another institution. Results of the survey will be presented as well as how the results can help to better understand enrollment management and institutional positioning.

Session G.3, Monday, 4:15 PM - 5:00 PM in Orleans A
Exploring variability across High Schools and the relationship between HS GPA and ACT Composite scores in predicting long-term student success
Track: Institutional Research

Presented by: Ryan King, *Austin Peay State University*

An analysis of six-year graduation rates among bachelor-seeking freshman was conducted in an effort to understand the relationship between High School GPA and ACT scores in predicting student success at APSU. The analysis employed statistical methodology that afforded an opportunity to explore variability across the High Schools that APSU gets most of its students from. The modeling revealed that HS GPA is a strong predictor of long-term student success, but there was also considerable variability in baseline levels of graduation rates across High Schools. Additionally, there was a modest interaction between HS GPA and ACT Composite scores.

Session G.4, Monday, 4:15 PM - 5:00 PM in Orleans B
A Role of Neural Network in Student Success Survey Analysis.
Track: Institutional Research

Presented by: Daniel Le, *Dallas College*
Jeremy Valdez*, Dallas College*

What is the relationship between stress and student performance? According to The Yerkes-Dodson law, you reach your peak level of performance with an intermediate level of stress. The objective of this research is to acquire pilot data about the amount of grit, perceived stress, and cope in a group of Liberal Arts college students using established psychological survey data, and to examine their associations of each of these traits with the student success. In addition, a researcher also applies a neural network analysis to utilize the survey data into a predictive model to predict the student success outcome.

Session G.5, Monday, 4:15 PM - 5:00 PM in Orleans C
Prepare for the Unexpected & Reveal a Breadth of Work – Continuity Documents
Track: Leadership and Management

Continuity Documents (CD) go beyond the traditional SOPs and calendar of tasks. The presenter benefited from the CD she developed twice – once when her new-to-IR replacement felt empowered to do the job with very few questions due to the detailed instructions – and then upon returning to the position found it waiting with updates. In this session, you will learn about the purposes, benefits, and components of CDs. Participants will identify additional items/tasks for their CDs and evaluate the usefulness of CDs for their offices.

Presented by: Laura Boyles, *Davidson College*

Session G.6, Monday, 4:15 PM - 5:00 PM in Orleans D
The Node for IR/IE: Lessons Learned About the Current and Future State of Our Field
Track: Technology and Innovation

"The Node for IR/IE" is a free weekly e-newsletter highlighting news, reports, and updates for the fields of institutional research/ effectiveness. Started in March 2020, "The Node" is emailed every Wednesday and shares around a dozen key resources from the field of IR/IE. This session highlights what we have learned about the current and future state of the field of IR/IE since the project started, including insights from our weekly polls and subscriber feedback, and how “The Node” can be used to support professional development. Learn more at http://bit.ly/nodeforir.

Presented by: Eric Godin, *Hodges University*
Eric Atchison, *Arkansas State University System*

Session G.7, Monday, 4:15 PM - 5:00 PM in Queen Anne A
US News and World Report Best Colleges Rankings - Visualized in Tableau
Track: Technology and Innovation

Many senior administrators are up late working on ways to better their rankings. Many analysts are there with them to provide data. Creating comparisons to peer institutions for thousands of data points is time-consuming. Visualization platforms provide analysts a way to create robust designs so users can identify patterns and make decisions. Join me for a demonstration of how the University of Houston uses Tableau to analyze the US News and World Report Best Colleges ranking metrics with a discussion on some effective visualization techniques.

Presented by: Paul Turcotte, *University of Houston*

Session G.8, Monday, 4:15 PM - 5:00 PM in Queen Anne B
Developing College Scorecards at Augusta University
Track: Institutional Research

Presented by: Heather Lewis, *Augusta University*

An overview of how Augusta University developed a Tableau workbook to track key performance indicators aligned with the strategic plan. A tool like this did not exist at the institution which required planning, buy-in from stakeholders, accessing and fixing data, and a communications plan. Many lessons have been learned so far: 1. Be flexible with the design, 2. Still a work in progress, 3. Design is heavily dependent on the strategic plan, 4. Navigating a culture unfamiliar with traditional KPI dashboards, 5. Tableau allows the flexibility and security to share data with a large audience, and more.

