

Analytics Survey 2015

Thank you for participating in this ECAR survey on the state of analytics in higher education. Analytics is one of higher education's three biggest current IT-related issues, and the results of this survey will inform the analytics-related products, services, and programs EDUCAUSE brings to the higher education community over the next few years.

ECAR assessed the state of analytics in [2012](#); the 2015 study is a continuation of that work, with focus areas in learning analytics and institutional/business analytics. For the purposes of this survey, please consider the following operational definitions:

- **Analytics:** The use of data, statistical analysis, and explanatory and predictive models to gain insights and act on complex issues
- **Learning analytics:** Analytics intended to enhance or improve student success
- **Institutional analytics:** Analytics intended to improve services and business practices across the institution

Please read each question carefully and indicate your response. A PDF of the survey (<http://net.educause.edu/ir/library/pdf/SI/esi1504.pdf>) can be consulted before responding to the online survey. In addition, the survey may be saved after partial completion and completed in multiple sessions.

We estimate it will take approximately 30 minutes to complete the survey. This survey should be completed by the EDUCAUSE primary representative or by appropriate management or staff under the direction of the EDUCAUSE primary representative. Search for the primary representative of your institution [here](#).

Please complete this survey by June 7, 2015.

Note: Only EDUCAUSE researchers will have access to institutionally identifiable data collected in this survey. Partner researchers at Gartner and EUNIS will have access to de-identified (anonymized) survey results. Aggregated results, as well as a list of institutions participating in the survey, may be included in reports, publications, 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. If you have any questions about this survey please contact survey@educause.edu.

Section A: About You

Your name. *Required.* _____

Your e-mail address. *Required.* _____

What is the job title of the primary person completing this survey? *Required.*

Your institution. *Required.* _____

Section B: The State of Analytics at Your Institution

1. Choose the option that best describes the role that each of the following positions plays in **LEARNING ANALYTICS** at your institution.

	Don't have this position/area	Not currently involved in analytics in any major way	Support/contributor role	Leadership/sponsor role	Don't know
President/chancellor	()	()	()	()	()
Chief academic officer (CAO) or provost	()	()	()	()	()
Chief learning officer (CLO) or equivalent	()	()	()	()	()
Student success leader	()	()	()	()	()
Chief information officer (CIO) or equivalent	()	()	()	()	()
Chief data officer (CDO) or equivalent	()	()	()	()	()
Director of institutional research	()	()	()	()	()
Chief analytics officer or equivalent	()	()	()	()	()
Chief financial officer or chief business officer (CFO/CBO)	()	()	()	()	()

1a. Does your institution have a dedicated **LEARNING ANALYTICS** leader?

() No

() Yes, this person's title is: _____

1b. What other areas or positions not listed above have leadership roles in **LEARNING ANALYTICS** at your institution?

2. Choose the option that best describes the role that each of the following positions plays in *INSTITUTIONAL ANALYTICS* at your institution.

	Don't have this position/area	Not currently involved in analytics in any major way	Support/ contributor role	Leadership/ sponsor role	Don't know
President/chancellor	()	()	()	()	()
Chief academic officer (CAO) or provost	()	()	()	()	()
Chief learning officer (CLO) or equivalent	()	()	()	()	()
Student success leader	()	()	()	()	()
Chief information officer (CIO) or equivalent	()	()	()	()	()
Chief data officer (CDO) or equivalent	()	()	()	()	()
Director of institutional research	()	()	()	()	()
Chief analytics officer or equivalent	()	()	()	()	()
Chief financial officer or chief business officer (CFO/CBO)	()	()	()	()	()

2a. Does your institution have a dedicated *INSTITUTIONAL ANALYTICS* leader?

() No

() Yes, this person's title is: _____

2b. What other areas or positions not listed above have leadership roles in *INSTITUTIONAL ANALYTICS* at your institution?

3. How are analytics services and activities delivered at your institution?

- () Program run by institutional research (IR)
- () Program run by information technology (IT)
- () Program jointly run by IR and IT
- () Program run by a dedicated analytics center separate from IR and IT
- () Program run by a dedicated analytics center that includes IR and/or IT
- () Other departments or programs <<Go to B3a>>
- () Outsource most or all of our analytics activities
- () No method for delivering analytics services and activities
- () Not sure how analytics services and activities are delivered at my institution

3a. Please specify any other departments, units, or programs that deliver analytics services at your institution:

4. Identify which staff functions are needed or need to be augmented to optimally provide analytics services and support at your institution.

