



# HI ED801: FOUNDATIONS OF INSTITUTIONAL RESEARCH

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## HI ED 801: Foundations of Institutional Research

This course is an overview of the theory and practice of institutional research. Topics include: institutional research office organization, structure, and staffing; developing effective reports; working with national datasets. Other topics include understanding the key areas of institutional research analysis that are examined in greater depth in the other online courses: planning and budgeting, students and student services, enrollment management, assessing academic outcomes and programs, faculty workload, performance and compensation.

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### Overview

This course provides students with an overview of the institutional research profession, the most common functions that institutional research offices carry out, and effective reporting techniques. This is an introductory course that acquaints students with topics treated in greater depth in subsequent courses. The course is designed for those entering careers in institutional research and planning, as well as for those whose work is related to analysis and reporting in other higher education settings. This is one of two required courses for the Penn State Certificate Program in Institutional Research, offered in collaboration with the Association for Institutional Research. Nevertheless, those students who are not enrolled in the Graduate Certificate in Institutional Research Program (<http://www.ed.psu.edu/cshe/ir.html>) but want to register for the course, are welcome to do so.

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### Course Objectives

Upon completion of HIED 801, students should be able to

- understand concepts, methodologies, research practices, and information systems that

support campus decision making;

- understand the diversity of the institutional research profession, including office organization and staffing, and organizational functions and activities;
- recognize and carryout at a basic level the major institutional research activities including using national datasets, Planning and Budgeting, Enrollment Management and enrollment forecasting, Faculty Studies and Instructional Analysis, Institutional Effectiveness and accreditation, Educational Effectiveness and Student Outcomes Assessment; and
- produce effective reports on selected IR topics.

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## Required Course Materials

You may purchase course materials from MBS Direct (the bookstore used by Penn State's World Campus). For pricing and ordering information, please see the [MBS Direct website](http://bookstore.mbsdirect.net/psude.htm) (<http://bookstore.mbsdirect.net/psude.htm>). MBS Direct can also be contacted at 1-800-325-3252. Materials will be available at MBS Direct approximately three weeks before the course begins. Alternatively, you may obtain these texts from other favorite bookstores. Be sure you purchase the edition/publication date listed.

- Howard, R., McLaughlin, G., & Knight, W. (2012). *The handbook for institutional research*. San Francisco: Jossey-Bass. 978-0470609538

### Using the Library

Many of Penn State's library resources can be utilized from a distance. Through the University Libraries website, you can

- access magazine, journal, and newspaper articles online using library databases;
- borrow materials and have them delivered to your doorstep...or even your desktop;
- get research help via e-mail, chat, or phone using the [Ask a Librarian service](http://www.libraries.psu.edu/psul/ask.html) (<http://www.libraries.psu.edu/psul/ask.html>) ; and much more.

You must have an active Penn State Access Account to take full advantage of the University Libraries' resources and services. Once you have a Penn State account, you will automatically be registered with the library within 24–48 hours. If you would like to check that your registration has been completed, visit the [Libraries home page](http://www.libraries.psu.edu/psul/wc.html) (<http://www.libraries.psu.edu/psul/wc.html>) , click on **Library Accounts**, and then click on **My**

