KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 8/1/14   Curriculum Bulletin _____

Effective Date **Fall 2015**   Approved by EPC _____

Department	**Foundations, Leadership, and Administration**
College	**EH - Education, Health and Human Services**
Degree	**CER6 - Post-Baccalaureate Certificate**
	CER8 - Post-Master's Certificate .
Program Name	**Institutional Research and Assessment** Program Banner Code **C6XX, C8XX**
Concentration(s)	Concentration(s) Banner Code(s)
Proposal	**Establish program**

Description of proposal:

Establish new 15 credit hour certificate program delivered by Higher Education Administration and Evaluation and Measurement faculty (both in Foundations, Leadership, and Administration).

Does proposed revision change program's total credit hours?   ☐ Yes   ☒ No

Current total credit hours: **0**   Proposed total credit hours **15-21**

Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

The proposed certificate program complements the existing Evaluation and Measurement M.Ed. and Ph.D. as well as the Higher Education Administration and Student Affairs M.Ed and Ph.D. programs. At this time, there are few programs in the country that feature a focus on assessment and institutional research despite a demonstrated need for expertise in these areas cited by NASPA (Student Affairs Administrators in Higher Education), ACPA (College Student Educators International), and the Association for Institutional Research (AIR). The certificate requires minimal course development; most courses will be taught by current HIED and EVAL faculty.

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

Evaluation and Measurement, Higher Education Administration (School of Foundations, Leadership, and Administration); Instructional Technology (Lifespan Dev & Educ Sciences).

REQUIRED ENDORSEMENTS

_____   _0_8_ / _0_4_ / _1_4_

Department Chair / School Director

_____   ___/___/___

Campus Dean (for Regional Campuses proposals)

_____   ___/___/___

College Dean (or designee)

_____   ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____   ___/___/___

Provost and Senior Vice President for Academic Affairs (or designee)

Proposal Summary
Establish Institutional Research and Assessment
Post-Baccalaureate and Post-Master's Certificate

Description of Action, Including Intended Effect

The purpose of this proposal is to establish a new certificate titled, Institutional Research and Assessment [C6XX and C8XX], at the post-bachelor's and post-master's levels. It can be earned alongside a master's or doctoral degree, or alone. This certificate will be delivered by Evaluation and Measurement [EVAL] and Higher Education Administration [HIED] faculty within the School of Foundations, Leadership and Administration [FLA] in the College of Education, Health and Human Services [EH].

The purpose and goal of this certificate is to equip students with the necessary abilities, techniques, and knowledge to serve as institutional research and/or higher education assessment personnel. Because this certificate bridges assessment and institutional research, the feedback from the ACPA/SAAL study along with three professional associations were considered in developing the learning outcomes for this certificate.

The Institutional Research and Assessment certificate is for professionals or aspirants for leadership positions in postsecondary settings and those who seek to learn more about assessment and institutional research and their role in American higher education. The program provides knowledge and skills development in the areas of higher education assessment, institutional research, technology, and the organization of higher education. Students have the option of adding (strongly recommended for students without full-time work experience) Internship in Higher Education (HIED 6/76492) at the conclusion of the certificate.

Requirements for Successful Completion of Certificate

Completion of the Institutional Research and Assessment Certificate will require a minimum 15 credit hours.

- Research Background Course:
  - Master Level Enrollees: Research in Educational Services (EVAL 6/75511) – 0-3 Credit Hours (hours waived if already taken)
  - Doctoral Level Enrollees: Quantitative Research Designs and Application in Educational Services (EVAL 85515) – 0-3 Credit Hours (hours waived if already taken)
- Student Affairs/Higher Education Functions (HIED 6/76651) – 3 Credit Hours
- Higher Education Data & Institutional Research (EVAL 68806/78806) – 3 Credit Hours (new course)
- Assessment & Evaluation in Higher Education (HIED 6/76749) – 3 Credit Hours
  - Education Statistics I (EVAL 6/75510) – 3 Credit Hours
- Technical Skills Course – Choose between:
  - Technology, Systems, and Data in Higher Education Administration (HIED 6/76665) – 3 Credit Hours (new course)
  - Survey Design and Applied Research in Education (EVAL 68715 /78715)– 3 Credit Hours (new course)
  - Educational Statistics II (EVAL 6/78716) – 3 Credit Hours
- Internship in Higher Education (HIED 6/76492) – 0-3 Credit Hours

Admissions Procedure and Completion Requirements

As a graduate-level certificate, this program may be pursued by current degree-seeking students, or by non-degree graduate students. For consideration, all students must submit an application, application fee, transcripts, a resume, a statement of goals, and two letters of reference. Review of applications will be handled by the coordinator for the Institutional Research and Assessment certificate, who will also evaluate prerequisites (if substitute syllabi are submitted by student).

To successfully complete the Institutional Research and Assessment certificate, a student must maintain a minimum 3.0 overall GPA within the certificate. An internship (HIED 6/76492) may be completed at the conclusion (or near conclusion) of the program in an institutional research or assessment setting. The internship is optional, but is strongly recommended to allow for proper application of coursework *and* to provide 'real-world experience'.

Learning Outcomes

Because this certificate bridges assessment and institutional research, the feedback from a survey of ACPA/SAAL membership along with three professional associations were considered in developing the learning outcomes for this certificate.

Shared Learning Outcomes – Institutional Research and Assessment

[Courses where the outcome is introduced, reinforced, or mastered are listed with each heading.]

