

**50th Annual Rocky Mountain Association for Institutional Research**  
**Conference Program**  
*“Institutional Research-Virtually”*

**September 30-October 2**



**WEDNESDAY, SEPTEMBER 30**

<b>11:00 – 12:35 MDT    OPENING ADDRESS &amp; KEYNOTE</b>	
<b>AIR Statement of Ethical Principles</b>	<a href="https://zoom.us/j/98307985759">https://zoom.us/j/98307985759</a>
<p><b>Conveners:</b></p> <ul style="list-style-type: none"> <li>○ Lisa Smith, Northwest College, RMAIR President &amp; Co-Program Director</li> <li>○ Sue Koller, University of Wyoming, Co-Program Director</li> </ul>	
<p><b>Presenters:</b></p> <ul style="list-style-type: none"> <li>○ Christine Keller, AIR Executive Director</li> <li>○ Heather Kelly, Director of Institutional Research, University of Delaware and AIR President</li> </ul>	
<p><b>Session Abstract:</b> As data professionals, we expect each other to approach our work with integrity. And yet we know that many situations and issues are not always straightforward, including ethical boundaries. What raises concern for some of us may be clear-cut for others. It is helpful and necessary to have a professional foundation and reference point when questions arise, and the AIR Statement of Ethical Principles (January 2020) serves this important purpose. However, the existence of ethical principles is not enough; the true value is in the application of these principles. Join us for a dynamic conversation about what it means for the RMAIR and AIR community to embrace a shared vision of ethical practice, including examples and ideas on how to apply these principles in our work.    <b>AIR Ethics Statement:</b> <a href="http://airweb.org/ethics">http://airweb.org/ethics</a></p>	
<b>12:45 – 1:15    SPONSOR SESSION</b>	
<b>New Student Intake Survey &amp; Student Success Predictions</b>	<a href="https://vimeo.com/462059926/a33ab2cc6f">https://vimeo.com/462059926/a33ab2cc6f</a>
<p><b>Presenters:</b></p> <ul style="list-style-type: none"> <li>○ Louisa Hunkerstorm, Central Wyoming College</li> <li>○ Matt Swaffer, Cognitell</li> </ul>	
<p><b>Session Abstract:</b> This presentation will demonstrate that utilizing a New Student Intake Survey not only increases the data context around a student, but it also allows predicting student success and retention very early in the semester, even for new students. The better data context is achieved through understanding the underlying factors that may be affecting student success at that point in time; think COVID and all the disruptions it caused for students this year. We demonstrate that with the use of a tailored survey, we can make better predictions of student success, and intervene for situations that are not easily found using demographic data.</p>	

1:15 – 1:30

LIVE Q & A with Cognitell

<https://zoom.us/j/93786754641>

### SUGGESTED ON-DEMAND SESSION

**IPEDS Outcome Measures: Using Past Results to Predict the Future ... and Change it!** <https://vimeo.com/462649890/4709fa6cf9>

**Presenters:**

- Michelle Kearns, EdD, Utah Valley University
- Mark Leany, Utah Valley University
- Jason Terry, Utah Valley University

**Session Abstract:** The IPEDS Outcome Measures changed the playing field. Utah Valley University (UVU) is now more accountable for completion rates of students who are Transfer, Part-Time, and seeking ANY degree. UVU redesigned completion calculations and predictions to more accurately reflect its student body. This model creates an explanatory visualization with yearly steps of available data looking seven years in advance. This presentation will discuss programs, initiatives, and strategies implemented to help UVU reach its Outcome Measures goal. The ultimate goal of predictive analytics is to change the future.

### SUGGESTED ON-DEMAND SESSION

**Predicting Enrollment Through Statistical Models** <https://vimeo.com/462064207/632ae1da6b>

**Presenter:** Ben White, University of Utah

**Session Abstract:** Among the important roles of the IA/IR office is providing a 10-year enrollment projection to school and state officials for budgetary purposes. This presentation will look at 2 Statistical methods (OLS regression and ARIMA) to examine how this projection can be made using statistical analysis in an easy-to-understand walkthrough.

### SUGGESTED ON-DEMAND SESSION

**Instructors' Grading Practice and Student Evaluations of Teaching** <https://vimeo.com/461160462/bcac643ba7>

**Presenters:**

- John Crooker, University of Nevada, Las Vegas
- Qingmin Shi, University of Nevada, Las Vegas
- Celeste Calkins, University of Nevada, Las Vegas

**Session Abstract:** This study examines how student evaluation of teaching (SET) is related to instructors' grading practice, instructor characteristics (e.g., gender, ethnicity, rank), student variables (e.g., GPA, gender, academic level), and students' perceptions about course grade and course challenge. The results reveal that SETs are positively related to the grade a student received and their perception of course challenge and grade. Grading leniency, cumulative semester GPA, faculty gender, ethnicity, and rank also were significant contributors to the model. The preliminary analysis explains more than 62% of the variation in individual SET based on the chosen control variables.

