

**PLANNING, ANALYSIS, & INSTITUTIONAL RESEARCH**  
**Course Number EDUC 863    Fall Semester, 2020**

**Location:** Online. To join each class session click on the “Zoom” option on the left-hand side of the Canvas course site or the URL: <https://umich.zoom.us/j/99136945960> should get you to the proper link too. The passcode to enter each meeting is **1736**

**Time:** Wednesdays from 1:00 to 4:00  
(see course schedule below)

**Instructor:**

Stephen L. DesJardins (Steve)  
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University of Michigan  
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**Office hours:** No set office hours. Please make an appointment (via e-mail).

**Teaching Assistant:**

Paula Clasing, Doctoral Candidate  
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**Office hours:** Wednesday 4p.m. to 5p.m. or you can make an appointment via email.

**Policy on Accommodating Students with Special Needs:**

In order to enable you to be successful in this course I encourage you to talk to me as early in the semester as possible so that the necessary accommodations can be made. See <http://www.umich.edu/~sswd/> for more information about services for students with disabilities.

**Students Rights and Responsibilities:**

I encourage you to read your rights and responsibilities as a student. Information on these topics can be found at: <http://www.umich.edu/~oscr/>. I would also encourage you to read the University's General Catalogue, especially the sections that detail your rights as a student and the section that discusses the University's expectations of you as a student. (See <https://rackham.umich.edu/academic-policies/> in addition, you should review issues related to plagiarism and its consequences for you as a graduate student: <https://www.lib.umich.edu/academic-integrity/understanding-plagiarism>

**On Diversity:**

I intend to present materials and activities that are respectful of our diverse world and I encourage you to provide suggestions on how we can incorporate new materials to improve the course for all students. The University of Michigan has a number of affirmative action policies and these policies can be found at: <http://www.umich.edu/~hrraa/oie/>

## **COURSE OBJECTIVES**

The course is designed to provide students with a foundational understanding of institutional research (IR). IR is unique to higher education. There will be readings about the activities that institutional researchers engage in, the tools they need to be successful in their jobs, the topics they study and issues they investigate. I intend to provide you not only with a solid conceptual understanding of IR, but also with insights into how IR is conducted at institutions of higher education. The course is intended for graduate students interested in an introduction to institutional research. There are no course prerequisites.

## **COURSE CONDUCT**

Class attendance is required. If you miss class, or are consistently late for class, it will negatively affect your grade. Students are expected to have read the required materials at the time the topic has begun in class. No audio or video recording of the class activities is allowed without prior consent of the instructor.

There will be a number of readings from the following two edited books as well as chapters from different volumes of *New Directions for Institutional Research* accessible at:

<https://onlinelibrary.wiley.com/journal/1536075x> or located on the course Canvas site. The Peterson et al. book (citation provided below) may be purchased, but I will provide the required chapters from it in PDF format on Canvas so buying it is not necessary.

Peterson, M.W., Mets, L.A., Trice, T., and Dill, D.D. (Eds., 1999) *ASHE Reader on Planning and Institutional Research*. Needham Heights, MA: Pearson Custom Publishing.

The Knight book (cited below) is available in electronic format through the Association for Institutional Research (AIR). You should join AIR (\$50 graduate student rate; go to <https://www.airweb.org/Membership/Pages/Join.aspx> for details) because we will be using resources from their web site from time-to-time which requires a membership for access AND the Knight book is free (in electronic/PDF format) if you join. Otherwise you could search online and find a used copy (they are cheap), but make sure you buy the 2003 edition.

Knight, W.E, (Ed., 2003). *The Primer for Institutional Research*. Tallahassee, FL: The Association for Institutional Research.

## **EVALUATION**

I encourage you to see Paula or me if you are having difficulty with the course materials.

Grades for the course will be based on class discussion and attendance (20%) writing assignments (30%), and a final paper and presentation (35% for the paper; 15% for the presentation). Grading will be A through F only (on a plus/minus scale) for three (3) semester credit hours. Incomplete grades are *strongly* discouraged; in any event, an incomplete must be arranged with the instructor by December 2<sup>nd</sup>.

