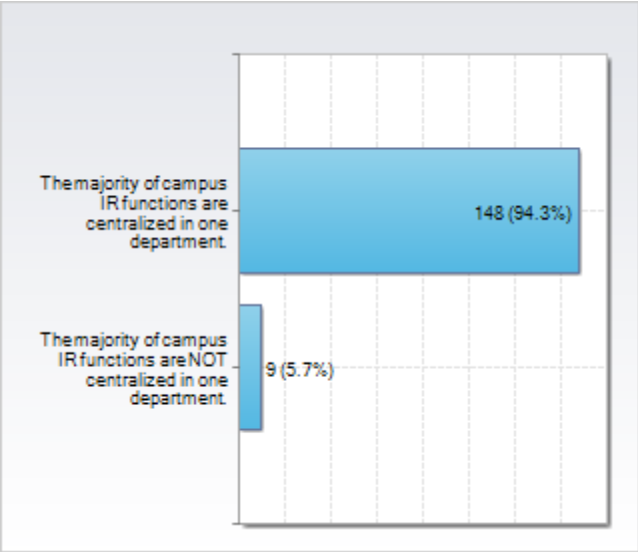
Organizational Structure

For the purpose of this survey, system IR refers to IR functions handled by a system-level office that represents multiple institutions. Campus-level IR refers to an institution's IR function whether centralized or not and/or named "institutional research" or something else.

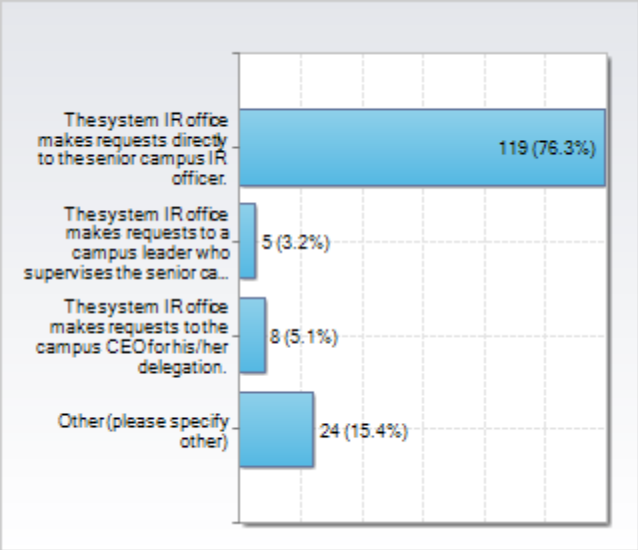
D009. Which statement best describes the structure of your campus office for IR?



	N	% of Total
The majority of campus IR functions are centralized in one department.	148	94.3%
The majority of campus IR functions are NOT centralized in one department.	9	5.7%

% Resp = 99.4%
N = 157

D010. Which statement best describes how system IR requests (data, analysis, and reports) are most frequently communicated to the campus:



	N	% of Total
The system IR office makes requests directly to the senior campus IR officer.	119	76.3%
The system IR office makes requests to a campus leader who supervises the senior campus IR officer.	5	3.2%
The system IR office makes requests to the campus CEO for his/her delegation.	8	5.1%
Other (please specify other)	24	15.4%

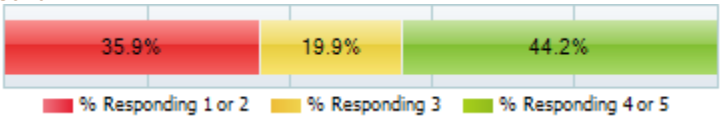
% Resp = 98.7%
N = 156

Other (Please specify other)

Ad hoc requests are made at any of the three levels, directly to IR officer, to campus leader supervising IR director or to campus CEO. Routine, seasonal data requests (for example, census data tables) are made to the campus IR officer or are calendared without any explicit request.
The system IR office makes requests to the CEO and/or Provost and *copies* the IR officer as the Provost's delegate for responding.
All of the above. And our "system" is a Board office.
Question and responses not clear
The system IR office makes requests to the campus CEO for his/her delegation, and usually copies the request to the IR directors at the same time.

System generally notifies the IR office about all requests, and some of these requests are sent directly sent to IR and others sent to senior administrators.
We do not have a system IR office
Each institution has a designated 'Institutional Data Administrator' the serves as the contact for the majority of requests. That person may or may not be an IR professional. At my campus, the IDA is the Senior Campus IR Office.
There is no system IR office and, technically speaking, no system.
Some smaller requests come directly to me while others are sent to CEO. Some are also sent directly to other offices of campus who handle those kinds of requests.
The system IR office controls all the standard reporting data and produces their own reports and analysis. They send data or report requests that regard to specific campus to the campus IR office.
There really isn't a system "IR office." That said, the system office independently runs data extractions (PeopleSoft) for system-level reporting purposes.
Mixture of all three other options
I have no idea
The IR function at the system level is somewhat distributed. The IR function at the campus level is centralized. As a result, some data/analytic requests come directly to campus IR while others filter to us through a variety of system sources and campus offices.
All of the above, and they frequently produce reports and analysis without contacting campuses at all
A combination of all three aforementioned options. The system IR office makes requests to campus IR directly, the system IR office makes requests to a campus leader who supervises the campus the campus IR person, or the system IR office makes requests to the campus President for his or her delegation. All three best describe how system IR requests are handled depending on the level or type of request.
Both selections a and c, i.e. directly to IR and to our President.
Combination of all three other options
Campus-level receives requests directly and responds to those requests most of the time.
The method depends on the request. Sometimes the request is made to the IR office while other times the request is made to the Provost, President, Vice-President of Business Affairs, etc.
[My institution] is not part of a system.
There is no set procedure. We get requests via all of the listed methods and also with contacts below the level of senior IR officer.
We are not part of a system-level office.

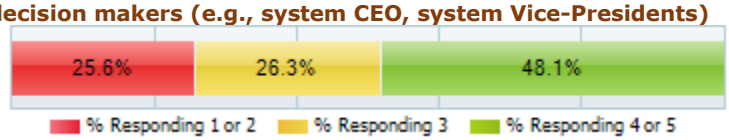
Q011. Campus IR Office Functions - How frequently does your campus IR office provide data/reports to: System governing board



	N	% of Total
(1) Never	31	19.9%
(2) Rarely	25	16.0%
(3) Sometimes	31	19.9%
(4) Often	40	25.6%
(5) Very Often	29	18.6%

% Resp	= 98.7%
N	= 156
Mean	= 3.07
Std Dev	= 1.40

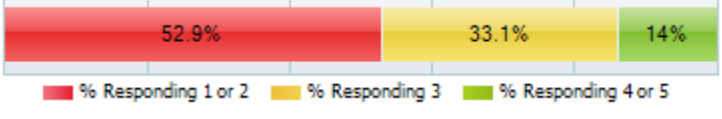
Q012. Campus IR Office Functions - How frequently does your campus IR office provide data/reports to: System internal decision makers (e.g., system CEO, system Vice-Presidents)



	N	% of Total
(1) Never	13	8.3%
(2) Rarely	27	17.3%
(3) Sometimes	41	26.3%
(4) Often	42	26.9%
(5) Very Often	33	21.2%

% Resp	= 98.7%
N	= 156
Mean	= 3.35
Std Dev	= 1.22

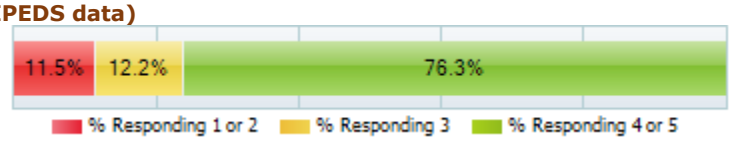
Q013. Campus IR Office Functions - How frequently does your campus IR office provide data/reports to: State legislative agency



	N	% of Total
(1) Never	28	17.8%
(2) Rarely	55	35.0%
(3) Sometimes	52	33.1%
(4) Often	17	10.8%
(5) Very Often	5	3.2%

% Resp	= 99.4%
N	= 157
Mean	= 2.46
Std Dev	= 1.01

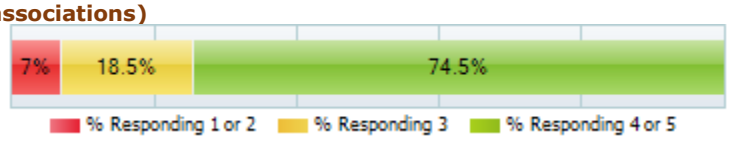
Q014. Campus IR Office Functions - How frequently does your campus IR office provide data/reports to: Federal agencies (e.g., IPEDS data)



	N	% of Total
(1) Never	11	7.1%
(2) Rarely	7	4.5%
(3) Sometimes	19	12.2%
(4) Often	60	38.5%
(5) Very Often	59	37.8%

% Resp	= 98.7%
N	= 156
Mean	= 3.96
Std Dev	= 1.15

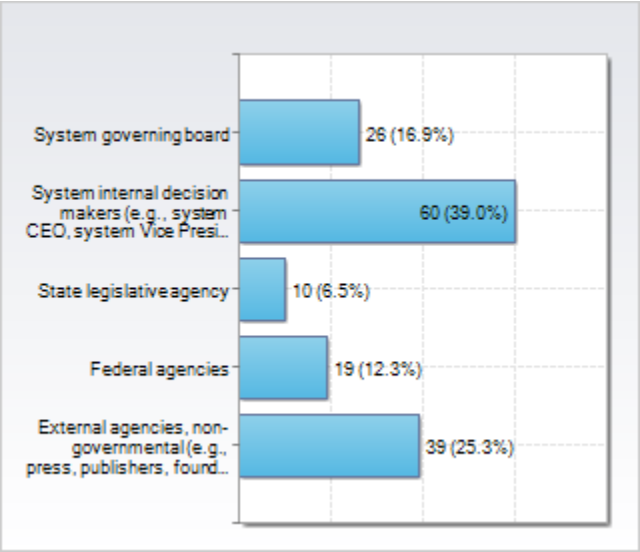
Q015. Campus IR Office Functions - How frequently does your campus IR office provide data/reports to: External agencies, non-governmental (e.g., press, publishers, foundations, associations)



	N	% of Total
(1) Never	2	1.3%
(2) Rarely	9	5.7%
(3) Sometimes	29	18.5%
(4) Often	56	35.7%
(5) Very Often	61	38.9%

% Resp	= 99.4%
N	= 157
Mean	= 4.05
Std Dev	= 0.96

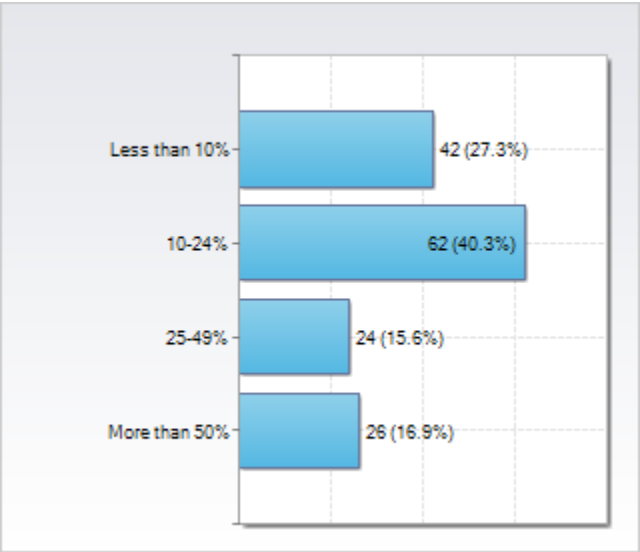
D016. Which of the following consumes the largest amount of campus IR office resources? (Choose one)



	N	% of Total
System governing board	26	16.9%
System internal decision makers (e.g., system CEO, system Vice Presidents)	60	39.0%
State legislative agency	10	6.5%
Federal agencies	19	12.3%
External agencies, non-governmental (e.g., press, publishers, foundations, associations)	39	25.3%

% Resp	= 97.5%
N	= 154

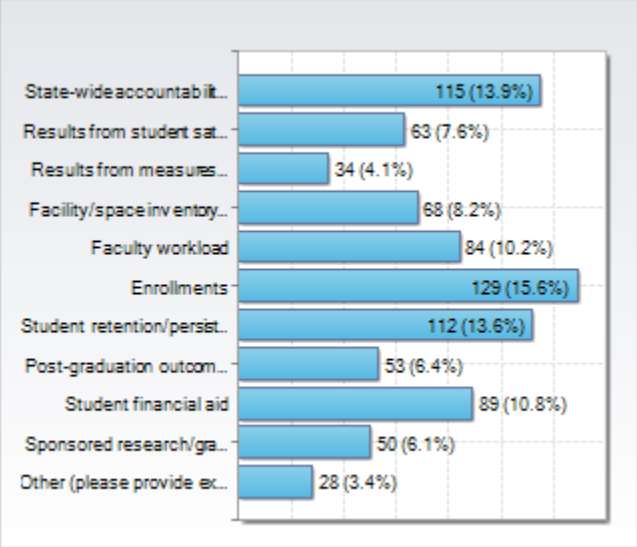
D017. Estimate the percent of campus IR office resources used to provide data and reports to the system IR office.



	N	% of Total
Less than 10%	42	27.3%
10-24%	62	40.3%
25-49%	24	15.6%
More than 50%	26	16.9%

% Resp	= 97.5%
N	= 154

MR018. Which of the following reports are supplied to the system IR office? (Choose all that apply)
Note: N = number of responses. % of Total = N / total number of responses. This provides a measure of size.