Demonstrate awareness of institutional issues and higher education environment (**EVAL 68806/78806, HIED 66749/76749**)

- 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 (**EVAL 68806/78806, EVAL 65510/75510, EVAL 68715/78715, EVAL 78716, EVAL 85515**)

- Discern and discuss the appropriate design(s) to use in assessment and institutional research efforts based on critical questions, data type, intended use, target population, and intended audience(s)
- Execute appropriate quantitative and qualitative design(s) in assessment and institutional research efforts based on critical questions, data type, intended use, target population, and intended audience(s)
- Identify the most effective data collection techniques and procedures to manage and analyze data
- Facilitate data collection for system/department-wide assessment and institutional research efforts using appropriate techniques and technology

Select or create valid and reliable assessment instruments (**EVAL 68715/78715, HIED 66665/76665, HIED 66749/76749**)

- Evaluate and create assessment tools appropriate for the purpose/target population capable of collecting valid and reliable data
- Evaluate and create surveys appropriate for the purpose/target population capable of collecting valid and reliable data
- Facilitate interviews and focus groups appropriately

Analyze data using the appropriate technique for the data collected and intended purpose (**EVAL 68806/78806, EVAL 65510/75510, EVAL 68715/78715, EVAL 78716, EVAL 85515**)

- Assess research designs and analysis techniques, including factors that might lead to measurement problems, such as those relating to sampling, validity, and reliability
- Assess trustworthiness and other aspects of quality in qualitative studies and assess the transferability of these findings to current work settings

- Use appropriate analyses for data type, intended use of data
- Use statistical analysis techniques to evaluate instruments and data, interpret information
- Articulate the limitations of findings imposed by the differences in practical and statistical significance, validity, and reliability

Interpret results of analysis based on context and data collected **(EVAL 68806/78806, EVAL 65510/75510, EVAL 68715/78715, EVAL 78716, EVAL 85515)**

- 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) **(EVAL 68715/78715, EVAL 68806/78806, HIED 66749/76749)**

- 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 **(EVAL 68806/78806, HIED 66665/76665, HIED 66749/76749)**

- 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

Demonstrate appropriate technical knowledge (software and applications and systems) for assessment and institutional research **(EVAL 68715/78715, EVAL 68806/78806, HIED 66665/76665)**

- Demonstrate appropriate depth of understanding of statistical and office management software necessary for assessment and IR practice
- Demonstrate appropriate depth of understanding of higher education data systems, reporting systems, and other software necessary for Assessment and IR practice
- Understand and analyze database structures
- Perform queries and other data analysis in database programs such as Microsoft Access
- Perform queries to obtain data for assessment from student information systems

Promote and engage in ethical assessment, complying with professional and institutional standards and rules **(EVAL 68806/78806, HIED 66665/76665, HIED 66749/76749)**

- Engage in ethical practice
- Explain the necessity to follow institutional and divisional procedures and policies (e.g., IRB approval, informed consent) with regard to ethical assessment and institution research activities
- Manage the implementation of institutional and professional standards for ethical assessment and institutional research activities

Foster a culture of assessment and data-informed decision-making **(EVAL 68806/78806, HIED 66749/76749)**

- Create the climate at the department level that assessment and institutional research are central to the unit's work
- Create the expectation in the institution, division, or unit that assessment and institutional research are central to professional practice and plan for professional development opportunities

- Identify and explain the concepts of assessment, program review, evaluation, planning, and research (and the methodologies appropriate to each)
- Advocate for assessment and collaborate with faculty and staff in other areas or departments on shared objectives
- Explain to students and colleagues the relationship of assessment and institutional research processes to learning outcomes and institutional goals
- Keep current with issues in the field of assessment and institutional research to be able to innovate and use current best practices

Assessment-Specific Competencies

Create well-written, high-quality learning outcomes, aligned with organizational goals and values **(HIED 66749/76749)**

- Develop and write learning goals and objectives
- Align program and learning outcomes with organization goals and values
- Prioritize program and learning outcomes with organization goals and values

Design assessment plans **(HIED 66749/76749)**

- Design and execute an assessment plan
- Design ongoing and periodic data collection efforts such that they are sustainable, rigorous, as unobtrusive as possible, and technologically current within an assessment plan

Design and execute program/departmental review processes **(HIED 66749/76749)**

- Support data needs for and coordinate institutional self-study completion
- Engage in and support outcomes assessment, provide program improvement data
- Implement a program/department evaluation or review process

Institutional Research-Specific Learning Outcomes

Fulfill data requests for internal and external stakeholders **(EVAL 68806/78806, HIED 66665/76665)**

- 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

Analyze common institutional data sources/categories **(EVAL 68806/78806, HIED 66665/76665)**

- Analyze student characteristics, engagement, satisfaction, retention, degrees awarded
- Analyze IPEDS data
- Analyze faculty and staff data
- Analyze financial data

Plan internal studies to explore relevant issues and answer institutional questions **(EVAL 68806/78806)**

- Conduct and support academic and management studies (includes campus climate research, institutional effectiveness studies, longitudinal student studies, retention/graduation studies)
- Conduct and support student, faculty and program assessments and evaluations of educational and program quality (also a function of accreditation/self-study)
- Study and analyze institutional policies
- Plan special studies (decision support studies, benchmarking, enrollment and revenue projections)
- Benchmark internal data with external data
- Engage in studies of stakeholders (alumni, employees, administrative structures)

Engage in Strategic Planning Processes **(EVAL 68806/78806, HIED 66665/76665)**

- Conduct planning studies and supporting the institution's planning function
- Contribute to strategic planning process with data and organizational expertise
- Use data to create projections (enrollment, revenue, tuition models)

Needs Analysis

See accompanying documentation

Fiscal and Staffing Impact

It is anticipated that a majority of this certificate will be delivered by existing faculty in Evaluation and Measurement and Higher Education Administration. The (1) Higher Education Data and Institutional Research and (2) Survey Design and Applied Research courses will likely be taught by current professional staff members at KSU or surrounding institution at a cost of approximately $3,975 per course.

Timetable and Actions Required

Timetable and Actions Required: *The proposal will go through the required curriculum approval process with changes to take effect fall 2015. The following is the anticipated schedule:*

    EVAL program approval: September 2, 2014

    HIED program approval: August 21, 2014

    FLA SCC approval: September 3, 2014

    presented to EHHS CCC for approval: September 26, 2014

    presented to EPC for approval: October 20, 2014

    presented to Faculty Senate for approval: November 10, 2014

EVAL 6/78806, EVAL 6/78715, and HIED 6/76665 are being established alongside this certificate; the faculty are in place and will be ready to begin instruction once the courses and the certificate have been approved.

Catalog Copy and Course Requirement Sheet
Institutional Research and Assessment (Post Bachelor's)

DESCRIPTION: The Institutional Research and Assessment certificate is for professionals or aspirants for leadership positions in postsecondary settings and those who seek to learn more about assessment and institutional research and their role in American higher education. The program provides knowledge and skills development in the areas of higher education assessment, institutional research, technology, and the organization of higher education. Students have the option of adding (strongly recommended for students without full-time work experience) Internship in Higher Education (HIED 6/76492) at the conclusion of the certificate.