## Library Account.

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# Technical Requirements

## Technical Requirements

<b>Operating System</b>	Windows Vista, Windows 7, Windows 8*; Mac OS X 10.5 or higher *Windows 8 support excludes the tablet only RT version
<b>Processor</b>	2 GHz or higher
<b>Memory</b>	1 GB of RAM
<b>Hard Drive Space</b>	20 GB free disk space
	We recommend the latest ANGEL-supported version of Firefox or Internet Explorer. To determine if your browser fits this criterion, and for advice on downloading a supported version, please refer to the following ITS knowledge base article: <a href="http://kb.its.psu.edu/cms/article/6">Supported Browsers and Recommended Computers</a> ( <a href="http://kb.its.psu.edu/cms/article/6">http://kb.its.psu.edu/cms/article/6</a> ).
<b>Browser</b>	<b>Note:</b> Cookies, Java, and JavaScript must be enabled. Pop-up blockers should be configured to permit new windows from Penn State websites.  Due to nonstandard handling of CSS, JavaScript and caching, older versions of Internet Explorer (such as IE 6 or earlier) do not work with our courses.
<b>Plug-ins</b>	Adobe Reader [ <a href="http://www.adobe.com">Download from Adobe</a> ( <a href="http://www.adobe.com">http://www.adobe.com</a> ) ] Flash Player (v7.0 or later) [ <a href="https://www.adobe.com/downloads">Download from Adobe</a> ( <a href="https://www.adobe.com/downloads">https://www.adobe.com/downloads</a> ) ] Apple QuickTime [ <a href="https://www.apple.com/quicktime">Download from Apple</a> ( <a href="https://www.apple.com/quicktime">https://www.apple.com/quicktime</a> ) ]
<b>Additional Software</b>	Microsoft Office (2007 or later)
<b>Internet</b>	

<b>Connection</b>	Broadband (cable or DSL) connection required
<b>Printer</b>	Access to graphics-capable printer
<b>DVD-ROM</b>	Required
<b>Sound Card, Microphone, and Speakers</b>	Required
<b>Monitor</b>	Capable of at least 1024 x 768 resolution

If you need technical assistance at any point during the course, please contact the [HelpDesk](http://student.worldcampus.psu.edu/student-services/helpdesk) (<http://student.worldcampus.psu.edu/student-services/helpdesk>).

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## Course Requirements and Grading

### Assignment Table

Assignment	Points	Percent of Grade
Lesson 01: Discussion Forum	100	5
Lesson 02: Self-Assessment Paper	100	5
Lesson 02: Discussion Forum	100	5
Lesson 03 & 04 Data Research Project	100	5
Lesson 04: Survey Plan	100	5
Lesson 05–08 Dashboard Project <ul style="list-style-type: none"> <li>Initial Progress Report</li> <li>Final Report</li> </ul>	100	15
Lesson 06: Statistic Scenarios	100	5
Lesson 07: Written Assignment	100	5

Lesson 08: Written Assignment	100	5
Lesson 09–12 Prediction Project <ul style="list-style-type: none"> <li>• Progress Report</li> <li>• Final Report</li> </ul>	100	15
Lesson 10: Application Exercise	100	5
Lesson 11: Application Exercise	100	5
Lesson 12: Application Exercise	100	5
Lesson 13: Presentation Analysis	100	5
Lesson 14: Self-Assessment Rewrite	100	5
Lesson 14: Discussion Forum	100	5

Letter grades will be based on the following scale:

Numerical Value	Letter Grade
93–100	A
90–92.9	A-
87–89.9	B+
83–86.9	B
80–82.9	B-
77–79.9	C+
70–76.9	C
60–69.9	D
Below 60	F

### Late policy:

Each assignment is graded on an 100-point scale. Any assignment that is submitted late is

penalized by three points if submitted late by one day and 1.5 points for each additional day of lateness within the full week, so that an assignment that is submitted one week late has a 12-point deduction. Each additional week of lateness leads to another 6-point reduction. Two exemptions exist for this policy: (a) each student will not be penalized for the first assignment that is submitted late by one day, and (b) if a student finds that an unexpected circumstance prevents him or her from completed an assignment on time, the student should inform the instructor of the situation ASAP (i.e., well before the due date) and request an alternative due date. We recognize that students have personal and professional lives that sometimes contain unanticipated challenges, and we wish to make reasonable accommodate those challenges while still enforcing due dates that encourage students to not fall behind in class.

Please refer to the [University Grading Policy for Undergraduate Courses](#) for additional information about University grading policies.

If, for reasons beyond the student's control, a student is prevented from completing a course within the prescribed time, the grade in that course may be deferred with the concurrence of the instructor. The symbol DF appears on the student's transcript until the course has been completed. Non-emergency permission for filing a deferred grade must be requested by the student before the beginning of the final examination period. In an emergency situation, an instructor can approve a deferred grade after the final exam period has started. Under emergency conditions during which the instructor is unavailable, authorization is required from one of the following: the dean of the college in which the candidate is enrolled; the executive director of the Division of Undergraduate Studies if the student is enrolled in that division or is a provisional student; or the campus chancellor of the student's associated Penn State campus.

