



AUBURN UNIVERSITY SYLLABUS

1. **Course Number:** EDLD 8480
Instructor: Dr. David DiRamio
Course Title: Institutional Research and Decision Support
Credit Hours: 3 semester hours
Class Meetings: Wednesdays, 5:00 - 7:50 pm, Haley Center 2414
Blackboard site: blackboard.auburn.edu
Office: Haley Center 4096, phone (334) 844-3065
Office Hours: Tues: 2:00 - 4:45 pm; Wed: 2:00 - 4:45 pm; and by appointment
E-mail: diramio@auburn.edu
Prerequisites: None
Corequisite: None
2. **Date Syllabus Prepared:** December 22, 2009 (updated 1/14/10)
3. **Required Text:** Knight, W. E., Ed. (2003). *Primer for institutional research*. Resources in Institutional Research (No. 14). Tallahassee, FL: Association for Institutional Research. ISBN 1-882393-10-4.
4. **Course Description:** This course offers training essential to the preparation of the successful administrator and for achieving regional accreditation. The focus is on the components of a program of institutional research and assessment that can support the comprehensive planning, analysis, decision support, and management needs of the institution.
5. **Course Objectives:** Upon completion of this course, students will be able to:
 - I. Provide leadership in the development of a comprehensive program of institutional research and assessment;
 - II. Articulate and implement the components of a comprehensive program of institutional research and assessment;
 - III. Choose and use data to conduct institutional research;
 - IV. Choose appropriate research strategies for the most frequently encountered problems within a program of institutional research designed to support campus planning and decision making; and
 - V. Provide a framework for understanding and developing information to support planning and decision-making.

6. Course Content:

I. What Is Institutional Research and Why Do We Do It?

- A. Institutional effectiveness, assessment, accountability, and improvement
- B. Policy, planning, and governance
- C. Faculty issues
- D. Enrollment management (tracking and forecasting)
- E. Technology, tools, and skills

II. Key Components of Institutional Research.

- A. General data collection and reporting
- B. Standard production reports (IPEDS, etc.)
- C. Ad hoc requests
- D. Historical and comparative key performance indicators

III. Institutional Assessment

- A. Assessment and accountability
- A. Developing performance measures
- B. Student outcomes assessment
- C. Peer analysis and rankings
- D. Assessing programs, services, and the campus environment

IV. Policy, Planning, And Governance

- A. Environmental analysis and forecasting
- B. Strategic planning
- C. Policy analysis and policy research
- D. Working with trustees and boards
- E. Legal issues

V. Faculty Issues

- A. Workload and productivity
- B. Evaluations and promotion
- C. Inter-institutional comparisons (salaries, etc.)

VI. Student Outcomes Assessment

- A. Use of the admissions master and student records database
- B. Surveys of student attitudes and attributes
- C. Student exit survey.
- D. Follow-up and tracking: Survey of alumni (placement and attitudes).

VII. Enrollment Management

- A. Tracking and forecasting
- B. Cost and access
- C. Financial aid
- D. Retention, attrition, and persistence

VIII. Technology, Tools, and Skills.

- A. Evaluating information and computing technology
- B. Student information and tracking systems
- C. MIS and decision support
- D. Data management
- E. Values and ethics

7. Course Requirements:

- I. **Regular attendance and class participation** are essential for successful completion of the course. Active and mature participation includes asking questions, sharing experiences, and contributing to the class community. You are part of a classroom community and the total learning environment depends upon the contributions of each individual. Absence must be handled as it would be in a professional position on campus: planned for and communicated. Since our class meets only once weekly, excessive absences (more than two) may result in a lower grade for the course. Extenuating circumstances will be considered on an individual basis, especially if negotiated ahead of time.

A successful EDLD 8480 student demonstrates initiative in the area of participation. You are responsible for adding to the knowledge base during class by discussing input prepared and gained from your readings and coursework. The quality (not the quantity) of participation is important. Students who come to class unprepared to discuss course material will be downgraded accordingly. All student voices are important, so please do not monopolize classroom discussion.

- II. **Weekly readings and Discussions postings.** Post a short reflection about an assigned reading. Assigned readings are posted weekly by the instructor and include sections from the textbook, journal articles, and/or articles from The Chronicle of Higher Education. Instructor may use your posting for discussion in class. You may also be directed by the instructor to react to another student's posting.
- III. **Semester assignments.** Students are required to complete semester assignments by the due dates given in class. These (approximately) six assignments typically include hands-on use of data and Web resources for analysis. The assignments often take the form of case studies approach and students will likely prepare an executive summary of results and recommendations.

IV. Final paper. Students shall prepare a final paper (not to exceed 10 pages in length, excluding references) based on a topic of interest in institutional research and educational administration. Remember: This final paper can serve as a vehicle for thesis or dissertation proposal preparation. Please discuss topic and approach with instructor prior to beginning.

Note: All papers will be prepared according to the *APA Style Manual* (5th edition).