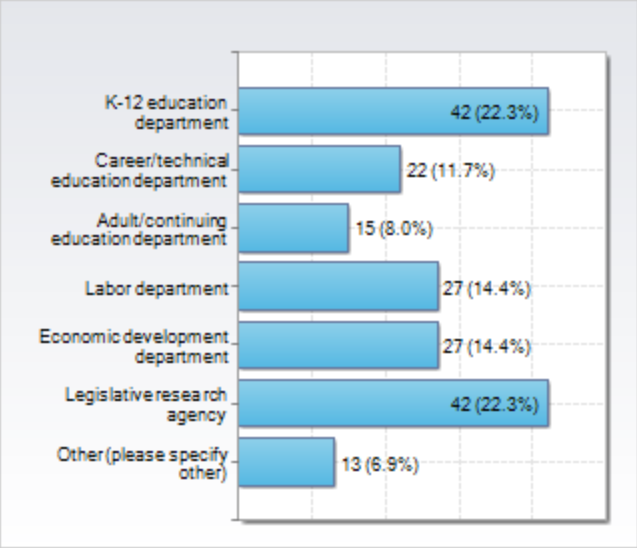
	N	% of Total
State-wide accountability metrics/standards	115	13.9%
Results from student satisfaction/engagement surveys	63	7.6%
Results from measures of student learning	34	4.1%
Facility/space inventory and usage	68	8.2%
Faculty workload	84	10.2%
Enrollments	129	15.6%
Student retention/persistence and completion	112	13.6%
Post-graduation outcomes (e.g., graduation surveys; alumni surveys)	53	6.4%
Student financial aid	89	10.8%
Sponsored research/grants	50	6.1%
Other (please provide examples)	28	3.4%

Other (Please provide examples)

Long range enrollment plans
Personnel data; enrollment projections
Personnel data; athletics data; course data, including types, grades; student housing; remedial instruction; library data
ad-hoc projects and analyses
employee counts,
Student credit hours
We have a system IR repository that consists of our census extracts and other extracts; each campus runs its own extract and uploads it to the system IRR.
Human Resources, Student Housing
personnel data, military student data and other ad hoc requests
completions (awards issued) file similar to IPEDS Completions, Perkins reporting and files, Non-credit report, Miscellaneous requests to meet Legislative and other system requests
Our entire state university system uses one central database. As such, the system IR office has access to campus-level IR data and does not need to involve the campus-level IR shop for many of the reports listed above. Instead, campus-level IR shops respond to system requests for data analysis, system governing board requests for special reports, and other campus-level reports required by system leadership.
Information on Endowed Chairs; ACT/SAT/GRE/GMAT scores; Faculty Awards; Extramural Grants; Staff/Faculty Compensation Reports; etc.
Other faculty information
We collaborate with [my system] on many reports. Because of the data from our campus student information system that is submitted to the centralized state repository, System does not have to come to us for reports. We more frequently have to spend time explaining why our internal numbers do not match what the System reports to IPEDS or the legislature. In answering the question of the percentage of time spent in IR providing data to the System, the percentage is artificially low.
We do not have a system IR office as designated above.
Admissions
Human Resources, Budget, Online Learning, etc., etc., etc.
system metrics
The system and campus offices are quite separated here. They are considered as independent offices with different missions and audience.
Peer Performance Reports, Performance dashboard
Student Files, Course Files, Graduation, Admissions Information, Transfer Information, Student Charges
I don't know
Employee Data information
performance management (accountability) metrics; NCAA statistics; immersion/bridge program outcomes
course enrollments, grades, etc.

None. System creates own reports.
None of the above
Course & Teacher Evaluations, Data book

MR019. During the past year, has the campus IR office exchanged data or other work products with any of the following state entities? (Choose all that apply)
Note: N = number of responses. % of Total = N / total number of responses. This provides a measure of size.

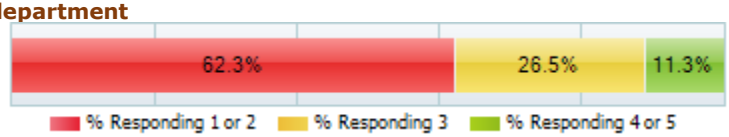


	N	% of Total
K-12 education department	42	22.3%
Career/technical education department	22	11.7%
Adult/continuing education department	15	8.0%
Labor department	27	14.4%
Economic development department	27	14.4%
Legislative research agency	42	22.3%
Other (please specify other)	13	6.9%

Other (Please specify other)

nonprofit local ed improvement org
Student financial aid, aggregated data with our State Education Department
We send large volumes of unit record data to the State Board of Education/Board of Regents (same group). These records go into a vast database that provides linkages between all participating entities and agencies.
Legislative offices
Department of Higher Education
[my state's data alliance], [my state's education network]
Generally, the system office manages data exchanges on behalf of all campuses. We may receive a specific request to supply additional information, but again, it is funneled through the system office.
State Department of Budget and Management
state coordinating board; state higher education data sharing consortium
Most of this exchange is indirect; data from our college is collected by the system office through system data marts and reported for all colleges in the system
-
None of the above
NCATE, PEDS

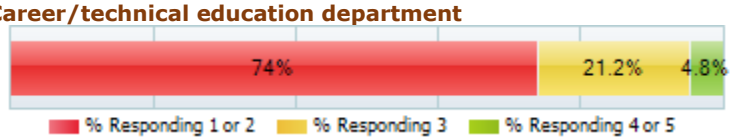
Q020. To what degree do you anticipate increased direct collaboration with the following state entities? K-12 education department



	N	% of Total
(1) Very Low	48	31.8%
(2) Low	46	30.5%
(3) Moderate	40	26.5%
(4) High	13	8.6%
(5) Very High	4	2.7%

% Resp	= 95.6%
N	= 151
Mean	= 2.20
Std Dev	= 1.06

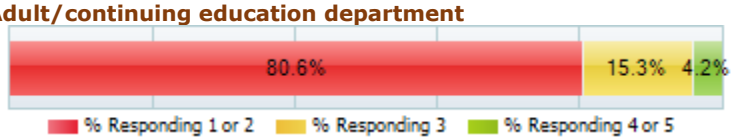
Q021. To what degree do you anticipate increased direct collaboration with the following state entities? Career/technical education department



	N	% of Total
(1) Very Low	62	42.5%
(2) Low	46	31.5%
(3) Moderate	31	21.2%
(4) High	6	4.1%
(5) Very High	1	0.7%

% Resp	= 92.4%
N	= 146
Mean	= 1.89
Std Dev	= 0.92

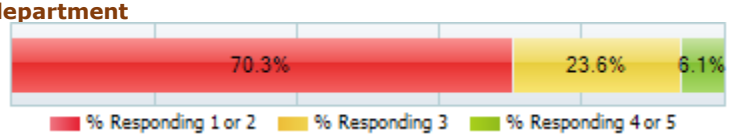
Q022. To what degree do you anticipate increased direct collaboration with the following state entities? Adult/continuing education department



	N	% of Total
(1) Very Low	68	47.2%
(2) Low	48	33.3%
(3) Moderate	22	15.3%
(4) High	6	4.2%
(5) Very High	0	0.0%

% Resp	= 91.1%
N	= 144
Mean	= 1.76
Std Dev	= 0.86

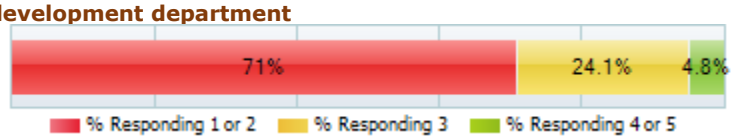
Q023. To what degree do you anticipate increased direct collaboration with the following state entities? Labor department



	N	% of Total
(1) Very Low	61	41.2%
(2) Low	43	29.1%
(3) Moderate	35	23.7%
(4) High	8	5.4%
(5) Very High	1	0.7%

% Resp	= 93.7%
N	= 148
Mean	= 1.95
Std Dev	= 0.96

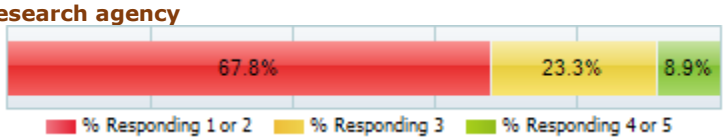
Q024. To what degree do you anticipate increased direct collaboration with the following state entities? Economic development department



	N	% of Total
(1) Very Low	52	35.9%
(2) Low	51	35.2%
(3) Moderate	35	24.1%
(4) High	5	3.5%
(5) Very High	2	1.4%

% Resp	= 91.8%
N	= 145
Mean	= 1.99
Std Dev	= 0.93

Q025. To what degree do you anticipate increased direct collaboration with the following state entities? Legislative research agency

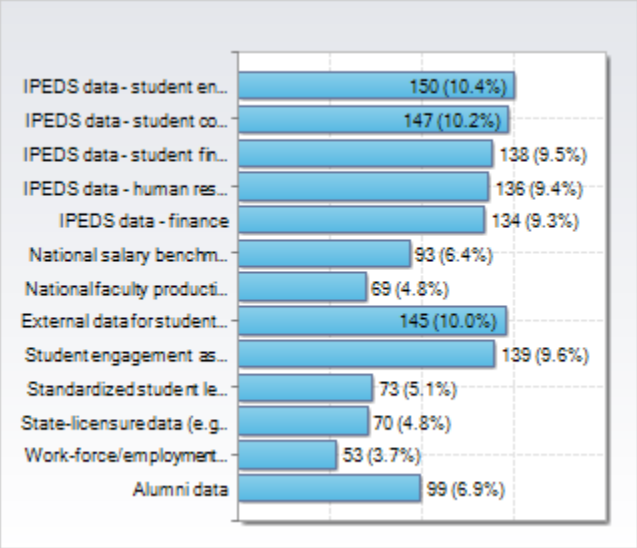


	N	% of Total
(1) Very Low	51	34.9%
(2) Low	48	32.9%
(3) Moderate	34	23.3%
(4) High	9	6.2%
(5) Very High	4	2.7%

% Resp	= 92.4%
N	= 146
Mean	= 2.09
Std Dev	= 1.03

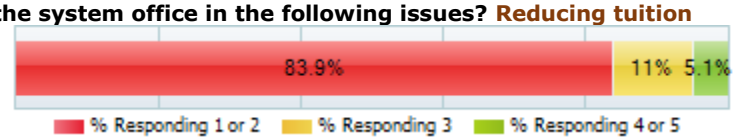
MR026. During the past three years, which of the following types of data were used by the campus IR office? (Choose all that apply)

Note: N = number of responses. % of Total = N / total number of responses. This provides a measure of size.



	N	% of Total
IPEDS data - student enrollments	150	10.4%
IPEDS data - student completions	147	10.2%
IPEDS data - student financial aid	138	9.5%
IPEDS data - human resources	136	9.4%
IPEDS data - finance	134	9.3%
National salary benchmarks (e.g., CUPA-HR)	93	6.4%
National faculty productivity studies (e.g., Delaware Studies)	69	4.8%
External data for student tracking across institutions (e.g., National Student Clearinghouse)	145	10.0%
Student engagement assessments (e.g., NSSE)	139	9.6%
Standardized student learning outcomes assessments (e.g., CLA)	73	5.1%
State-licensure data (e.g., teacher licensure records)	70	4.8%
Work-force/employment data records (e.g., unemployment records, state wage records)	53	3.7%
Alumni data	99	6.9%

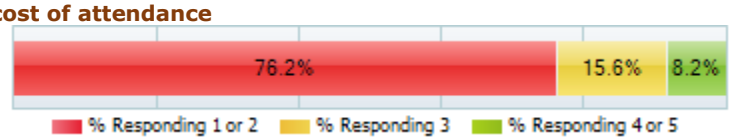
Q027. To what degree is the campus IR office engaged with the system office in the following issues? Reducing tuition



	N	% of Total
(1) Very Low	65	55.1%
(2) Low	34	28.8%
(3) Moderate	13	11.0%
(4) High	4	3.4%
(5) Very High	2	1.7%

% Resp	= 74.7%
N	= 118
Mean	= 1.68
Std Dev	= 0.92

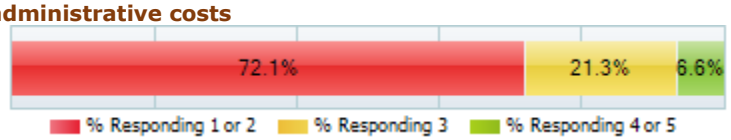
Q028. To what degree is the campus IR office engaged with the system office in the following issues? Reducing student cost of attendance



	N	% of Total
(1) Very Low	59	48.4%
(2) Low	34	27.9%
(3) Moderate	19	15.6%
(4) High	9	7.4%
(5) Very High	1	0.8%

% Resp	= 77.2%
N	= 122
Mean	= 1.84
Std Dev	= 0.99

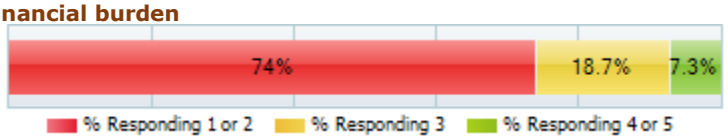
Q029. To what degree is the campus IR office engaged with the system office in the following issues? Reducing campus administrative costs



	N	% of Total
(1) Very Low	50	41.0%
(2) Low	38	31.2%
(3) Moderate	26	21.3%
(4) High	5	4.1%
(5) Very High	3	2.5%

% Resp	= 77.2%
N	= 122
Mean	= 1.96
Std Dev	= 1.00

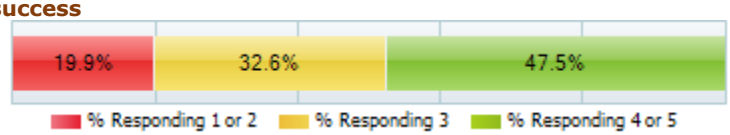
Q030. To what degree is the campus IR office engaged with the system office in the following issues? Reducing student financial burden



	N	% of Total
(1) Very Low	51	41.5%
(2) Low	40	32.5%
(3) Moderate	23	18.7%
(4) High	8	6.5%
(5) Very High	1	0.8%

% Resp	= 77.9%
N	= 123
Mean	= 1.93
Std Dev	= 0.96

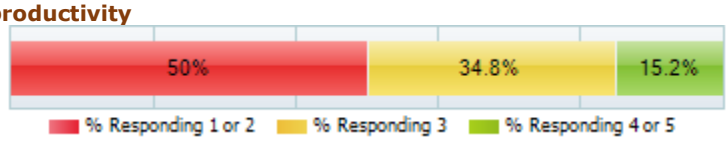
Q031. To what degree is the campus IR office engaged with the system office in the following issues? Improving student success