**Class Discussion:** Students should be prepared to offer comments, observations, or ask questions about the readings due for that class period. There will be group discussions and activities conducted in-class and I expect each of you to contribute to these (and 20% of your grade will depend on you class participation). I believe we can learn from each other and I take participation in class *very* seriously.

We will have a number of guest speakers joining the class. Our guests will be some of the people whose work you will be reading and/or are very knowledgeable about the content we are studying that week. Take full advantage of engaging in an intellectual way with these scholar/practitioners as you will probably get few chances to do so later on. Each of you should be prepared to ask *at least* one question of our guests and/or to provide insightful comments about the content being discussed that week.

**Written Discussion Questions:** There will be a variety of writing assignments in this class. You will receive two grades on these papers, the first grade will indicate the quality of the paper with regard to grammar, clarity, and writing style; the second grade will be indicative of the quality of the content of your essay. These writing assignments will account for 30% of your grade. These papers must be uploaded to Canvas by the beginning of class on the day they are due; late submissions will be subject to a reduction in the grade content grade on the assignment and will thereby negatively affect your grade in the class. I want you to write so that I can get an early evaluation of your understanding of the concepts being discussed and to give you practice communicating your ideas in writing, a skill that is required to be a successful in graduate school and in the labor market. In addition, having you write allows me to assess how well you write and to intervene if you need help communicating in written form.

An electronic copy of the assignment on the specified due dates must be submitted. When naming your assignments, please use the following naming convention:

[Your LastName]\_Assignment[#].[fileextension]

Example: Jones\_Assignment1.doc, Jones\_Assignment2.pdf, etc. for the rest of the term.

For the final project assignments, please use the naming conventions below. If you are working in a group, please list the last names alphabetically.

[Lastname]\_Step1.[fileextension]

[Lastname]\_Step2.[fileextension]

[Lastname]\_Step3.[fileextension]

[Lastname]\_Step4.[fileextension]

[Lastname]\_FinalPresentation.[fileextension]

[Lastname]\_FinalPaper.[fileextension]

## **Final Paper**

Each student will also be required to write a paper that will count for 35% of the final grade. You will also present the results of this paper to class and that presentation will count for 15% of your grade. You have two options, a critique of a journal article or book chapter related to institutional research **or** a critical examination of an issue related to institutional research.

### **Option 1:**

**Critique of a Journal Article/Chapter:** If a student elects this option it should be an article/chapter of his or her own choosing, closely related to the content of the course, and **approved by the instructor in advance**. A useful way to proceed is to submit an abstract proposing the article/chapter you would like to critique.

The paper should be a *critical review* of the article/chapter which must be on a topic relevant to the course content. Your critique must also include the systematic integration of relevant sources both from inside and outside the course readings. In short, the paper should demonstrate a capacity to integrate literature in the field, the course readings, and the lectures with thoughtful analysis on a relevant topic. Be sure to select a topic that can be managed in about 20 (double spaced) pages.

The critique paper will be evaluated using the following criteria:

- 1) It should reflect the **course content**.
- 2) It should be a **topic relevant to the course**.
- 3) It should **synthesize** and **integrate** the literature on the topic.
- 4) It should **critically review** the methodology, design questions, conceptual frameworks, or some other important component of the relevant study.
- 5) It must be **well-written** throughout, and in an appropriate formal style and format.
- 6)

## **Option 2:**

**Issue Paper:** The purpose of the issue paper is to give students an opportunity to broaden their reading on an issue that is central to the content of this course, is of interest to you, and is of importance. This paper may be a subject-specific issue (e.g., the evaluation of a policy) or a methodological issue (e.g., the use of enrollment management techniques). This exercise is an opportunity to develop skills in identifying and using literature relevant to a current issue, and to develop and demonstrate the ability to make a succinct summary and a thoughtful critique of an issue relevant to the content of the course.