	Not in place; not needed	Not in place; needed	Already in place; no more needed	Already in place; more needed	Don't know
Data architecture	()	()	()	()	()
Data cleaning	()	()	()	()	()
Data management	()	()	()	()	()
Data governance	()	()	()	()	()
Data organization	()	()	()	()	()
Data analysis	()	()	()	()	()
Visual data communication	()	()	()	()	()
Verbal data communication (e.g., reporting or telling stories with data)	()	()	()	()	()
Statistical analysis	()	()	()	()	()
Creation of predictive models and outputs	()	()	()	()	()
Analytics tool training	()	()	()	()	()
Development of user experiences and interfaces	()	()	()	()	()
Technical management of analytics applications and infrastructure	()	()	()	()	()
Translation of priorities and decision- making needs into analytics models	()	()	()	()	()
Leadership for analytics initiatives	()	()	()	()	()
Analytics initiatives management	()	()	()	()	()
Analytics vendor liaison	()	()	()	()	()
Analytics liaison for faculty, staff, and administrators	()	()	()	()	()

4a. Are other analytics functions needed at your institution that are not mentioned above? If so, please specify:

5. How many current staff (FTE) are dedicated to providing analytics services and support at your institution? *Numbers can be reported up to two decimal places (e.g., 6, 4.5, or 8.25). If no staff are dedicated to providing analytics services and support, enter "0."* "Analytics services and support" would include, for example, business intelligence, reporting, database administration, and data analysis. Include all of the institution's analytics staff, including central IT, distributed IT, and other analytics professionals across the institution.

_____ <<If greater than "0," go to B5a and B5b.>>

5a. Of the FTE reported in question 5, how many analytics staff (FTE) are in:

Central IT: _____

Distributed IT: _____

IR: _____

Library: _____

Finance unit: _____

Administrative unit: _____

Academic unit: _____

5b. Does your institution employ analytics staff in other departments/units not listed above?

No

Yes. Which departments/units? _____ <<Go to B5c>>

5c. How many analytics staff (FTE) are in these other departments/units?

6. How many more staff (FTE) would your institution need in order to optimally provide analytics services and support? *Numbers can be reported up to two decimal places (e.g., 6, 4.5, or 8.25). If no additional staff are needed, enter "0." If unable to estimate, leave blank.*

6a. What (if any) staffing positions are considered priority hires to support your institution's analytics agenda?

Section C: The Use of Data at Your Institution

1. Check which option on the scale below best describes how your institution collects, stores, and/or uses the types of data listed below.

Please refer to these clarifications:

1 = Data are collected but not connected to other sources (due to format or location) for analytics purposes.

2 = Data are systematically collected for analysis purposes and can be connected to other systems and used to feed reports, dashboards, analytics systems, etc.

3 = Data are systematically used in analysis and are regularly used in reports, dashboards, and analytics systems.

	We do not collect usable data. 0	Data are collected but not connected. 1	Data are systematically collected and connected. 2	Data are systematically connected and used. 3	Don't know
Admissions system	()	()	()	()	()
Advancement/fundraising system	()	()	()	()	()
Customer relationship management system (admissions or recruiting focus)	()	()	()	()	()
Customer relationship management system (alumni or donor focus)	()	()	()	()	()
Customer relationship management system (other focus)	()	()	()	()	()
Facilities management system	()	()	()	()	()
Financial aid system	()	()	()	()	()
Financial management system	()	()	()	()	()
Human resources system	()	()	()	()	()
IT service desk management system	()	()	()	()	()
Learning management system	()	()	()	()	()
Library system	()	()	()	()	()
Procurement system	()	()	()	()	()
Room scheduling system	()	()	()	()	()
Housing system	()	()	()	()	()

Student information system	()	()	()	()	()
Integrated planning and advising services system	()	()	()	()	()
National institutional surveys (e.g., BCSSE, CCSSE/NSSE, CIRP/YFCY)	()	()	()	()	()
Students' behavioral data (e.g., website visits, card swipes)	()	()	()	()	()
Students' geospatial data	()	()	()	()	()

1a. Please describe any other data or system your institution uses for analytics that was not specified above.