	N	% of Total
(1) Very Low	12	8.5%
(2) Low	16	11.4%
(3) Moderate	46	32.6%
(4) High	30	21.3%
(5) Very High	37	26.2%

% Resp	= 89.2%
N	= 141
Mean	= 3.45
Std Dev	= 1.23

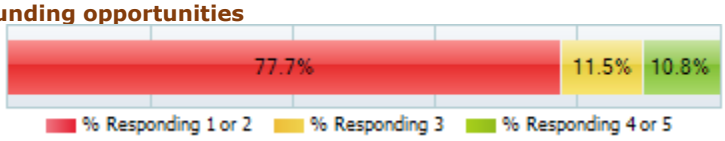
Q032. To what degree is the campus IR office engaged with the system office in the following issues? Improving faculty productivity



	N	% of Total
(1) Very Low	34	25.8%
(2) Low	32	24.2%
(3) Moderate	46	34.9%
(4) High	14	10.6%
(5) Very High	6	4.6%

% Resp	= 83.5%
N	= 132
Mean	= 2.44
Std Dev	= 1.12

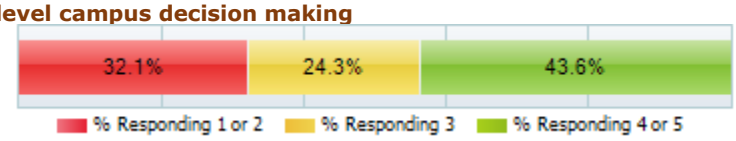
Q033. To what degree is the campus IR office engaged with the system office in the following issues? Increasing research funding opportunities



	N	% of Total
(1) Very Low	55	42.3%
(2) Low	46	35.4%
(3) Moderate	15	11.5%
(4) High	9	6.9%
(5) Very High	5	3.9%

% Resp	= 82.3%
N	= 130
Mean	= 1.95
Std Dev	= 1.08

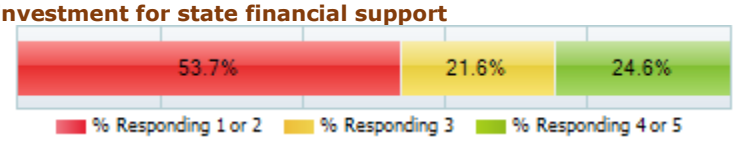
Q034. To what degree is the campus IR office engaged with the system office in the following issues? Improving senior-level campus decision making



	N	% of Total
(1) Very Low	24	17.1%
(2) Low	21	15.0%
(3) Moderate	34	24.3%
(4) High	29	20.7%
(5) Very High	32	22.9%

% Resp	= 88.6%
N	= 140
Mean	= 3.17
Std Dev	= 1.39

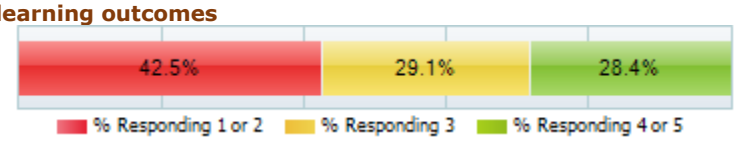
Q035. To what degree is the campus IR office engaged with the system office in the following issues? Achieving return on investment for state financial support



	N	% of Total
(1) Very Low	42	31.3%
(2) Low	30	22.4%
(3) Moderate	29	21.6%
(4) High	22	16.4%
(5) Very High	11	8.2%

% Resp	= 84.8%
N	= 134
Mean	= 2.48
Std Dev	= 1.30

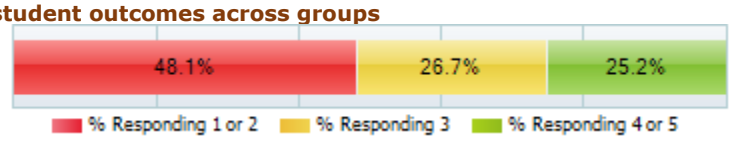
Q036. To what degree is the campus IR office engaged with the system office in the following issues? Improving student learning outcomes



	N	% of Total
(1) Very Low	25	18.7%
(2) Low	32	23.9%
(3) Moderate	39	29.1%
(4) High	18	13.4%
(5) Very High	20	14.9%

% Resp	= 84.8%
N	= 134
Mean	= 2.82
Std Dev	= 1.30

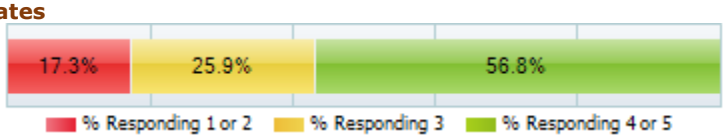
Q037. To what degree is the campus IR office engaged with the system office in the following issues? Achieving equity of student outcomes across groups



	N	% of Total
(1) Very Low	31	23.7%
(2) Low	32	24.4%
(3) Moderate	35	26.7%
(4) High	17	13.0%
(5) Very High	16	12.2%

% Resp	= 82.9%
N	= 131
Mean	= 2.66
Std Dev	= 1.30

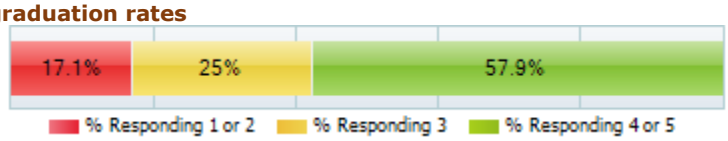
Q038. To what degree is the campus IR office engaged with the system office in the following issues? Improving retention rates



	N	% of Total
(1) Very Low	10	7.2%
(2) Low	14	10.1%
(3) Moderate	36	25.9%
(4) High	41	29.5%
(5) Very High	38	27.3%

% Resp	= 88.0%
N	= 139
Mean	= 3.60
Std Dev	= 1.19

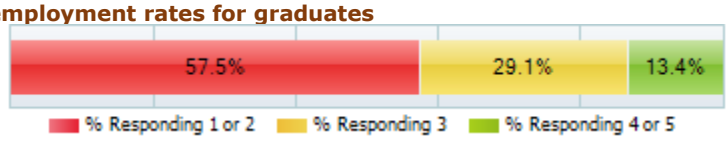
Q039. To what degree is the campus IR office engaged with the system office in the following issues? Improving graduation rates



	N	% of Total
(1) Very Low	11	7.9%
(2) Low	13	9.3%
(3) Moderate	35	25.0%
(4) High	42	30.0%
(5) Very High	39	27.9%

% Resp	= 88.6%
N	= 140
Mean	= 3.61
Std Dev	= 1.21

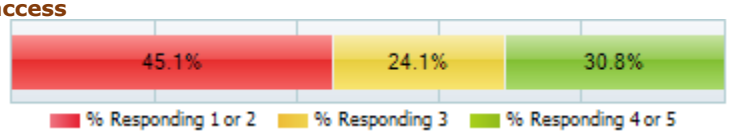
Q040. To what degree is the campus IR office engaged with the system office in the following issues? Achieving high employment rates for graduates



	N	% of Total
(1) Very Low	36	28.4%
(2) Low	37	29.1%
(3) Moderate	37	29.1%
(4) High	10	7.9%
(5) Very High	7	5.5%

% Resp	= 80.4%
N	= 127
Mean	= 2.33
Std Dev	= 1.13

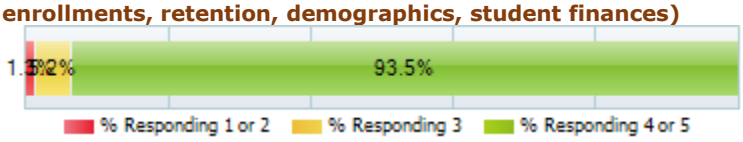
Q041. To what degree is the campus IR office engaged with the system office in the following issues? Improving college access



	N	% of Total
(1) Very Low	30	22.6%
(2) Low	30	22.6%
(3) Moderate	32	24.1%
(4) High	27	20.3%
(5) Very High	14	10.5%

% Resp	= 84.2%
N	= 133
Mean	= 2.74
Std Dev	= 1.30

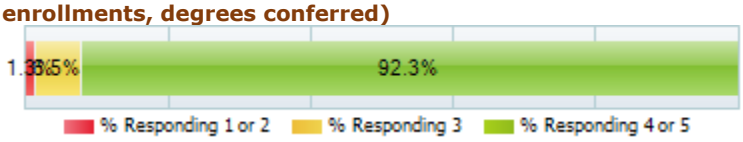
Q042. Rate the relative focus of campus IR on each of the following: Students and student-related research (e.g., enrollments, retention, demographics, student finances)



	N	% of Total
(1) None	0	0.0%
(2) Low	2	1.3%
(3) Moderate	8	5.2%
(4) High	40	25.8%
(5) Very High	105	67.7%

% Resp	= 98.1%
N	= 155
Mean	= 4.60
Std Dev	= 0.65

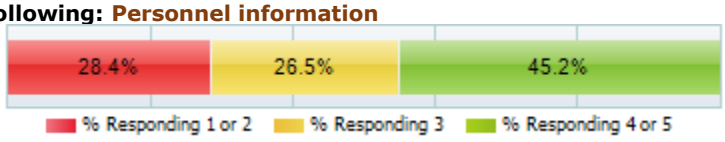
Q043. Rate the relative focus of campus IR on each of the following: Academic program information (e.g., course enrollments, degrees conferred)



	N	% of Total
(1) None	0	0.0%
(2) Low	2	1.3%
(3) Moderate	10	6.5%
(4) High	47	30.3%
(5) Very High	96	61.9%

% Resp	= 98.1%
N	= 155
Mean	= 4.53
Std Dev	= 0.67

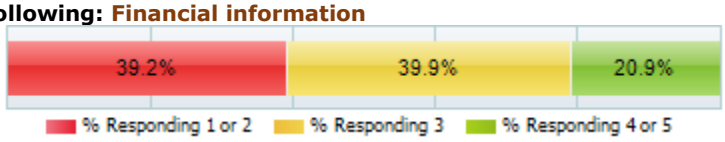
Q044. Rate the relative focus of campus IR on each of the following: Personnel information



	N	% of Total
(1) None	9	5.8%
(2) Low	35	22.6%
(3) Moderate	41	26.5%
(4) High	46	29.7%
(5) Very High	24	15.5%

% Resp	= 98.1%
N	= 155
Mean	= 3.26
Std Dev	= 1.14

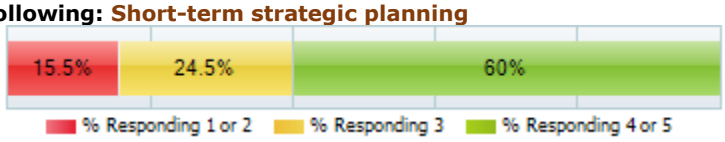
Q045. Rate the relative focus of campus IR on each of the following: Financial information



	N	% of Total
(1) None	9	5.9%
(2) Low	51	33.3%
(3) Moderate	61	39.9%
(4) High	20	13.1%
(5) Very High	12	7.8%

% Resp	= 96.8%
N	= 153
Mean	= 2.84
Std Dev	= 0.99

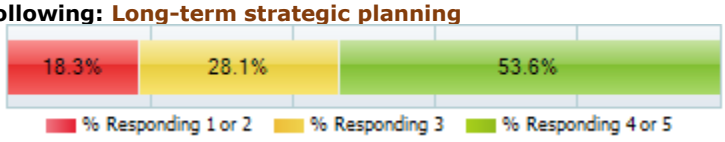
Q046. Rate the relative focus of campus IR on each of the following: Short-term strategic planning



	N	% of Total
(1) None	3	1.9%
(2) Low	21	13.6%
(3) Moderate	38	24.5%
(4) High	57	36.8%
(5) Very High	36	23.2%

% Resp	= 98.1%
N	= 155
Mean	= 3.66
Std Dev	= 1.04

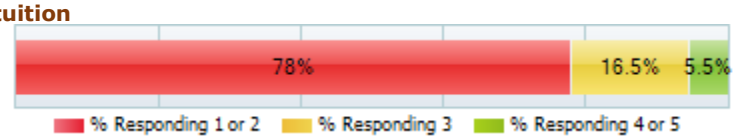
Q047. Rate the relative focus of campus IR on each of the following: Long-term strategic planning



	N	% of Total
(1) None	4	2.6%
(2) Low	24	15.7%
(3) Moderate	43	28.1%
(4) High	43	28.1%
(5) Very High	39	25.5%

% Resp	= 96.8%
N	= 153
Mean	= 3.58
Std Dev	= 1.11

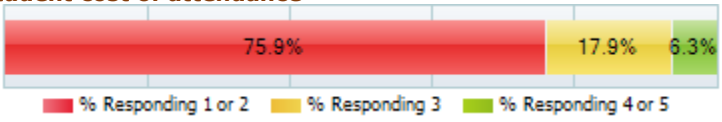
Q048. To what degree have campus IR studies positively impacted the following results in recent years? Reducing tuition



	N	% of Total
(1) None	54	49.5%
(2) Low	31	28.4%
(3) Moderate	18	16.5%
(4) High	5	4.6%
(5) Very High	1	0.9%

% Resp	= 69.0%
N	= 109
Mean	= 1.79
Std Dev	= 0.94

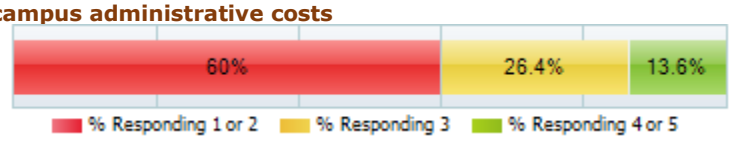
Q049. To what degree have campus IR studies positively impacted the following results in recent years? Reducing student cost of attendance



	N	% of Total
(1) None	46	41.1%
(2) Low	39	34.8%
(3) Moderate	20	17.9%
(4) High	6	5.4%
(5) Very High	1	0.9%