Admission Requirements: As a graduate-level certificate, this program may be pursued by current degree-seeking students, or by non-degree graduate students. For consideration, all students must submit an application, application fee, transcripts, a resume, a statement of goals, and two letters of reference. Review of applications will be handled by the coordinator for the Institutional Research and Assessment certificate, who will also evaluate prerequisites (if substitute syllabi are submitted by student).

Completion Requirements: To successfully complete the Institutional Research and Assessment certificate, a student must maintain a minimum 3.0 GPA within the certificate. An internship (HIED 6/76492) may be completed at the conclusion (or near conclusion) of the program in an institutional research or assessment setting. The internship is optional, but is strongly recommended.

CERTIFICATE REQUIREMENTS (15 credits)			
Course		**Title**	**Credits**
EVAL	6/75511	Research in Educational Services*	0-3
HIED	6/76651	Student Affairs/Higher Education Functions	3
HIED	6/76749	Assessment & Evaluation in Higher Education	3
EVAL	6/78806	Higher Education Data & Institutional Research (new course)	3
EVAL	6/75510	Education Statistics I	3
HIED OR EVAL OR EVAL	6/76665 OR 6/78715 OR 6/78716	Technology, Systems, and Data Analysis in Higher Education Admin. (3) (new course) OR Survey Design and Applied Research in Education (3) (new course) OR Education Statistics II (3)	3
HIED	6/76492	Internship in Higher Education	0-3
		TOTAL	**15-21**

*Prior coursework may be counted for all requirements, as long as it is substantially similar as judged by syllabi from the course and is less than 6 years old at time of *earning* the certificate. Students may substitute courses at the discretion of the advisor.

Catalog Copy and Course Requirement Sheet
Institutional Research and Assessment (Post Master's)

DESCRIPTION: The Institutional Research and Assessment certificate is for professionals or aspirants for leadership positions in postsecondary settings and those who seek to learn more about assessment and institutional research and their role in American higher education. The program provides knowledge and skills development in the areas of higher education assessment, institutional research, technology, and the organization of higher education. Students have the option of adding (strongly recommended for students without full-time work experience) Internship in Higher Education (HIED 76492) at the conclusion of the certificate.

Admission Requirements: As a graduate-level certificate, this program may be pursued by current degree-seeking students, or by non-degree graduate students. For consideration, all students must submit an application, application fee, transcripts, a resume, a statement of goals, and two letters of reference. Review of applications will be handled by the coordinator for the Institutional Research and Assessment certificate, who will also evaluate prerequisites (if substitute syllabi are submitted by student).

Completion Requirements: To successfully complete the Institutional Research and Assessment certificate, a student must maintain a minimum 3.0 GPA within the certificate. An internship (HIED 76492) may be completed at the conclusion (or near conclusion) of the program in an institutional research or assessment setting. The internship is optional, but is strongly recommended.

CERTIFICATE REQUIREMENTS (15 credits)			
Course		**Title**	**Credits**
EVAL	85515	Quantitative Research Designs and Application in Educational Services*	0-3
HIED	76651	Student Affairs/Higher Education Functions	3
HIED	76749	Assessment & Evaluation in Higher Education	3
EVAL	78806	Higher Education Data & Institutional Research (new course)	3
EVAL	75510	Education Statistics I	3
HIED OR EVAL OR EVAL	76665 OR 78715 OR 78716	Technology, Systems, and Data Analysis in Higher Education Admin. (3) (new course) OR Survey Design and Applied Research in Education (3) (new course) OR Education Statistics II (3)	3
HIED	76492	Internship in Higher Education	0-3
		TOTAL	**15-21**

*Prior coursework may be counted for all requirements, as long as it is substantially similar as judged by syllabi from the course and is less than 6 years old at time of *earning* the certificate. Students may substitute courses at the discretion of the advisor.

Notice of Intent to Offer an Educational Program
Institutional Research and Assessment
(Post-Baccalaureate/Post-Master's Certificate)
Kent State University

Gainful Employment Electronic Announcement #5 dated June 1, 2011 and posted on www.ifap.ed.gov explains the process for institutional notification to the U.S. Department of Education (ED) of new educational programs that prepare students for gainful employment in a recognized occupation (GE Programs). An institution's notification to ED of its intent to offer a new GE Program must include information to support the institution's determination of the need for the program, as required by the regulations at 34 CFR 600.20(d)(2). Descriptions and documentation provided by an institution can cover more than one new GE Program, if the same, or similar, process was used by the institution to determine the need for the program, and should be provided as follows:

1. Institution Name: **Kent State University**

2. OPEID: **00305100**

3. Program name(s) and program CIP code(s) supported by this documentation:

    Institutional Research and Assessment (Certificate)
    13.0604
    13.0406
    13.0601
    13.0603
    13.0607
    13.0699
    45.0102

4. Narrative description of how the institution determined the need for the program. For example, describe what need this program will address and how the institution became aware of that need. If the program is replacing a current program(s), identify the current program(s) that is being replaced by the new program(s) and provide details describing the benefits of the new program(s). If the program will be offered in connection with, or in response to, an initiative by a governmental entity, provide details of that initiative. The institution must retain documents that support this description for review or submission to the ED upon request.

    This certificate program was developed in response to faculty observations of the increasing demands of assessment and accreditation, as well as reporting functions within higher education institutions. This translates to an increased demand for well-educated personnel to meet this need in the areas of academic and student affairs assessment as well as institutional research and accreditation functions.

    Please review attached needs analysis document; it explains, in part:
    In a recent survey of senior-level student affairs practitioners, 90.5% indicated a desire to increase their efforts related to assessment. While noting a desire to increase their assessment activities, many respondents reported difficulty in using results effectively.

    A 2013 poll of Kent State University Higher Education Administration and Student Affairs alumni positive regarding the potential for this certificate; 45.5% of respondents indicated that they were

"likely" or "very likely" to enroll in the certificate (depending partially on how it was offered, hybrid, online or on-ground). This is a considerable level of interest given the diversity of functional areas and variety institutional placement.

