

# IPAS Benchmarking Survey 2013

Thank you for participating in this ECAR survey. Integrated planning and advising services (IPAS) is *an institutional capacity to create shared ownership of educational progress by providing students, faculty, and staff with holistic information and services that contribute to completion of a degree or other credential*. IPAS encompasses services and technologies that help students formulate and advance toward educational goals, including education planning, advisement, progress tracking, and early alerts.

The purpose of this survey is to better understand IPAS capabilities and needs among study-group institutions. Only EDUCAUSE researchers will have access to institutionally identifiable data collected in this survey. Aggregated results, as well as a list of institutions participating in the survey, may be included in reports or other products of this research, but they will not contain any information that could be used to identify an individual or a particular institution.

**Your institution should provide two responses to this survey: one from the senior IT leader and one from the officer responsible for student success initiatives (referred to as the student success officer or SSO in this document).** The two respondents are welcome to coordinate their answers but must provide separate survey responses. The questions presented will vary somewhat depending on which role the respondent fulfills. The survey should take about 40 minutes to complete.

**Please complete this survey by Friday, September 27, 2013.**

**What is your full name?** *Required.* \_\_\_\_\_

**What is your e-mail address?** *Required.* \_\_\_\_\_

**Which of the following best describes your primary role at your institution?** *Required.*

- Senior IT leader/CIO, or his/her delegate, at a campus or institution
- Senior IT leader/CIO, or his/her delegate, at district or system level
- Officer responsible for student success initiatives, or his/her delegate, at a campus or institution
- Officer responsible for student success initiatives, or his/her delegate, at district or system level

**What is your job title?** \_\_\_\_\_

## SECTION A. IPAS and Your Institution [All respondents]

In this survey, the term *IPAS services* refers to institutional services, whether enabled by technology or not, that help students formulate and advance toward educational goals, including education planning, advisement, progress tracking, and early alerts. *IPAS systems, solutions, or technologies* refer to technology resources that support or deliver these services.

### A.1 What are the top-three drivers for investing in IPAS services and technologies at your institution? (Select up to three.)

- Strategic priority of student success
- Strategic priority of evidence-based decision making
- Trend toward institutional funding formulas that place greater weight on retention, completion, etc.
- Need to use limited human advising/counseling/support resources more efficiently
- Need to better coordinate different advisement, counseling, and student support services
- Need to better identify at-risk students and appropriate interventions
- Need to improve student engagement and institutional loyalty
- Need to improve institutional planning capabilities (course demand, staffing, etc.)
- Reorienting institution from access/enrollment culture to "completion culture"
- Reorienting curricula toward more structured, progress-oriented programs ("pathways")
- Other, please specify: \_\_\_\_\_

**A.2 Indicate your agreement with the following statements.**

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know
a. My institution's leadership places a high priority on improving student success performance.						
b. Our faculty acknowledge a responsibility to help at-risk students improve basic skills.						
c. IPAS services play a major role in our overall student success strategy.						
d. We have the technology systems needed to deliver IPAS services effectively.						
e. The effectiveness of our IPAS services suffers from lack of integration ("stovepiping") between different systems and/or data repositories.						
f. The effectiveness of our IPAS services suffers from a lack of coordination between different parties who support students (instructors, advisors, student affairs, etc.).						
g. The different campus units involved in using technology to support IPAS services collaborate effectively.						
h. We anticipate making significant investments in IPAS technologies over the next two years.						
i. We can meet our needs with IPAS solutions that are available in the marketplace today.						

**A.3 Does your institution have one or more governance structures that oversee the selection and use of IPAS technologies (e.g., academic affairs/student affairs committees, deans council, student success team, IT steering committee)?**

Yes < Describe below >  In development < Describe below >  No < Go to A.4 >

Please describe the composition and responsibilities of these governance structures.