% Resp	= 70.9%
N	= 112
Mean	= 1.90
Std Dev	= 0.94

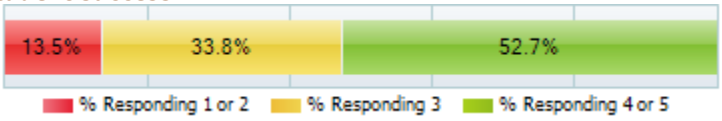
Q050. To what degree have campus IR studies positively impacted the following results in recent years? Reducing campus administrative costs



	N	% of Total
(1) None	33	26.4%
(2) Low	42	33.6%
(3) Moderate	33	26.4%
(4) High	15	12.0%
(5) Very High	2	1.6%

% Resp	= 79.1%
N	= 125
Mean	= 2.29
Std Dev	= 1.03

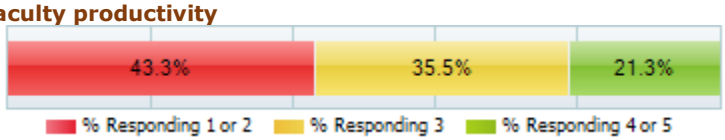
Q051. To what degree have campus IR studies positively impacted the following results in recent years? Improving student success



	N	% of Total
(1) None	4	2.7%
(2) Low	16	10.8%
(3) Moderate	50	33.8%
(4) High	42	28.4%
(5) Very High	36	24.3%

% Resp	= 93.7%
N	= 148
Mean	= 3.61
Std Dev	= 1.05

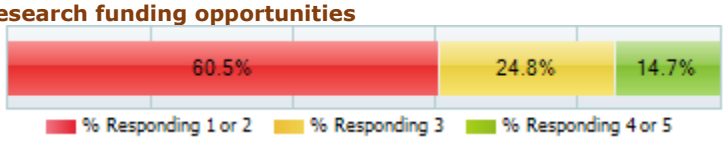
Q052. To what degree have campus IR studies positively impacted the following results in recent years? Improving faculty productivity



	N	% of Total
(1) None	22	15.6%
(2) Low	39	27.7%
(3) Moderate	50	35.5%
(4) High	24	17.0%
(5) Very High	6	4.3%

% Resp	= 89.2%
N	= 141
Mean	= 2.67
Std Dev	= 1.06

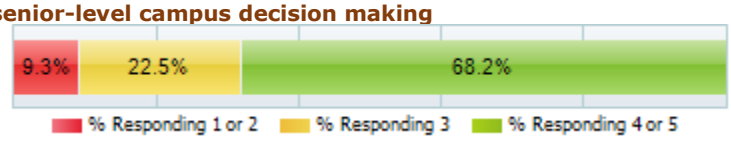
Q053. To what degree have campus IR studies positively impacted the following results in recent years? Increasing research funding opportunities



	N	% of Total
(1) None	45	34.9%
(2) Low	33	25.6%
(3) Moderate	32	24.8%
(4) High	16	12.4%
(5) Very High	3	2.3%

% Resp	= 81.7%
N	= 129
Mean	= 2.22
Std Dev	= 1.12

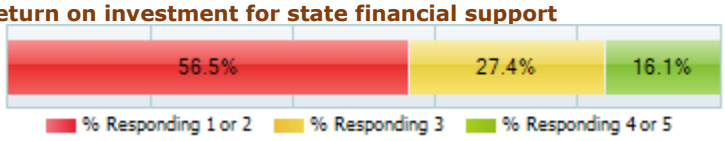
Q054. To what degree have campus IR studies positively impacted the following results in recent years? Improving senior-level campus decision making



	N	% of Total
(1) None	4	2.7%
(2) Low	10	6.6%
(3) Moderate	34	22.5%
(4) High	52	34.4%
(5) Very High	51	33.8%

% Resp	= 95.6%
N	= 151
Mean	= 3.90
Std Dev	= 1.03

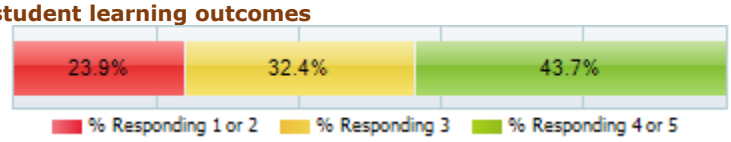
Q055. To what degree have campus IR studies positively impacted the following results in recent years? Achieving return on investment for state financial support



	N	% of Total
(1) None	33	26.6%
(2) Low	37	29.8%
(3) Moderate	34	27.4%
(4) High	17	13.7%
(5) Very High	3	2.4%

% Resp	= 78.5%
N	= 124
Mean	= 2.35
Std Dev	= 1.09

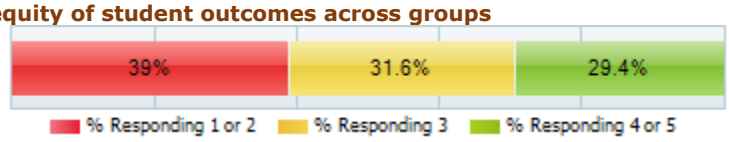
Q056. To what degree have campus IR studies positively impacted the following results in recent years? Improving student learning outcomes



	N	% of Total
(1) None	13	9.2%
(2) Low	21	14.8%
(3) Moderate	46	32.4%
(4) High	44	31.0%
(5) Very High	18	12.7%

% Resp	= 89.9%
N	= 142
Mean	= 3.23
Std Dev	= 1.13

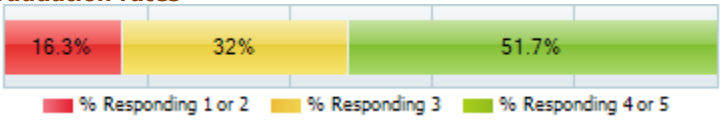
Q057. To what degree have campus IR studies positively impacted the following results in recent years? Achieving equity of student outcomes across groups



	N	% of Total
(1) None	14	10.3%
(2) Low	39	28.7%
(3) Moderate	43	31.6%
(4) High	23	16.9%
(5) Very High	17	12.5%

% Resp	= 86.1%
N	= 136
Mean	= 2.93
Std Dev	= 1.17

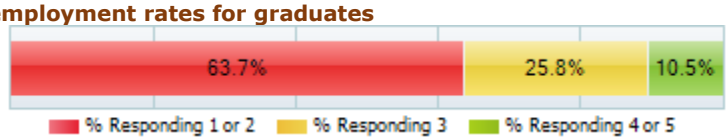
Q058. To what degree have campus IR studies positively impacted the following results in recent years? Improving graduation rates



	N	% of Total
(1) None	9	6.1%
(2) Low	15	10.2%
(3) Moderate	47	32.0%
(4) High	36	24.5%
(5) Very High	40	27.2%

% Resp	= 93.0%
N	= 147
Mean	= 3.56
Std Dev	= 1.17

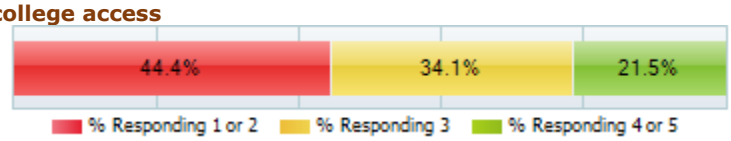
Q059. To what degree have campus IR studies positively impacted the following results in recent years? Achieving high employment rates for graduates



	N	% of Total
(1) None	34	27.4%
(2) Low	45	36.3%
(3) Moderate	32	25.8%
(4) High	7	5.7%
(5) Very High	6	4.8%

% Resp	= 78.5%
N	= 124
Mean	= 2.24
Std Dev	= 1.07

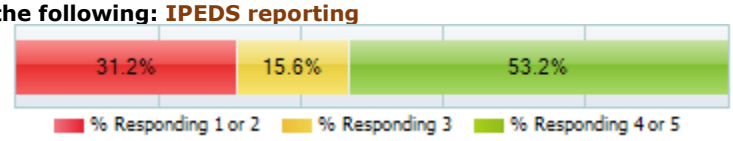
Q060. To what degree have campus IR studies positively impacted the following results in recent years? Improving college access



	N	% of Total
(1) None	23	17.0%
(2) Low	37	27.4%
(3) Moderate	46	34.1%
(4) High	17	12.6%
(5) Very High	12	8.9%

% Resp	= 85.4%
N	= 135
Mean	= 2.69
Std Dev	= 1.16

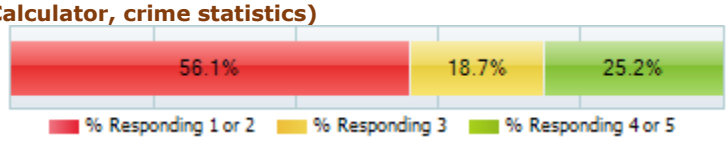
Q061. Support from System IR Office - To what degree does the system IR office provide support to campus IR offices for the following: IPEDS reporting



	N	% of Total
(1) Very Low	33	21.4%
(2) Low	15	9.7%
(3) Moderate	24	15.6%
(4) High	33	21.4%
(5) Very High	49	31.8%

% Resp	= 97.5%
N	= 154
Mean	= 3.32
Std Dev	= 1.53

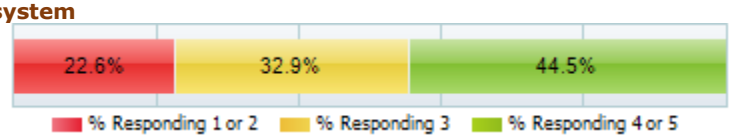
Q062. Support from System IR Office - To what degree does the system IR office provide support to campus IR offices for the following: Display of mandatory disclosures (e.g., Net Price Calculator, crime statistics)



	N	% of Total
(1) Very Low	64	41.3%
(2) Low	23	14.8%
(3) Moderate	29	18.7%
(4) High	23	14.8%
(5) Very High	16	10.3%

% Resp	= 98.1%
N	= 155
Mean	= 2.38
Std Dev	= 1.41

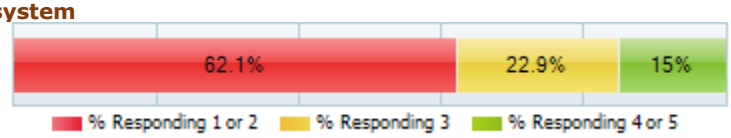
Q063. Support from System IR Office - To what degree does the system IR office provide support to campus IR offices for the following: Benchmarking across campuses within the system



	N	% of Total
(1) Very Low	15	9.7%
(2) Low	20	12.9%
(3) Moderate	51	32.9%
(4) High	44	28.4%
(5) Very High	25	16.1%

% Resp	= 98.1%
N	= 155
Mean	= 3.28
Std Dev	= 1.17

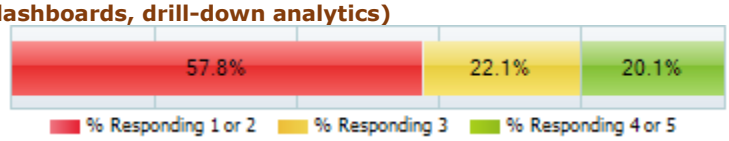
Q064. Support from System IR Office - To what degree does the system IR office provide support to campus IR offices for the following: Benchmarking across campuses outside the system



	N	% of Total
(1) Very Low	50	32.7%
(2) Low	45	29.4%
(3) Moderate	35	22.9%
(4) High	13	8.5%
(5) Very High	10	6.5%

% Resp	= 96.8%
N	= 153
Mean	= 2.27
Std Dev	= 1.19

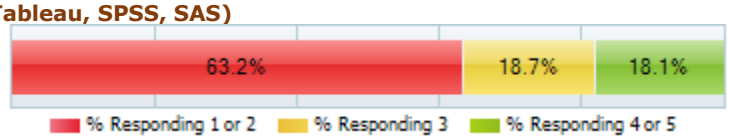
Q065. Support from System IR Office - To what degree does the system IR office provide support to campus IR offices for the following: Web-displayed analytics (e.g., prepared dashboards, drill-down analytics)



	N	% of Total
(1) Very Low	57	37.0%
(2) Low	32	20.8%
(3) Moderate	34	22.1%
(4) High	18	11.7%
(5) Very High	13	8.4%

% Resp	= 97.5%
N	= 154
Mean	= 2.34
Std Dev	= 1.31

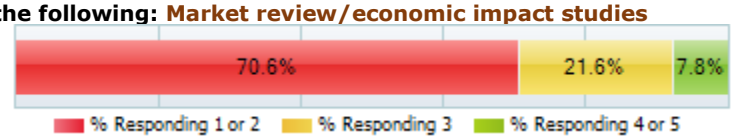
Q066. Support from System IR Office - To what degree does the system IR office provide support to campus IR offices for the following: System-wide software purchase/licensing (e.g., Tableau, SPSS, SAS)



	N	% of Total
(1) Very Low	73	47.1%
(2) Low	25	16.1%
(3) Moderate	29	18.7%
(4) High	19	12.3%
(5) Very High	9	5.8%

% Resp	= 98.1%
N	= 155
Mean	= 2.14
Std Dev	= 1.29

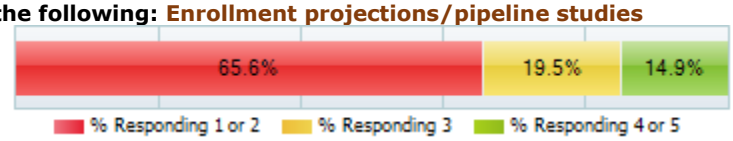
Q067. Support from System IR Office - To what degree does the system IR office provide support to campus IR offices for the following: Market review/economic impact studies



	N	% of Total
(1) Very Low	68	44.4%
(2) Low	40	26.1%
(3) Moderate	33	21.6%
(4) High	6	3.9%
(5) Very High	6	3.9%

% Resp	= 96.8%
N	= 153
Mean	= 1.97
Std Dev	= 1.08

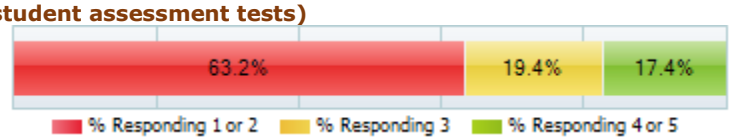
Q068. Support from System IR Office - To what degree does the system IR office provide support to campus IR offices for the following: Enrollment projections/pipeline studies



