

Various Institutional Research Activities in the UK and Ireland

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Hirosuke Honda, University of Maine at Augusta

Ian Scott, Oxford Brookes University

Aisling McKenna, Dublin City University

Steve Woodfield, Kingston University

Marthie Cronje, University of Southampton

Overview of the Presentation

- Research Design
- Respondent Profiles
- Four-quadrant Analysis
- Analysis of Campus Stakeholders
- Analysis of IR Skills and Practices
- Discussions, Questions, and Comments

Research Design

HEIR 2016: [Introduction to Four-quadrant Framework](#)

HEIR 2017: [Workshop on IR Project Management](#)

HEIR 2017: [Case Studies through Research Interviews](#)

HEIR 2018: Survey Research

- Delivered the survey to subscribers to the HEIR, HESPA, HEA, SEDA, JISC/BI, listservs in spring 2018

What are the characteristics of
the offices?

Office Functions

	Frequency	Percent
Strategic Planning	6	66.7
Teaching and Learning	3	33.3
Quality Assurance	2	22.2
Student Experience	3	33.3
Business Intelligence	5	55.6
Institutional Research	8	88.9

Categorisation & FTE Staff Members

	Frequency	Percent
Planning	6	66.7
Teaching & Learning	2	22.2
Planning, T&L	1	11.1
Total	9	100.0

	Total N	Missing	Mean	Median	Mode	Minimum	Maximum	Standard Deviation
Q2 Total FTE Staff	9	0	6.78	5.00	1.50	1.50	13.00	4.32

Characteristics of HEIs

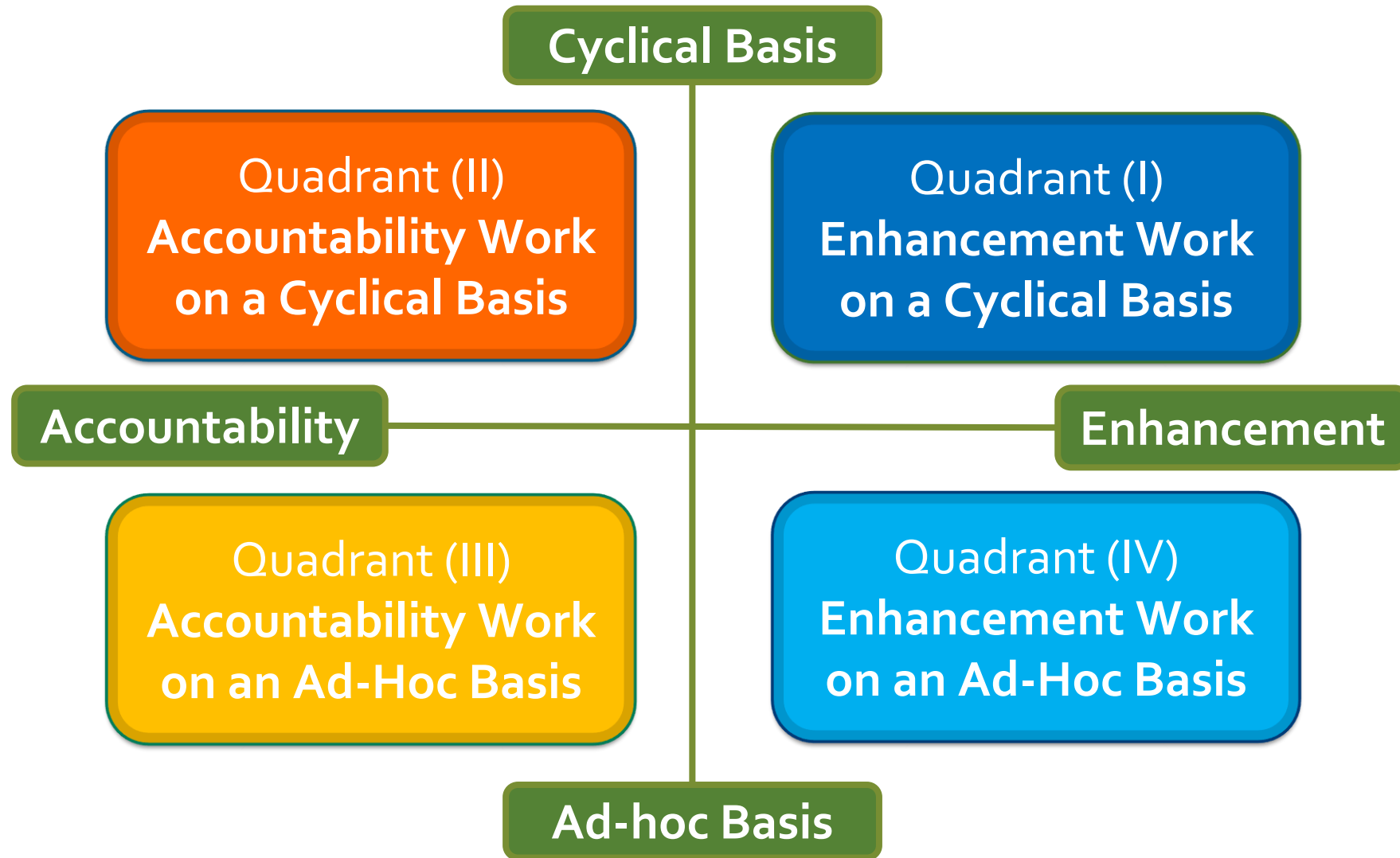
- One-thirds (N=3) of the HEIs became college or university 1869 or earlier. Another one-third did between 1981 and 1991.
- Two-thirds (N=6) are from England, 1 from Scotland, 2 from Republic of Ireland.
- Four (44.4%) HEIs are from Universities UK. Two are the Russel Group, two are University Alliance