For the purposes of this essay, an “issue” is defined as a question of importance in the context of the content of the course, to which informed and reasonable people could give different answers. Again, before proceeding with this assignment, the topic must be approved by the instructor.

The issue essay will be evaluated using the following criteria:

- 1) It should reflect the **course content**.
- 2) It should focus on **an issue relevant to the course**, and of some importance to society.
- 3) It should make appropriate use of **supporting and opposing literature and evidence on the issue** (drawing on at least 6-10 sources) and the student’s own scholarly reflection on the issue.
- 4) It must be **well-written** throughout, and in an appropriate formal style and format.

**OTHER OPTIONS WILL BE CONSIDERED**, such as research using data from and examining a topic of importance to an institution of higher education (e.g., an analysis of the factors affecting student enrollment/persistence/graduation at a university or college of your choosing). Nonetheless, **an abstract of the option you intend to pursue, as well as a discussion of the topical area of your paper is due on October 7.**

The final a paper should be presented in a formal style and should be no more than 20 double-spaced pages in length (excluding references, tables/figures, and appendices). All references should follow standard American Psychological Association (APA) reference procedures. **All final papers are due (uploaded to Canvas) on or before December 9<sup>th</sup> at 5:00pm Eastern time. Exceptions must be arranged with the instructor by the end of class on December 2<sup>nd</sup>. Final presentations will be on December 9<sup>th</sup> with the length of these presentations (usually 15 minutes) to be determined once we know the final enrollment count for the class.**

### **COURSE SCHEDULE**

#### **Session 1: Introductions/Discussion of Course, Especially Issues About the Online Mode of Instruction/Introduction to Content (September 2)**

**Objectives:** Permit us to learn more about each other, talk about teaching and learning online, provide some background about the content, and discuss the expectations that Paula and I have for the class.

**Reading Assignments:** None

#### **Session 2: What is Institutional Research? (September 9)**

**Objectives:** Institutional research (IR) is a type of research that is unique to institutions of higher education. In this section our objective is to understand a bit of the history of IR and the kind of functions and activities that take place within IR.

#### **Reading Assignments:**

**Canvas:** Suslow, Sidney. (1972). A Declaration on Institutional Research.

**Canvas:** Saupe, J. L. (1990). The Functions of Institutional Research.

**Canvas:** AIR- Duties and Functions of Institutional Research or find a copy here:  
<https://www.airweb.org/ir-data-professional-overview/duties-and-functions-of-institutional-research>

Do a brief review of this article to familiarize yourself with the issues and content. Paula will cover this article in more detail during the class period.

**Canvas:** Fincher, C. (1985). The Art and Science of Institutional Research.

Also, check out the Association for Institutional Research's web site to familiarize yourself with the type of resources and information available about IR: <https://www.airweb.org>

**Writing Assignment Number 1:** Find an institutional research office website at a university or college and conduct a thorough examination of the office to ascertain the following: What is the official title of this office? Who is the director? Can you ascertain how many staff (excluding the director) work for this office? What are their titles? Can you establish where in the institution's organizational structure this office resides (e.g., Academic Affairs? Student Affairs? The Provost or President's Office)? Can you ascertain who the director reports to? What type of functions does this office do for the institution (reporting, research, both...)? What is the relative mix of functions they engage in, that is, can you ascertain whether they mostly do reporting? Research? Other work? Does this office do institutional research for a single unit on campus, the entire campus, or multiple campuses within a larger system?

This list is not exhaustive, simply suggestive. Use your judgment about what else you'd want to tell someone about this office. Include one interesting fact about this office that might surprise your colleagues! This paper should be no more than two single-spaced pages (with standard margins and a Times Roman 12-point font) and needs to be uploaded to the Canvas site by the beginning of the September 16<sup>th</sup> class period. Also, do not write a "book report" type response where you simply answer each question presented as prompts above. Write this paper in a "narrative" style where you tell your "story" about this office. You should also be prepared to offer some insights about this office during the next class period.