Session G.9, Monday, 4:15 PM - 5:00 PM in Royal A
Historically Black Colleges and Universities (HBCU) - IR Meeting
Track: Special Interest Group

Presented by: Asitava "AJ" Jana, *Florida A&M University*
V. Allen Gale*, Xavier University of Louisiana*

In the landscape of higher education, traditionally black colleges and universities disproportionately serving Black students occupy an essential place for the underrepresented youth and adults. The majority of the Historically Blacks Colleges and Universities (HBCU) are located in 16 states under the jurisdiction of the Southern Regional Education Board and as such, are within the scope of the SAIR. In addition to HBCUs, many Predominantly Black Institutions (PBI, New America) operate in the South. This Significant Interest Group (SIG) meeting will help share the best practices, brainstorm innovative research topics for policy and decision-making, and strengthen student successes in HBCU/PBIs.

Session G.10, Monday, 4:15 PM - 5:00 PM in Royal B
Alabama FAFSA Completion Initiative Powered by Oracle Student Financial Planning and Analytics
Track: Oracle Sponsor Session

Presented by: Andy Clark, *Oracle*
James Purcell*, Alabama Commission for Higher Education*

The fundamental need to succeed in college for all students is having the financial means to afford college. Of high school seniors, 92% who complete a FAFSA will attend college. Alabama's FAFSA completion initiative yielded significant increases in FAFSA completion among low income, minority and rural students. The initiative shows how both Oracle technology and person-to-person support can substantially improve student success especially in states with substantial low-income populations.

SAIR 49 Breakfast Buffet and Awards
Tuesday, 7:30 am – 9:00 am in Iberville Ballroom
Sponsored by: Higher Education Consortia, University of Delaware and Xitracs

Session H.1, Tuesday, 9:15 AM - 10:00 AM in Bienville B
Infrastructures and Insight: A campus-wide approach to data collection at Auburn University
Track: Assessment

Auburn University has developed two robust infrastructures for the collection of general education learning outcomes. These infrastructures allow Auburn to capture baseline data from incoming freshmen and compare to end-point data captured at graduation, with an average response rate of 98%. Analysis of this data exposes differences in student motivation and informs our office of potentially inaccurate data. We are also able to connect student success and high-impact practices (HIPs). In this session, we will explore our successes and failures in creating this infrastructure. We will also discuss how this data is used across various communities at the institution.

Presented by: Stuart Miller, *Auburn University*
Charlie Wilder, *Auburn University*
Michael McCay, *University of Tennessee Alumni Association*

Session H.2, Tuesday, 9:15 AM - 10:00 AM in Bienville C
Predicting Student Credit Hours (SCH) using multivariate time series model to support goal setting process
Track: Institutional Research

In 2018, Virginia Tech developed incentive-based budget process branded as Partnership and Incentive based Budget model to manage the academic resources. Student credit hours (SCH) are one of the baseline metrics in the budget model to improve the effective budget management. This presentation describes how the Office of Analytics and Institution Effectiveness (A&IE) applies multivariate time series models to solve the SCH prediction problem. The outcome from this study illustrates the usefulness of multivariate time series models in forecasting student credit hours, which facilitates sound management decisions for institutional strategic goals and objectives.

Presented by: Jaeo Han, *Virginia Tech*

Session H.3, Tuesday, 9:15 AM - 10:00 AM in Orleans C
SIG Officers Networking: Connect with Officers from other States
Track: Leadership and Management

This session is for current and past officers of state affiliate special interest groups as an opportunity to connect across state lines. As smaller organizations with limited budgets, SIG officers have had to find ways to be creative and resourceful ways in meeting the needs of our respective stakeholders. However, we continue to face challenges, which are often similar from state to state. Past and current officers are invited to attend this session to discuss these challenges and possible solutions. This will be a guided discussion with specific topics prepared but plenty of opportunity to raise issues and/or suggest ideas.

Presented by: Ginny Cockerill, *The University of Alabama in Huntsville*
Jacob Pleitz, *The University of Alabama*

Session H.4, Tuesday, 9:15 AM - 10:00 AM in Queen Anne A
Investigate Course Level Enrollment Patterns with Tableau and Power BI
Track: Technology and Innovation

Presented by: Patrick Sanger, *Alvin Community College*

This session will be show you how to create a simple dashboard using Tableau or Power BI with a data warehouse like Zogotech or just a simple excel file. Course level enrollment patterns are identified and analyzed to provide answers to key course enrollment questions before the semester. Dashboards can be created for each semester that will drill down to course level daily enrollment to assist your administration and faculty in their course decisions.