Characteristics of Survey Respondents

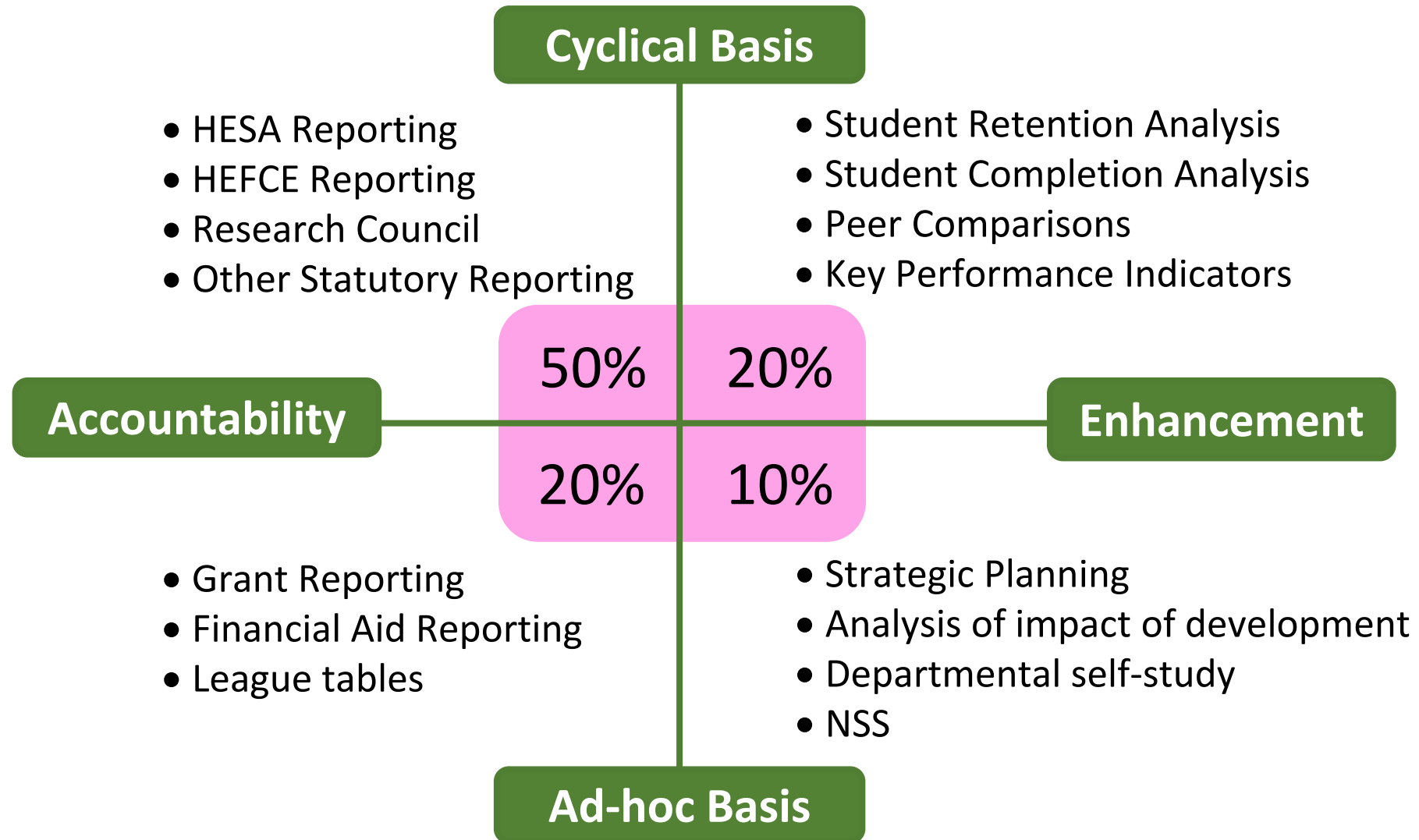
- A large majority of the respondents are female (77.8%, N=7).
- Two-thirds (N=6) of the respondents are age over 40.
- One-thirds (N=3) of the respondents are Directors.
- A large majority of the respondents are highly educated (Doctorate Degrees, 44.4%, N=4; Master's Degrees, 44.4%, N=4).