At the time of this proposal, there are few graduate programs or certificates that specialize in assessment in a meaningful way. Three institutions offer institutional research certificates, and three institutions offer assessment certificates. Offering a program for both assessment and institutional research (which are similar but not completely the same) would present an advantage to Kent State University and be attractive to current students, potential students, and alumni. Two programs, Evaluation and Measurement and Higher Education Administration will work together to provide the content for this program, which supports and extends a goal in the university's strategic plan (3.1; continue to develop transdisciplinary academic and research strengths).

5. Narrative description of how the program was designed to meet local market needs, or for an online program, regional or national market needs. For example, indicate if Bureau of Labor Statistics data or state labor data systems information was used, and/or if state, regional, or local workforce agencies were consulted. Include how the course content, program length, academic level, admission requirements, and prerequisites were decided; including information received from potential employers about course content; and information regarding the target students and employers. The institution must retain copies of documents and its analysis for review and submission to the ED upon request.

Survey Results from ACPA/SAAL Listserv Survey
To better understand the needs of student affairs practitioners for assessment personnel, a survey study was conducted by a doctoral student in the Higher Education Administration program (for more information, see Eckert, Gregory, and Stafford, 2014). High-ranking administrators in colleges and universities were asked to indicate which skills (within a framework) were most essential for success in assessment and research functions. The results from this survey were used to inform the curriculum of the program, in addition to ACPA's ASK Standards (Assessment Skills and Knowledge Content Standards for Student Affairs Practitioners and Scholars) and the NASPA Assessment, Evaluation, and Research Knowledge Community Assessment Education Framework. Results indicated the senior-level administrators were most interested in the following outcomes:
- Design and execute and assessment plan
- Implement a program/department evaluation or review
- Write and develop learning goals and objectives
- Determine what method of assessment is appropriate depending on target population
- Write an appropriate and effective report using assessment results
- Engage in ethical assessment and research
- Identify the most effective methods to measure and perform assessment
- Develop and execute traditional quantitative and qualitative designs
- Critique and create an effective survey
- Evaluate different assessment instruments
- Identify patterns of student development and success (data analysis)
- Collaborate with faculty and staff in other areas or departments on shared objectives
- Benchmark internal data with external data
- Evaluate internal politics with stakeholders when communicating assessment results
- Create and analyze database structures
- Perform queries to obtain data for assessment from your student information system

Course contents were designed to align careful with the needs cited by major professional

organizations for assessment and the practice of administration in higher education. The assessment and institutional research competencies for three organizations (ACPA (College Student Educators International), NASPA (National Association for Student Personnel Administrators), and AIR (Association for Institutional Research)) were aligned so that the curriculum could be designed to ensure candidates were provided learning opportunities that would cover a majority of those competencies.

The program length was determined in consideration of the learning outcomes for the program. The courses selected and number of credit hours allows for flexibility and appropriate coverage of course contents, with an ability to customize the program while maintaining a fairly short sequence of courses. It is hoped that full-time graduate students can incorporate these courses within a master's degree program, while other students can take the courses part-time and finish within 2 years.

Course level, admission requirements, and prerequisites were designed to set appropriate expectations and encourage academically qualified applicants to apply. Personnel working in assessment and institutional research are typically required to have master's degrees; offering this certificate at the graduate level is in line with that expectation. Admission requirements are aligned with Kent State University's Graduate School requirements for certificate admission (completed baccalaureate degree with 3.0 GPA or higher, letters of recommendation). There are no prerequisites for this certificate.

6. Narrative description of any wage analysis the institution may have performed, including any consideration of Bureau of Labor Statistics wage data related to the new program. The institution must retain copies of analysis documents for review and submission to the ED upon request.

    N/A

7. Narrative description of how the program was reviewed or approved by, or developed in conjunction with, one or more of the following: business advisory committees; program integrity boards; business that would likely employ graduates of the program; and/or public or private oversight or regulatory agencies (not including the state licensing/authorization agency and accrediting agency).

    For example, describe the steps taken to develop the program, identify when and with whom discussions were held, provide relevant details of any proposals or correspondence generated, and/or describe any process used to evaluate the program. The institution must retain, for review and submission to the ED upon request, copies of meeting minutes, correspondence, proposals, or other documentation to support the development, review, and/or approval of the program.

    The idea for a certificate program in Institutional Research and Assessment has been discussed for several years, but was brought to action by Shawn Fitzgerald, former director of Foundations, Leadership, and Administration. Conversations took place between 2012 and 2013 with faculty in Higher Education Administration and Evaluation and Measurement as research was being conducted:
    (1) to determine how certificate programs at other institutions were structured
    (2) to understand what professional organizations believed were critical competencies in this area
    (3) to determine if alumni from Higher Education Administration and Student Affairs supported the idea and would be interested in enrolling.

Upon obtaining the information outlined above, a certificate was designed to align with the critical competencies identified by ACPA, NASPA, and AIR while maintaining an identify separate of the other certificate programs offered across the country.

8. Date of the first day of class. Include both:
    a. The first day the program was or will be offered by the institution.

    Fall 2015 (August 31, 2015)

    b. The day you would like to begin disbursing Title IV funds to students enrolled in the program.

    Fall 2015 (August 31, 2015)

References

ACPA's ASK Standards Booklet . (n.d.). Retrieved from: http://www.acpa.nche.edu/ask-standards-booklet

Eckert, E., Gregory, D. & Stafford, L. (2014, March 17). Essential skills for assessment: Things student affairs personnel should know (or learn). 2014 NASPA Annual Conference. Baltimore, MD.

Lasher, W. F. (2011). The history of institutional research and its role in American higher education over the past 50 years. In M. A. Coughlin & R. D. Howard (Eds.), The Association for Institutional Research: The first 50 years. Tallahassee, FL: Association for Institutional Research.

NASPA Assessment, Evaluation, and Research Knowledge Community. (n.d.). Retrieved from: http://www.naspa.org/constituent-groups/kcs/assessment-evaluation-and-research

New Program Needs Analysis and Faculty Credentials
Institutional Research and Assessment
(Post-Baccalaureate/Post-Master's Certificate)

All Kent State academic units are required to provide evidence of the need for a proposed academic program. Generic statements that imply the "need" for the program are not sufficient. Proposals should include data-driven market research that addresses a student demand that will increase enrollment, potential for employment upon graduation, competitive advantage for the university, reasonable non-duplication with other programs and appropriate multi-year financial analyses.