Session I.1, Tuesday, 10:15 AM - 11:00 AM in Bienville B
15 to Finish in Two Years? The Efficacy of the Take 15 Initiative for Transfer Students
Track: Assessment

Presented by: Katherine Gipalo, *Office of Institutional Research, Florida State University*
Samantha Nix*, Office of Institutional Research, Florida State University*

Prior research has shown a positive relationship between 15 to Finish initiatives and outcomes for first time in college (FTIC) students. At the same time, interest in transfer student success has grown. Little has been done to examine the combination of these two topics. This presentation will assess if there are positive outcomes for transfer students who take 15 credit hours compared to those who do not. In this project, we examined data from transfer cohorts 2018 and 2019, roughly 4,200 total students, to look at academic performance, retention, and graduation based on first fall credit hours.

Session I.2, Tuesday, 10:15 AM - 11:00 AM in Bienville C
Answering the Call for "Live" Data: Building a Sustainable Culture of Data Literacy at All Levels of the Institution
Track: Institutional Research

Presented by: Ivana Fredotovic, *Miami Dade College*

This session will introduce attendees to Miami Dade College interactive reports and dashboards, which bring together numerous student metrics into PowerBI. Attendees will learn about our processes, technical challenges, and lessons learned in an ongoing journey of transitioning traditional reports to the new platform. In addition, participants will be introduced to a newly launched Data Liaisons training series at the College. This session will share practical approaches to building data literacy across campuses in efforts to increase the institutional capacity for data-informed decision-making to drive student success.

Session I.3, Tuesday, 10:15 AM - 11:00 AM in Orleans C
Lights, Camera, Action! Using Multi-Media Tools to Enhance IR Reporting
Track: Technology and Innovation

Looking through myriad videos, podcasts, and blogs, it is easy to see the impact that multi-media technology has on communications and learning. This same technology can be used by institutional research offices to inform more people about important information and reports created within the office. The purpose of this presentation is to introduce multi-media technology to the IR office and go over the processes involved in creating captivating presentations.

Presented by: Andrew Luna, *Austin Peay State University*

Session I.4, Tuesday, 10:15 AM - 11:00 AM in Queen Anne A
The Secret Ingredient for my Retention Recipe
Track: Institutional Research

Some people spend years searching for the perfect chocolate chip cookie recipe. I've been looking for the perfect retention model...and I may have finally found it. Through a recent partnership with our College of Arts and Sciences, we were able to identify 3 variables that were 4 times more predictive of retention than SAT, ACT, HS GPA, or demographic variables.

Presented by: Justin C. Shepherd, *Emory University*

Session I.5, Tuesday, 10:15 AM - 11:00 AM in Queen Anne B
Promoting University Equity, Diversity, and Inclusion Initiatives Through Institutional Research
Track: Institutional Research

In this session, we will guide an interactive discussion about opportunities for institutional research to promote equity, diversity, and inclusion (EDI) across campus. The discussion will focus on approaches to EDI data reporting, using survey data for decision support, reporting student, faculty and staff diversity, collaborating with other units on campus, and fostering a commitment to EDI within an IR office. Tulane's Office of Assessment and Institutional Research's 5-year EDI action plan, developed to support the university-wide strategic initiative, will be discussed and attendees will be invited to share their strategies, as well.

Presented by: Jessica Shedd, *Tulane University*
Shawn Potter, *Tulane University*
Nigel Noll, *Tulane University*

State Special Interest Groups

Tuesday, 11:15 am— 11:45 am

Alabama Association for Institutional Research (ALAIR) in Bienville B
Convened by: Mandy Sessions

Arkansas Institutional Research Organization (AIRO) in Orleans C
Convened by: Eric Atchison

Florida Association for Institutional Research (FAIR) in Queen Anne A
Convened by: Ivana Fredotovic

Louisiana Association for Institutional Research (LAIR) in Bienville C
Convened by: Dawn Mitchell

Mississippi Association for Institutional Research (MAIR) in Queen Anne B
Convened by: Chrisa Mansell

Texas Association for Institutional Research (TAIR) in Orleans D
Convened by: G. Marc Turner

Workshop E.1, Tuesday, 1:00 PM - 4:00 PM in Orleans B
Preparing Accreditation Reports: Narrative, Documentation, and All that Jazz

Providing clear, relevant, and well-documented narrative is fundamental to preparing accreditation compliance documents. The workshop will take a novice or experienced writing team member through a systematic process to dissect standards, address each element, and provide appropriate documentation for compliance. The presentation will apply to different academic accrediting organizations.