### **Session 3: The Knowledge, Skills, and Abilities Needed by IR Professionals (September 16)**

#### **DUE: WRITING ASSIGNMENT NUMBER 1**

**Objectives:** Being an IR professional requires a specific set of skills in order to be effective. It also requires some knowledge of the organization, structure, and functioning of IR offices. In this section we will examine the different skills sets necessary to be an effective IR professional and discuss the organizational structure of IR offices and their placement within institutions of higher education.

#### **Reading Assignments: (read in this order)**

Skim this so you are aware of the issues covered:

**Canvas:** Knight, W.E. et al. (1999). Knowledge, Skills, and Effectiveness in Institutional Research.

**Canvas:** Volkwein J.F. (1999). The Four Faces of IR.

**Canvas:** Terenzini, P.T. (1999). On the Nature of IR and the Knowledge and Skills it Requires.

Do a brief review of this article to familiarize yourself with the issues and content. Paula and I will cover this article in more detail during the class period.

**Canvas:** Lillibrige, F. (2016). Defining IR: Findings from a National Study of IR Work Tasks.

**Writing Assignment Number 2:** In no more than two single-spaced paragraphs, explain what skill you think is *the* most important for an IR professional to possess to be effective. Provide some justification or rationale for choosing this skill. The paper is due on September 23.

**Session 4: Ethical Issues  
(September 23)**

**DUE: WRITING ASSIGNMENT NUMBER 2**

**Objectives:** In an ideal world the IR professional would not have to worry about conflict between the ideal of promoting institutional goals and the practical necessity of serving one's boss. In the real world there are sometimes conflicts between the values of the IR professional and those of their supervisors, policymakers, and/or other stakeholders. In this section we will discuss how an IR professional might navigate the ethical dilemmas and conflicts that they might encounter.

**Reading Assignments:**

**Canvas:** Budig, J. E. (1992). Handling the Unethical Request.

**Canvas:** DeVries, R. et al. (2005). Normal Misbehavior: Scientists Talk About the Ethics of Research.

Read "Association for Institutional Research Code of Ethics" accessible at:

<https://www.airweb.org/Membership/Pages/CodeOfEthics.aspx>

**Supplemental Readings:**

**Canvas:** Amy, Douglas (1984). Why Policy Analysis and Ethics Are Incompatible.

**Canvas:** Price, S. J. (1992). Making an Ethical Decision: A Utilitarian Strategy.

**WE WILL HAVE AN IN-CLASS CASE STUDY ON ETHICS**

**In lieu of this being a writing assignment, come to class today prepared to provide an answer to one of these two questions:**

**OPTION 1:** What principle of the AIR Statement of Ethical Principles do you think is the most important and why? If you do not believe one can be singled out as the *most* important, then provide your rationale for why that is the case.

**OPTION 2:** Discuss an ethical dilemma you found yourself in during a job you held or in an academic setting. Explain what preparation you may have had, formal or otherwise, to help you resolve this dilemma. Explain if the dilemma was resolved and if it was, how.

**Session 5: Assessment  
(September 30)**

**DUE: NOTHING**

**Objectives:** Assessment is an important function for institutions of higher education and IR professionals play a pivotal role in the conduct of these activities. In this section we will examine what assessment is about, how formal assessments are conducted, who does these and to what end. The goal is to develop an improved understanding of assessment and how it can be used to promote institutional goals.

**Reading Assignments:**

Knight, W. E. (2003). The Primer for Institutional Research. Chapters 1 and 2.  
Skim chapter 1 and read chapter two carefully.

**Canvas:** Astin, A.W. (1993). Chapters 1-2 in *Assessment for Excellence: The Philosophy and Practice of Assessment and Evaluation in Higher Education Management*. Phoenix, AZ: Oryx Press.  
Skim chapter 1 and read chapter two carefully.

**Canvas:** Terenzini, P.T. (2010). *Assessment With Open Eyes*.

Skim this chapter:

**Canvas:** Volkwein, J.F. (2010). *A Model for Assessing Institutional Effectiveness*.

Examine this website; it has valuable resources related to assessment activities.

