

# **TENNAIR**

# **Conference 2017**

***RESEARCH THAT DRIVES ACTION***

**August 7-9**

**DoubleTree Hotel**

**Murfreesboro, Tennessee**

Monday, August 7

## Conference Registration

12:00 – 4:00 p.m.

## Pre-Conference Workshops

1:00 – 3:30 p.m.

### **Session I: Using Power BI for Online Fact Book**

Melissa Hunter, APSU

Institutional researchers are often looking for an efficient and attractive way to present information. The latest trend is to replace spreadsheets and pivot tables with visual reporting and interactive dashboards. In this hands-on workshop, participants will learn how to transform spreadsheets into visually attractive and interactive dashboards. Note: participants are required to bring a laptop and to have access to Microsoft Excel and Power BI, available as a free download through your institution's Microsoft Office 365 account.

3:45 – 4:45 p.m.

### **Session II: Newcomers Workshop**

Nancy A. Ramsey, Pellissippi State Community College

This session is intended for those who are new to the field of institutional research/effectiveness. This session will focus on the main functions and responsibilities of IR/IE such as program review, accreditation, reporting, and quality assurance. We will discuss the various stakeholders we serve and how IR/IE can support the work of each institution by providing data for decision making. Attendees will be able to ask questions and share experiences.

**Tuesday, August 8**

## **Conference Registration**

**8:00 – 4:00 p.m.**

## **Segmental Meetings**

**9:00 – 11:30 a.m.**

Tennessee Board of Regents (TBR)  
Institutions (Includes Universities formerly  
of TBR)

University of Tennessee (UT) Institutions

Tennessee Independent Colleges and  
Universities Association (TICUA) Institutions

## **Lunch (On Your Own)**

**11:30 – 1:15 p.m.**

## **Opening Remarks**

**1:15 – 1:30 p.m.**

## **Keynote Address**

**1:30 – 2:45 p.m.**



**Christine M. Keller, PH.D.**

**Executive Director of the Association  
for Institutional Research (AIR)**

Dr. Christine M. Keller is Executive Director of the Association for Institutional Research (AIR). A nonprofit membership association serving over 4,000 members, AIR provides educational resources, best practices, and professional development opportunities to its members and the IR community. A longtime member, prior to joining AIR as Executive Director, Dr. Keller was Vice President for Research and Policy Analysis at the Association of Public and Land-Grant Universities (APLU). She is on the National Survey of Student Engagement (NSSE) Advisory Board and holds a Ph.D. in Educational Policy and Leadership from the University of Kansas.

## **Concurrent Sessions**

**2:45 – 3:30 p.m.**

### **Session 1: The Present and Future of IR: An Interactive Discussion**

*Glenn James, Christine Keller TTU*

The purpose of this session is to provide a forum for institutional research practitioners and stakeholders to share their experiences, insights, and challenges with the AIR Board and Executive Office. A critical responsibility of the AIR Board is to listen and learn about what is happening in IR offices and on campuses, from a variety of different viewpoints. The AIR Executive Office also is eager to acquire a deeper understanding of practices and trends within the field. With this important information, the Board can better set meaningful goals for the association and the AIR Executive can more successfully develop programs, education, and resources to achieve those goals. Working in collaboration, the Board and Executive office are using this year to reach out to as many members and institutional research stakeholders as possible, to more fully understand the breadth and depth of IR work and its value.

### **Session 2: Community College Retention Rates: Which Adults Struggle More?**

*Scott Nikolai TBR*

This presentation examines retention rates at TBR community colleges from Fall 2015 to Fall 2016. It particularly focuses on adult

student retention rates at the same institutions. Adult students pose unique challenges to community colleges' retention efforts because of differences between themselves and traditional age students. More specifically, adult students tend to have different goals, different perceptions of themselves as students, different responsibilities, and different connections to their campuses. Knowing which adult student groups have less retention can focus community colleges' attention and resources better. Factors examined here will include gender, Pell Grant status, residency, race/ethnicity, high school and college GPA, and ACT scores. There will be two parts to the presentation. Part I will sketch an in-depth profile of the 831 adult first-time students who began their studies at TBR community colleges in the Fall of 2015. Part II will feature logistic regression modeling with an emphasis on how changes in certain factors affect the likelihood of adult student retention. Questions and discussion about where adult retention studies and efforts should go in the future will follow.

## **Break**

**3:30 – 4:00 p.m.**

## **Concurrent Sessions**

**4:00 – 4:45 p.m.**

### **Session 3: Impact of the Shared Services Model on Campus IR Offices**

*Kimberly Martin, Ian Reynolds  
Dyersburg State CC, TBR*

The Tennessee Board of Regents System is in the process of implementing a shared services model, which will include a single instance of the student information system Banner for all institutions. This panel discussion will provide insight to institutional researchers about how the Board of Regents and its consultants on the project foresee these changes impacting institutional research offices on each campus, as well as the opportunity for audience members to ask questions about the transition.