Presented by: Mitzi Norris, *University of Mississippi Medical Center*
Carley Dear, *University of Mississippi Medical Center*
Rilla Jones, *Itawamba Community College*

Workshop E.2, Tuesday, 1:00 PM - 4:00 PM in Orleans A
Campus-Based Custom Data Apps Using Power BI

In this workshop, we will walk through the plethora of dashboards JU utilizes in Power BI (we can discuss how they are built, but this is largely system-agnostic), the culture of inquiry built around the dashboards, and our campus-based app that houses all dashboards for relevant stakeholders. We will help attendees start to build their own apps and think through how to roll out a tool like this.

Presented by: Will Miller, *Jacksonville University*
Rob Berwick, *Jacksonville University*

IPEDS Finance Training for IR Professionals (Pre-registration required)
Tuesday, 1:00 PM - 4:30 PM in Orleans D

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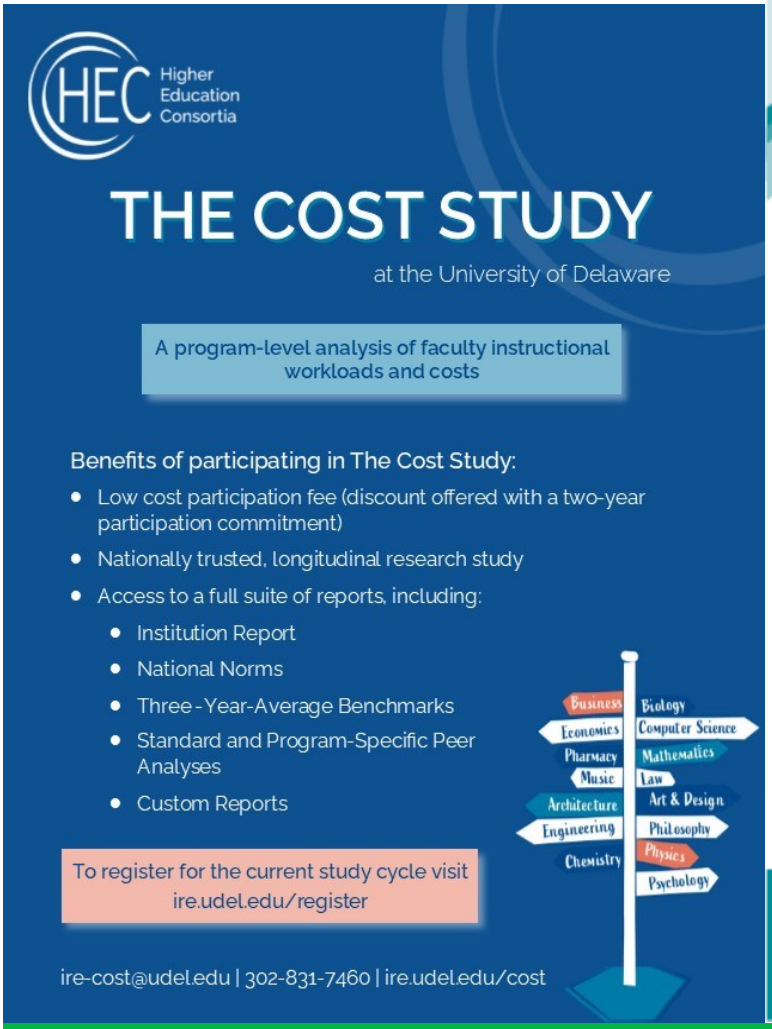
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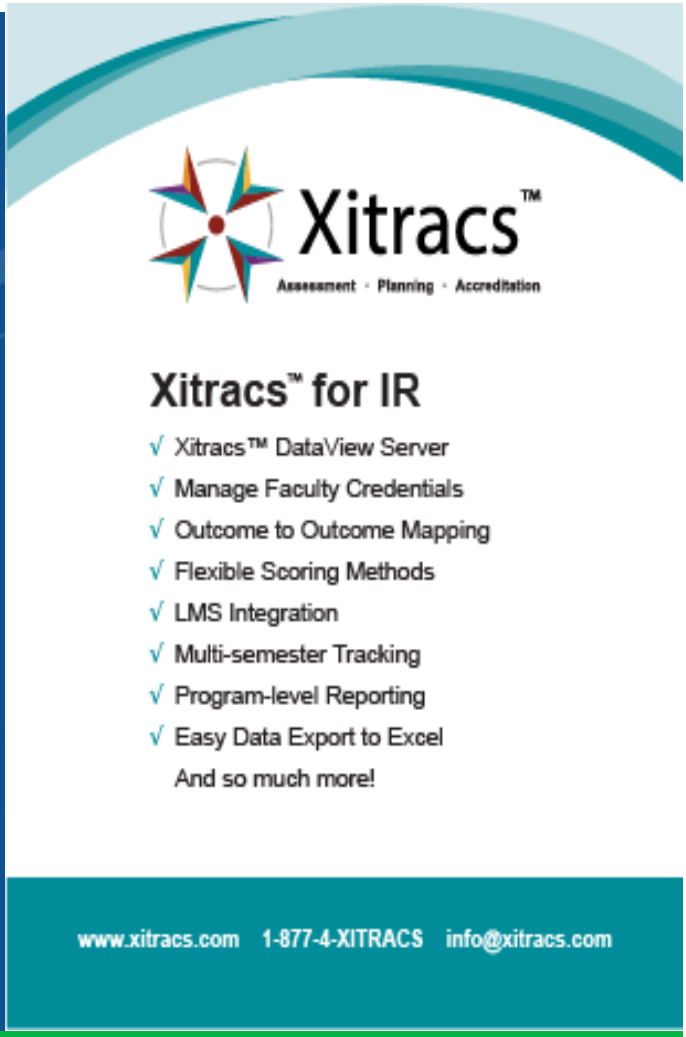
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Academic Analytics **Booth 8**