For additional information please refer to the [Deferring a Grade](#) (<http://student.worldcampus.psu.edu/a-z-index/deferring-a-grade>) page.

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## Course Schedule

**Note:** All due dates reflect North American eastern time (ET).

The schedule below outlines the topics we will be covering in this course, along with the associated time frames and assignments.

- **Course begins:** August 24, 2015
- **Course ends:** December 11, 2015
- **Course length:** 15 weeks

**Note:** Required readings are listed in the course schedule below. Optional readings are included in the road map with each lesson.

## Lesson 1

<b>Timeframe:</b>	August 24 to August 30, 2015
<b>Readings:</b>	<ul style="list-style-type: none"> <li>• Orientation Material</li> </ul>
<b>Assignments:</b>	<ul style="list-style-type: none"> <li>• Discussion Forum Introduction</li> </ul>

## Lesson 2

<b>Timeframe:</b>	August 31 to September 6, 2015
<b>Readings:</b>	<ul style="list-style-type: none"> <li>• Textbook Chapters 2, 3, and 5</li> </ul>
<b>Assignments:</b>	<ul style="list-style-type: none"> <li>• Professional Development Written Assignment</li> <li>• Discussion Forum Activity</li> </ul>

## Lesson 3

<b>Timeframe:</b>	September 7 to September 13, 2015
<b>Readings:</b>	<ul style="list-style-type: none"> <li>• Krathwohl, D. (2009). <i>Methods of educational and social science research</i>. Long Grove, IL: Waveland. [Creating research problems (pp. 84-89)]</li> </ul>

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|---------------------|---|
| <b>Assignments:</b> | <ul style="list-style-type: none"> <li>• Begin Data Research Report Written Assignment (Due in Lesson 4)</li> </ul> |
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## Lesson 4

<b>Timeframe:</b>	September 14 to September 20, 2015
<b>Readings:</b>	<ul style="list-style-type: none"> <li>• Krathwohl, D. (2009). <i>Methods of educational and social science research</i>. Long Grove, IL: Waveland. <ul style="list-style-type: none"> <li>◦ Qualitative research methods (pp. 236-240).</li> <li>◦ Interviewing (pp. 295-302)</li> <li>◦ Survey research and questionnaires (pp. 567-593)</li> </ul> </li> <li>• Trosset, C. (2007). Qualitative research methods for institutional researchers. In R. Howard (Ed.) <i>Using mixed methods in institutional research</i>. (pp. 9-21). Tallahassee, FL: AIR.</li> </ul>
<b>Assignments:</b>	<ul style="list-style-type: none"> <li>• Survey/Interview Planning Written Assignment</li> <li>• Data Research Report Written Assignment (Started in Lesson 3)</li> </ul>

## Lesson 5

<b>Timeframe:</b>	September 21 to September 27, 2015
<b>Readings:</b>	<ul style="list-style-type: none"> <li>• Textbook Chapters 35 and 36</li> </ul>
<b>Assignments:</b>	<ul style="list-style-type: none"> <li>• Begin Benchmark/Dashboard Project Three Project - Submit Initial Progress Report</li> </ul>

## Lesson 6



<b>Timeframe:</b>	September 28 to October 4, 2015
<b>Readings:</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Assignments:</b>	<ul style="list-style-type: none"> <li>• Statistic Scenarios Written Assignment</li> <li>• Continue working on your Benchmark/Dashboard Project</li> </ul>

## Lesson 7

<b>Timeframe:</b>	October 5 to October 18, 2015 <b>(two week lesson)</b>
<b>Readings:</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Assignments:</b>	<ul style="list-style-type: none"> <li>• Continue Benchmark/Dashboard Project</li> <li>• Written Assignment</li> </ul>