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**A.4 In five years, our use of technology to support and deliver IPAS services will:**

Decrease a lot  Decrease a little  Stay about the same  Increase a little  Increase a lot  Can't assess/Don't know

**A.5 What are your concerns, if any, about the growing use of technology to support and deliver IPAS services?**

	Not a concern	Minor concern	Moderate concern	Major concern	No opinion
a. Data will be misused; wrong conclusions will be drawn.					
b. Overloaded faculty will resist learning/using new IPAS systems.					
c. Overloaded staff will resist learning/using new IPAS systems.					
d. IPAS systems may trigger demand for in-person advising, counseling, etc. that we can't meet.					
e. Students crave a personal touch that IPAS technology can't deliver.					
f. Students won't see value in IPAS systems and will not use them very much.					
g. Faculty won't see value in IPAS systems and will not use them very much.					
h. IPAS technology investments drain resources from faculty and staff advisement, counseling, etc.					
i. Courses of study may become too rule-bound, discouraging exploration.					
j. Individuals' privacy rights will be breached.					
k. New IPAS systems and data sources will create integration challenges and add complexity.					

**A.6 Please describe any other concerns you have about the growing use of technology to support and deliver IPAS services. \_\_\_\_\_**

**A.7 a. Have you been personally involved in the selection or deployment of IPAS technologies?**

Yes < See below >  No < SSOs go to B.1, CIOs go to C.1 >

**What are the three most important pieces of advice you would give to an institution considering the selection or deployment of similar technologies?**

\_\_\_\_\_  
 < SSOs go to B.1, CIOs go to C.1 >

## SECTION B. IPAS Capabilities [Student Success Officer Only]

**B.1 Please indicate which of the following IPAS-related capabilities your institution has. You will be asked follow-up questions about each item based on your response.**

	We do not have this capability and have no plans to develop it.	We do not have this capability but plan to develop it.	We have this capability at least to some extent.
a. Enable students to create a formal education plan that identifies educational objectives and a roadmap for achieving them			
b. Help students identify an appropriate career objective			
c. Help students assess their chances of successfully completing a course or program of study			
d. Determine at registration time whether a course will contribute to a student's progress toward degree or certificate, and flag it if it does not			
e. Track overall student progress toward a degree or certificate, and identify deviations and corrective actions			
f. Assess whether a course will be accepted for credit upon transfer to another institution or program			
g. Match specific student needs with institutional or external services that help overcome obstacles to success (e.g., tutoring, counseling, social services, child care)			
h. Manage advising or counseling-center activities (e.g., check-in/out, appointment scheduling, advisor workload, etc.)			
i. Enable advisors to access a unified, comprehensive view of a student's interactions with advising and other support services, integrated with relevant information (e.g., transcript, plan of study, demographics, etc.)			
j. Enable instructors to manually flag students whose behavior or performance suggests they are at risk of a poor academic outcome			
k. Define and deploy automated triggers that flag students whose behavior or performance suggests they may be at risk of a poor academic outcome			
l. Notify appropriate support staff (counselors, student affairs staff, etc.) when a student's at-risk indicators meet certain criteria			
m. Recommend appropriate interventions to at-risk students based on characteristics of the individual and his/her program of study			
n. Assemble a view of upcoming demand for courses and programs, accessible to appropriate executives, academic leaders, and administrators			

**B.2 You reported that you have no plans to develop the following capabilities. Repeat for each "no plans" item selected in B.1.**

**[Capability text]**

**a. Please select the reason that you have no plans to develop this capability.**

- ( ) We don't need it.
- ( ) It is under consideration, but no decision to develop has been reached.
- ( ) We recognize a need for it, but we lack the necessary resources.
- ( ) Other, please describe: \_\_\_\_\_

< Go to next "no plans" capability until complete, then to B.3 >

**B.3 You reported that you plan to develop the capability [Capability text]. Please answer the following questions about this capability. Repeat for each "plan to develop" item selected in B.1.**