The elements of a needs analysis include:

1. ESTABLISH A NEED FOR THE PROPOSED PROGRAM

Address the need and rationale for the establishment of the program. The description should include an assessment of workforce demand as well as occupational titles and employment opportunities. Appropriate needs assessment document must include data obtained from the State of Ohio Labor Market Statistics and/or the U.S. Department of Labor Bureau of Labor Statistics and surveys of local/regional employers. Survey documentation should include:

> This certificate allows two programs within EHHS to work together for the mutual benefit of students in both areas. Students in Evaluation and Measurement are often asked to engage in educational evaluation of post-secondary programs, but are not specifically trained in post-secondary operations and student affairs functional areas. Higher Education Administration and Student Personnel students are not trained in assessment and evaluation, with the exception of one course along with their research methods preparation.

> Assessment, a process engaged in by institutional researchers, student affairs professionals, and administrators in academic affairs, is an important activity in all functions of postsecondary education, and yet focused training in this area is lacking. Although efforts to better understand campus operations using data date back to the early days of Harvard's existence, institutional research as it is currently known really began in the mid-20th Century (Lasher, 2011). These efforts, prompted in the early 1900s by the Carnegie Foundation and later by the federal government, have evolved to meet an ever-diversifying audience of stakeholders and oversight bodies.

> In a recent survey of senior-level student affairs practitioners, 90.5% indicated a desire to increase their efforts related to assessment. While noting a desire to increase their assessment activities, many respondents reported difficulty in using results effectively.

> A 2013 poll of Kent State University Higher Education Administration and Student Affairs alumni positive regarding the potential for this certificate; 45.5% of respondents indicated that they were "likely" or "very likely" to enroll in the certificate (depending partially on how it was offered, hybrid, online or on-ground). This is a considerable level of interest given the diversity of functional areas and variety institutional placement. (Survey instrument is in section 1a.)

> At the time of this proposal, there are few graduate programs or certificates that specialize in assessment in a meaningful way. Three institutions offer institutional research certificates, and three institutions offer assessment certificates. Offering a program for both assessment and institutional research (which are similar but not completely the same) would present an advantage to Kent State University and be

attractive to current students, potential students, and alumni. Two programs, Evaluation and Measurement and Higher Education Administration will work together to provide the content for this program, which supports and extends a goal in the university's strategic plan (3.1; continue to develop transdisciplinary academic and research strengths).

a. The survey instrument

This survey should take no more than 5 minutes to complete; we appreciate your time.

1. If this Assessment + Institutional Research certificate were offered, how interested would you be in taking it...

	Very likely	Likely	Somewhat likely	Somewhat unlikely	Unlikely	Very unlikely
In person	○	○	○	○	○	○
Online	○	○	○	○	○	○
Hybrid (mix of in-person and online)	○	○	○	○	○	○

2. Would you be more likely to interview a candidate holding an Assessment + Institutional Research certificate if you were hiring a staff member to be involved in assessment?

○ Yes
○ No
○ Unsure

3. Would you advise a colleague to consider enrolling in the Assessment + Institutional Research certificate program, if offered by KSU?

○ Yes
○ No
○ Unsure

4. Please provide us with any feedback you have related to the creation of this certificate program (e.g. questions, concerns, statements of support, suggestions for content or delivery, etc.):

[text box]

5. Please indicate the area Higher Education/Student Affairs with which you are most closely aligned:

○ Student Affairs (General)
○ Enrollment Management (General)
○ Academic Advising
○ Academic Affairs
○ Admissions
○ Adult and/or Veteran Services
○ Alumni Affairs
○ Assessment/Institutional Research
○ Athletics
○ Business/Finance
○ Campus Safety
○ Career Services
○ Other (please specify)

○ Commuter Services
○ Development/Fundraising
○ Dining/Food Services
○ Disability/Accessibility Services
○ Distance Education
○ Facilities/Maintenance/Planning
○ Financial Aid
○ Greek Life
○ Health/Counseling Services
○ International Student Services
○ Leadership Development
○ Multicultural Affairs

○ Orientation/First Year Experience
○ Registrar
○ Residence Life
○ Service Learning
○ Spirituality/Religious Services
○ Student Activities/Government
○ Student Conduct
○ Student Union
○ Technology/Information Services
○ Wellness/Recreational Services

b. Target population

This program is targeted to students in Evaluation and Measurement and Higher Education Administration and Student Affairs. The certificate is structured so that it can be completed within a master's or doctorate or as a stand-alone certificate. The needs analysis survey was sent to an accessible population, alumni of the Higher Education Administration and Student Affairs program. Several students

in Evaluation and Measurement have indicated an interest (verbally) to the program coordinator, but they were not included in the survey.

c. Description of sample

Survey participants were invited via email over a listserv consisting of Higher Education Administration and Student Affairs alumni. The survey was open for approximately one month (March-April 2013), and received 85 responses. It is unknown how many subscribers on the listserv viewed the invitation to participate.

A majority of respondents were in Academic Advising, Student Affairs, and Residence Life.

d. Employment opportunities by job titles including:

i. Number of job openings (due to growth)

This is difficult to measure; there is not a lot of research available on this topic. Positions in assessment and institutional research are posted on www.higheredjobs.com and other sites; at the time of writing, there are hundreds available. A popular listserv for assessment and research personnel has recently been discussing the lack of data on trends, but notes the increasing demand for well-trained personnel.

ii. Salary for these employees

Generally speaking, salaries for assessment personnel reflect the specialized knowledge and technical expertise required in their roles. Data on salaries available from www.higheredjobs.com does not appear to cover assessment personnel because they are scattered throughout institutions and have a wide variety of titles. Institutional research personnel had a mean income of 64,887 in the 2013-14 Professionals in Higher Education Salary Survey conducted by CUPA-HR (College and University Professional Association for Human Resources). Chief institutional research officers reported a mean income of 90,000. Assessment personnel tend to be paid at the high end of ranges within their units