Four-quadrant Analysis

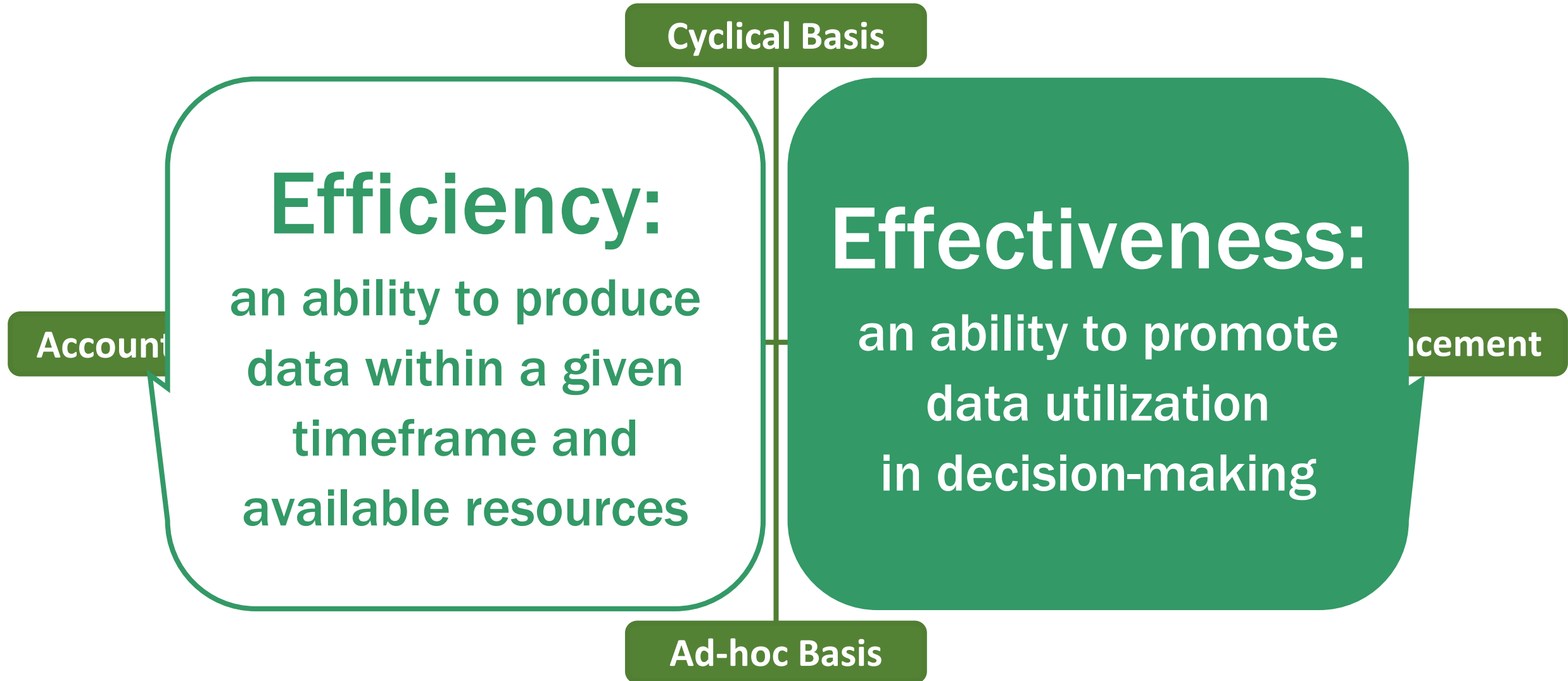
Four-quadrant Framework



Four-quadrant Analysis: EXAMPLE



Key Concepts



Planning Office: Project Distribution

- HESA - all or partial (4)
- League Table (2)
- HEFCE (2)
- HEA (1)
- Other statutory reporting (1)
- KPI (1)

Accountability

- Freedom of Information requests (2)
- Governmental ad-hoc requests (e.g., HEFCE, HESA, etc.) (3)
- Internal data reports (e.g., faculty)

Cyclical Basis

- Admissions report & modeling (2)
- Enrollment & retention reporting & forecast (2)
- Strategic planning metrics (3)
- NSS, TEF analysis
- Course reviews