2. Provide your best estimate of how data are being used in various functional areas of your institution. Select all that apply. <<Options 1 and 2 disable other options (i.e., not a complete "select all").>>

	We do not collect usable data.	Data are collected but are never or rarely used.	We create and use analyses or reports to monitor operations or programs.	We create and use analyses or reports to make projections for programs or groups.	We create and use predictive analyses or reports that may trigger proactive responses.
Student learning (real-time or on-demand assessment and feedback)	()	()	()	()	()
Student learning (learning outcomes, course completion)	()	()	()	()	()
Student degree planning	()	()	()	()	()
Undergraduate student progress (retention, graduation, etc.)	()	()	()	()	()
Graduate student progress (retention, graduation, etc.)	()	()	()	()	()
Enrollment management, admissions, and recruiting	()	()	()	()	()
Cost to complete a degree	()	()	()	()	()

Time to complete a degree	()	()	()	()	()
Instructional management (which courses need to be offered, number of sections, staffing needs)	()	()	()	()	()
Other student objectives	()	()	()	()	()
Progress of institutional strategic plan	()	()	()	()	()
Alumni/development/institutional advancement	()	()	()	()	()
Central IT	()	()	()	()	()
Facilities	()	()	()	()	()
Finance and budgeting	()	()	()	()	()
Procurement	()	()	()	()	()
Human resources	()	()	()	()	()
Library	()	()	()	()	()
Faculty research performance	()	()	()	()	()
Faculty teaching performance	()	()	()	()	()
Faculty promotion and tenure	()	()	()	()	()
State/federal/accreditation reporting	()	()	()	()	()

3. Are there any other areas not specified in the previous question in which your institution is using large data sets to respond to strategic initiatives or broad questions?

- No
- Yes <<Go to 3a>>

3a. Please describe other areas in which your institution is using large data sets to inform or provide insight into strategic initiatives or broad questions.

4. What analytics tools, software, or application packages are essential to providing *INSTITUTIONAL ANALYTICS* services and solutions at your institution?

5. What analytics tools, software, or application packages are essential to providing *LEARNING ANALYTICS* services and solutions at your institution?

Section D: Priority of, Concerns About, and Future Plans for Analytics

1. What priority does your institution place on *LEARNING ANALYTICS*?

- Major institutional priority
- Major priority for some departments, units, or programs but not for the entire institution
- <<Go to D1a>>
- An interest of the institution but not a priority
- Intentionally not a priority or interest
- Little awareness, and therefore not a priority or interest
- Don't know

1a. Which departments, units, or programs consider *LEARNING ANALYTICS* a major priority?

2. What priority does your institution place on *INSTITUTIONAL ANALYTICS*?

- Major institutional priority
- Major priority for some departments, units, or programs but not for the entire institution
- <<Go to D2a>>
- An interest of the institution but not a priority
- Intentionally not a priority or interest
- Little awareness, and therefore not a priority or interest
- Don't know

2a. Which departments, units, or programs consider *INSTITUTIONAL ANALYTICS* a major priority?

3. Indicate which response best describes the use of analytics in each of the following areas at your institution.

	No discussion to date	Considered, not pursued	Experimenting /considering	In planning	Used sparsely	Used broadly	Don't know
Student learning (real-time or on-demand assessment and feedback)	()	()	()	()	()	()	()
Student learning (learning outcomes, course completion)	()	()	()	()	()	()	()
Student degree planning	()	()	()	()	()	()	()
Undergraduate student progress (retention, graduation, etc.)	()	()	()	()	()	()	()
Graduate student progress (retention, graduation, etc.)	()	()	()	()	()	()	()
Enrollment management, admissions, and recruiting	()	()	()	()	()	()	()
Cost to complete a degree	()	()	()	()	()	()	()
Time to complete a degree	()	()	()	()	()	()	()
Instructional management (which courses need to be offered, number of sections, staffing needs)	()	()	()	()	()	()	()
Other student objectives	()	()	()	()	()	()	()
Progress of institutional strategic plan	()	()	()	()	()	()	()
Alumni/development/institutional advancement	()	()	()	()	()	()	()
Central IT	()	()	()	()	()	()	()
Facilities	()	()	()	()	()	()	()
Finance and budgeting	()	()	()	()	()	()	()
Procurement	()	()	()	()	()	()	()
Human resources	()	()	()	()	()	()	()
Library	()	()	()	()	()	()	()
Faculty research performance	()	()	()	()	()	()	()
Faculty teaching performance	()	()	()	()	()	()	()
Faculty promotion and tenure	()	()	()	()	()	()	()
State/federal/accreditation reporting	()	()	()	()	()	()	()

4. What level of investment has your institution made in *LEARNING ANALYTICS*?

- Major investment <<Go to D4a>>
- Minor investment <<Go to D4a>>
- Little or no investment
- Don't know

4a. Rank the top 3 factors that motivated your institution to invest in *LEARNING ANALYTICS*.