## Lesson 8

<b>Timeframe:</b>	October 19 to October 25, 2015
<b>Readings:</b>	<ul style="list-style-type: none"> <li>• Kahneman, D. (2011). <i>Thinking, fast &amp; slow</i>. Farrar, Strauss, &amp; Giroux: New York. [Chapter 10 (pp. 109-118): The law of small numbers.]</li> </ul>
<b>Assignments:</b>	<ul style="list-style-type: none"> <li>• Complete and submit your Benchmark/Dashboard Project</li> <li>• Written Assignment</li> </ul>

## Lesson 9

<b>Timeframe:</b>	October 26 to November 1, 2015
<b>Readings:</b>	<ul style="list-style-type: none"> <li>• Kahneman, D. (2011). <i>Thinking, fast &amp; slow</i>. Farrar, Strauss, &amp; Giroux: New York. [Chapter 21 (pp. 222-233): Intuitions vs. formulas.]</li> <li>• Silver, N. (2012). <i>The signal and the noise: Why so many predictions fail - but some don't</i>. Penguin: New York. [Chapter 2 (pp. 47-73): Are you smarter than a television pundit?]</li> </ul>
<b>Assignments:</b>	<ul style="list-style-type: none"> <li>• Begin work on Prediction Project</li> </ul>

## Lesson 10

<b>Timeframe:</b>	November 2 to November 8, 2015
<b>Readings:</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Assignments:</b>	<ul style="list-style-type: none"> <li>• Projection Project - Progress Note</li> <li>• Lesson Questions Assignment</li> </ul>

## Lesson 11

<b>Timeframe:</b>	November 9 to November 15, 2015
<b>Readings:</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Assignments:</b>	<ul style="list-style-type: none"> <li>• Continue your Prediction Project</li> </ul>

- Lesson Questions Assignment

## Lesson 12

<b>Timeframe:</b>	November 16 to November 22, 2015
<b>Readings:</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Assignments:</b>	<ul style="list-style-type: none"> <li>• Complete and submit Prediction Project</li> <li>• Lesson Questions Assignment</li> </ul>

## Fall Break

<b>Timeframe:</b>	November 23 to November 29, 2015
<b>Readings:</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Assignments:</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>

## Lesson 13

<b>Timeframe:</b>	November 30 to December 6, 2015
<b>Readings:</b>	<ul style="list-style-type: none"> <li>• Textbook Chapter 33</li> <li>• Tufte, E. (1997). Visual explanations: Images and quantities, evidence and narrative. [Chapter 2: Visual and statistical thinking: Displays of evidence for making decisions. Section: The decision to launch the space shuttle challenger (pp. 38-53).]</li> </ul>

	<ul style="list-style-type: none"> <li>Wainer, H. (1984). How to display data badly. <i>The American Statistician</i>, 38(2), 137-147.</li> </ul>
<b>Assignments:</b>	<ul style="list-style-type: none"> <li>Presentation Analysis</li> </ul>

## Lesson 14

<b>Timeframe:</b>	December 7 to December 11, 2015
<b>Readings:</b>	<ul style="list-style-type: none"> <li>None</li> </ul>
<b>Assignments:</b>	<ul style="list-style-type: none"> <li>Rewrite Lesson 2 Assignment</li> <li>Discussion Forum Activity - Contemplation of Course</li> </ul>

Note: If you are planning to graduate this semester, please communicate your intent to graduate to your instructor. This will alert your instructor to the need to submit your final grade in time to meet the published graduation deadlines. For more information about graduation policies and deadlines, please go to the [Graduation Information](#) (<http://student.worldcampus.psu.edu/courses/graduation>) on the My Penn State Online Student Portal.

Formal instruction will end on the last day of class. Provided that you have an active Penn State Access Account user ID and password, you will continue to be able to access the course materials for one year from the day the course began (with the exception of library reserves).

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## Academic Integrity

Academic integrity—scholarship free of fraud and deception—is an important educational objective of Penn State. Academic dishonesty can lead to a failing grade or referral to the [Office of Student Conduct](#) (<http://studentaffairs.psu.edu/conduct/>).