33%

33%

15%

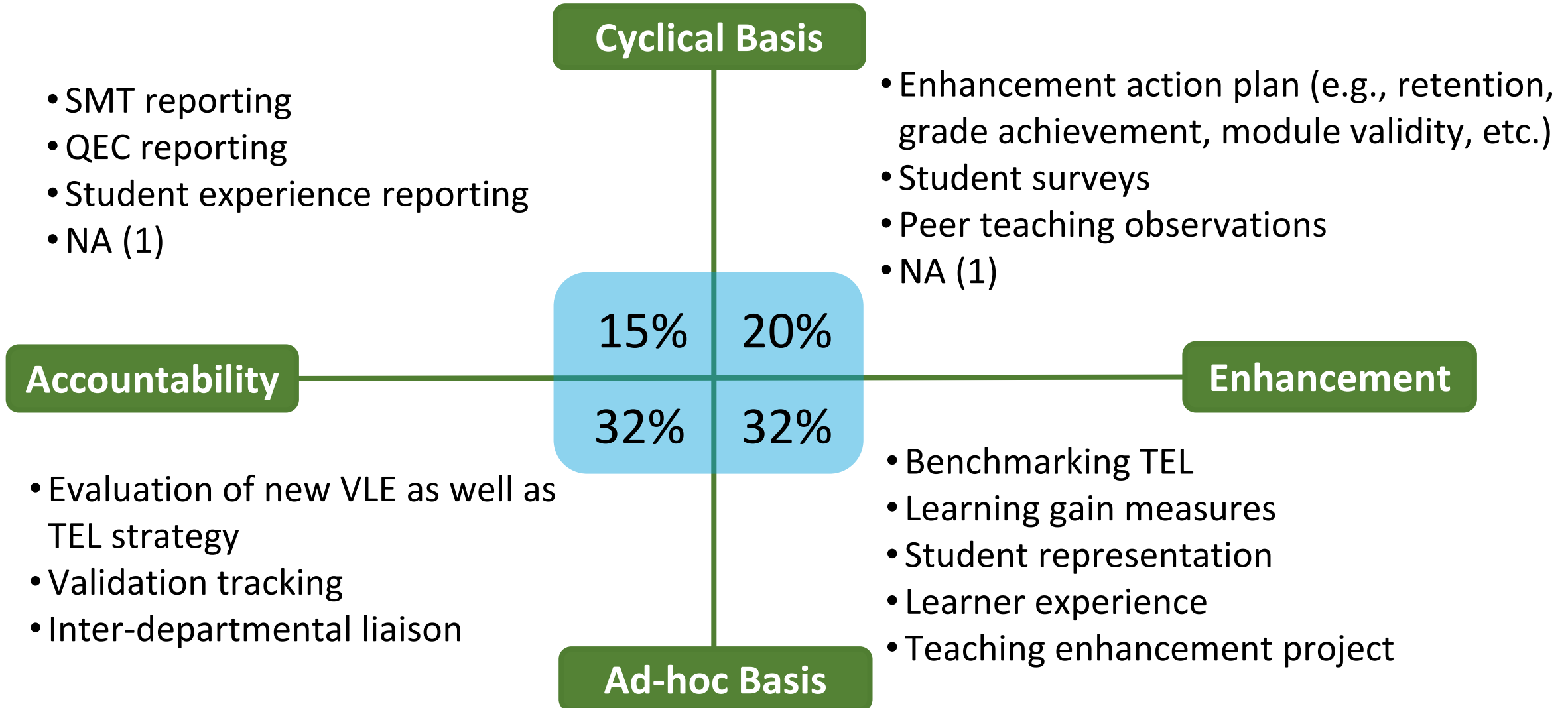
18%

Enhancement

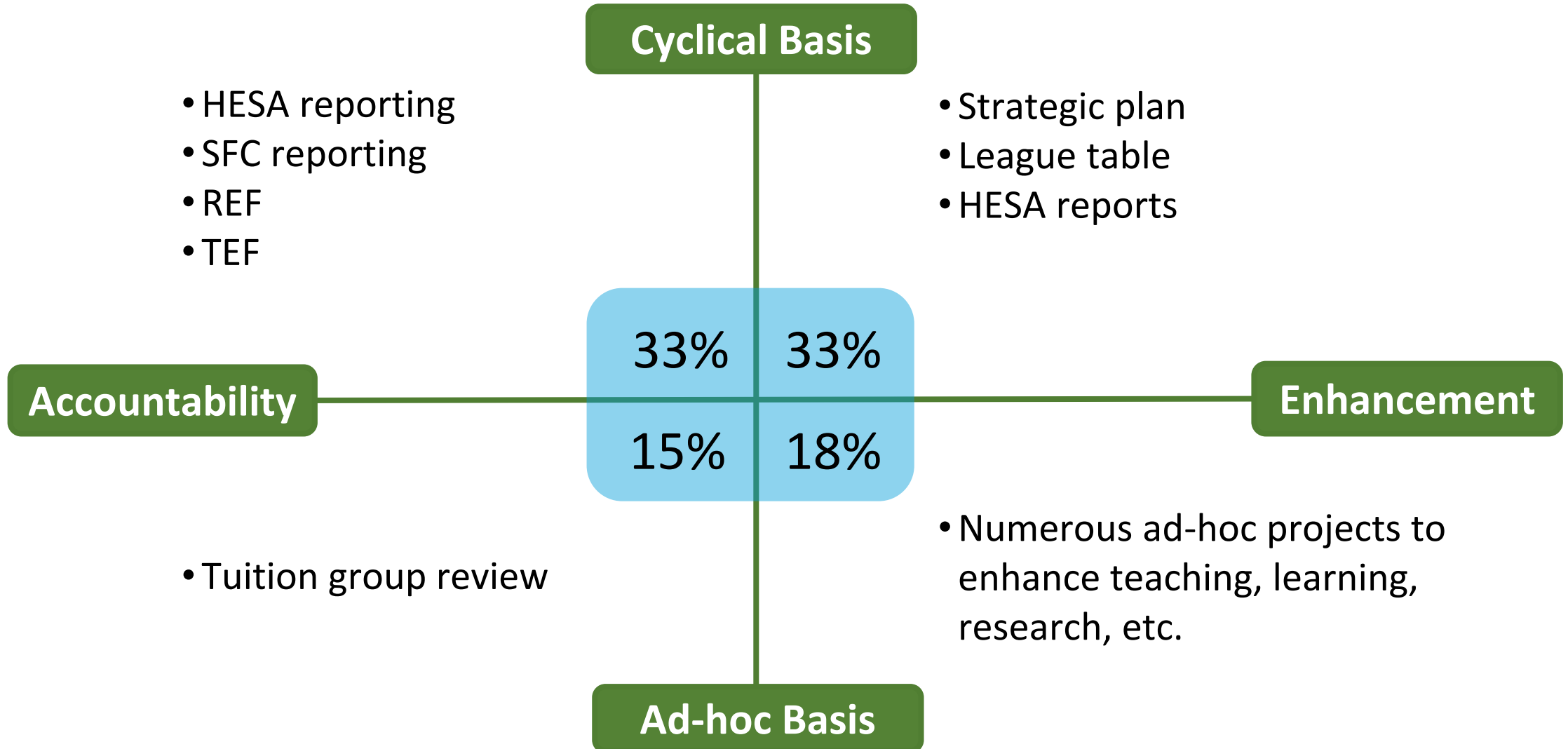
- Market research (2)
- Learning analytics
- Improvement planning
- Other ad-hoc internal requests

Ad-hoc Basis

Teaching & Learning Ctr: Project Distribution



Planning and T&L: Project Distribution



Organisational Context on Efficiency

Volume of Data Requests

Compared to Teaching & Learning, Planning and T&L, *Planning staff* receives more data requests than the office capacity but is able to complete data requests in an accurate and timely manner.