	N	% of Total
(1) Very Low	62	40.3%
(2) Low	39	25.3%
(3) Moderate	30	19.5%
(4) High	14	9.1%
(5) Very High	9	5.8%

% Resp	= 97.5%
N	= 154
Mean	= 2.15
Std Dev	= 1.21

Q069. Support from System IR Office - To what degree does the system IR office provide support to campus IR offices for the following: Budget for national data collections (e.g., NSSE, student assessment tests)



	N	% of Total
(1) Very Low	78	50.3%
(2) Low	20	12.9%
(3) Moderate	30	19.4%
(4) High	15	9.7%
(5) Very High	12	7.7%

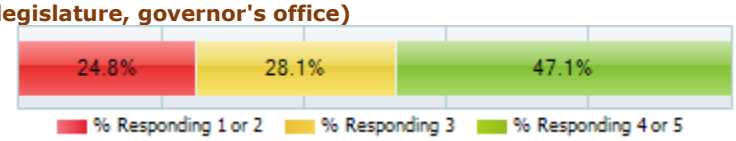
% Resp	= 98.1%
N	= 155
Mean	= 2.12
Std Dev	= 1.33

Q070. Support from System IR Office - To what degree does the system IR office provide support to campus IR offices for the following: Professional development/training (e.g., workshops, listservs, teleconferences)

	N	% of Total
(1) Very Low	55	35.5%
(2) Low	43	27.7%
(3) Moderate	35	22.6%
(4) High	19	12.3%
(5) Very High	3	1.9%

% Resp	= 98.1%
N	= 155
Mean	= 2.17
Std Dev	= 1.10

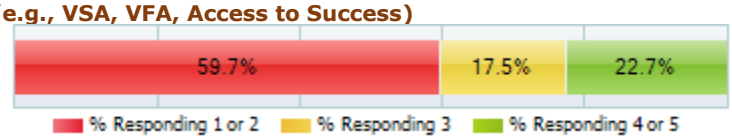
Q071. Support from System IR Office - To what degree does the system IR office provide support to campus IR offices for the following: Reports mandated by state government (e.g., legislature, governor's office)



	N	% of Total
(1) Very Low	20	13.1%
(2) Low	18	11.8%
(3) Moderate	43	28.1%
(4) High	45	29.4%
(5) Very High	27	17.7%

% Resp	= 96.8%
N	= 153
Mean	= 3.27
Std Dev	= 1.25

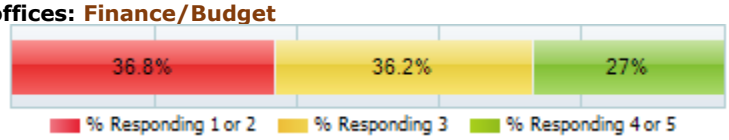
Q072. Support from System IR Office - To what degree does the system IR office provide support to campus IR offices for the following: Coordination of membership in national projects (e.g., VSA, VFA, Access to Success)



	N	% of Total
(1) Very Low	67	43.5%
(2) Low	25	16.2%
(3) Moderate	27	17.5%
(4) High	23	14.9%
(5) Very High	12	7.8%

% Resp	= 97.5%
N	= 154
Mean	= 2.27
Std Dev	= 1.35

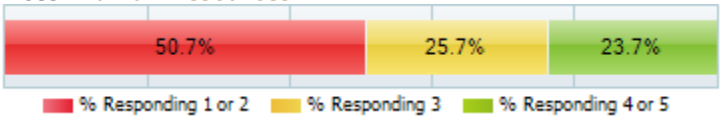
Q073. How frequently do the following system functions/offices request information directly from campus IR offices: Finance/Budget



	N	% of Total
(1) Never	31	20.4%
(2) Rarely	25	16.5%
(3) Sometimes	55	36.2%
(4) Often	25	16.5%
(5) Very Often	16	10.5%

% Resp	= 96.2%
N	= 152
Mean	= 2.80
Std Dev	= 1.24

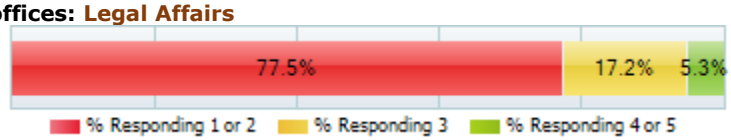
Q074. How frequently do the following system functions/offices request information directly from campus IR offices: Human Resources



	N	% of Total
(1) Never	39	25.7%
(2) Rarely	38	25.0%
(3) Sometimes	39	25.7%
(4) Often	24	15.8%
(5) Very Often	12	7.9%

% Resp	= 96.2%
N	= 152
Mean	= 2.55
Std Dev	= 1.24

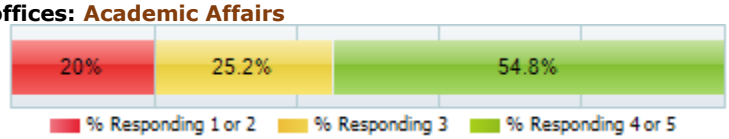
Q075. How frequently do the following system functions/offices request information directly from campus IR offices: Legal Affairs



	N	% of Total
(1) Never	65	43.1%
(2) Rarely	52	34.4%
(3) Sometimes	26	17.2%
(4) Often	3	2.0%
(5) Very Often	5	3.3%

% Resp	= 95.6%
N	= 151
Mean	= 1.88
Std Dev	= 0.98

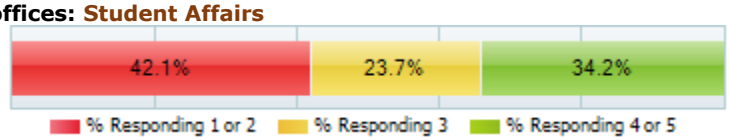
Q076. How frequently do the following system functions/offices request information directly from campus IR offices: Academic Affairs



	N	% of Total
(1) Never	15	9.7%
(2) Rarely	16	10.3%
(3) Sometimes	39	25.2%
(4) Often	39	25.2%
(5) Very Often	46	29.7%

% Resp	= 98.1%
N	= 155
Mean	= 3.55
Std Dev	= 1.28

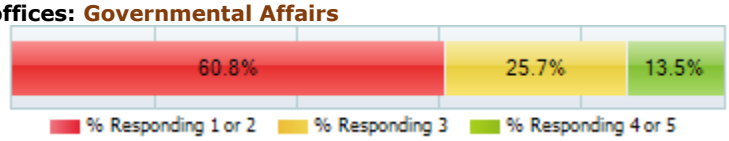
Q077. How frequently do the following system functions/offices request information directly from campus IR offices: Student Affairs



	N	% of Total
(1) Never	35	23.0%
(2) Rarely	29	19.1%
(3) Sometimes	36	23.7%
(4) Often	34	22.4%
(5) Very Often	18	11.8%

% Resp	= 96.2%
N	= 152
Mean	= 2.81
Std Dev	= 1.33

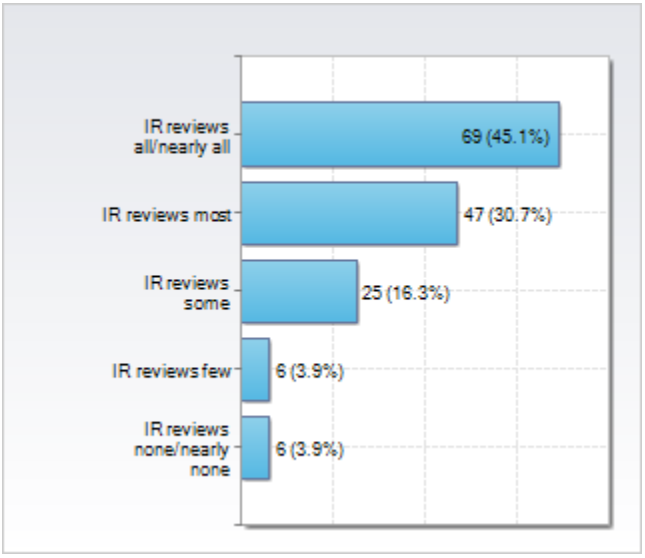
Q078. How frequently do the following system functions/offices request information directly from campus IR offices: Governmental Affairs



	N	% of Total
(1) Never	41	27.7%
(2) Rarely	49	33.1%
(3) Sometimes	38	25.7%
(4) Often	12	8.1%
(5) Very Often	8	5.4%

% Resp	= 93.7%
N	= 148
Mean	= 2.30
Std Dev	= 1.12

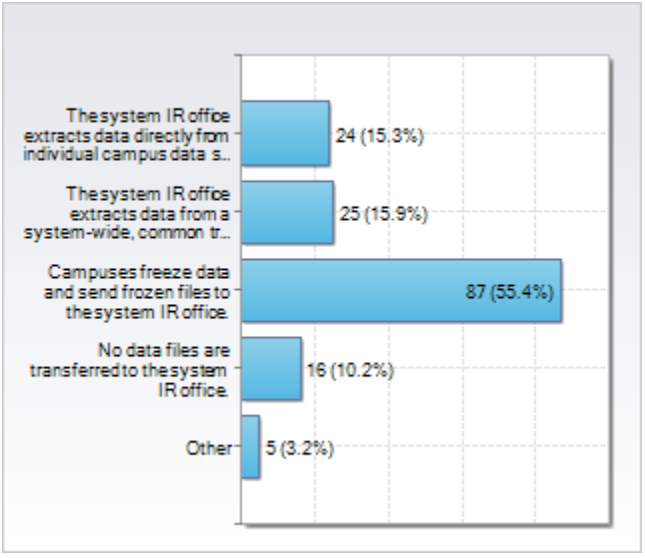
D079. Which statement best describes the campus IR role in reviewing data files and reports submitted to the system?



	N	% of Total
IR reviews all/nearly all	69	45.1%
IR reviews most	47	30.7%
IR reviews some	25	16.3%
IR reviews few	6	3.9%
IR reviews none/nearly none	6	3.9%

% Resp	= 96.8%
N	= 153

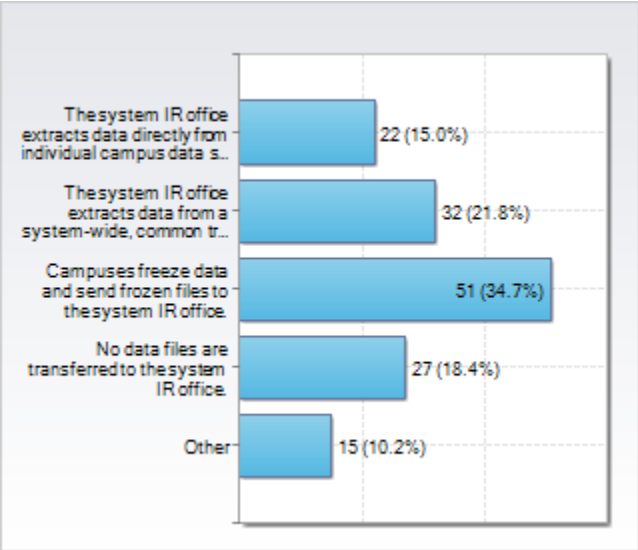
D080. Which statement best describes the most common transfer of student data (e.g., unit records) from campuses to the system IR office?



	N	% of Total
The system IR office extracts data directly from individual campus data systems (e.g., PeopleSoft, Banner).	24	15.3%
The system IR office extracts data from a system-wide, common transactional data system.	25	15.9%
Campuses freeze data and send frozen files to the system IR office.	87	55.4%
No data files are transferred to the system IR office.	16	10.2%
Other	5	3.2%

% Resp	= 99.4%
N	= 157

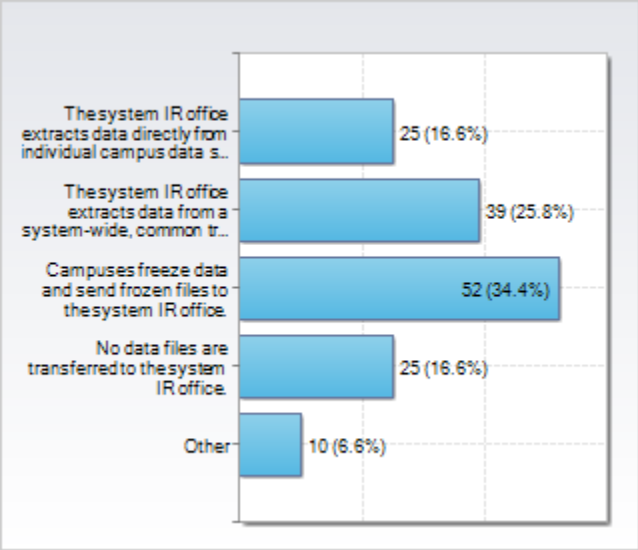
D081. Which statement best describes the most common transfer of financial data from campuses to the system IR office?



	N	% of Total
The system IR office extracts data directly from individual campus data systems (e.g., PeopleSoft, Banner).	22	15.0%
The system IR office extracts data from a system-wide, common transactional data system.	32	21.8%
Campuses freeze data and send frozen files to the system IR office.	51	34.7%
No data files are transferred to the system IR office.	27	18.4%
Other	15	10.2%

% Resp	= 93.0%
N	= 147

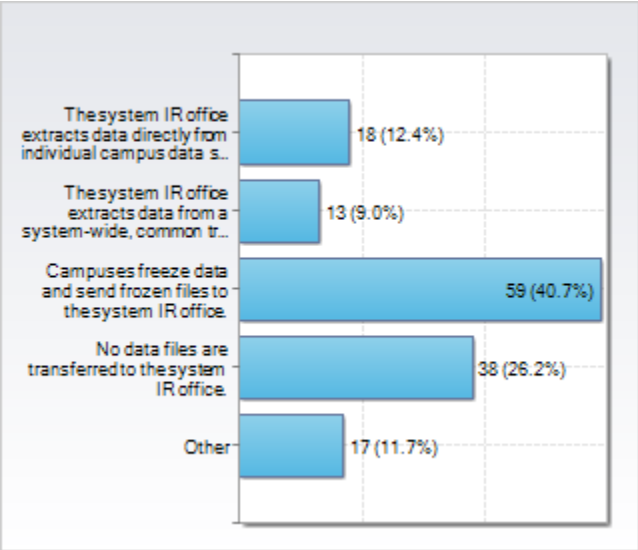
D082. Which statement best describes the most common transfer of personnel (HR) data from campuses to the system IR office?



