

Institutional Research in Higher Education

Aim of training

The main aim of this elective course is to give an overview of the theory and practice of Institutional Research in Higher Education. Participants will discover the possibilities of using data and information produced by an organization in order to improve processes and structures. Therefore the course offers insight into the specifics of Higher Education Institutions organizational and management issues and research methodology.

Special focus of the 2018-2019/2 term: Internationalization of Higher Education: Assessing the quality and impact of Erasmus staff mobility (connected to the „Teach with Erasmus+” KA2 project of ELTE)

Expected learning outcomes and related competencies

Course learning outcomes are based on the duties and functions of an institutional researcher (developed by the Association for Institutional Research: https://www.airweb.org/Resources/Documents/AIR-Duties-and-Functions-of_IR.pdf)

Knowledge:

- Has basic knowledge about how Higher Education Institutions are operating as organizations.
- Are familiar with basic research methods and research methodological issues.
- Has and understanding about the use of data and information in Higher Education Management.

Attitude:

- Considers diversity in a team as an advantage.
- Open to different ideas.
- Quality- and detail-oriented in solving problems.

Skills:

- Able to identify source of information and needs.
- Can apply research methods to gather information and data regarding the operation of a Higher Education Institution.
- Can develop, plan and evaluate viable solutions for problems with the help of gathered data regarding the operation of a Higher Education Institutions.

Autonomy and responsibility:

- Serve as stewards of data and information.
- Educate information producers, users and consumers.

Main topics

Main contents

- Higher Education Institutions as organizations (organizational models, organizational structure, organizational culture, leadership and management)
- Theory and practice of Institutional Research (institutional researcher profession and competences, duties and functions; international associations, conferences and journals; research methodology)
- Specific areas of Institutional Research: student experience and student services, enrollment management and marketing, assessing academic outcomes,

internationalization, multi- and branch-campus management, quality and accreditation, professional development of staff etc.

Planned teaching and learning activities

The course is organized based on the Sprint[©] workshop methodology: a real-life problem-solving process, where the instructor acts as a facilitator and participants engaging in problem-solving in the framework of Institutional Research. Participants can engage in:

- individual tasks
- group work
- discussion
- argument

Course schedule (1st lesson: 20th February 10:00-13:00, then every second week)

| Date | Topics | Tasks |
|---|---|--|
| 1. 20 th February, 10:00-13:00 | <ul style="list-style-type: none"> • Introduction • Explaining course methodology • Introduction to higher education institutions as organizations • Introduction to institutional research • Selecting the focus problem for the course | <ul style="list-style-type: none"> • Interview with experts on the selected topics • Reading suggested readings on the selected topics |
| 2. 6 th March, 10:00-13:00 | <ul style="list-style-type: none"> • Report on tasks (interview, readings), updating course-focus • Developing ideas regarding the focus problem of the course | <ul style="list-style-type: none"> • Gather good practices regarding the focus of the course |
| 3. 20 th March, 10:00-13:00 | <ul style="list-style-type: none"> • Presentation of good practices • Developing solutions for the course focus problem | <ul style="list-style-type: none"> • Recruit stakeholders for presenting the solution developed in the course |
| 4. 3 rd April, 10:00-13:00 | <ul style="list-style-type: none"> • Selection of final solution for the course focus problem • Developing the proposal for the course focus problem | <ul style="list-style-type: none"> • Developing the proposal for the course focus problem • Finalize proposal for presentation |
| 5. 15 th May, 10:00-13:00 | <ul style="list-style-type: none"> • Presentation of the solution for stakeholders • Gathering feedback, summarize conclusions regarding the project | <ul style="list-style-type: none"> • Finalize proposal |

Evaluation

Requirements, type and aspects of evaluation:

Requirements:

- Active participation on classes
- Creating a final proposal following the course methodology

Type of evaluation:

- term mark: 50% group self-rating; 50% instructor rating (criteria for evaluation will be created by participants)

Reading

Required reading

- Bess, J. L., Dee, J. R. & Jonhstone, D. B. (2012). Understanding College and University Organization: Theories for Effective Policy and Practice (Book 1). Stylus Publishing, Herndon.
- Bess, J. L., Dee, J. R. & Jonhstone, D. B. (2012). Understanding College and University Organization: Theories for Effective Policy and Practice (Book 2). Stylus Publishing, Herndon.
- Webber, K. L. (ed., 2018). Building Capacity in Institutional Research and Decision Support in Higher Education. Springer, Cham.
- Webber, K. L. & Calderon, A. J. (eds., 2015). Institutional Research and Planning in Higher Education. Global Contexts and Themes. Routledge, New York.
- Mullin, C. M., Bers, T. & Hagedorn, L. S. (eds., 2012). Data Use in the Community College. Jossey-Bass, San Francisco.
- Levy, G. & Valcik, N. A. (eds., 2012). Benchmarking in Institutional Research. Jossey-Bass, San Francisco.

Suggested reading

- Association for Institutional Research webpage: <https://www.airweb.org/pages/default.aspx>
- EAIR - The European Higher Education Society webpage: <http://www.eairweb.org/>
- Issues of Tertiary Education and Management (TEAM): <https://www.tandfonline.com/toc/rtem20/current>
- Knapp, J., Zeratsky, J. & Kowitz, B. (2016). Sprint: How to Solve Big Problems and Test New Ideas in Just Five Days. Simon & Schuster, New York.