[http://www.stanford.edu/group/ncpi/unspeficied/assessment\\_states/instruments.html](http://www.stanford.edu/group/ncpi/unspeficied/assessment_states/instruments.html)

### **Additional Readings:**

For those interested in a comprehensive book on assessment see:

Banta, T. W., & Palomba, C. A. (2014). *Assessment essentials: Planning, implementing, and improving assessment in higher education*. Second Edition. San Francisco: Jossey-Bass & Pfeiffer Imprints.

### **Abstract of Final Paper:**

Prepare a brief (at most one page) description of your plan for the final paper. This abstract will serve as the impetus to begin a conversation with Paula and me about how to design your final paper. We do not expect this description to be a full blown proposal, rather just a way for you to float some ideas about topics you might want to explore in this paper.

To guide your efforts, you may want to structure your abstract in this way: Briefly (a few sentences) present the topic you propose to study (e.g., What are the strengths and weaknesses of [journal article name here]?; What is the level of student satisfaction of a particular program at institution X?; What factors explain grades in Calculus I in a particular college?; What are the pros and cons of implementing an enrollment management structure at institution X?). Make the case for why this is an important topic to research (i.e., Why would institutional leaders or other stakeholders care about this topic?). If applicable, choose one of the conceptual frameworks in the readings (or another you may be familiar with) to frame your idea(s) about this project. The abstract is due at the beginning of class next week.

## **Session 6: Enrollment Management (October 7)**

**DUE: ABSTRACT ON FINAL PAPER TOPIC**

**GUEST: DON HOSSLER, PROVOST PROFESSOR EMERITUS, INDIANA UNIVERSITY;  
SENIOR SCHOLAR, CENTER FOR ENROLLMENT RESEARCH, POLICY, AND PRACTICE,  
ROSSIER SCHOOL OF EDUCATION, UNIVERSITY OF SOUTHERN CALIFORNIA**

**Objectives:** Strategic enrollment management is now a critical function for institutions of higher education. IR professionals are increasingly playing a role in setting enrollment targets, developing strategies to hit these targets, and conducting sophisticated analyses to help promote institutional objectives. In this section we will examine what EM is about, the conceptual frameworks that underpin EM, and how IR professionals use theory and research methods in the conduct of EM. The goal is for you to develop an improved understanding of EM and how it can be used to promote institutional goals.

### **Reading Assignments:**

**Canvas:** Hossler, D. (2015). *Origins of Strategic Enrollment Management*. Handbook of Strategic Enrollment Management.

**Canvas:** Bontrager, B. (2004). Enrollment Management: An Introduction to Concepts & Structures.

**Canvas:** DesJardins, S.L. & Bell, A. (2006). Using Economic Concepts to Inform Enrollment Management.

You might want to look over some tools available to enrollment managers:

<https://professionals.collegeboard.org/higher-ed/recruitment>

<https://www.act.org/content/act/en/products-and-services/act-enrollment-management-services.html>

**Additional Reading:**

Knight, W.E. (2003). The Primer for Institutional Research. Chapter 5.

**Writing Assignment Number 3:**

For this exercise you will develop a hypothetical enrollment management research study for an institution of higher education. You have been asked by the VP for Enrollment Management at Northern University (NU) to design a statistical analysis that will allow the institution to better understand the factors related to why students enroll (or not) at NU. So your outcome of interest (e.g., the “O” in Astin’s model) is: Enrollment. Your job is to determine what inputs (“I’s” in Astin’s model) and environmental factors (“E’s” in Astin’s model) may help explain why some students who are admitted to NU enroll, but others do not. The paper should include an *Introduction* briefly discussing why the issue is important to NU, a *Theory* section laying out the conceptual framework (such as Astin’s model), and a *Methods* section in which you discuss where the data will come from (e.g., from inside and/or outside the institution?). You need to clearly define your outcome variable and how it will be measured (e.g., continuous/categorical) and you should speculate (“hypothesize”) on whether the I’s and E’s will be positively or negatively related to the outcome and why. Limit the length of this paper to three single-spaced pages.