8. Grading and Evaluation Procedures:

The final grade for the course will be based on the following:

Class participation in discussion/activities	100 pts.
Weekly Discussions Postings.....	200 pts.
Semester Assignments.....	300 pts.
Final paper.....	<u>400 pts.</u>
Total.....	1000 points

The following grading scale will be used:

900 - 1000	= A
800 - 899	= B
700 - 799	= C
600 - 699	= D
Below 600	= F

9. Class Policy Statements:

- A. Students are expected to attend all class meetings and participate in all classroom exercises (Tiger Cub, p. 73). Should students need to be absent for any reasons, please contact the course instructor before missing that class meeting.
- B. Students are responsible for initiating arrangements for missed work due to excused absences (Tiger Cub, p. 74)
- C. Students who need special accommodations should make an appointment to discuss the Accommodation Memo during office hours as soon as possible. If you do not have an Accommodations Memo, contact the Program for Students with Disabilities, in 1244 Haley Center as soon as possible. Telephone: 334-844-2096.
- D. All portions of the Auburn University Honesty Code can be found in the Tiger Cub (Title XII) will apply in this class.
- E. A grade of incomplete will not be given except under extreme circumstances as determined by the instructor.

10. Important Dates & Deadlines

January 13	Week 1. First class session, introductions, syllabus, etc.
January 20	Week 2. Special meeting in the Computer Lab, 3233 Haley Center for hands-on Web seminar on IPEDS, ACHE, ACS, more... Read <i>Primer</i> (textbook) Chapters 7 and 8 to prepare for this class.
January 27	Week 3. "What is IR?" Prepare for readings and discussion. Continuing in <i>Primer</i> Chapters 7 and 8. Also, assigned readings in Blackboard folder "Week 3." Post about reading in Blackboard Discussions forum.
February 3	Week 4. "More... What is IR (keys and components)?" Prepare for readings and discussion. Assigned readings in Blackboard folder "Week 4." Post about reading in Blackboard Discussions forum.
February 10	Week 5. "Accountability and assessment." Prepare for readings and discussion. Read <i>Primer</i> Chapters 1 and 2. Also, assigned readings in Blackboard folder "Week 5." Post about reading in Blackboard Discussions forum.
February 17	Week 6. "Institutional assessment." Prepare for readings and discussion. Read <i>Primer</i> Chapter 6. Assigned readings in Blackboard folder "Week 6." Post about reading in Blackboard Discussions forum.
February 24	Week 7. "Policy, planning, and governance." Prepare for readings and discussion. Assigned readings in Blackboard folder "Week 7." Post about reading in Blackboard Discussions forum.
March 3	Week 8. "Faculty issues." Prepare for readings and discussion. Read <i>Primer</i> Chapter 3 and assigned readings in Blackboard folder "Week 8." Post about reading in Blackboard Discussions forum.
March 10	Week 9. "Faculty issues" (cont'd). No in-class meeting while instructor attending NASPA Conference in Chicago. Continue working on case study. Read <i>Primer</i> Chapter 4 and assigned readings Blackboard folder "Week 9." Post about reading in Blackboard Discussions forum.
March 17	No class. <i>Spring Break!</i>
March 24	Week 10. "Student outcomes assessment." Prepare for readings and discussion. Assigned readings in Blackboard folder "Week 10." Post

about reading in Blackboard Discussions forum.

March 31	Week 11. "Outcomes assessment" (cont'd). See assigned readings in Blackboard folder "Week 11." Post about reading in Blackboard Discussions forum.
April 7	Week 12. "Enrollment management." Prepare for readings and discussion. Read <i>Primer</i> Chapter 5 and assigned readings in Blackboard folder "Week 12." Post about reading in Blackboard Discussions forum.
April 14	Week 13. "IT and records management." Read <i>Primer</i> Chapter 9 and readings in Blackboard folder "Week 13." Post about reading in Blackboard Discussions forum.
April 21	Week 14. "Contemporary Issues in IR." Prepare for readings and discussion. Assigned readings in Blackboard folder "Week 14." Post about reading in Blackboard Discussions forum.
April 28	Week 15. Final paper and all work due.

11. Relevant Journals/Periodicals/Other resources available in/through Auburn RBD Library:

- Research in Higher Education (Association for Institutional Research)
- Assessment Update (Jossey-Bass, Inc., Publishers)
- Academe (AAUP)
- Journal of Higher Education
- Change
- The Chronicle of Higher Education
- Education Week
- New Directions for Institutional Research (Jossey-Bass, Inc., Publishers)
- Planning for Higher Education (SCUP)

12. Web sites related to Institutional Research and Assessment:

- Association for Institutional Research (AIR) <http://airweb.org/>
- National Center for Educational Statistics (NCES) <http://nces.ed.gov/>
- National Center for Public Policy and Higher Education
<http://www.highereducation.org/>
- The Alabama College System <http://acs.cc.al.us/>
- Alabama Commission on Higher Education <http://www.ache.state.al.us/>
- Alabama Department of Education <http://www.alsde.edu>
- The National Center for Higher Education Management Systems (NCHEMS)
<http://www.higheredinfo.org/>
- Southern Regional Education Board (SREB) <http://www.sreb.org/>
- Southern Association for Institutional Research (SAIR)
<http://www.sair.org/>
- College Board
<http://www.collegeboard.com/highered/>
<http://www.collegeboard.com/counselors/>
- The Chronicle of Higher Education <http://chronicle.com>
- Compendium of National Data Sources on Higher Education (SOAR/SHEEO)
<http://www.sheeo.org/soar>