	N	% of Total
The system IR office extracts data directly from individual campus data systems. (e.g., PeopleSoft, Banner)	25	16.6%
The system IR office extracts data from a system-wide, common transactional data system.	39	25.8%
Campuses freeze data and send frozen files to the system IR office.	52	34.4%
No data files are transferred to the system IR office.	25	16.6%
Other	10	6.6%

% Resp	= 95.6%
N	= 151

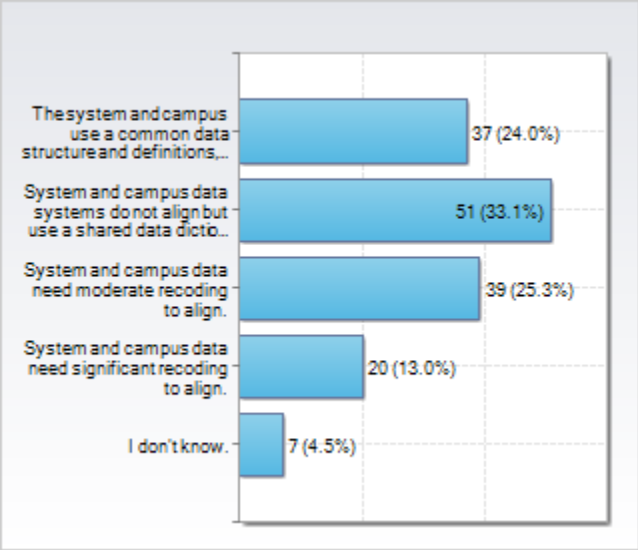
D083. Which statement best describes the most common transfer of facilities data from campuses to the system IR office?



	N	% of Total
The system IR office extracts data directly from individual campus data systems. (e.g., PeopleSoft, Banner)	18	12.4%
The system IR office extracts data from a system-wide, common transactional data system.	13	9.0%
Campuses freeze data and send frozen files to the system IR office.	59	40.7%
No data files are transferred to the system IR office.	38	26.2%
Other	17	11.7%

% Resp	= 91.8%
N	= 145

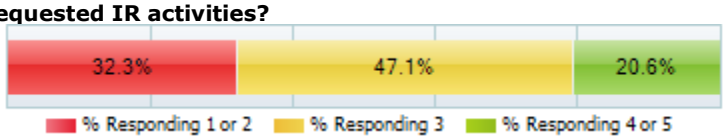
D084. Which statement best describes the alignment of data variable names and definitions between the campus IR function and the system IR office?



	N	% of Total
The system and campus use a common data structure and definitions, so data align seamlessly.	37	24.0%
System and campus data systems do not align but use a shared data dictionary that contains mapping/translations, so data alignment is not problematic.	51	33.1%
System and campus data need moderate recoding to align.	39	25.3%
System and campus data need significant recoding to align.	20	13.0%
I don't know.	7	4.6%

% Resp	= 97.5%
N	= 154

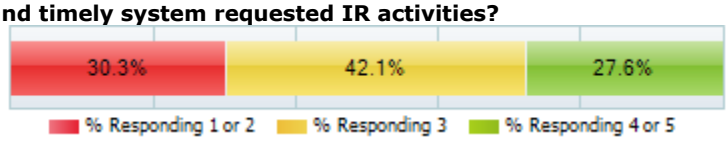
Q085. Based on past performance, to what degree is IR staffing adequate to accomplish accurate and timely system requested IR activities?



	N	% of Total
(1) Very Low	12	7.7%
(2) Low	38	24.5%
(3) Moderate	73	47.1%
(4) High	25	16.1%
(5) Very High	7	4.5%

% Resp	= 98.1%
N	= 155
Mean	= 2.85
Std Dev	= 0.94

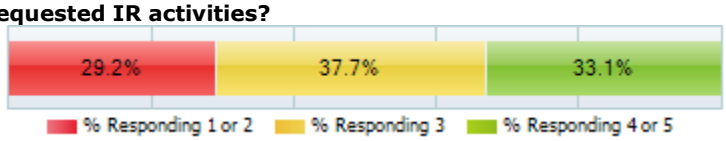
Q086. Based on past performance, to what degree is IR professional development adequate to accomplish accurate and timely system requested IR activities?



	N	% of Total
(1) Very Low	13	8.6%
(2) Low	33	21.7%
(3) Moderate	64	42.1%
(4) High	32	21.1%
(5) Very High	10	6.6%

% Resp	= 96.2%
N	= 152
Mean	= 2.95
Std Dev	= 1.02

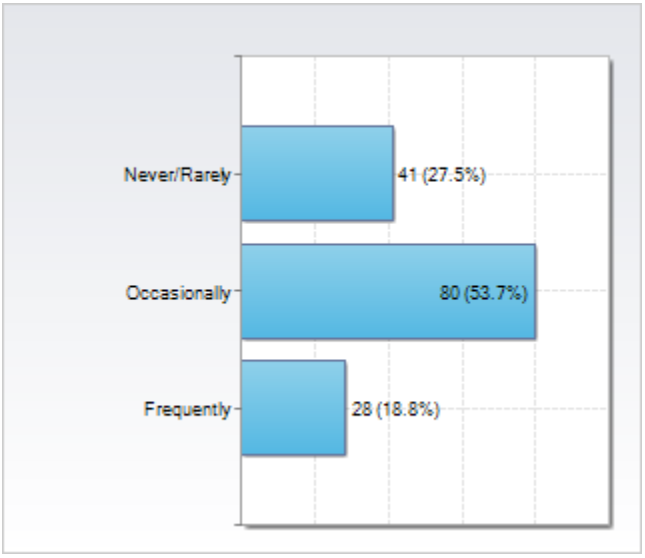
Q087. Based on past performance to what degree are data systems adequate to accomplish accurate and timely system requested IR activities?



	N	% of Total
(1) Very Low	15	9.7%
(2) Low	30	19.5%
(3) Moderate	58	37.7%
(4) High	45	29.2%
(5) Very High	6	3.9%

% Resp	= 97.5%
N	= 154
Mean	= 2.98
Std Dev	= 1.02

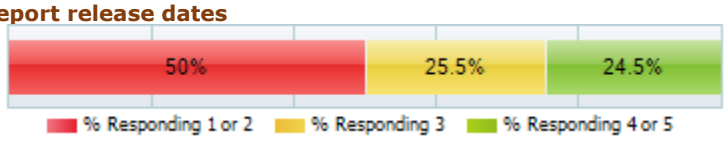
D088. Redundancy of Campus- and System-Level IR Efforts - How often do the campus and system IR offices produce redundant/similar reports?



	N	% of Total
Never/Rarely	41	27.5%
Occasionally	80	53.7%
Frequently	28	18.8%

% Resp	= 94.3%
N	= 149

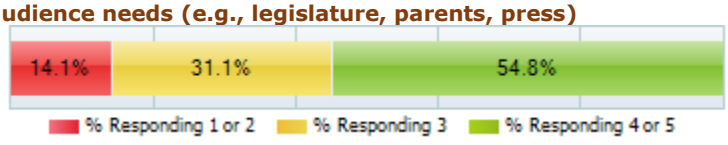
Q089. To what degree is redundancy, if any, due to: Different report release dates



	N	% of Total
(1) Very Low	21	19.1%
(2) Low	34	30.9%
(3) Moderate	28	25.5%
(4) High	14	12.7%
(5) Very High	13	11.8%

% Resp	= 69.6%
N	= 110
Mean	= 2.67
Std Dev	= 1.25

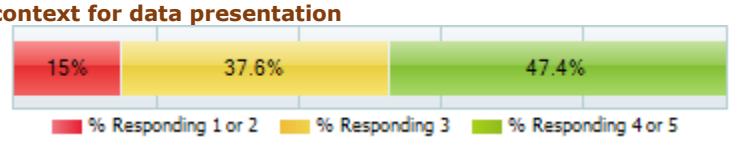
Q090. To what degree is redundancy, if any, due to: Different audience needs (e.g., legislature, parents, press)



	N	% of Total
(1) Very Low	7	5.2%
(2) Low	12	8.9%
(3) Moderate	42	31.1%
(4) High	49	36.3%
(5) Very High	25	18.5%

% Resp	= 85.4%
N	= 135
Mean	= 3.54
Std Dev	= 1.05

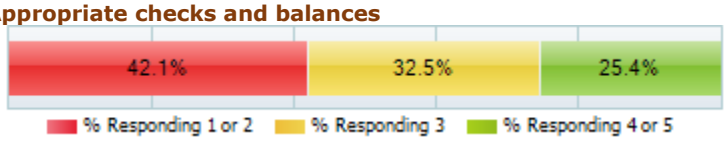
Q091. To what degree is redundancy, if any, due to: Different context for data presentation



	N	% of Total
(1) Very Low	9	6.8%
(2) Low	11	8.3%
(3) Moderate	50	37.6%
(4) High	38	28.6%
(5) Very High	25	18.8%

% Resp	= 84.2%
N	= 133
Mean	= 3.44
Std Dev	= 1.09

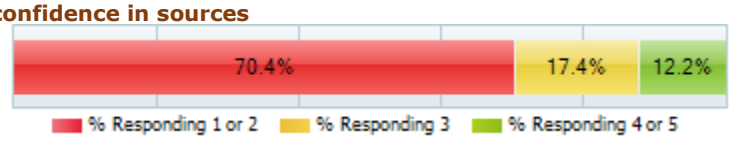
Q092. To what degree is redundancy, if any, due to: Appropriate checks and balances



	N	% of Total
(1) Very Low	21	18.4%
(2) Low	27	23.7%
(3) Moderate	37	32.5%
(4) High	17	14.9%
(5) Very High	12	10.5%

% Resp	= 72.2%
N	= 114
Mean	= 2.75
Std Dev	= 1.22

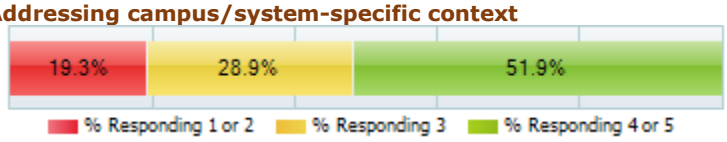
Q093. To what degree is redundancy, if any, due to: Lack of confidence in sources



	N	% of Total
(1) Very Low	52	45.2%
(2) Low	29	25.2%
(3) Moderate	20	17.4%
(4) High	6	5.2%
(5) Very High	8	7.0%

% Resp	= 72.8%
N	= 115
Mean	= 2.03
Std Dev	= 1.21

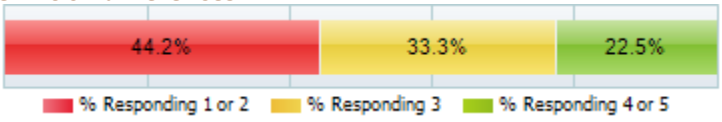
Q094. To what degree is redundancy, if any, due to: Addressing campus/system-specific context



	N	% of Total
(1) Very Low	9	6.7%
(2) Low	17	12.6%
(3) Moderate	39	28.9%
(4) High	29	21.5%
(5) Very High	41	30.4%

% Resp	= 85.4%
N	= 135
Mean	= 3.56
Std Dev	= 1.23

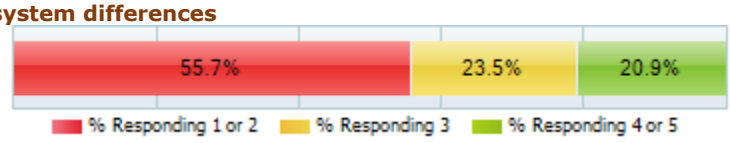
Q095. To what degree is redundancy, if any, due to: Data definition differences



	N	% of Total
(1) Very Low	20	16.7%
(2) Low	33	27.5%
(3) Moderate	40	33.3%
(4) High	19	15.8%
(5) Very High	8	6.7%

% Resp	= 76.0%
N	= 120
Mean	= 2.68
Std Dev	= 1.13

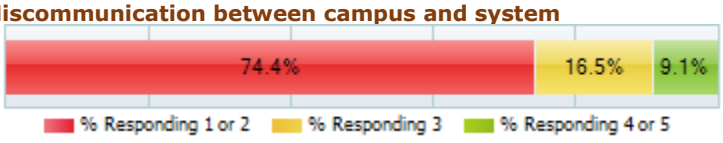
Q096. To what degree is redundancy, if any, due to: Data system differences



	N	% of Total
(1) Very Low	33	28.7%
(2) Low	31	27.0%
(3) Moderate	27	23.5%
(4) High	14	12.2%
(5) Very High	10	8.7%

% Resp	= 72.8%
N	= 115
Mean	= 2.45
Std Dev	= 1.26

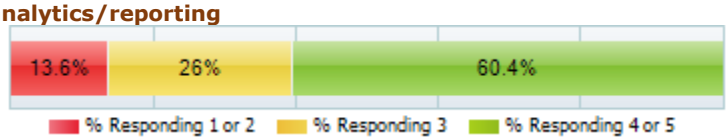
Q097. To what degree is redundancy, if any, due to: Miscommunication between campus and system



	N	% of Total
(1) Very Low	44	36.4%
(2) Low	46	38.0%
(3) Moderate	20	16.5%
(4) High	6	5.0%
(5) Very High	5	4.1%

% Resp	= 76.6%
N	= 121
Mean	= 2.02
Std Dev	= 1.05

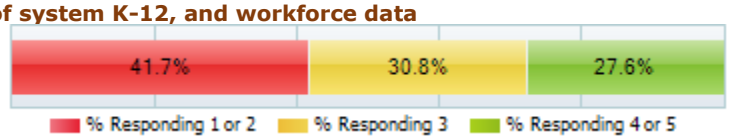
Q098. Future Planning - Within the next three years, how likely is the campus IR office to do the following to improve the campus-system reporting function? Increase data warehouse or data mart capabilities to support analytics/reporting