Academic Analytics is a full-service source for data to explore faculty research activity, facilitate faculty development, analyze research trends among peer universities, and better follow the careers of bachelor's, master's, doctoral and postdoctoral alumni. Our new Clinical Research benchmarking tool includes research activity for scholars in clinical disciplines. Combining Academic Analytics data with university data, Academic Analytics has developed Discovery Suite, a customizable search environment enabling university leaders to curate faculty profiles, identify faculty experts, create multi-disciplinary research projects, locate federal or private funding, identify candidates and nominators for disciplinary awards, and to showcase the university research enterprise.

Contact: Brenda Cooper
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Phone: 732-321-5095
URL: academicanalytics.com/

Alteryx **Booth 12**

Alteryx is an easy-to-use analytics automation platform that accelerates the end-to-end analytics process. Combine, share, and analyze institution-wide data to make smarter decisions for students, faculty, staff and the institution overall.

Contact: Andy Macisaac
Email: amacisaac@alteryx.com
Phone: 617-285-9292
URL: alteryx.com/resources/e-book/data-innovators-in-higher-ed

EAB **Booth 6**

At EAB, our mission is to make education smarter and our communities stronger. We harness the power of more than 2,100 institutions to uncover and apply proven practices and transformative insights. From kindergarten to college and beyond, EAB partners with education leaders to accelerate progress and drive results in three key areas: enrollment, student success and institutional strategy.

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Higher Education Consortia **Booth 5**

The Higher Education Consortia is a not-for-profit research organization that resides in the Institutional Research and Effectiveness office at the University of Delaware. HEC membership is composed of a diverse group of over 700 four-year, non-profit colleges and universities that have contributed data to The Cost Study at UD, a national longitudinal study that offers an academic program-level analysis of faculty instructional workloads and costs. In collaboration with an Advisory Board, various regional and national associations, and policy experts, HEC is committed to guiding research and public understanding of the changing realities that affect productivity and cost in higher education.

Contact: Jennifer Snyder, Ph.D., Director, Higher Education Consortia
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Phone: 302-831-7460
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Oracle **Booth 15**

Oracle Corporation provides products and services that address all aspects of information technology (IT) environments—applications, platform and infrastructure. Oracle has over 30 years' experience listening to, supporting, and providing solutions to the higher education community with enterprise offerings designed to meet the ever-changing needs of students, faculty, staff, researchers, alumni, and extended community, today and tomorrow. With this experience, Oracle is continuing to invest in solutions designed to meet the ever-changing needs in higher education.