The salaries for positions in higher education are often expressed in ranges; job titles that completers of this certificate program might seek include (but are not limited to):

Assessment Specialist

Assessment Coordinator

Coordinator of Assessment and Evaluation

Assistant or Associate Director for Assessment, Research and Retention

Assistant Dean of Assessment

Director of Assessment and Planning

Student Affairs Assessment Specialist/Coordinator

Research Analyst

Institutional Research Analyst

Institutional Research Officer

Assistant/Associate Director of Institutional Research

Director of Institutional Research

2. PROJECTED STUDENT AND GRADUATE DATA

Provide an explanation of potential and identified sources of students for the program. Documentation should demonstrate sufficient student interest to support the program and may include surveys of current students and related program majors, secondary students, as well as employees seeking advanced training. The data should include projected student enrollment and a projection of the number of graduates for the first five years of the program. Present projected enrollments in a table showing how many students will attend full-time and how many part-time.

Current Kent State University students will be recruited by communicating about the new program via listservs and posted materials in common areas within White Hall. A coordinated communication approach will take place via social media, LinkedIn, and university websites to connect with both current students and alumni of the Evaluation and Measurement and Higher Education Administration programs. Hobson's will also be used to identify and reach out to prospective students that have not yet joined Kent State University.

As would be expected, a website will be created to outline the certificate's coursework and admission requirements. At this time, the certificate is being developed for largely face-to-face delivery, so much of our communication and promotion will be focused on current or potential KSU students, and area professionals looking for professional development.

Because many students will have the option to add this certificate as part of an in-progress degree, it is anticipated that there will be fairly strong interest from the beginning from full-time enrollers. Part-time enrollment will likely be lower. The courses will be structured so they all be completed in a two-year cycle, with part-time students being able to complete in the same time as full-time, depending on how they sequence the courses.

	Fall 2015-Summer 2016	Fall 2016-Spring 2017	Fall 2017-Spring 2018	Fall 2018-Spring 2019	Fall 2019-Spring 2020
New Full-Time Enrollers	10	14	18	22	26
New Part-Time Enrollers	3	4	4	5	6
Full-Time Completers		6	12	16	20
Part-Time Completers		2	4	4	5

3. COMMUNICATION WITH BUSINESS AND INDUSTRY

Surveys/focus groups (with a valid number of responses/participants) should be conducted with local businesses, advisory/planning committees and other workforce training sources. Provide a list of potential employers, locally, state-wide and regionally, appropriate.

Survey Results from ACPA/SAAL Listserv Survey
>To better understand the needs of student affairs practitioners for assessment personnel, a survey study was conducted by a doctoral student in the Higher Education Administration program (for more information, see Eckert, Gregory, and Stafford, 2014). High-ranking administrators in colleges and universities across the United States were asked to indicate which skills (within a framework) were most essential for success in assessment and research functions. The results from this survey were used to inform the curriculum of the program, in addition to ACPA's ASK Standards (Assessment Skills and Knowledge Content Standards for Student Affairs Practitioners and Scholars) and the NASPA Assessment, Evaluation, and Research

Knowledge Community Assessment Education Framework. Results indicated the senior-level administrators were most interested in the following outcomes:

- Design and execute and assessment plan
- Implement a program/department evaluation or review
- Write and develop learning goals and objectives
- Determine what method of assessment is appropriate depending on target population
- Write an appropriate and effective report using assessment results
- Engage in ethical assessment and research
- Identify the most effective methods to measure and perform assessment
- Develop and execute traditional quantitative and qualitative designs
- Critique and create an effective survey
- Evaluate different assessment instruments
- Identify patterns of student development and success (data analysis)
- Collaborate with faculty and staff in other areas or departments on shared objectives
- Benchmark internal data with external data
- Evaluate internal politics with stakeholders when communicating assessment results
- Create and analyze database structures
- Perform queries to obtain data for assessment from your student information system

As previously mentioned, we surveyed alumni to determine a need for the program. These alumni work at many of the institutions reflected, below. Because this certificate is focused on training personnel for assessment and institutional research in higher education, the potential area employers are:

Kent State University
University of Akron
University of Mount Union
NEOMED
Cleveland State University
Youngstown State University
Case Western Reserve University
Cuyahoga Community College
Eastern Gateway Community College
Lakeland Community College
Lorain County Community College
North Central State College
Stark State College of Technology
Terra Community College
Oberlin College
Baldwin-Wallace University
Lake Erie College
John Carroll University
Notre Dame College
Ursuline College
Walsh Unviersity
Malone University
Heidelberg University
Bluffton University
Tiffin University

Ashland University
Hiram College
Ohio Board of Regents/Ohio Department of Education

4. FACULTY CREDENTIALS AND CAPACITY

Faculty Credentials

The following expectations apply to all full-time and part-time instructors, including graduate teaching assistants:

- Faculty members hold a degree from a regionally or nationally accredited institution recognized by the U.S. Department of Education or the Council for Higher Education Accreditation or equivalent as verified by a member of the National Association of Credential Evaluation Services Inc.

  N/A

- Faculty members hold a terminal degree or a degree at least one level above the degree level in which they are teaching.

  - o   At least a bachelor's degree if teaching in an associate degree program.
  - o   At least a master's degree if teaching in a bachelor's degree program.
  - o   A terminal degree if teaching in a graduate program.

  All faculty hold doctorates.

- In addition to meeting degree level requirements, faculty members teaching technically- or practice-oriented courses demonstrate evidence of practical experience in the field and applicable licenses and/or certifications.

  Dr. Linnea Stafford is an institutional research professional with more than 7 years of experience; she will be teaching the course that provides an overview of institutional research. (EVAL 68806/78806)

  Dr. Debbie Shama-Davis is an evaluation professional with more than 30 years of experience in the field; she is an expert in data analysis, evaluation, and survey design. She will be teaching the survey design and applied research course. (EVAL 68715/78715)

  Dr. Erica Eckert is an assessment professional with more than 7 years of experience in higher education; her experience is with assessment, systems, technology, survey design, and administration. She will be teaching the data, systems, and technology course, as well as the assessment and evaluation in higher education course. (HIED 66665/76665, HIED 66749/76749)

- For programs involving clinical faculty (e.g., student teaching supervisors, clinical practicum supervisors), the credentials and involvement of clinical faculty are described and meet applicable professional standards for the delivery of the educational experiences.