**Session 7: Planning**

**(October 14)**

**DUE: WRITING ASSIGNMENT NUMBER 3**

**GUEST: MARVIN W. PETERSON, PROFESSOR EMERITUS, CSHPE**

**Objectives:** There are many models and theories related to university planning. In this section we will read about and discuss a number of the more well-known planning models. We will also examine the University of Michigan’s Accreditation Self Study Report as these often provide great insight into the history, mission, and planning activities of a university. The objective of this section is to help you become aware of the conceptual models that are often used to frame planning activities, and to gain practical insights into how they are applied in institutional settings.

**Reading Assignments:**

The chapters cited below are from Peterson, M.W. (1999). *ASHE Reader on Planning and Institutional Research*. Needham Heights, MA: Pearson Custom Publishing. It may be helpful to read them in the order they are cited.

**Canvas:** Peterson, M. W. Analyzing Alternative Approaches to Planning

**Canvas:** Peterson, M. W. Using Contextual Planning to Transform Institutions

Skim this chapter:

**Canvas:** Neufeld, B. Conceptual Distinctions in University Planning



You might want to look over the University of Michigan's accreditation web site located at:  
<http://accreditation.umich.edu/>

**Session 8: How College Affects Students  
(October 21)**

**GUEST: MATT MAYHEW, PROFESSOR, OHIO STATE UNIVERSITY  
FIRST AUTHOR OF "HOW COLLEGE AFFECTS STUDENTS"**

**Objectives:** Obtaining a college degree is probably as important as it has ever been. Much happens to students while enrolled in college and there is an extensive literature on the effect of college on students. In this section we will read a chapter that synthesizes what is known about how college affects students. The goal is for you to be made aware of the literature in this area and for you to gain a better understanding of how student experiences and environmental factors affect student progress and completion.

**Reading Assignments:**

**Canvas:** Matthew J. Mayhew, Alyssa N. Rockenbach, Nicholas A. Bowman, Tricia A. D. Seifert, Gregory C. Wolniak, Ernest T. Pascarella (With), Patrick T. Terenzini (With). (2016). *How College Affects Students: 21st Century Evidence that Higher Education Works* (Vol. 3). John Wiley & Sons.  
**Chapter 10: How College Affects Students**

**Writing Assignment Number 4:** Assume you are an analyst working for an IR director. She has instructed you to write a one page summary on the following topic: How does college affect students? Using what you learned from reading Mayhew et al.'s chapter, comply with her request.

**Writing Assignment: Work on Final Paper**

**Session 9: Data Issues in IR  
(October 28)**

**DUE: WRITING ASSIGNMENT NUMBER 4  
DUE: FIRST DRAFT OF FINAL PAPER**

**GUEST: JANEL SUTKUS, DIRECTOR OF STUDENT LIFE  
ASSESSMENT & RESEARCH, UNIVERSITY OF MICHIGAN**

**Objectives:** Data is the "life-blood" of IR. In this section we will discuss many issues that swirl around data issues including access, legal frameworks, technical issues, turning data into information and knowledge. We will also look outside the institution to see how the data they provide to the federal government can be used. The objective of this section is to familiarize you with many of the myriad of issues that arise regarding higher education data.

**Reading Assignments:**

Skim chapters 7 & 9

**Canvas:** Knight, W.E. (2003). *The Primer for Institutional Research*. Chapters 7, 8 and 9.

**Canvas:** Terkla, D.G. (2012). *Institutional Dashboards: Navigational Tool for Colleges and Universities*.

**EXERCISE:** Creating Peer Group Comparisons Using <http://nces.ed.gov/ipeds/datacenter/>

Look over the contents of this Common Data Set: <http://oipr.depaul.edu/cds/main.asp>

If you are interested in federal data on institutions you may want to take this free IPEDS on-line tutorial: <http://www.airweb.org/EducationAndEvents/IPEDSTraining/Tutorials/Pages/default.aspx>