	Mean		
	Planning	Teaching & Learning	Planning and T&L
Q14-a. My office/unit receives more data requests than the office capacity.	2.67	2.50	3.00
Q14-b. My office/unit is able to complete data requests in an accurate and timely manner.	2.83	2.50	3.00
Q14-c. My office/unit has to turn down data requests.	1.67	2.00	1.00

Note: 0=Never, 1=Rarely, 2=Occasionally, 3=Frequently, 4=Always, Missing=Don't Know

IT Resources

Planning, Teaching & Learning, Planning and T&L staff answered either 'fair' or 'good' regarding IT infrastructure as well as IT support. Overall, collaboration/partnership with IT was slightly lower than the aforementioned two items.

	Mean		
	Planning	Teaching & Learning	Planning and T&L
Q15-a. IT infrastructure at your institution	2.33	2.50	2.00
Q15-b. IT support that your office/unit receives	2.50	2.50	2.00
Q15-c. IT partnership with your office/unit	2.00	2.50	2.00

Note: 1=Poor, 2=Fair, 3=Good, 4=Excellent, Missing=Don't Know

Organisational Context on Effectiveness

Attitudes of Campus Stakeholders

- Planning and Planning and T&L staff is ‘frequently’ unable to follow up with their campus stakeholders regarding how they have used my data analyses and reports.
- Teaching & Learning staff ‘frequently’ faces that their campus stakeholders weigh anecdotes over their data analyses and reports.

	Mean		
	Planning	Teaching & Learning	Planning and T&L
I am unable to follow up with my campus stakeholders regarding how they have used my data analyses and reports.	2.83	2.00	3.00
My campus stakeholders weigh anecdotes over my data analyses and reports.	2.00	3.00	1.00
My campus stakeholders do not fully understand my data analyses and reports.	2.00	2.50	2.00
My campus stakeholders interpret data analyses for their self-interest	2.33	2.50	2.00

Note: 0=Never, 1=Rarely, 2=Occasionally, 3=Frequently, 4=Always, Missing=Don't Know

Attempt to Measure Effectiveness

Percentage of IR Data and Reports Prepared for Each Campus Stakeholder Category

- Planning and Planning and T&L staff devotes around one-third of their data reports to Senior Management Team (e.g., VC, PVC, etc.).
- Teaching & Learning staff provides their reports somewhat evenly to various campus stakeholders such as Senior Management Team, Faculties, Quality Assurance, Student.

	Mean		
	Planning	Teaching & Learning	Planning and T&L
Q17-a. Senior Management Team (e.g., VC, PVC, etc.)	32.50	25.00	35.00
Q17-b. Faculties, Schools, Colleges, etc.	18.33	20.00	15.00
Q17-c. Learning and Teaching, Educational Development, etc.	12.50	20.00	10.00
Q17-d. Quality Assurance/Enhancement	10.83	25.00	20.00
Q17-e. Academic Registry, Services, etc.	11.00	10.00	20.00
Q17-f. Student Experience, Engagement, Support, etc.	10.83	15.00	15.00
Q17-g. Finance Department	12.00		15.00

Extent of Data Use by Campus Stakeholder

Planning estimates the highest likelihood of the following campus stakeholders using ‘more than half’ of IR data analyses and reports for their decision-making.

	Mean		
	Planning	Teaching & Learning	Planning and T&L
Q18-a. Senior Management Team (e.g., VC, PVC, etc.)	0.70	0.60	0.50
Q18-b. Faculties, Schools, Colleges, etc.	0.70	0.70	0.30
Q18-c. Learning and Teaching, Educational Development, etc.	0.70	0.40	0.30
Q18-d. Quality Assurance/Enhancement	0.58	0.70	0.30
Q18-e. Academic Registry, Services, etc.	0.65		0.30
Q18-f. Student Experience, Engagement, Support, etc.	0.60	0.40	0.30
Q18-g. Finance Department	0.78		0.30

Note: 0.1=Very Few, 0.3=Less than Half, 0.5=Around Half, 0.7=More than Half, 0.9=Almost All

Weighted Data Use by Campus Stakeholder

Overall, Planning staff indicates the highest score of ‘weighted data use’ than Teaching & Learning and Planning and T&L.