**a. To what extent do you expect this capability to be available in two years?**

- ( ) Not available <Go to next "plan to develop" capability until complete, then to B.4 >
- ( ) Very limited availability (e.g., pilot project, special initiative)
- ( ) Limited availability (some students/programs included)
- ( ) Widespread availability (most or all students/programs included)
- ( ) Don't know

**b. Two years from now, in what ways do you expect your institution to deliver this capability? Select all that apply.**

Through direct personal interaction (face-to-face, phone, instant messaging)	<input type="checkbox"/>
Using paper-based processes or general-purpose office technology tools (e.g., e-mail, spreadsheets, online documents, etc.)	<input type="checkbox"/>
Through a web or mobile self-service tool that delivers information personalized for the individual user	<input type="checkbox"/>
Using information from assorted systems not specifically designed to deliver this capability	<input type="checkbox"/>
Through dedicated technology solutions managed at the departmental or academic-unit level. Please describe (vendor/product name, homegrown, etc.): _____	<input type="checkbox"/>
Through a dedicated technology solution managed at the campus or institutional level. Please describe (vendor/product name, homegrown, etc.): _____	<input type="checkbox"/>
Through a dedicated technology solution managed at the district or system-wide level. Please describe (vendor/product name, homegrown, etc.): _____	<input type="checkbox"/>

< Go to next "plan to develop" capability until complete, then to B.4 >

**B.4 You reported that you have the capability to [Capability text]. Please answer the following questions about this capability. Repeat for every "We can deliver this capability at least to some extent" item selected in B.1.**

**a. To what extent is this capability available today, and how available do you expect it to be in two years? Make one selection in each column.**

	Today	In two years
Very limited availability (e.g., pilot project, special initiative)	( )	( )
Limited availability (some students/programs included)	( )	( )
Widespread availability (most or all students/programs included)	( )	( )
Don't know	( )	( )

**b. In what ways does your institution deliver this capability today, and how do you expect it to do so in two years? Select all that apply.**

	Today	In two years
Through direct personal interaction (face-to-face, phone, instant messaging)	<input type="checkbox"/>	<input type="checkbox"/>
Using paper-based processes or general-purpose office technology tools (e.g., e-mail, spreadsheets, online documents, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Through a web or mobile self-service tool that delivers information personalized for the individual user	<input type="checkbox"/>	<input type="checkbox"/>
Using information from assorted systems not specifically designed to deliver this capability	<input type="checkbox"/>	<input type="checkbox"/>
Through dedicated technology solutions managed at the departmental or academic-unit level. Please describe (vendor/product name, homegrown, etc.): _____	<input type="checkbox"/>	<input type="checkbox"/>
Through a dedicated technology solution managed at the campus or institutional level. Please describe (vendor/product name, homegrown, etc.): _____	<input type="checkbox"/>	<input type="checkbox"/>
Through a dedicated technology solution managed at the district or system-wide level. Please describe (vendor/product name, homegrown, etc.): _____	<input type="checkbox"/>	<input type="checkbox"/>

< Go to next "can deliver this" capability until complete, then to D.1 >

## SECTION C. IPAS Systems [CIO Only]

**C.1 Please indicate the status of the following IPAS technology systems and solutions at your institution. Required.**

	Deployed	In planning	Experimenting/ considering	Considered, not pursued	No discussion to date
a. Academic early-alert system					
b. Advising center management system (appointments, check in/out, etc.)					
c. Career assessment and development portal/system					
d. Advising or case management system tracking student advising/counseling interactions					
e. Credit transfer/articulation system					
f. Course or program recommendation engine					
g. Customer relationship management system with IPAS-related functionality					
h. Degree audit/progress tracking system					
i. Education plan creation/tracking tool or system					
j. Student co-curricular activities management system					
k. Student extracurricular activities management system					
l. System for student self-service referral to social services or community resources					