### **Writing Assignment: Work on Final Paper**

#### **Session 10: Campus Climate Issues (November 4)**

**GUEST: JOANNA FRYE**  
**SENIOR RESEARCH & EVALUATION MANAGER**  
**ADVANCE PROGRAM AT THE UNIVERSITY OF MICHIGAN**

**Objectives:** Issues about the campus community and the climate on campuses are often studied by IR professionals. In this section we will read what the campus “climate” is, how it differs from the campus “community,” and will examine instruments often used to study the climate and community. We will have a colleague who has led campus climate studies on our campus and is currently leading such a study nationwide.

#### **Reading Assignments:**

Skim this article:

**Canvas:** Baird, L. Campus Climate: Using Surveys for Policy Making and Understanding.

**Canvas:** Cheng, D.X. Assessing Student Perceptions of Campus Community.

**Canvas:** Shenkle, C.W., Snyder, R.S., & Bauer, K.W. (1998). Measures of Campus Climate.

Look over these websites: <http://www.nationalcampusclimatesurvey.org/> and <https://record.umich.edu/articles/u-m-releases-results-campus-climate-survey-regarding-sexual-misconduct> especially the Campus Climate Survey Results and Details link.

Stanford survey: [https://web.stanford.edu/group/ncpi/unspeficied/assessment\\_toolkit1/ICSA.pdf](https://web.stanford.edu/group/ncpi/unspeficied/assessment_toolkit1/ICSA.pdf)

AAU Campus Climate Survey: [https://www.aau.edu/sites/default/files/AAU-Files/Key-Issues/Campus-Safety/Revised%20Aggregate%20report%20%20and%20appendices%201-7\\_\(01-16-2020\\_FINAL\).pdf](https://www.aau.edu/sites/default/files/AAU-Files/Key-Issues/Campus-Safety/Revised%20Aggregate%20report%20%20and%20appendices%201-7_(01-16-2020_FINAL).pdf)

And this compendium of survey instruments: <https://safesupportivelearning.ed.gov/topic-research/school-climate-measurement/school-climate-survey-compendium>

UM work: <https://advance.umich.edu/research/>

### **Writing Assignment: Work on Final Paper**

#### **Session 11: Research Methods (November 11)**

**DUE: SECOND DRAFT OF FINAL PAPER**

**Objectives:** My contention is that the research methods often employed by IR professionals are typically not rigorous enough to make strong statements about the effects of programs/policies/practices often studied. In this section we will examine some research methods that are currently being used to make

“causal” claims. Knowledge of these methods will be a “spring board” for you to learn more, if desired, about these methods and their application to education research in general and IR more specifically.

**Reading Assignments:**

**Canvas:** Hathaway, R. S. Assumptions Underlying Quantitative and Qualitative Research: Implications for Institutional Research.

**Canvas:** DesJardins and Flaster (2013). Non-Experimental Designs and Causal Analyses of College Access, Persistence, and Completion. In *The State of College Access and Completion: Improving College Success for Students from Underrepresented Groups*. Laura Perna and Anthony Jones (Eds.). New York: Routledge Press.

**Additional Reading:**

Flaster, A. and DesJardins, S. L. (2014). Applying Regression Discontinuity Design in Institutional Research. In *Methodological Advances in Studying College Impacts*. Nick Bowman and Serge Herzog (Eds.). New Directions for Institutional Research. San Francisco: Jossey-Bass.

**Writing Assignment: Work on Final Papers**

**Session 12: Budget and Finance  
(November 18)**

**GUEST, DON SZESZYCKI, ASSOCIATE VICE PRESIDENT AND DIRECTOR OF  
ADMINISTRATION AND PLANNING, UNIVERSITY OF IOWA**

**Objectives:** Our objective this week is to understand some basic concepts about budgeting and finance of institutions. We will have a guest join us who I think is the best budget person I know. In preparation for his visit you should look over the numerous documents noted below. Some of these are more general (the Lasher; Goldstein; and Strauss chapters) whereas others are specific to the U of M. Use your own judgement about which ones you read more carefully and which ones you just peruse.