	Mean		
	Planning	Teaching & Learning	Planning and T&L
WDU-a. Senior Management Team (e.g., VC, PVC, etc.)	21.92	16.50	17.50
WEU-b. Faculties, Schools, Colleges, etc.	12.50	14.00	4.50
WDU-c. Learning and Teaching, Educational Development, etc.	11.50	11.00	3.00
WDU-d Quality Assurance/Enhancement	7.40	17.50	6.00
WDU-e Academic Registry, Services, etc.	9.00		6.00
WDU-f. Student Experience, Engagement, Support, etc.	6.40	5.50	4.50
WDU-g. Finance Department	9.80		4.50

Note: WDU (Weighted Data Use) = Q17 (% of allocated IR data/reports) x Q18 (rate of data use by stakeholder)

Types of Data Use by Campus Stakeholder

Overall, all campus stakeholders use IR data analysis and reports to ‘monitor performance/trends’ and ‘develop strategies/initiatives.’

	Aggregate Count of Planning, Teaching & Learning, and Planning and T&L						Row Total Count on Data Use
	Monitor Performance/Trends	Explore Issues/Opportunities	Develop Strategies/Initiatives	Evaluate Strategies/Projects	Don't Know	Not Applicable	
Q17-a. Senior Management Team (e.g., VC, PVC, etc.)	8	6	7	5	0	0	26
Q17-b. Faculties, Schools, Colleges, etc.	7	4	6	4	0	0	21
Q17-c. Learning and Teaching, Educational Development, etc.	6	4	7	4	0	1	21
Q17-d. Quality Assurance/Enhancement	5	4	6	2	1	0	17
Q17-e. Academic Registry, Services, etc.	6	2	4	2	1	1	14
Q17-f. Student Experience, Engagement, Support, etc.	6	6	6	2	0	1	20
Q17-g. Finance Department	6	1	3	2	2	1	12
Column Total Count	44	27	39	21	4	4	131

IR Professional Skills and Activities

Confidence with Professional Skills

- Planning staff is 'very confident' with data analysis and report writing.
- Teaching & Learning staff is 'very confident' with presentation and project management.

	Mean		
	Planning	Teaching & Learning	Planning and T&L
Data Analysis	4.00	3.00	4.00
Report Writing	4.00	3.00	4.00
Presentation	3.83	4.00	4.00
Project Management	3.00	4.00	3.00
Inter-personal Skills	3.67	3.5	3.00

Note: 1=Less Confident, 2=Moderately Confident, 3=Fairly Confident, 4=Very Confident

Frequency of Professional Activities

- Planning staff ‘occasionally’ presents data analysis and facilitates discussions at meetings, but they ‘rarely’ manage projects in collaboration with campus stakeholders.
- Teaching & Learning staff more than ‘occasionally’ facilitates discussions at meetings as well as coordinates inter-office communications outside of formal meetings. But, they ‘rarely’ present data analysis at meetings.

	Mean		
	Planning	Teaching & Learning	Planning and T&L
Q30-a. Develop research to collect new data for analysis	2.00	2.50	1.00
Q30-b. Present data analysis at meetings	3.00	2.00	3.00
Q30-c. Facilitate discussions at meetings	3.00	3.50	2.00
Q30-d. Coordinate inter-office communications outside of formal meetings	2.67	3.50	2.00
Q30-e. Assist campus stakeholders with developing strategic initiatives	2.67	2.50	2.00
Q30-f. Manage projects in collaboration with campus stakeholders	2.00	2.50	2.00

Note: 0=Never, 1=Rarely, 2=Occasionally, 3=Frequently, 4=Always

Discussions

How can we improve the efficiency and effectiveness of IR activities and data use?

- Attitudes of Campus Stakeholders
- Practice of IR Professionals
- Organizational Structure and Culture
- Higher Education Policy

Appendix

What are the characteristics of
the HEIs?