	N	% of Total
(1) Not Likely	9	5.8%
(2) Somewhat Unlikely	12	7.8%
(3) Moderately Likely	40	26.0%
(4) Very Likely	44	28.6%
(5) Extremely Likely	49	31.8%

% Resp	= 97.5%
N	= 154
Mean	= 3.73
Std Dev	= 1.16

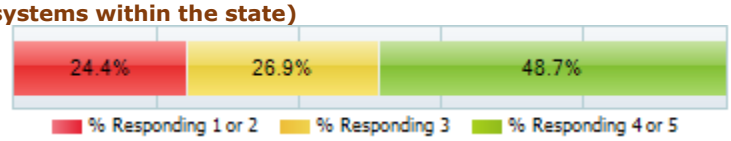
Q099. Future Planning - Within the next three years, how likely is the campus IR office to do the following to improve the campus-system reporting function? Increase campus use of system K-12, and workforce data



	N	% of Total
(1) Not Likely	27	17.3%
(2) Somewhat Unlikely	38	24.4%
(3) Moderately Likely	48	30.8%
(4) Very Likely	31	19.9%
(5) Extremely Likely	12	7.7%

% Resp	= 98.7%
N	= 156
Mean	= 2.76
Std Dev	= 1.18

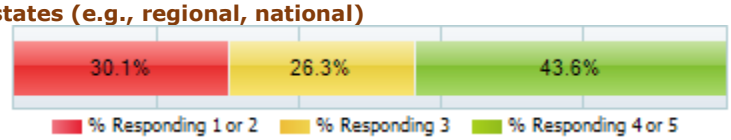
Q100. Future Planning - Within the next three years, how likely is the campus IR office to do the following to improve the campus-system reporting function? Track students across in-state systems (e.g., four-year, community college, other systems within the state)



	N	% of Total
(1) Not Likely	14	9.0%
(2) Somewhat Unlikely	24	15.4%
(3) Moderately Likely	42	26.9%
(4) Very Likely	44	28.2%
(5) Extremely Likely	32	20.5%

% Resp	= 98.7%
N	= 156
Mean	= 3.36
Std Dev	= 1.22

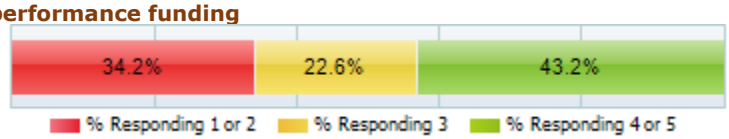
Q101. Future Planning - Within the next three years, how likely is the campus IR office to do the following to improve the campus-system reporting function? Track students across states (e.g., regional, national)



	N	% of Total
(1) Not Likely	23	14.7%
(2) Somewhat Unlikely	24	15.4%
(3) Moderately Likely	41	26.3%
(4) Very Likely	42	26.9%
(5) Extremely Likely	26	16.7%

% Resp	= 98.7%
N	= 156
Mean	= 3.15
Std Dev	= 1.29

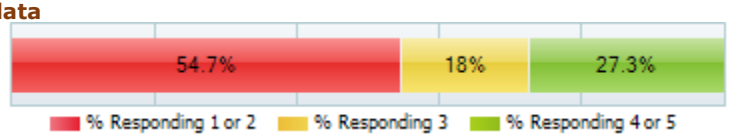
Q102. Future Planning - Within the next three years, how likely is the campus IR office to do the following to improve the campus-system reporting function? Examine methods of applying performance funding



	N	% of Total
(1) Not Likely	27	17.4%
(2) Somewhat Unlikely	26	16.8%
(3) Moderately Likely	35	22.6%
(4) Very Likely	32	20.7%
(5) Extremely Likely	35	22.6%

% Resp	= 98.1%
N	= 155
Mean	= 3.14
Std Dev	= 1.40

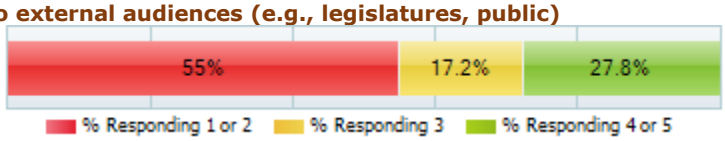
Q103. Future Planning - Within the next three years, how likely is the campus IR office to do the following to improve the campus-system reporting function? Allow direct system access to campus data



	N	% of Total
(1) Not Likely	52	34.7%
(2) Somewhat Unlikely	30	20.0%
(3) Moderately Likely	27	18.0%
(4) Very Likely	15	10.0%
(5) Extremely Likely	26	17.3%

% Resp	= 94.9%
N	= 150
Mean	= 2.55
Std Dev	= 1.48

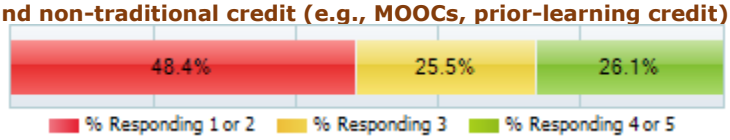
Q104. Future Planning - Within the next three years, how likely is the campus IR office to do the following to improve the campus-system reporting function? Provide access to data to external audiences (e.g., legislatures, public)



	N	% of Total
(1) Not Likely	48	31.8%
(2) Somewhat Unlikely	35	23.2%
(3) Moderately Likely	26	17.2%
(4) Very Likely	24	15.9%
(5) Extremely Likely	18	11.9%

% Resp	= 95.6%
N	= 151
Mean	= 2.53
Std Dev	= 1.38

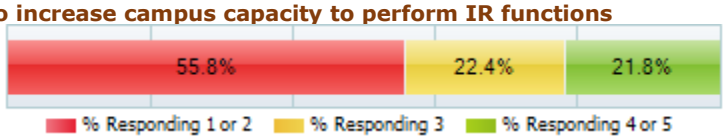
Q105. Future Planning - Within the next three years, how likely is the campus IR office to do the following to improve the campus-system reporting function? Report on alternative and non-traditional credit (e.g., MOOCs, prior-learning credit)



	N	% of Total
(1) Not Likely	35	22.9%
(2) Somewhat Unlikely	39	25.5%
(3) Moderately Likely	39	25.5%
(4) Very Likely	22	14.4%
(5) Extremely Likely	18	11.8%

% Resp	= 96.8%
N	= 153
Mean	= 2.67
Std Dev	= 1.29

Q106. Future Planning - Within the next three years, how likely is the campus IR office to do the following to improve the campus-system reporting function? Add new IR positions to increase campus capacity to perform IR functions



	N	% of Total
(1) Not Likely	43	27.6%
(2) Somewhat Unlikely	44	28.2%
(3) Moderately Likely	35	22.4%
(4) Very Likely	19	12.2%
(5) Extremely Likely	15	9.6%

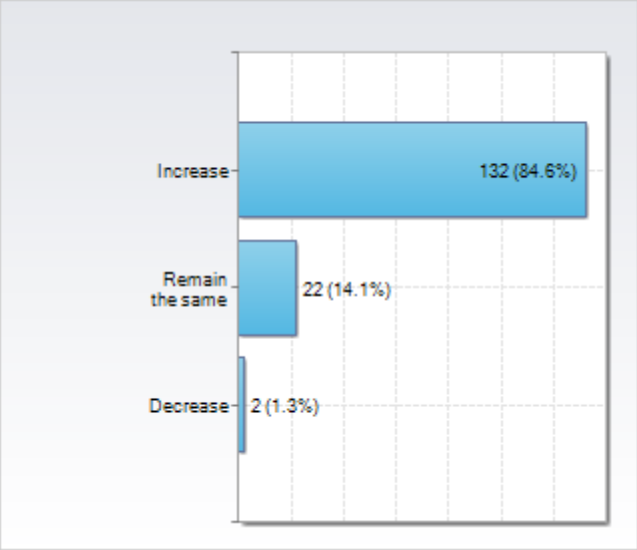
% Resp	= 98.7%
N	= 156
Mean	= 2.48
Std Dev	= 1.27

LA107. Other (Please specify other)

We are exploring working with the system to make use of their student data from multiple campuses to help us understand some of the issues and barriers related to student success (retention and graduation) on our campus for various student segments and their interactions (low-income, 1st generation, URM, international). We are doing this with data mining software and predictive analytics. Our campus numbers in some of these segment groups are small, but for the system as a whole, the numbers could be large enough to develop better insights. Hopefully this will help us identify possible areas where financial aid, advising, and/or campus life programs could proactively benefit students at our campus and other universities in the system.
System is working to develop HR and Student Data marts with direct push/pull of campus data to system. Will eventually replace process of freeze/clean/submit data currently in use. May result in reallocation of workloads on campus and within IR office
Main goals are development and implementation of Business Intelligence tools and unified K to post-graduation work data files at state level.
Our "system IR" is one person.
Extremely likely to examine all external reporting and opt-out of non-essential, non-mandatory reports.
System IR office has direct access
We have just entered a data sharing agreement among the [state] Dept. of Ed (K-12), the state community college system, and the state university system and its individual campuses, to share certain very limited student-level data. The [state DOE] will own the data set. It was designed with limited capacity and with the purpose of using college-level data as an outcome measure for K-12 education. Clearly this data set will offer opportunities for some of the purposes listed above, but it is too new for us to know whether or how it will function to our benefit.
Please note: Track students across states -- I marked "extremely likely" because our IR shops at the system and campus level already have complete access to all institution-level data, both at the 4-year and 2-year levels. Allow direct system access to campus data -- also marked "extremely likely" because the system (as well as the other campus-level institutions) already have direct access to campus-level data.
Currently [my system] has very good systems in place to access campus level data.
As for future planning, we are already deeply engaged in most of the Future Planning activities above, so increases are not to create new structures or practices, rather it is to accommodate the increased demands for data and to extend our predictive and strategic abilities.

[My] University does not have a system office. However, within the next three years, there is some likelihood that the campus IR offices of the two component institutions of [my] University would take steps like those above to improve campus-to-campus coordination.
Our Office of Planning & Analysis is collaborating with units across the campus, including Information Systems & Technology, to improve campus decision support and improve student outcomes. That work is likely to continue and hopefully will involve collaborating with the system wide office and other campus to share what we have learned.
The campus IR Office needs to reach an agreement or shared understanding that the campus IR and system IR offices have different mission and served audience. Hence, there will be different data definition, data source, and report format between the two offices. The system is hoped to support more of campus needs by allowing the flexibility of how the campus IR office addresses the campus level decision making. Also, the system office should interfere less to the campus administration by limiting the campus's access to their own data, forcing strict data policy, and making their own definition and reports of the campus data. Sometimes, the damage to the campus is severe when the system IR office draws misleading or false conclusions about the campus using the campus data. It also decreases the campus IR office's efficiency when they had to investigate and make up the damage of misleading or false data presentation by the system office.
In [my state], the state has received funding to set up the K-20 data warehouse. This will be done at the system level using existing data systems,.
A few of the items listed under future planning already exist, e.g. direct system access to campus data and access to data to external audiences
increased professional development opportunities for IR staff likely; separation of IR and assessment functions likely; outsourcing of faculty evaluations to an online vendor pending
We already have performance funding (additional 5.45%). Main formula is based on student success outcomes (primarily progression and graduation).
Within the next three years: A single database for human resources, finance, and student records administration that will allow for the capture of data the same way across all universities. The database will also allow all campuses to report data the same way across departments and between universities, with agreed upon definitions and methodologies. More work to be done to assist those campuses with limited IR capability.
Huge issue here is low salaries--non-competitive for hiring fully qualified staff. Repetitively hiring marginally qualified staff and training them prepares them to move to more lucrative positions once trained. Difficult to retain continuity and quality on campus. (Cost of repetitive recruiting and training together with lost opportunity cost is likely more costly in long run than more competitive salaries would be.)

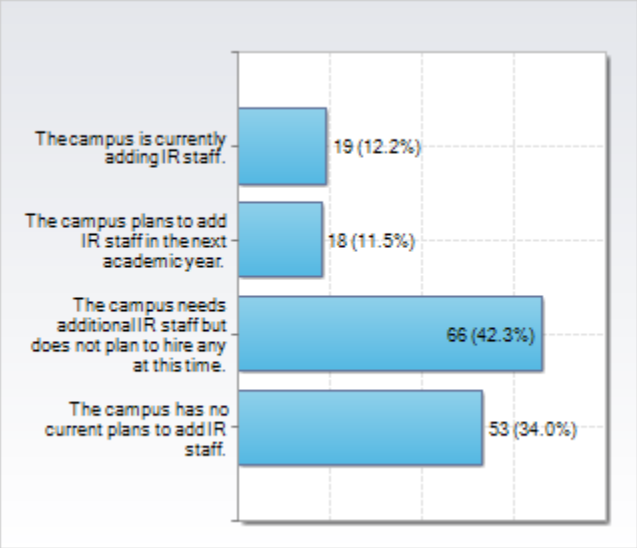
D108. Within the next three years, do you expect system demands for campus IR to:



	N	% of Total
Increase	132	84.6%
Remain the same	22	14.1%
Decrease	2	1.3%

% Resp	= 98.7%
N	= 156

D109. Which of the following best describes your staffing response to changing demands from the system?



	N	% of Total
The campus is currently adding IR staff.	19	12.2%
The campus plans to add IR staff in the next academic year.	18	11.5%
The campus needs additional IR staff but does not plan to hire any at this time.	66	42.3%
The campus has no current plans to add IR staff.	53	34.0%

% Resp	= 98.7%
N	= 156

LA110. Are there important aspects of campus and system IR interaction that this survey failed to identify? Please comment.