**Reading Assignments:**

**BUDGET READINGS**

**Canvas:** Lasher, W.F. & Greene, D.L. College and University Budgeting: What Do We Know? What Do We Need to Know?

**Canvas:** Goldstein, L. (2012). A Guide to College and University Budgeting: Foundations for Institutional Effectiveness. CHAPTER 1: An Introduction to Budgeting.

**FINANCE READINGS**

**Canvas:** Familiarize yourself with the SHEEO website on state finance and skim the SHEEO 2019 State Finance Report located on this website: <http://www.sheeo.org/projects/shef-%E2%80%94state-higher-education-finance>

**Canvas:** Toutkoushian, R. (2001). Trends in Revenues & Expenditures for Public & Private Higher Education.

**Canvas:** Voorhees, R. The Finance of Community and Technical Colleges.

**Skim these:**

**Canvas:** Strauss, J.C. and Curry, J.R. (2002). Responsibility Centered Management: Lessons from 25 Years of Decentralized Management.

Courant, P. N. and Knepp, M. “Budgeting with the UB Model at the University of Michigan” located at: [http://www.provost.umich.edu/budgeting/ub\\_model.pdf](http://www.provost.umich.edu/budgeting/ub_model.pdf)

**Canvas:** Education Advisory Board. Optimizing Institutional Budget Models: Strategic Lessons for Aligning Incentives and Improving Financial Performance (read the Executive Summary and skim the rest of the document).

You may be interested in looking over the University of Michigan budget documents located at: <https://obp.umich.edu/budget/budget-book/> especially the pages about the School of Education.

**Writing Assignment: Work on Final Papers**

**Session 13: TWO TOPICS: Providing & Receiving Advice  
Reoccurring and Emerging Issues/Future of IR  
(December 2)**

**Objectives:** Institutional researchers are often called on to provide advice to decision and policy makers, or to act as representatives of the institution when outside consultants are hired by institutions. In this section we will examine some of the issues that arise in these circumstances and how you might navigate your way through the complexities that can arise in these situations. The objective is to prepare you for giving advice and acting on behalf of the institution when consultants are employed.

Throughout the semester we have been learning about tools that IR professionals use to analyze issues so that they can provide options to decision makers. Many times these issues cycle over time so having an understanding of recurring issues is useful. Also, it is important to have your pulse on the heartbeat of issues affecting institutions so you can be proactive. In this section we will discuss how IR professionals can know what issues tend to cycle and how they can be prepared for emerging issues.

**Topic 1 Reading Assignments:**

**Canvas:** Leimer, C. (2011). First, Get Their Attention: Getting Your Results Used

**Canvas:** Milam, J. (2008). The Role of Consultants in Institutional Research.

Skim this:

**Canvas:** Birnbaum, R. (2000). Policy Scholars are from Venus; Policy Makers are from Mars

**Topic 2 Reading Assignment:**

**Canvas:** Delaney, A. M. The Role of Institutional Research in Higher Education: Enabling Researchers to Meet New Challenges.

Session 16  
(December 9)

**FINAL PRESENTATIONS TO THE CLASS**

**FINAL PRESENTATION FILES (e.g., PowerPoint or PDFs) MUST BE UPLOADED TO THE CANVAS ASSIGNMENT SITE ON OR BEFORE 8:00pm ON DECEMBER 8<sup>TH</sup>**

**NAME THEM LIKE THIS:**

**YOURLASTNAME\_EDUC863\_2020\_FINAL\_PRESENTATION**

**FINAL PAPER SUBMISSIONS**

**IN MS WORD FORMAT ONLY, MUST BE UPLOADED TO THE CANVAS ASSIGNMENT SITE ON OR BEFORE 5:00PM ON DECEMBER 11<sup>TH</sup>**

**NAME THEM LIKE THIS:**

**YOURLASTNAME\_EDUC863\_2020\_FINAL\_PAPER**