  Faculty coordinators of the internship course are qualified faculty or experience administrators.

- Faculty members show evidence of professional development in the discipline.

  Faculty in the HIED and EVAL program are very engaged with the professional organizations in their respective disciplines.

- Faculty members who received their degrees from the institution do not constitute the majority of the program's faculty.

  Faculty for the courses for the full certificate will rotate for the Student Affairs, Research, Statistics, and Internship courses; this requirement is difficult to prove as a result.

Faculty Capacity

- Faculty resources are sufficient to meet the teaching, scholarship, service and advising needs of the program and the expectations of the institution.

  Appropriate resources will be directed to the certificate; one faculty member will be responsible for admissions and advising candidates. Many of the requirements for the certificate are already offered on a rotating basis for Evaluation and Measurement and Higher Education Administration, so it is not anticipated that this certificate will levy a significant additional resource burden.

- Each program is led by a full-time faculty member.

  This program will be led by a faculty member in Evaluation and Measurement who is a full-time employee of Kent State University.

- Full-time faculty members are involved at each location where more than 50 percent of an academic program can be completed (e.g., main campus, regional campus, additional locations)

  Yes

- Individuals who are full-time employees of the institution teach a minimum of 60 percent of the program curriculum. Portions of the program that are taught by individuals who are not employees of the institution (e.g., internships, clinical practicum experiences, field experiences and student teaching) are not included in the calculations for this standard.

  Yes

- Faculty members reflect the racial, ethnic and gender diversity of the community and the student body.

  Faculty for the courses for the full certificate will rotate for the Student Affairs, Research, Statistics, and Internship courses; this requirement is difficult to prove as a result.

- Students interact with several faculty members within the program to encourage exposure to a diversity of experiences and perspectives.

  Faculty for the courses for the full certificate will rotate for the Student Affairs, Research, Statistics, and Internship courses; this requirement is difficult to prove as a result.

Exceptions may be reviewed on a case-by-case basis.

Faculty Credentials

Course(s)	Faculty Name	Highest Degree	Granting Institution
Research: EVAL 65511	Various; taught Fall 2014 by: (1) Wei Huang, (2) Jason Schenker, (3) Cassandra Storlie	(1) Ph.D (2) Ph.D (3) Ph.D	(1) Kent State University (2) Kent State University (3) University of Iowa
Quant Methods: EVAL 85515	Various; taught Fall 2014 by: Jason Schenker	Ph.D.	Kent State University
Student Affairs Functions: HIED 66651/76651	Various; last taught by: Tracy Lara	Ph.D.	Idaho State University
HIED Data and IR: EVAL 68806/78806	Linnea Stafford	Ph.D.	Kent State University
Assessment in HIED: HIED 66749/76749	Erica Eckert	Ph.D.	Kent State University
Statistics I EVAL 65510/75510	Various; taught Fall 2014 by: (1) Steven Brown, (2) MD Emtiaz Rony, (3) William Merchant	(1) Ph.D (2) Master's Degree (Ph.D. in progress) (3) Unknown	(1) University of Missouri-Columbia (2) University of Dhaka (3) Unknown
Tech, Systems, and Data: HIED 66665/76665	Erica Eckert	Ph.D.	Kent State University
Survey Design and Applied Rsrch: EVAL 68715/78715	Debbie Shama-Davis	Ph.D.	Kent State University
Statistics II: EVAL 68716/78716	Various; last taught by: Jason Schenker	Ph.D.	Kent State University

References

ACPA's ASK Standards Booklet . (n.d.). Retrieved from: http://www.acpa.nche.edu/ask-standards-booklet

Eckert, E., Gregory, D. & Stafford, L. (2014, March 17). Essential skills for assessment: Things student affairs personnel should know (or learn). 2014 NASPA Annual Conference. Baltimore, MD.

Lasher, W. F. (2011). The history of institutional research and its role in American higher education over the past 50 years. In M. A. Coughlin & R. D. Howard (Eds.), The Association for Institutional Research: The first 50 years. Tallahassee, FL: Association for Institutional Research.

NASPA Assessment, Evaluation, and Research Knowledge Community. (n.d.). Retrieved from: http://www.naspa.org/constituent-groups/kcs/assessment-evaluation-and-research

From:	Niesz, Tricia
Sent:	Saturday, August 30, 2014 9:07 AM
To:	SCHENKER, JASON
Cc:	Li, Jian; ECKERT, ERICA
Subject:	RE: Institutional Research and Assessment Certificate Documents (more final)

Okay—we have program approval via vote dated 8/30/14 via email. Thanks to all!!

From: SCHENKER, JASON
Sent: Saturday, August 30, 2014 9:04 AM
To: Niesz, Tricia
Cc: Li, Jian; ECKERT, ERICA
Subject: Re: Institutional Research and Assessment Certificate Documents (more final)

I vote yes as well.

Jason

Sent from my iPhone

On Aug 30, 2014, at 8:29 AM, "Niesz, Tricia" <tniesz@kent.edu> wrote:

> I vote yes—thanks so much Erica!!
>
> **From:** Li, Jian
> **Sent:** Friday, August 29, 2014 6:18 PM
> **To:** ECKERT, ERICA; Niesz, Tricia; SCHENKER, JASON
> **Subject:** RE: Institutional Research and Assessment Certificate Documents (more final)
>
> Hi Erica,
>
> Thanks a lot for your hard work, especially when you are still dealing with jetlag! ^&^
>
> I vote yes.
>
> Jian
>
> **From:** ECKERT, ERICA
> **Sent:** Friday, August 29, 2014 4:22 PM
> **To:** Niesz, Tricia; Li, Jian; SCHENKER, JASON
> **Subject:** Institutional Research and Assessment Certificate Documents (more final)
>
> Hello there!
>
> Please find (attached) revised documents to reflect the changes discussed today (Tricia, Jian, myself) to the certificate. This is going to a curriculum review committee on Wednesday, 9/3, so it's a little time-sensitive. Feel free to review ALL documents, but to save you time, here's what the changes are:

1

1. The name! Institutional Research and Assessment is the new certificate name, based on feedback from both Eval and HIED faculty.
2. Requirements—rather than allowing students to choose Stat I or Stat II, all students will have to take Stat I. If a student enrolls in the certificate already having taken Stat I, they may substitute Stat II.
3. Requirements—Stat II has been moved to the "technical courses" as a third option (this allows students to take (1) Tech/Systems/Data, (2) Survey Design/Applied Research, OR (3) Stat II)
4. Stand Alone Certificate OR accompaniment to program—language was added to the beginning of document #4 to specify the certificate could be taken on its own or as an add-on to a program.
5. Textbook and Content Clarification for Tech/Systems/Data—the Groves book was removed as a textbook because it wasn't really germane to what was happening in the course... the 6 hours devoted to survey "design" is really "form construction," not the theory of how surveys, items, and sampling work.
6. Survey Design and Applied Research—good discussion occurred to explain the role and function of this course in the certificate; concerns over content-duplication were discussed and at this point the course is staying mostly as-is, but plans are outlined below for how it will change down the road.
7. Susan Augustine is my lord and savior—I made a couple of text tweaks to prerequisites (doctoral vs. graduate standing mistakes) in the workflow side—but that doesn't impact the discussion here. I just wanted to let you know that the curriculum gods are smiling upon us.

ALSO—while we are moving forward with the certificate proposal (assuming you all vote it to be OK) now, it is planned that in the near future the Survey Design and Applied Research course will be re-envisioned as a SPSS-expertise-gaining course (syntax and fancy things) and a separate, intense course on survey design will be created. They will then BOTH be options in the "technical" course section of the certificate—we'll revisit once the courses are developed. At this point we don't have the personnel to do both.

I feel like I'm forgetting something, but this is all I have.

With that all being said, are we okay to vote on this now, Tricia?

E

Erica Eckert, Ph.D.
Assistant Dean for Assessment and Accreditation
 and Assistant Professor, Evaluation and Measurement
College of Education, Health, and Human Services
Kent State University
507 White Hall | Kent, Ohio 44242
eeckert@kent.edu | 330.672.2702

From:	KRETOVICS, MARK
Sent:	Friday, July 18, 2014 3:51 PM
To:	ECKERT, ERICA
Subject:	Re: Letter of Support/No Encroachment for Assessment Certificate

Erica,

The Higher Education Administration and Student Personnel program fully supports this certificate. We believe that a certificate in Assessment and Institutional Research is needed within higher education and it will be marketable among our HIED students. With two HIED courses in the curriculum, it will be easier for our students to complete this certificate simultaneously with their Master's or Doctoral degree.

Please let me know if you need additional information.

Regards,

Mark Kretovics, PhD
Interim Director,
School of Foundations, Leadership, and Administration
College of Education, Health, and Human Services
300 White Hall
P.O. Box 5190
Kent, OH 44242
330.672.0642

From: <ECKERT>, ERICA <eeckert@kent.edu>
Date: Tuesday, July 8, 2014 at 3:50 PM
To: Mark Kretovics <mkretov1@kent.edu>
Subject: Letter of Support/No Encroachment for Assessment Certificate

Hi there—here's the course proposal (still being tweaked but mostly done) for the assessment certificate.

Basically I'm hoping you can review it and write me an email (no letter is needed!)
E

Erica Eckert, Ph.D.
Coordinator of Assessment & Evaluation / Assistant Professor
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507 White Hall | Kent, Ohio 44242
eeckert@kent.edu | 330.672.2702

From:	TIENE, DREW
Sent:	Thursday, April 03, 2014 10:55 AM
To:	ECKERT, ERICA
Subject:	RE: MS Access Workshops in ITEC?

It doesn't sound as it there will be any significant encroachment upon ITEC's activities. So why don't you just proceed. Good luck.

Drew

From: ECKERT, ERICA
Sent: Thursday, April 3, 2014 10:23 AM
To: TIENE, DREW
Subject: RE: MS Access Workshops in ITEC?

Happy to chat via phone!!!

The certificate isn't about databases. It's about assessment and institutional research—and so a little technology is covered (doing data analysis in Excel and presenting information). The database part is really a desire for Eval & Measurement to have students be conversant in how data are stored in relational databases. They are not going to be building databases. The certificate is really all about how to do assessment, and what institutional researchers do ☺

E

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From: TIENE, DREW
Sent: Thursday, April 03, 2014 10:21 AM
To: ECKERT, ERICA
Subject: RE: MS Access Workshops in ITEC?

E.,

Access used to be covered in the introductory ITEC courses, but it is not a major focus these days, as far as I am aware (I don't teach those courses). Is the certificate ONLY about databases, or does it cover other aspects of technology? Maybe a phone call would be best here.

Drew

From: ECKERT, ERICA
Sent: Tuesday, April 1, 2014 10:11 AM

To: TIENE, DREW
Subject: RE: MS Access Workshops in ITEC?

Will do. Thanks.

Is Microsoft Access something covered in the ITEC program, traditionally? I am working on creating a certificate and I want to make sure that it doesn't conflict with what you ITEC is doing (cr if it does, as you to be a part of it).

E

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eeckert@kent.edu | 330.672.2702

From: TIENE, DREW
Sent: Monday, March 31, 2014 9:55 PM
To: ECKERT, ERICA
Subject: RE: MS Access Workshops in ITEC?

Hi Erica,

How refreshing to get a non-NCATE question! :) I have not seen Phil around the building lately. Actually, you might best check with Liz Cochran in 418 (efcochra@kent.edu) about whether Access is still taught as a workshop, since she oversees all the workshops.

Drew

From: ECKERT, ERICA
Sent: Tuesday, March 25, 2014 8:23 PM
To: TIENE, DREW
Subject: MS Access Workshops in ITEC?

Hi, Drew—

I have a 100% non-NCATE question for you!!!!!!!!!!!!!!!

Way back when (2005), I took a pair of workshops in ITEC. Both were listed under ITEC 50093.

Phil Nelson taught them both—one was basic access database design, and the second was a more advanced level. Both were 2 credit hours.

Does ITEC still offer these? Or is that handled through another ITEC class?

E

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