<<Rank order question with top 3 options>>

- _____ Attempt to reengineer business processes
- _____ Attempt to optimize resources
- _____ Attempt to improve the quality of administrative services
- _____ Attempt to contain or reduce costs
- _____ Attempt to generate revenue
- _____ Attempt to demonstrate higher education's effectiveness/efficiency to external audiences (parents and students, government, media, etc.)
- _____ Attempt to create greater transparency, sharing/federation of data
- _____ Attempt to reduce students' time to degree
- _____ Attempt to attract more students
- _____ Attempt to reach a different or broader segment of students
- _____ Attempt to understand the demographics and behaviors of a changing student population
- _____ Attempt to decrease student dropout rate or improve retention
- _____ Attempt to improve student course-level performance
- _____ Attempt to improve faculty productivity

5. What level of investment has your institution made in *INSTITUTIONAL ANALYTICS*?

- Major investment <<Go to D5a>>
- Minor investment <<Go to D5a>>
- Little or no investment
- Don't know

5a. Rank the top 3 factors that motivated your institution to invest in *INSTITUTIONAL ANALYTICS*.

<<Rank order question with top 3 options>>

- _____ Attempt to reengineer business processes
- _____ Attempt to optimize resources
- _____ Attempt to improve the quality of administrative services
- _____ Attempt to contain or reduce costs
- _____ Attempt to generate revenue
- _____ Attempt to demonstrate higher education's effectiveness/efficiency to external audiences (parents and students, government, media, etc.)
- _____ Attempt to create greater transparency, sharing/federation of data
- _____ Attempt to reduce students' time to degree
- _____ Attempt to attract more students
- _____ Attempt to reach a different or broader segment of students
- _____ Attempt to understand the demographics and behaviors of a changing student population
- _____ Attempt to decrease student dropout rate or improve retention
- _____ Attempt to improve student course-level performance
- _____ Attempt to improve faculty productivity

6. Would any strategic priorities at your institution benefit from the use of data, regardless of whether data are actually being collected or used for analytics now?

- No
- Yes <<Go to D6a>>

6a. Please specify the strategic priorities at your institution that would benefit from the use of data.

7. To what extent do you see the following as concerns about the use of data or analytics in higher education?

	Not a concern	Minor concern	Moderate concern	Major concern	Don't know
The data used for analytics aren't always accurate.	()	()	()	()	()
The data will be misused; wrong conclusions will be drawn.	()	()	()	()	()
Student privacy rights will be breached.	()	()	()	()	()
Faculty privacy rights will be breached.	()	()	()	()	()
Staff privacy rights will be breached.	()	()	()	()	()
Analytics solution providers (vendors) will have access to data.	()	()	()	()	()
Analytics solution providers (vendors) will claim to own and will profit from analytics models/algorithms/solutions based on our data.	()	()	()	()	()
We must have an exit strategy/contingency plan when changing vendors becomes necessary.	()	()	()	()	()
Institutions will be reliant on blackbox algorithms to inform decisions about students, faculty, or strategic priorities.	()	()	()	()	()
Institutions will be dependent on the quality of vendor algorithms that they don't fully understand.	()	()	()	()	()
Government regulations will be imposed, requiring more reporting on performance metrics.	()	()	()	()	()
Government regulations will be imposed, requiring reporting on questionable/flawed performance metrics.	()	()	()	()	()
Institutions won't be able to afford to implement analytics effectively.	()	()	()	()	()
Institutions that don't invest in analytics will be at a significant strategic disadvantage.	()	()	()	()	()
There will not be a sufficient return on investment; the money would be better spent elsewhere.	()	()	()	()	()
What we do in higher education can't be measured.	()	()	()	()	()
The higher education community doesn't know how to use data to make decisions.	()	()	()	()	()
This is another means of running higher education like a business, and that's the wrong model for higher education.	()	()	()	()	()

8. Please rank order the analytics benchmarking comparisons that would be of most value to your institution. <<Ranking question for all options.>>

Comparison of my institution...

- _____...over time
- _____...to an ideal
- _____...to our peer institutions
- _____...to our aspirational peer institutions
- _____...to industry

9. If you have any comments regarding your personal use of analytics, your institution's use of analytics, or the content of this survey, please share them here.

10. May we contact you to obtain clarification or further insight into some of your responses?

- No
- Yes

Thank You!

Thank you for participating in ECAR's survey on analytics! Aggregated responses to this survey will be analyzed and published in multiple reports that are planned for release in 2015. Thank you for being a part of this important research.

Please contact [ECAR](#) if you have any questions about this survey or our analytics research. Bookmark the [ECAR Analytics Research Hub](#) to find relevant ECAR analytics resources.