#### **Session 4: Outcomes Assessment Practices: Moving Toward a Culture of Effective Assessment**

*Cindy Williamson, UT Chattanooga*

At the University of Tennessee at Chattanooga (UTC), several different actions have provided a basis for a cultural shift as far as appropriate and effective assessment of student learning outcomes, as well as service outcomes. Program assessment is required in order to move toward continuous improvement and for that to happen faculty have to be engaged in assessment practices (Stein & Haynes, 2011). Without establishing outcomes and assessing those outcomes, it is not possible to determine what program components are effective (Kaplan & Saccuzzo, 2012; Rothwell & Kazanas, 2008). It is vitally important that the entire University prescribes to the same assessment protocol and for the results to be used for continuous improvement. There are a variety of assessment options in higher

education, and faculty are not limited to one type or another but, rather, encouraged to be creative and inventive in their assessments (Craddock & Mathias, 2009; Hubbard, 2014). Using information gleaned from researching best practices, a software program was implemented and has been utilized to house outcomes-related information. While our work is not yet complete, the Office of Planning, Evaluation & Institutional Research (OPEIR) has been able to establish an assessment timeline that includes training and open lab opportunities, as well as a designated period for OPEIR to provide specific feedback to programs and departments based on the information reported in the software program. OPEIR is an integral component of the outcomes assessment processes and this session will outline the steps taken to achieve that result.

#### **Session 5: Like Having Another Staff Member: How Rapid Insight Has Transformed My IR Productivity**

*Matt Rehbein, Lipscomb*

Small IR offices typically carry a disproportionate burden of internal and external reporting responsibilities at their institutions. This presentation will demonstrate how an IR office of one staff member, at an institution with 4600+ students, greatly enhanced its capabilities by using the Rapid Insight (Veera and Analytics) software suite. Participants will receive an overview of how Rapid Insight has simplified the complexity of moving data from extract to cleanup to report, and

how the software can be used to build predictive models for student outcomes. Examples of real-world problems that have been solved include producing data tables for SACSCOC accreditation, official census reports, and modeling probability of attrition for incoming freshmen. Please note: This is not a “product demo” and the presenter is not receiving any compensation. The presenter simply wishes to share how this software package has increased productivity and efficiency in his work environment, and will be happy to answer any questions about his experience with this product.

## **Evening Reception**

**5:30 – 6:30 p.m.**

**Wednesday, August 9**

## **Conference Registration**

**9:00 – 4:00 p.m.**

## **Concurrent Sessions**

**9:00 – 9:45 p.m.**

### **Session 6: Using enrollment and FTE projections to drive college and department planning and budgeting**

*Mike Hoff, ETSU*

This presentation will demonstrate the models used (Markov chain and Induced Course Load Matrix) to project student enrollment and FTE by college. The presentation will also discuss how these projections are being used to lead the

strategic planning and budgeting process at ETSU.

### **Session 7: Freshmen Second Year Retention and Graduation rates in Community Colleges**

*Marisol Benitez Ramirez, John Heuer, Pellissippi State Community College*

A previous data analysis from 914 2-year public community colleges for 2003 to 2007 examined the relationship between full-time first-time freshmen retention rates and graduation rates, found that while a small positive relationship between first-year retention and three-year graduation rates existed, increasing first-year retention might not be the best way to boost graduation rate. Following this study, the second-year retention and three-year graduation rate relationship was studied using Pellissippi State Community College full-time first-time freshmen cohorts for 2009 to 2013. Other factors examined included the average difference between attempted and earned credit hours and average GPA between graduating and non-graduating students. Based on literature review, enrollment in summer classes can have an impact on graduation rate. First and second-year retention analyses confirmed the positive relationship with three-years graduation rate found in previous study. Statistically significant difference ( $p\text{-value} < 0.05$ ) was observed among the difference in attempted and earned credit hours and GPA by students who did and did not graduated. Additionally, chi-square test showed that

summer enrollment and graduation rate are in fact dependent. This analysis suggested that in order to increase graduation rate, the focus should be on those low-performance students who returned in second year and to advise the students to take at least one summer class in order to increase the likelihood of completion.

## **General Sessions**

**10:00 – 11:00 a.m.**

General Session 1: Two-year schools, discussion of annual Perkins reporting and items of interest. Moderator Sara Vonderheide

General Session 2: Four-year schools, discussion of changes since the FOCUS Act was enacted and other items of interest.

## **Concurrent Sessions**

**11:15 – 12:00 p.m.**

### **Session 8: Strategic Analysis and the Future of Institutional Research**

*Glenn James, TTU*

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audience members to ask questions about the transition.

### **Session 9: Binomial Logistic Modeling, Student's Retention and Completion New Institutional Metrics**

*Dr. Harry Djunaidi, MBA, MAcc, MSc. CSCC*

In recent years, higher education institutions in the US have experienced tremendous structural changes. There are several sources which may have transformed the environments where they are operating. For example, declining federal student loans or the availability of state funding will affect the ability of students to take college's classes or enroll in a college degree program. This new reality has forced higher education institutions to adjust the way to manage their organization. As results of these phenomenal changes, different set of analyses and institutional metrics needs to be developed. The application of Binomial Logistic modeling will help creating new metrics, driving actionable plans and generating more effective strategies on students' retention and completion.

### **Business Meeting and Luncheon**

**12:00 – 1:00 p.m.**

### **Executive Committee Meeting**

**1:00 – 2:00 p.m.**

**Thank you for attending the 2017 TENNAIR Conference!  
Please don't forget to complete the conference survey,  
and we look forward to seeing you again at next year's  
conference.**

## TENNAIR 2017 Officers

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Vice President - Michael Hoff

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Special Thanks to Our 2017 Sponsors:



Special Thanks to our 2017 Keynote Speaker:  
**Christine Keller, PH.D.**

Executive Director of the Association for Institutional Researchers