



Name: Anna Luci Wymer

Submission Date: 9/4/2014



Organization: Admin Affairs & Graduate Education

**Course Catalog Update**

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Course Catalog Update Information:

STU0004

**Reference Number:** CCU007451

**Date:** 14-AUG-14

**Level:** 2.00 of 2.00

**Currently On The Worklist Of:** Catherine Hackney, chackne1

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

<b>Basic Course Data</b>		
<b>Change type:</b> Establish		
<b>Faculty member submitting this proposal:</b> Erica Eckert		
<b>Requested Effective Term:</b> 201580		
<b>Campus:</b> Kent		
<b>College:</b> EH-Education, Health and Human Services		
<b>Department:</b> FLA-Foundations, Leadership and Administration		
<b>Course Subject:</b> HIED-Higher Education		
<b>Course Number:</b> 66665		
<b>Course Title:</b> Technology, Systems, and Data in Higher Education Administration		
<b>Title Abbreviation:</b> Tech Systems and Data in HIED		
<b>Slash Course and Cross-list Information:</b> HIED 66665 + HIED 76665		
<b>Credit Hours</b>		
<b>Minimum Credit/Maximum Credit:</b> 3 to 3		
<b>Contact Hours: Lecture - Minimum Hours/Maximum Hours:</b> 3 to 3		
<b>Contact Hours: Lab - Minimum Hours/Maximum Hours:</b>		
<b>Contact Hours: Other - Minimum Hours/Maximum Hours:</b>		
<b>Attributes</b>		
<b>Is this course part of the LER, WIC or Diversity requirements:</b> No		
<b>If yes, course attributes:</b> 1. 2. 3.		
<b>Can this course be repeated for credit:</b> No Repeat	<b>Course Limit:</b>	<b>OR Maximum Hours:</b>
<b>Course Level:</b> Graduate	<b>Grade Rule:</b> B-Standard letter	
<b>Rationale for an IP grade request for this course (if applicable):</b>		
<b>Schedule Type(s):</b> 1. LEC-Lecture 2. 3.		
<b>Credit by Exam:</b> N-Credit by exam-not approved		
<b>Prerequisites &amp; Descriptions</b>		
<b>Current Prerequisite/Corequisite/Catalog Description:</b>		
<b>Catalog Description (edited):</b> Exploration of technology, systems, and data analysis essential to the practice of higher education administration. Students will examine and apply tools used for the organization, analysis, and dissemination of information including but not limited to ERP systems, learning management systems, web applications for data collection, and office productivity software. Students will perform tasks typically requested of administrators related to budget or workload management, managing lists and or rosters, exploring trend data for decision-making, and generating charts, tables and other data for reporting needs. Survey design and construction using online applications will be a significant component of this course. Moderate experience with office productivity software is strongly advised.		
<b>Prerequisites (edited):</b> Graduate Standing		
<b>Corequisites (edited):</b> none		
<b>Registration is by special approval only:</b> No		
<b>Content Information</b>		
<b>Content Outline:</b>		
Content Hours per Course	Topic Description	
Topic		

3	Introduction to course and overview of technology and information services functions in higher education
3	Databases and ERP Systems
3	Database design and analysis
3	Portal Systems; Document Management, Workflow, and CRM Systems
3	Data organization and management for analysis
15	Office productivity software for data analysis and reporting
6	Office productivity software for managerial tasks (design and data merging)
6	Survey Form Construction
3	Survey Web Applications
<a href="#">Display/Hide Delimited Course Outline</a>	
<b>Total Contact Hours:</b> 45	
<b>Textbook(s) used in this course:</b> Students will engage in review of current literature for Technology and Systems content.	
<b>Writing Expectations:</b> A portfolio will serve as the culminating project for the course. Doctoral students will be expected to engage in a leadership role during the course as well as meet additional expectations for assignments.	
<b>Instructor(s) expected to teach:</b> Dr. Erica Eckert	
<b>Instructor(s) contributing to content:</b> Dr. Erica Eckert	
<b>Proposal Summary</b>	
<b>Explain the purpose for this proposal:</b>	
<p>This proposal is to create a permanent course listing, HIED 66665 (and 76665). The content in this course had been previously offered in a one credit special topics course (Essential Technologies for Higher Education Administrators) in the Higher Education Administration and Student Personnel program. Enhancing and expanding the content of this course will provide the program with an advantage in its preparation of higher education and student affairs administrators for positions that work with data. Students will be instructed in a computer lab to allow for hands-on participation with manipulation of data and survey design; the course will be lecture based with significant in-class practice. This course will utilize direct performance assessments as the primary means to evaluate student progress. Students will execute projects, design surveys, and create data visualizations to demonstrate engagement with the material. Learning Outcomes Addressed (from ACPA, NASPA, AIR Alignment) – Items may be introduced, reinforced, or mastered. Select or create valid and reliable assessment instruments • Evaluate and create assessment tools appropriate for the purpose or target population capable of collecting valid and reliable data • Evaluate and create surveys appropriate for the purpose or target population capable of collecting valid and reliable data • Facilitate interviews and focus groups appropriately Understand and navigate institutional politics and stakeholder positions related to the entire assessment process • Demonstrate understanding of the political nature of data (collection, reporting, and management) as it relates to assessment and institutional research • Demonstrate ability to perceive institutional decision-making processes (both formal and informal); political savvy • Identify the political and educational sensitivity of raw and partially processed data and assessment and institutional research results, handling them with appropriate confidentiality and deference to the organizational hierarchy • Understand and navigate institutional politics and stakeholder positions when communicating assessment results Demonstrate appropriate technical knowledge (software and applications and systems) for assessment and institutional research • 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 • 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 Fulfill data requests for internal and external stakeholders • Engage in external and internal reporting (IPEDS, state reports, accountability reporting) • Calculate "official numbers" for internal and external constituents and reports • Respond to national surveys, coordinating data collection • Fulfill data requests for guidebooks, federal and state needs Analyze common institutional data sources or categories • Analyze student characteristics, engagement, satisfaction, retention, degrees awarded • Analyze IPEDS data • Analyze faculty and staff dat DATA TRUNCATED DATA TRUNCATED</p>	
<b>Explain how this proposal affects program requirements and students in your unit:</b>	
This course would be an approved elective for M.Ed or Ph.D students in Higher Education Administration and Student Personnel as well as Evaluation and Measurement, in addition to the Institutional Research and Assessment Certificate.	
<b>Explain how this proposal affects courses, program requirements and student in other units:</b>	

This course is currently being offered as a Special Topics course under the EDAD 66595 and 76595 course identifier. This course is taught by a faculty member in Evaluation and Measurement. The addition of this course would be accommodated in the HIED and EVAL program course projections and would not require significant changes in staffing in either program.

**Explain how this proposal affects enrollment and staffing:**

This course is open to all graduate students, regardless of program unit. Therefore this course would fulfill an elective requirement as decided upon by graduate students and their academic advisors.

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

Faculty in HIED, EVAL, and ITEC. The contents of this course were created in collaboration with current data systems and educational technology professionals at multiple universities. Many topics will be covered in a graduate-level survey format. The coverage of these topics will be focused on their application to higher education settings. No other departments, programs or regional campuses will be affected in a direct way. (Drew Tiene, coordinator of ITEC was consulted; letter included.)

**Comments (500 Character Maximum):**

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





**Comments:**

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

**History:**

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



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Prerequisites (edited): Doctoral Standing		
Corequisites (edited): none		
Registration is by special approval only: No		
<b>Content Information</b>		
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**Comments:**

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

**History:**

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