Contact: Andy T. Clark, DPA MSAD MPA, Industry Executive Director, Public Sector and Higher Education
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Snowflake **Booth 10**

Produce data-driven educational experiences and academic outcomes with Snowflake's Data Cloud. The Data Cloud enables organizations to accelerate educational innovation, embrace next-generation learning approaches with the deepest insights, and create a single source of truth. Eliminate silos and drive collaboration with the platform that allows you to share comprehensive, secure, real-time information with students, faculty, government, and partners.

Contact: Wes Avett
Email: Wes.Avett@Snowflake.com
Phone: 919-306-0994
URL: snowflake.com/snowflake-for-education/

SmartEvals **Booth 17**

Developed by GAP Technologies, Inc., 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.

Contact: Leanne Wagner, MA, Solutions Consultant
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Southern Regional Education Board (SREB) **Booth 4**

The Southern Regional Education Board works with states to improve public education at every level, from early childhood through doctoral education. We help policymakers make informed decisions by providing independent, accurate data and recommendations. We help educators strengthen student learning with professional development, proven practices and curricula. And we help policymakers, institutions and educators share scarce resources to accomplish more together than they could alone. SREB is a nonpartisan, nonprofit organization headquartered in Atlanta. Our work is funded by appropriations from our states, as well as by contracts and grants from foundations and from local, state and federal agencies.

Contact: Susan Lounsbury, Ph.D., Director of Data Services
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URL: sreb.org

Steppingblocks **Booth 16**

Steppingblocks provides education/workforce analytics to higher education institutions and government agencies. Steppingblocks enables both student and institutional success with graduate outcomes, employer trends, and skill gap analyses.

Contact: Johanna Jacobi
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URL: steppingblocks.com

U.S. News Academic Insights **Booth 13**

U.S. News Academic Insights is a higher education analytical tool that provides instant access to a vast historical archive of 700+ data points for undergraduate, graduate, and professional schools**.** The platform provides instant access to decades of past U.S. News & World Report rankings, tracks important metrics over time, creates a comparative analysis of your peer institutions and provides insights into areas you would like to improve. For more information, please email academicinsights@usnews.com or visit ai.usnews.com.

Contact: Justin Davis
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URL: ai.usnews.com

Watermark **Booth 9**

At Watermark, insights inspire progress. Watermark's software gives higher education institutions the insights they need to improve, evolve, and empower student success. Watermark's integrated digital solutions support assessment and accreditation, student success and engagement, faculty activity reporting, course evaluation and surveys, and catalog and curriculum development. Watermark supports over 1,700 higher education institutions, including the majority of the top 200 U.S. News & World Report colleges.

Contact: Jennifer Strachan
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URL: watermarkinsights.com

Xitracs **Booth 14**

Xitracs™ is an easy-to-use software platform that allows you to perform assessment, planning, and accreditation activities in a more streamlined, collaborative, and cost-effective manner. Faculty and staff-at-large have their own Portal and do not have to be trained as system users (saving them valuable time!). Campus Xitracs™ administrators have intuitive dashboards and reporting tools to help them successfully manage multiple institution-wide and unit-based initiatives.

Contact: Lynn Laakkonen, Community Relations Director
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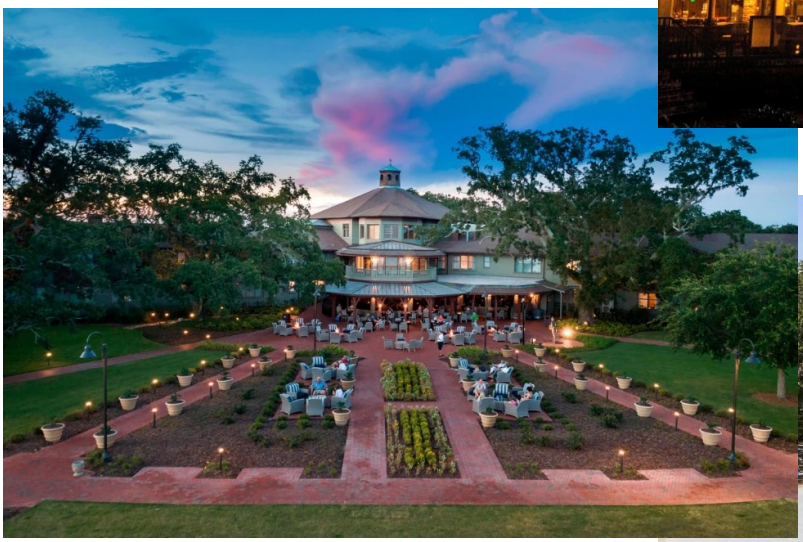

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