Data-Driven Decision Making for Institutional Researchers

FLORIDA STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES
Data-Driven Decision Making for Institutional Researchers
(3 credits- Letter Grade)

NOTE: THIS IS A SAMPLE SYLLABUS. THE SYLLABUS AND TEXTS FOR YOUR COURSE MAY BE DIFFERENT. DO NOT PURCHASE TEXTS UNTIL YOU RECEIVE INFORMATION FOR YOUR COURSE.

Instructor:

A. Course Prefix, Title and Credits

EDH5931: Data-Driven Decision Making for Institutional Researchers (3 Credits)

B. Prerequisites or Co-requisites

Prerequisites: Students should have at least a basic familiarity with PowerPoint (ability to create a presentation to include charts/graphs) and Excel (ability to create and alter charts/graphs and create formulas).

C. Objectives/Description

Description: The course will provide an introduction to the theoretical and practical application of data-driven decision making for institutional researchers. This class focuses on how to collect, analyze, review, and present data and information to decision makers. Higher education leaders are tasked with making hard decisions for which they have incomplete, inaccurate, misleading, subjective information. This class provides structured tools and approaches to help institutional researchers develop materials that will assist higher education leaders make data-driven decisions. The course is completely online.

Course Objectives

Upon completion of the course, students will be able to:

1. Explain the role that data plays in decision-making for higher education institutions.
2. Explain how higher education administrators can use data and information to make better decisions.
3. Explain why getting good data for decisions is so hard and why the quality of the decision depends more on the quality of the data than on the type of analysis conducted.
4. Decide on an appropriate way to structure an analysis so that you can provide data and information to solve a problem.
5. Execute a decision analysis to come up with a decision for an unstructured problem.
6. Translate the results of a decision analysis into an executive summary of the findings along with detailed data analysis to support your findings.

D. Required Texts, Readings, and/or other Resources

This course has one required text in addition to a series of readings, available online at Florida State University’s library (and on the course website – for course users only).

Larchmont, NY: Eye on Education.


Supplemental Resources: Students may find the following supplemental resources helpful to have in your personal library. These are NOT required for the course, rather a listing of books for those students that wish to pursue this area further.


### E. Topical Course Outline

**Blackboard Sessions:**
The Blackboard component of this course is divided into 6 one-week sessions. The class week begins on Monday and ends on Sunday. Unless otherwise specified on reading/assignment sheet, weekly assignments are due on the following Monday at 8 am.

**Weekly Blackboard Topics:**
Week 1 – IR’s Role in Data Analysis
Week 2 – Where to Find Data
Week 3 – Using the Data – Situational Analysis
Week 4 – Analyzing the Data
Week 5 – Reporting the Results
Week 6 – Conclusions and Implementation

See *Weekly Assignments and Readings* schedule below for more details.
<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Readings (available on Blackboard)</th>
<th>Assignment/Quiz</th>
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</table>
| June 28 - July 4 | IR's Role in Data Analysis                  | 1-Chapters 1 and 2                                                      | 1. Post a brief description of yourself on Blackboard. Include name, current position, and special interests.  
2. Driving Decisions with Data  
 assignment due Monday @ 8:00am |
| July 5 - July 11 | Where to Find Data                           | 1- Student Decision Support System                                       | 1. Online Debate/Discussion #1  
1st Posting – Due Wednesday; 2nd posting – Due Monday by 8am.  
 assignment due Monday @ 8:00am |
| July 12 - July 18 | Using the Data - Situational Analysis      | 1- Chapter 4                                                            | 1. Submit 1 paragraph description of Executive Report topic - due Wednesday  
2. Situational Analysis - Lab Exercise #1 |
| July 19 - July 25 | Analyzing the Data                           | 1-Chapter 8                                                             | 1. Executive Report outline with 5 references - due Wednesday  
2. BB Quiz #2 - due 8 am 8 Monday |
| July 26 - Aug 1   | Reporting the Results                        | 1-Chapter 9                                                             | 1. Online Discussion/Debate #2 -- 1st Posting – Due Wednesday; 2nd posting – Due Monday by 8am.  
2. Executive Report Analysis - Lab Exercise #2 - due 8am Wednesday |
| Aug 2- Aug 6      | Conclusions and Implementation              | 1- Chapter 10                                                           | 1. Executive Report - due 8 am 8/6- 5 pm. |
|                  |                                            | 2-Strategic Plan Data                                                    |                                                                                  |
F. Teaching Strategies

**IR Lab Exercises**
During two of the six weeks of Blackboard instruction, students will complete a lab exercise. These exercises are intended to help students increase their ability to utilize data and present information for data-driven decisions.

**Weekly Quiz**
During two of the six weeks of Blackboard instruction each student will complete a brief online quiz based on the assigned readings. The quiz will be posted by Wednesday and is due on Monday by 8am.

**Online Debates / Discussion**
In two of the six weeks a statement will be posted as a topic for discussion. Students will submit a brief statement (~50 words) of their position / opinion drawn from the weekly readings. In addition, students will respond to a statement posted by another student. Response should be brief (2-3 sentences) and strictly focused on the issue. Topics will be posted on Sunday. Initial responses / position statements are due by Wednesday. All postings must be completed before 8:00 am Monday morning.

**Contacting the Instructor:** The instructor will be available via email to answer questions (email addresses on page 1). Emails can be sent anytime and will be answered as promptly as possible.

G. Expectations/Attendance

In order to complete the distance-learning portion of the course, each student will need a computer with Internet access and Microsoft Office to include Word, PowerPoint, and Excel (any version is ok).

Students are required to hand in assignments and participate in all online course activities.

**University Attendance Policy**

“Excused absences include documented illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. Accommodations for these excused absences will be made and will do so in a way that does not penalize students who have a valid excuse. Consideration will also be given to students who dependent children experience serious illness.”

H. Grading/Evaluation

Percent grades will be translated into letter grades as follows:

- 93%-100% = A
- 90%-92.9% = A-
- 87%-89.9% = B+
- 83%-86.9% = B
- 80%-82.9% = B-
- 77%-79.9% = C+
- 73%-76.9% = C
- 70%-72.9% = C-
- 67%-69.9% = D
- Below 67% = F

You have the option to take this course as an S/U. Please contact the instructor during the first week of class to discuss this option. In order to obtain an S for the course, students must complete all assignments within the specified deadlines established by the instructor and receive a minimum of 85 points for completed work.

Student evaluation will be based on the following:
I. Honor Code

The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “. . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at http://dof.fsu.edu/honorpolicy.htm)

J. ADA Requirements

AMERICANS WITH DISABILITIES ACT:
Students with disabilities needing academic accommodation should:
(1) register with and provide documentation to the Student Disability Resource Center; and
(2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
http://www.disabilitycenter.fsu.edu/

K. Bibliography