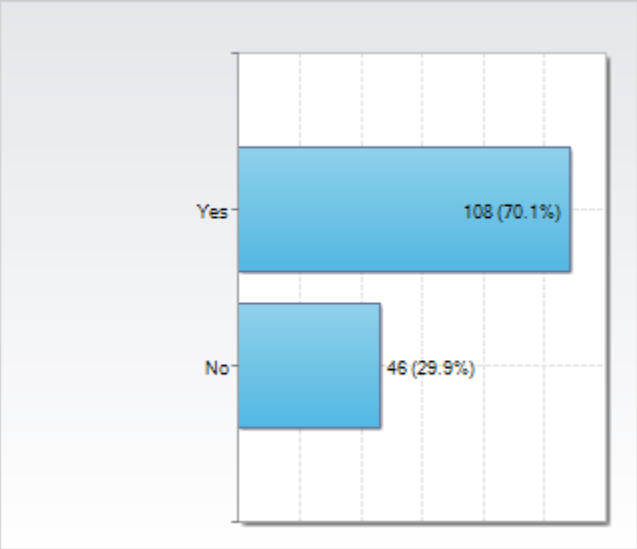
Hard to answer some of these due to the lack of connection between the system IR office and the system PeopleSoft implementations and 'reporting' implementations....
I think the main aspect is communication. When the system and the campuses have consistent IR leadership and relationships, the communication readily occurs. When there is a major personnel or organizational change at the system level or at a campus level, the communication chain can break-down and the relationships have to be redeveloped. That can throw things off for a while.
Yes, the degree to which the system office interprets campus data differently than the campus does. The degree to which the system office thinks that campuses can provide the data they need/want. Underlying both these issues is a concern that there is a disconnection between how the boots on the ground at a campus operate and the expectations for data availability and validity that system policymakers desire.
The system IR office usually communicates Governing Board and legislative requests to the campuses-- reports are submitted to system IR for distribution.
Because campuses and systems offices have related but independent missions, there can be tensions in establishment of priorities and interpretation of data. As "disinterested" parties, system offices can be perceived as having a greater degree of impartiality (although campus IR offices often pride themselves on a similar reputation). But generally, system IR offices provide many valuable services and a helpful cross-check on data definitions and interpretations. While system office do not have the detailed knowledge of campus data handling, data transaction and corporate history, their attempt to standardize disparate campus data helps campuses to normalize their data reporting, for both internal and external audiences.
May need to distinguish between system data requests and board data requests. Questions pertaining to "% of IR staff" are going to give a variety of results based on the configuration and role of the IR office... technical vs. non-technical staff, breadth of responsibilities and operations of the office, etc. Also, reporting and management information responsibilities within the institution, maturity of the campus systems, dashboards, warehouses vs. those developed by system IR, etc.... sometimes there may be redundancy or lack of dependence because campus already had infrastructures in place to meet their needs... survey doesn't really tease out "why" there is/is not a certain interaction.
None
(1) Generally, the system IR currently serves as a "pass through" between campus IR offices and other state agencies. That role may diminish as more "self-serve" data systems become available on campuses and within other state agencies. (2) Related, increased expectations to access almost real-time institutional data by state and local policy makers may diminish the role of the system IR office as "data broker," or the release of data in some lagged manner.
All the staffing questions refer to a number of staff but not the qualifications of the staff. My current situation has a large number of "non-programmer" positions which limits the way we can slice and dice the data. I am moving my staff, mainly through attrition, to a highly technical workforce.
I used to work at the system office and my former boss is the system IR Director. This personal relationship greatly facilitates data exchange. However, we are working to allow the system IR office to extract data directly from our student information system. Our current process is very ad hoc and would break down if either of us left our current positions.

Our system IR office is one person who coordinates the IR offices but does not supervise in any way. The coordination is usually around ad-hoc internal projects that deal with our board of regents, legislative affairs and/or budgeting. The system IR office can query files used to populate [my state's] Student Unite Record Database.
The survey assumes a system-centric approach to reporting. This system has two separate and independent institutions with a small system office.
The campus IR is actively engaged in the development of the State Longitudinal Database System. We upload large amounts of data into this system.
Working with a Board office is very different from working in a System, given my past experience in a well-organized, coordinated system. The questions, perhaps, would be different given the various configurations of external governance. I think that would be important contextualizing information for the results. It might be useful, as well, to have asked the following: - scope of the work of the campus IR office - whether the "system" (or Board) offices employ professional IR people - number of staff employed in the campus IR office and system "IR function" Thanks. I hope you will share the results with respondents.
The wording of many of the questions was unclear. An independent board has been approved for our campus and it is unclear at this point whether or not some functions currently carried out by the system IR office will continue under a "share services" arrangement, or will transfer back to our campus. Right now, all institutions in the system provide data to the system IR office twice per term. These data are used for all statewide reporting and for IPEDS. The system IR office does the majority of data extraction and analysis for system-wide reporting, while the campuses handle all internal, and most external requests.
System IR office personnel should become better trained in the ERP software data structures that the campus' use. Additionally they could benefit from a clearer understanding of the business processes that are needed in running a student information system. The system IR office is not a school and too often their analysts are uninformed about how the data in a SIS needs to be managed.
It didn't ask how many personnel. This is a one-person office.
none at this time
Relationship between campus IR and system IR is evolving and strategic priorities are currently being aligned; the system organization is very new and includes both 2-year and 4-year institutions.
Yes - response options re support from system IR did not permit NA or None; therefore, very low = none
I think our system IR office is understaffed to deal with much more than mandated reporting to the trustees and IPEDS and ad hoc legislative requests. Your question about aligning data definitions across campuses made me laugh. My campus uses Colleague for the student information system, while all other campuses in the system use Banner. The HR and finance functions are centrally housed and managed at the system office, with campus-level access, and they are in Banner. So our Colleague data about faculty and courses don't even speak to our own Banner data about HR and budget, let alone aligning with any data from other campuses in the system.
Some IR/IE offices have additional responsibilities related to coordinating assessment efforts (student learning outcomes assessment, administrative outcomes assessment, student support outcomes assessment, etc.), regional accreditation, and strategic planning.
There are system offices other than IR that receive data and reports from other campus offices such as finance and facilities.
Yes. Our statewide higher education system is unique in that the system level and campus levels are fully integrated on the backside (i.e., within the database), although on the front side (public front), the institutions are independent and act accordingly. As such, data flows seamlessly between institutions, and between 2- and 4-year levels.
The organizational placement of IR and mission is critical to its influence. We are independent and report to the President. Since we looked at this the System offices have greatly expanded in [my state] as has Regental "oversight".
Each campus within the system operates and reports to State and Federal agencies independently of one another.
[My] System IR office maintains a "Central Data Request" (CDR) database, in which it collects, stores, and analyzes data from each of the campuses within [my] System. I answered that our local IR office doesn't provide much/any REPORTS directly to the system IR office because they collect raw data using their CDR system. The vast majority of the data that the system IR office has/uses comes from this CDR database.
I think that our IR office has a strong relationship with leadership and that will continue as data becomes more necessary to justify funding. In addition, the office's role has changed dramatically to one of providing information to taking on leadership roles (chairs of committees in particular) in data driven initiatives e.g. Retention Task Force, Equity Scorecard, Enrollment Management and even Grant related committees. This skill set is so tremendously different than that of just analyst that it is difficult to find people trained in both areas.
The amount of time devoted to data transmission to system is much higher than I was able to indicate because so many offices - Admissions, Registrar, Financial Aid, Human Resources, Finance, and not to mention Information Technology - are involved in the effort.
We do not have a formalized System IR office (constituted as such) and so these items were challenging to respond to. Requests when made are responded to with professionalism, timeliness and efficiency. System partners with the campus IR office appropriately and we believe we have a strong working relationship in place.
[My institution] is a new university with minimal history.

Our "System Office" is the [State Board]. The campus in this case is a major and virtually independently managed research university. The campus in this case is [my institution]. Other campuses are completely different universities. In an earlier section about software, the Campus IR office manages its own ERP solutions that are completely separate from those used at other [system] institutions. Each institution's IR office selects software for data analysis and visualization. We also are responsible for our own VSA, Net Price Calculators, and all surveys. We have a couple minor branch campuses but they do not have IR functions. In this regards, I think we are different from the governance patterns of systems you are used to in other states. The [system] office collects data from each of the institutions for the purpose of reporting data from all of the schools in the same format - primarily for the legislature.
Yes, system offices work at cross not collaborative purposes with institutions. This is especially true for the best institutions in a system. Systems tend to spread resources, limiting the ability of the best institutions to maintain quality while driving others to a mediocre mean performance level. Systems create a reporting burden that is not justified by any improved performance of institutions in the system. The resources drained by constant requests for data and accountability could instead promote the type of rich data world that would promote institutional improvement. My office steals every available minute away from system requests to do the real work of the campus. Systems are mostly politically driven, not motivated for quality.
Campus IR also spends resources on internal campus requests. System office reports system-level and campus reports campus-level.
Our IR Office does not handle data submission to the System. Another unit on campus does that. Our office is more analytical rather than technical.
As part of a [multi] campus system, there is very inadequate coordination between the system office and the campuses or even among the campuses. There is virtually no standardization in regard to campus-based IR capabilities and the size and efficiency of the campus offices varies widely.
[My system] helps reduce our IR workload by completing many national and statewide reporting needs on behalf of the system and individual campuses, instead of having each campus submit to organizations like IPEDS. But I believe there are more opportunities for campus and system IR offices to interact and support one another. Currently, the primary focus involves campuses submitting data files or completing frustrating templates. But we face common challenges across the system and there seems to be an opportunity to work together on improving common goals (e.g., graduation rates, student indebtedness, etc.)
Our system office is excellent at working with stakeholders for data and does not always go directly to IR. Furthermore, we have another office on campus that handles the large data transfers.
This survey does not touch much about the conflicts and mistrust between the campus and system IR offices. How to cut a reasonable and clear line between these two offices' authority and responsibilities? Who gets to decide the meaning of data? What to involve each other when presenting data and analysis that could affect each other (mainly the campus)? Data are not as objective as we would think. The different agenda, especially the political agenda between the campus and system administrations could result in a competition and conflict between two IR offices, a.k.a., the "DATA WAR." This survey also did not ask about the staffing and responsibilities of these two offices, when asking the specific questions about the workload. The options are more focused on the government report instead of meeting various levels of needs at an institution (including different schools, departments, committees, divisions, operational functions), neglecting the fact the Institutional Research's mission is to support institution's decision making needs.
Much of our campus IR work supports senior campus officers (president, provost) in their interaction with the system office. There was no place on this survey to discuss this interaction.
My campus is the flagship in a [multi]-campus system and, as such, has an IR office that is considerably more advanced than that of the other campuses (which, in some cases, have no IR office at all). This variability in campus IR capability affects how the system office behaves (e.g., doing its own data extractions versus calling on each campus IR office to provide these data). If each campus's IR office were like mine, I suspect the system-campus relationship in this regard would be different.
There is a central IR office at the system level. They handled almost all of the reporting out of system wide data to the other offices within the system administration and state legislature.
System office receives census and end of term data files from campuses to use to report to IPEDS, etc. for the campuses, however, they often use the data differently from how the campuses do, so the "official" data do not match the campus' reports.
Since IR is decentralized at [my institution], I don't know the answers to some of the questions presented in this survey. I never deal with the system office and am not sure if other units on campus actually do.
- System and campus roles in implementation of new online programs (e.g., state authorization - application by system vs. application by each campus) - System and campus roles/participation in AAUDE data collection initiatives - System and campus roles in assessment, for example campus climate
There are a number of major system level restructuring or reorganizing initiatives under way: I cannot think of a single one where my knowledge or skills have been called upon, or those of any of my colleagues on other campuses. This is also beginning to look like a model for decision making at the campus level, after some efforts to incorporate IR during a recent (and currently weakening) push for "enrollment management". If you think that might be frustrating, you're right.
Our statewide system is old and permissive. The system is flexible in not mandating relationships be created using one method, but it also doesn't warn the user when they have entered implausible data. Each campus uses the system as they see fit with no central training. This had led to data integrity issues.
timely communication about changes in system policy (grades, transfer); the purpose for adopting initiatives (CLA; VSA) more suitable for traditional & residential 4 year colleges; campus IR office input into ERP roll out; support for other campus functions

like faculty evaluations, program evaluation, student outcomes assessment, surveying, grant compliance, Federal and state mandates; more collaboration regarding survey collections (to reduce over surveying/improve overall response rates)--particularly with regard to alumni;
System-based IR provides leadership for the majority of campuses. This survey was completed by system level IR, which necessitated generalizing in the aggregate between all universities for those questions pertaining to campus level IR functions. Answers from individual campus IR departments may vary due to their individual circumstances.
System IT extracts student, financial, and HR data directly from incompatible campus systems; often contains errors so asks campus IR to rationalize and problem solve. Difficult for campus IR to monitor. System determines enterprise level data systems, imposing on campus. Different mandated systems in use for HR, Student, & financial data generate massive compatibility issues. Greatly complicate IR work to extract & merge data for meaningful research. Big issues then become IT tech issues, not genuine research issues; campus lacks IT tech staff to support. Massively time consuming for error detection and data integrity.
I believe that, for those schools that has system structure (multiple campuses), it is possible to have a single system IR office that would meet all the IR needs of the entire system. Currently, I see that happening with our system of campuses where the System IR office has taken on more of the system-wide data analyses and reporting needs so that individual campuses can focus on assessment/educational effectiveness.
[My institution] actually is not part of a System. There is a [Board] that governs [multiple] universities, and the Board has a staff, but not a recognizable "System" IR office. The answers given are based on the interaction between the campus IR office and the Board staff.
[My institution] is not part of a state system. We do report data to the [state] Higher Education Commission independently of the [system]. Answers to this survey reflect the campus relationship with the [state] Higher Education Commission and other state agencies.
The system IR office often negotiates on behalf of the campuses to align and create efficiencies in reporting to the state or federal government. This is a critical aspect of reducing unnecessary reporting. However, the system IR office is not able to be effective to politics.
Can you re-set this survey - I wanted to look at the questions so just clicked thru without responding. Thanks!
We are currently undergoing a transition along many lines, but most are due to internal pressures, rather than pressures from the System. As an example, we are adding staff, but not to meet system requirements. We are improving our data warehouse, but again, to meet internal needs.
Our campus is not part of an IR system beyond reporting to the state's Higher Education Policy Commission, which in turn reports data from all public and private institutions to various constituencies via the Higher Education Report Card and other reports.

D111. Comments - Would you be willing to participate in a follow up interview about your campus IR office?



	N	% of Total
Yes	108	70.1%
No	46	29.9%

% Resp = 97.5%

N = 154