Age of College or University

		Response Category			Total
		Planning	Teaching & Learning	Planning, T&L	
1869 or earlier	Count	2	0	1	3
	Column %	33.3%	0.0%	100.0%	33.3%
Between 1870 and 1945	Count	1	0	0	1
	Column %	16.7%	0.0%	0.0%	11.1%
Between 1981 and 1991	Count	1	0	0	1
	Column %	16.7%	0.0%	0.0%	11.1%
Between 1992 and 1999	Count	1	2	0	3
	Column %	16.7%	100.0%	0.0%	33.3%
2000 or later	Count	1	0	0	1
	Column %	16.7%	0.0%	0.0%	11.1%
Total	Count	6	2	1	9
	Column %	100.0%	100.0%	100.0%	100.0%

Country and Institutional Groups

- A large majority of the respondents are from England.
- About a half of the respondents are from Universities UK.

		Total
England	Count	6
	Column %	66.7%
Scotland	Count	1
	Column %	11.1%
Republic of Ireland	Count	2
	Column %	22.2%
Total	Count	9
	Column %	100.0%

	Response Category			
	Planning	Teaching & Learning	Planning, T&L	Total
Universities UK	1	2	1	4
GuildHE	1	0	0	1
The Russell Group	2	0	0	2
Million Plus	0	0	0	0
University Alliance	1	1	0	2
UKADIA	1	0	0	1
The Cathedrals Group	0	0	0	0
Independent HE (private, alternative, etc.)	0	0	0	0
Not Applicable	2	0	0	2

What are the characteristics of
the survey respondents?

Gender

A large majority of the respondents are female.

			Response Category			Total
			Planning	Teaching & Learning	Planning , T&L	
What is your gender?	Female	Count	5	1	1	7
		Column %	83.3%	50.0%	100.0%	77.8%
	Prefer not to say	Count	1	1	0	2
		Column %	16.7%	50.0%	0.0%	22.2%
Total		Count	6	2	1	9
		Column %	100.0%	100.0%	100.0%	100.0%

Age Category

Two-thirds of the respondents are age over 40.

			Response Category			Total
			Planning	Teaching & Learning	Planning, T&L	
What is your age category?	26 - 30	Count	0	0	1	1
		Column %	0.0%	0.0%	100.0%	11.1%
	31 - 35	Count	1	0	0	1
		Column %	16.7%	0.0%	0.0%	11.1%
	36 - 40	Count	1	0	0	1
		Column %	16.7%	0.0%	0.0%	11.1%
	41 - 45	Count	3	0	0	3
		Column %	50.0%	0.0%	0.0%	33.3%
	51 - 55	Count	0	1	0	1
		Column %	0.0%	50.0%	0.0%	11.1%
	56 - 60	Count	1	0	0	1
		Column %	16.7%	0.0%	0.0%	11.1%
	61 - 65	Count	0	1	0	1
		Column %	0.0%	50.0%	0.0%	11.1%
Total	Count	6	2	1	9	
	Column %	100.0%	100.0%	100.0%	100.0%	

Job Title

			Response Category			Total
			Planning	Teaching & Learning	Planning, T&L	
What is your job title?	Other (please specify)	Count	1	1	0	2
		Column %	16.7%	50.0%	0.0%	22.2%
	Director	Count	3	0	0	3
		Column %	50.0%	0.0%	0.0%	33.3%
	Deputy Head	Count	1	0	0	1
		Column %	16.7%	0.0%	0.0%	11.1%
	Manager	Count	0	1	0	1
		Column %	0.0%	50.0%	0.0%	11.1%
	Officer	Count	0	0	1	1
		Column %	0.0%	0.0%	100.0%	11.1%
	Analyst	Count	1	0	0	1
		Column %	16.7%	0.0%	0.0%	11.1%
	Total	Count	6	2	1	9
		Column %	100.0%	100.0%	100.0%	100.0%

Highest Academic Qualification

A large majority of the respondents are highly educated.

			Response Category			Total
			Planning	Teaching & Learning	Planning, T&L	
What is the highest academic qualification that you have obtained?	Doctorate Degree	Count	2	1	1	4
		Column %	33.3%	50.0%	100.0%	44.4%
	Master's Degree	Count	3	1	0	4
		Column %	50.0%	50.0%	0.0%	44.4%
	Bachelor's Degree	Count	1	0	0	1
		Column %	16.7%	0.0%	0.0%	11.1%
Total	Count	6	2	1	9	
	Column %	100.0%	100.0%	100.0%	100.0%	

Questions and Comments

Contact Information

Hirosuke Honda, Ph.D.

Hirosuke.Honda@maine.edu

Director, Office of Institutional Research and Assessment
University of Maine at Augusta