## THURSDAY, OCTOBER 1

10:00 – 10:30	SPONSOR LIVE SESSION	REMOTE PARTICIPATION LINK
<b>Engaging Faculty with Data to Enhance Student Success</b>		<a href="https://zoom.us/j/95148018260">https://zoom.us/j/95148018260</a>
<p><b>Presenters:</b></p> <ul style="list-style-type: none"> <li>○ Brian Hopewell, Anthology, Inc.</li> <li>○ Kelli Rainey, Ed.D, Anthology, Inc.</li> </ul>		
<p><b>Session Abstract:</b> Faculty are our most direct link with students. They have regularly scheduled classes with them that provide opportunities for observing both positive developments and emerging concerns. Further, without their efforts, measuring educational program effectiveness would be impossible. In this short session, Campus Labs provides strategies for engaging with faculty to deepen our commitment to student success, and program effectiveness.</p>		
10:35 – 10:55	SUGGESTED ON-DEMAND SESSION	REMOTE PARTICIPATION LINK
<b>Wyoming Student Longitudinal Education Data System (SLEDS) – Improving Educational and Workforce Opportunities and Outcomes for Wyoming Students</b>		<a href="https://vimeo.com/461849958/d71491f8ee">https://vimeo.com/461849958/d71491f8ee</a>
<p><b>Presenters:</b></p> <ul style="list-style-type: none"> <li>○ Paris Edeburn, Wyoming Community College Commission</li> <li>○ Nicole McNeal, Synesis Consulting</li> </ul>		
<p><b>Session Abstract:</b> The State of Wyoming is currently implementing a statewide longitudinal education data system (SLEDS) to capture and report on educational and workforce measures. This implementation is a result of an unprecedented level of interagency collaboration across the Wyoming Department of Education, the Department of Workforce Services, all of the Wyoming community colleges, the University of Wyoming, and the Wyoming Community College Commission. These entities developed a governance structure fostering integration and analysis of a broad range of data sources to inform education and workforce policy and decision-making. This effort is occurring with a governance structure that utilizes Zoom for a broad majority of interactions, including researchers, data stewards, and leadership. This session explores the primary objectives of SLEDS, anticipated results and outcomes, and future planning. It also explores how the data governance structure instills privacy, confidentiality, and secure data transmission and sharing.</p>		
11:00 – 12:30	SPONSOR LIVE WORKSHOP	REMOTE PARTICIPATION LINK
<b>WANTED: Better Data for Better Outcomes via the Postsecondary Data Partnership</b>		<a href="https://zoom.us/j/95875520406">https://zoom.us/j/95875520406</a>
<p><b>Presenter:</b> Lisa Stich, National Student Clearinghouse</p>		
<p><b>Session Abstract:</b> The Postsecondary Data Partnership (PDP) is a nationwide effort to help colleges and universities gain a fuller picture of student successes and areas to target for improvement. With the PDP Tableau dashboards, you can:</p> <ul style="list-style-type: none"> <li>• measure whether students are on track, and where to intervene,</li> <li>• access data on all new students,</li> <li>• save time and resources on reporting requirements,</li> <li>• identify where to focus your resources, and</li> <li>• assess the effectiveness of your reforms.</li> </ul>		

This interactive workshop will begin with an overview for participants unfamiliar with the project. Then using the dashboards and case study exercises, participants will explore the utility of the PDP.

### 12:45-2:00 LIVE WORKSHOP

**Designing Dynamic Statistical Tests in Tableau to Examine Significance and Effect Sizes of Dimensions**

<https://zoom.us/j/95323366946>

**Presenters:**

- Danette Barbar, Nevada State College
- Sandip Thanki, Nevada State College

**Session Abstract:** This session will share techniques to build statistical test functionality within Tableau to examine categorical and continuous variable significant differences in outcomes. Tableau is a powerful dashboarding tool that helps create interactive views to slice facts by dimensions. This tool can help compare facts, but currently does not support statistical tests. Basic mathematical operations within Tableau can be used to build basic statistical tests. During this workshop, assuming no prior knowledge of statistical analysis or Tableau, we will build a dashboard with functionality for examining statistical differences, via Chi-Square tests and t-tests.

### SUGGESTED ON-DEMAND SESSION

**Will it Blend? Things to Consider When Determining Feasibility of New Academic Programs.**

**Link to join session**  
TBD

**Presenter:** Quinn Koller, Utah Valley University

**Session Abstract:** What metrics are useful in determining if a new academic program will be feasible or not? Utah Valley University has struggled with this question and has devised a feasibility process that takes data into account when considering to offer new programs. After years of trying to be all things to all students with a “build it and they will come” mentality, where programs were determined through horse trading by the college Deans, we have found a better way to determine the feasibility of new proposed programs.