Academic dishonesty includes but is not limited to

- cheating,
- plagiarism,
- fabrication of information or citations,
- facilitating acts of academic dishonesty by others,
- unauthorized prior possession of examinations,
- submitting the work of another person or work previously used without informing the instructor and securing written approval, and
- tampering with the academic work of other students.

## How Academic Integrity Violations Are Handled

In cases where academic integrity is questioned, the [Policy on Academic Integrity](http://www.psu.edu/oue/aappm/G-9-academic-integrity.html) (<http://www.psu.edu/oue/aappm/G-9-academic-integrity.html>) indicates that procedure requires an instructor to notify a student of suspected dishonesty before filing a charge and recommended sanction with the college. Procedures allow a student to accept or contest a charge. If a student chooses to contest a charge, the case will then be managed by the respective college or campus Academic Integrity Committee. If a disciplinary sanction also is recommended, the case will be referred to the [Office of Student Conduct](http://studentaffairs.psu.edu/conduct/) (<http://studentaffairs.psu.edu/conduct/>).

All Penn State colleges abide by this Penn State policy, but review procedures may vary by college when academic dishonesty is suspected. Information about Penn State's academic integrity policy and college review procedures is included in the information that students receive upon enrolling in a course. To obtain that information in advance of enrolling in a course, please contact us by going to the [Contacts & Help page](http://student.worldcampus.psu.edu/contacts-help-current-students) (<http://student.worldcampus.psu.edu/contacts-help-current-students>).

Additionally, World Campus students are expected to act with civility and personal integrity; respect other students' dignity, rights, and property; and help create and maintain an environment in which all can succeed through the fruits of their own efforts. An environment of academic integrity is requisite to respect for oneself and others, as well as a civil community.

## For More Information on Academic Integrity at Penn State

Please see the [Academic Integrity Chart](http://student.worldcampus.psu.edu/a-z-index/academic-integrity) (<http://student.worldcampus.psu.edu/a-z-index/academic-integrity>) for specific college contact information or visit one of the following sites:

- Penn State Senate [Policy on Academic Integrity](http://www.psu.edu/oue/aappm/G-9-academic-integrity.html) (<http://www.psu.edu/oue/aappm/G-9-academic-integrity.html>)

- [iStudy for Success!](http://istudy.psu.edu/tutorials/) (http://istudy.psu.edu/tutorials/) (education module about plagiarism, copyright, and academic integrity)
- [Turnitin](http://turnitin.psu.edu/) (http://turnitin.psu.edu/) (a web-based plagiarism detection and prevention system)

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## Accommodating Disabilities

Penn State welcomes students with disabilities into the University's educational programs. Every Penn State campus has an office for students with disabilities. The Office for Disability Services (ODS) website provides contact information for every Penn State campus: [ODS Disability Liaison Contact Information](http://equity.psu.edu/ods/dcl) (http://equity.psu.edu/ods/dcl) . For further information, please visit the [Office for Disability Services website](http://equity.psu.edu/ods) (http://equity.psu.edu/ods) .

In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation based on the [ODS documentation guidelines](http://equity.psu.edu/ods/guidelines) (http://equity.psu.edu/ods/guidelines) . If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with an accommodation letter. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. You must follow this process for every semester that you request accommodations.

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## Additional Course Policies

For information about additional policies regarding Penn State Access Accounts; credit by examination; course tuition, fees, and refund schedules; and drops and withdrawals, please see the [World Campus Student Policies](http://student.worldcampus.psu.edu/a-z-index) (http://student.worldcampus.psu.edu/a-z-index) website.

Veterans and currently serving military personnel and/or dependents with unique circumstances (e.g., upcoming deployments, drill/duty requirements, VA appointments, etc.) are welcome and encouraged to communicate these, in advance if possible, to the instructor in the case that special arrangements need to be made.

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Please direct questions to the [World Campus HelpDesk](http://student.worldcampus.psu.edu/student-services/helpdesk) (http://student.worldcampus.psu.edu/student-services/helpdesk) |

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