



Name: Anna Luci Wymer

Submission Date: 9/4/2014



Organization: Admin Affairs & Graduate Education

Course Catalog Update

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Course Catalog Update Information:

STU0004

Reference Number: CCU007449

Date: 14-AUG-14

Level: 2.00 of 2.00

Currently On The Worklist Of: Catherine Hackney, chackne1

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

Basic Course Data		
Change type: Establish		
Faculty member submitting this proposal: Erica Eckert		
Requested Effective Term: 201580		
Campus: Kent		
College: EH-Education, Health and Human Services		
Department: FLA-Foundations, Leadership and Administration		
Course Subject: EVAL-Evaluation and Measurement		
Course Number: 68806		
Course Title: Higher Education Data and Institutional Research		
Title Abbreviation: HIED Data and Inst Research		
Slash Course and Cross-list Information: EVAL 68806 + EVAL 78806		
Credit Hours		
Minimum Credit/Maximum Credit: 3 to 3		
Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3		
Contact Hours: Lab - Minimum Hours/Maximum Hours:		
Contact Hours: Other - Minimum Hours/Maximum Hours:		
Attributes		
Is this course part of the LER, WIC or Diversity requirements: No		
If yes, course attributes: 1. 2. 3.		
Can this course be repeated for credit: No Repeat	Course Limit:	OR Maximum Hours:
Course Level: Graduate	Grade Rule: B-Standard letter	
Rationale for an IP grade request for this course (if applicable):		
Schedule Type(s): 1. LEC-Lecture 2. 3.		
Credit by Exam: N-Credit by exam-not approved		
Prerequisites & Descriptions		
Current Prerequisite/Corequisite/Catalog Description:		
Catalog Description (edited): This course is designed to be an overview of institutional research function and practice, introducing students to the purpose and history of IR, IR terminology and metrics, and IR application to a variety of university areas. The target audiences for this course are: 1) students with an evaluation and measurement background who are interested in applying their skills in a higher education context and 2) students from a higher education and or student affairs background who are looking to better understand higher education data and the applied research that occurs within an institution.		
Prerequisites (edited): Graduate Standing		
Corequisites (edited): none		
Registration is by special approval only: No		
Content Information		
Content Outline:		
Content Hours per Course	Topic Description	
6	Institutional Research Foundations	

6	Higher education data, metrics, and analyses
6	National and state data sets, reporting, and surveys
6	IR & Academic Affairs
6	IR & Student Affairs
3	IR & University Budget
3	IR Role in Continuous Improvement Processes
3	Data Warehousing
6	Displaying and communicating results

[Display/Hide Delimited Course Outline](#)

Total Contact Hours: 45

Textbook(s) used in this course: Coughlin M. A. & Howard, R. D. (Eds.). (2011). The Association for Institutional Research: The first 50 years. Tallahassee, FL: Association for Institutional Research.

Writing Expectations: Students are expected to demonstrate mastery of material through a series of projects which increase in complexity. Doctoral students will be expected to engage in a leadership role during the course as well and additional assignment expectations.

Instructor(s) expected to teach: Dr. Linnea Stafford

Instructor(s) contributing to content: Dr. Erica Eckert, Dr. Linnea Stafford

Proposal Summary

Explain the purpose for this proposal:

This proposal is to create a new course focused on the practice of institutional research. Adding this course to Evaluation and Measurement's offerings will provide the program with a competitive advantage and attract student interest. Several recent program prospects have voiced an interest in focusing more on institutional research work. It will fit nicely with the offerings in Higher Education Administration, as well. The course will be lecture based with significant in-class discussion and application exercises. This course will utilize direct performance assessments as the primary means to evaluate student progress. Students will review and analyze data, interpret results, and write reports to demonstrate engagement with the material. Learning Outcomes Addressed (from ACPA, NASPA, AIR Alignment) – Items may be introduced or reinforced.

- Demonstrate awareness of institutional issues and higher education environment
- Demonstrate appropriate depth of understanding of higher education environment and functional areas necessary for assessment and IR practice
- Demonstrate appropriate depth of understanding of college and university governance
- Select appropriate data collection techniques and engage in data collection
- Analyze data using the appropriate technique for the data collected and intended purpose
- Interpret results of analysis based on context and data collected
- Contribute to the understanding of colleagues, faculty, and others in the institution of the relationship of departmental assessment and institutional research processes to learning outcomes and goals at the student, department, division, and institutional levels
- Effectively articulate, interpret, and use results of assessment and institutional research reports and studies, including professional literature
- Write appropriate and effective reports, based on intended audience(s)
- Write appropriate and effective reports using assessment and institutional research results
- Use culturally relevant and culturally appropriate terminology and methods to report assessment and institutional research results
- Produce informative data summaries, such as campus fact books or other reports as necessary
- Transform data into information and knowledge (tell the data's story, what it says)
- Understand and navigate institutional politics and stakeholder positions related to the entire assessment process
- Demonstrate understanding of the political nature of data (collection, reporting, and management) as it relates to assessment and institutional research
- Demonstrate ability to perceive institutional decision-making processes (both formal and informal); political savvy
- Identify the political and educational sensitivity of raw and partially processed data and assessment and institutional research results, handling them with appropriate confidentiality and deference to the organizational hierarchy
- Understand and navigate institutional politics and stakeholder positions when communicating assessment results
- Fulfill data requests for internal and external stakeholders
- Engage in external and internal reporting (IPEDS, state reports, accountability reporting)
- Calculate "official numbers" for internal and external constituents and reports
- Respond to national surveys, coordinating data collection
- Fulfill data requests for guidebooks, federal and state needs
- Demonstrate appropriate technical knowledge (software and applications and systems) for assessment and institutional research
- Promote and engage in ethical assessment, complying with professional and institutional standards and rules
- Analyze common institutional data sources or categories
- Plan internal studies to explore relevant issues and answer institutional questions
- Engage in Strategic Planning Processes (Categories collapsed because of character limitations)

Explain how this proposal affects program requirements and students in your unit:

This course would be an approved elective for M.Ed or Ph.D students in Evaluation and Measurement as well as Higher Education Administration and Student Personnel. It is a requirement for the Institutional Research and Assessment certificate.

Explain how this proposal affects courses, program requirements and student in other units:

This course will not have a direct impact on other units beyond its potential as an elective. This course is taught by a practitioner in the institutional research field. The addition of this course would be accommodated in the EVAL and HIED program course projections and would not require significant changes in staffing in either program.

Explain how this proposal affects enrollment and staffing:

This course is open to graduate students in EVAL and HIED. Therefore this course would fulfill an elective requirement as decided upon by graduate students and their academic advisors. It is anticipated that this course may enhance enrollment.

Units consulted (other departments, programs or campuses affected by the proposal):

Faculty in evaluation and measurement and higher education administration were consulted. The contents of this course were created in collaboration with institutional research personnel. No other academic departments, programs or regional campuses will be affected in a direct way.

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
9/3/2014	Erica L Eckert	No comments available.

History:

Date	User	Status
9/3/2014	Mark A Kretovics	Approved
9/3/2014	Erica L Eckert	Submitted



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Date: 14-AUG-14

Level: 2.00 of 2.00

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Prerequisites (edited): Doctoral Standing		
Corequisites (edited): none		
Registration is by special approval only: No		
Content Information		
Content Outline:		
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