### SUGGESTED ON-DEMAND SESSION

**When There Are No Good Choices: Planning for a Fall Schedule on the Fly in a Pandemic**

**Link to join session**  
TBD

**Presenter:** Brent Drake, University of Nevada, Las Vegas

**Session Abstract:** On March 23, 2020, in the face of COVID-19, the University of Nevada, Las Vegas (UNLV) went to full remote status for the spring 2020 semester. The decision was made at the system level for Nevada public institutions to utilize a hybrid online/on-campus approach to the fall semester. This presentation will examine how the Office of Decision Support and the Registrar's office utilized course network and space capacity research to modify the fall 2020 schedule in real time to respond to the public health crisis.

## FRIDAY, OCTOBER 2

10:00 – 10:50 SPONSOR LIVE SESSION	REMOTE PARTICIPATION LINK
<b>Instructional Economics: How Institutions Make Finance-Informed Decisions on Programs and Courses</b>	<a href="https://zoom.us/j/94936798725">https://zoom.us/j/94936798725</a>
<b>Presenters:</b> <ul style="list-style-type: none"><li>○ Robert Gray Atkins, Gray Associates, Inc.</li><li>○ William F. Massy, Ph.D, Higher Education Consultant</li></ul>	
<b>Session Abstract:</b> Financial sustainability is a critical issue for institutions and their accreditors, but most institutions are missing critical data: they do not know the economics of their courses and programs. Worse still, many rely heavily on cost data to inform their decisions, while neglecting the revenue and margin that programs may generate. IR can play a critical role in developing systems to understand instructional economics. We will share a methodology for calculating revenue, cost, and margin for academic courses and programs—data that should inform any decision on growing, cutting, or adding faculty and the courses and programs they teach. We will also discuss strategies for incorporating this data into the program and course decision-making process.	
11:00-12:00 LIVE RMAIR BUSINESS MEETING	
<b>Annual Updates, Election Results, &amp; Discussion Topics</b>	<a href="https://zoom.us/j/91253633620">https://zoom.us/j/91253633620</a>
<b>RMAIR Board Members:</b> <ul style="list-style-type: none"><li>○ Lisa Smith, Northwest College, President</li><li>○ Vicky Morris-Dueer, University of Dallas, Vice-President</li><li>○ Christina Drum, University of Las Vegas, Nevada, Past President</li><li>○ Angela Ward, Utah Valley University, Secretary</li><li>○ Quinn Koller, Utah Valley University, Treasurer</li></ul>	
<b>Preliminary Topics:</b> <ul style="list-style-type: none"><li>● Welcome</li><li>● RMAIR Election Results</li><li>● Recognition</li><li>● Best Presentation/Best Paper Award Change Proposal</li><li>● Updates</li><li>● Conference Chair</li><li>● Future RMAIR Conferences</li><li>● Other Announcements</li><li>● Adjourn (Social Mixer and Giveaways to Follow)</li></ul>	
12:00 – 1:00 LIVE SOCIAL MIXER & GIVEAWAYS	
<b>Theme: State of the States</b>	<a href="https://zoom.us/j/91253633620">https://zoom.us/j/91253633620</a>
<b>Conveners:</b> <ul style="list-style-type: none"><li>○ Lisa Smith, Northwest College, RMAIR President &amp; Co-Program Director</li><li>○ Sue Koller, University of Wyoming, Co-Program Director</li></ul>	

## SUGGESTED ON-DEMAND SESSION

**Life After Coronavirus: Should Remote Work Become a Standard in Higher Education?** <https://vimeo.com/462713760/17b7ac68a8>

**Presenter:** Tondra De, University of Nevada, Las Vegas

**Session Abstract:** In response to the COVID-19 pandemic, institutions of higher education used to conducting their operations in person quickly transitioned them to remote. A variety of administrative and academic units that traditionally performed all their activities on campus or provided services face-to-face were required to move them online. After nearly six months of primarily remote operations, colleges and universities are questioning whether some of these functions should continue to be remote even after the pandemic ends. This presentation will consider major university functions by category, and through a reviewing existing research, identify the advantages and disadvantages of remote operations for each.

## SUGGESTED ON-DEMAND SESSION

**Common Course Numbering System – Recorded Panel Discussion**

**Link to join session**  
TBD

**Moderators:**

- Ben Moritz, Chief Academic Officer, Wyoming Community College Commission
- Nicole Anderson, Education Programs Manager, Wyoming Community College Commission

**Panelists:**

- Eric C. Atkinson, Associate Professor (Biology), Northwest College
- S. Renee Dechert, Professor of English, Northwest College
- Kwanna King, University Registrar, University of Wyoming
- Christina Rigdon, Registrar, Northern Wyoming Community College District
- Kristin (Krissy) Wallage, Student Records Specialist, Central Wyoming College

**Session Abstract:** This session will focus on both completed and planned future actions related to the Common Course Numbering System in Wyoming. This session will include a status update on current progress and integration with the AcademyOne product as well as outline what lies ahead as we enter into the Maintenance Plan after the Initial Stage of the project.