**C.2 You reported that a [System text] has been deployed at your institution. Please answer the following questions about this system. Repeat for each "Deployed" item selected in C.1.**

**a. To what extent is this system available at your institution today? If more than one such system is deployed, respond with respect to the one most widely available.**

- Very limited availability (e.g., pilot project, special initiative)
- Limited availability (some students/programs included)
- Widespread availability (most or all students/programs included)

**b. Where does primary responsibility for the technical management of this system reside?**

- Department or academic unit
- Campus or institutional IT unit
- District or system-wide IT unit
- Other, please specify: \_\_\_\_\_

**c. Where does primary responsibility for the functional management of this system reside?**

- Department or academic unit, please specify: \_\_\_\_\_
- Campus or institutional level, please specify office: \_\_\_\_\_
- District or system-wide level, please specify office: \_\_\_\_\_
- Other, please specify: \_\_\_\_\_

**d. Please provide the vendor and product name, or other description (e.g., homegrown, open source):**

\_\_\_\_\_

**e. Which of the following best describes your expectations about this system over the next two years?**

- We will maintain it but don't anticipate more than minor enhancements
- We will maintain it and perform significant enhancements
- We will replace it with something else—please describe: \_\_\_\_\_
- We will decommission it without replacing it
- Other: \_\_\_\_\_

< Go to next "deployed" system until complete, then to C.3 >

**C.3 You reported that a [System text] is in planning or under consideration at your institution. Please answer the following questions about this system. Repeat for each "In planning" or "Experimenting/considering" item selected in C.1.**

**a. When do you expect this system to be deployed?**

Not yet decided  Within one year  One to two years  More than two years

**b. To what extent do you expect this system to be available at your institution when fully deployed?**

Not yet decided

Very limited availability (e.g., pilot project, special initiative)

Limited availability (some students/programs included)

Widespread availability (most or all students/programs included)

**c. If your institution has decided on a product to deploy, please provide the vendor and product name, or other description (e.g., homegrown, open source):**

\_\_\_\_\_

< Go to next "in planning/considering" system until complete, then to C.4 >

**C.4 For each system in C.1 answered "Considered, not pursued":**

**[System text]**

**a. Why did your institution decide not to pursue this system?**

We don't need it.

We recognize a need for it, but we lack the necessary resources.

Other, please describe: \_\_\_\_\_

< Go to next "considered, not pursued" system until complete, then to C.5 >

**C.5 Looking forward, which of the following best describes your institution's preferred overall approach to adopting IPAS technologies?**

We heavily favor proven solutions and will work with existing product suites and familiar tools whenever we can.

We will be selective early adopters of new solutions where we see exceptional benefits, but our default preference will be for existing product suites and familiar tools.

We will aggressively adopt new solutions and are willing to take proportionate risk to get cutting-edge IPAS capabilities.

Other, please describe: \_\_\_\_\_

**C.6 Indicate your agreement with the following statements about your institution.**

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know
a. Systems- and data-integration costs will be a major obstacle to effectively using IPAS technologies.						
b. Academic units involved in the selection and use of IPAS technologies understand the costs of systems and data integration.						
c. We have the infrastructure to carry out systems and data integration necessary to effectively use IPAS technologies.						
c. We have the staff skills to carry out systems and data integration necessary to effectively use IPAS technologies.						

## SECTION D. IPAS Data and Analytics [All respondents]

**Analytics** is a form of decision support based on the extensive use of data, statistical and quantitative analysis, and explanatory and predictive models that is intended to improve performance, whether individual or organizational.

**D.1 Please provide your best estimate of how data are being used in the following areas in order to improve institutional student success performance. Where you make use of data in multiple ways, select the most advanced use (i.e., farthest to the right).**

	We do not collect these data.	Data are collected but are <u>rarely used.</u>	We create and use analyses or reports to <u>monitor operations</u> or <u>programs.</u>	We create and use analyses or reports to <u>make predictions</u> or <u>projections for programs or groups.</u>	We create and use predictive analyses or reports that may <u>trigger proactive responses.</u>	Don't know
a. Academic student success risk factors (grades, study load, attendance, etc.)						
b. Nonacademic student success risk factors (demographic, life/work, financial, etc.)						
c. Characteristics associated with success in specific courses and programs						
d. Student progress and completion measures						
e. Instructional management (course and program demand, staffing, etc.)						
f. Use of interventions that address specific student risk profiles						
g. Enrollment management, admissions, and recruiting						
h. Student participation in advisement and other support services						

**D.2 Indicate your agreement that the following are in place to enable your institution to make progress through the use of student success–related analytics.**

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know
a. We have senior leaders who are interested in/committed to using data to make decisions.						
b. We have identified the key outcomes we are trying to improve with better use of data (e.g., retention, time to degree, etc.).						
c. We have the right kinds of data to analyze student success.						
d. We have the right tools/software for analytics.						
e. Our data are standardized to support comparisons across areas within the institution.						
f. Our student success data, reports, and processes are repeatable; we don't have to reinvent the wheel to address questions and problems that come up repeatedly.						
g. We have an appropriate number of analysts for analytics.						
h. Our student success data are "siloed"; we have pockets of individuals who protect their data.						
i. We have IT professionals who know how to support analytics.						
j. Our advisors, counselors, and faculty members have the access to student success analytics that they need.						
k. Our advisors, counselors, and faculty members know how to apply analytics to improve student success.						
l. When it comes to improving student success, we have a process for moving from what the data say to making changes/decisions.						
m. We have policies that specify rights and privileges regarding access to institutional and individual data.						
n. We have a culture that accepts the use of data to make decisions regarding student success.						

**D.3 Indicate your level of agreement with the following statements.**

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know
a. Analytics will be increasingly important to our student-success efforts over the next two years.						
b. We anticipate making significant investments in student success–related analytics capabilities in the next two years.						
c. We are interested in having access to student-success data from other institutions (e.g., in a consortial or system-wide pooling arrangement).						
d. We would be willing to share student-success data with other institutions (e.g. in a consortial or system-wide pooling arrangement) provided there were appropriate safeguards.						

< SSO respondents go to E.1 >

**D.4 [CIOS ONLY] Which of the following does your institution have in place to support analytics related to student success?**

	In use institution-wide	In use at departmental or academic-unit level	Planned/ implementing	Not in use or planned	Don't know
a. Data warehouse					
b. Operational data store					
c. Embedded analytics in major student success–related enterprise systems (SIS, LMS, etc.)					
d. Reporting dashboards for executives					
e. Reporting dashboards for academic leaders (deans, department chairs, etc.)					
f. Reporting dashboards for directors/managers					
g. Reporting dashboards for advisors, instructors, counselors, etc.					

## **E. Conclusion [All respondents]**

**E.1 In the introduction to this survey, we described integrated planning and advising services (IPAS) as the following:**

*Integrated planning and advising services (IPAS) is an institutional capacity to create shared ownership of educational progress by providing students, faculty, and staff with holistic information and services that contribute to completion of a degree or other credential. IPAS encompasses services and technologies that help students formulate and advance toward educational goals, including education planning, advisement, progress tracking, and early alerts.*

**How would you change or add to this description, if at all?**

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**E.2 If you have any additional comments regarding your institution's IPAS capabilities and needs, its use of IPAS technologies now and in the future, or the content of this survey, please share them here.**

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**E.3. May we contact you to obtain clarification or further insight into some of your responses?**  
( ) Yes ( ) No

Thank you very much for taking part in ECAR's IPAS benchmarking study. If you have any questions or comments about this survey, please contact Ron Yanosky at [ryanosky@educause.edu](mailto:ryanosky@educause.edu).

To learn more about ECAR, visit our website at [www.educause.edu/ecar](http://www.educause.edu/ecar).