

Please list your first and last names.

Please share your email address.

What is your title?

What is the name of your institution?

In which state(s) is this institution located?

Which best represents the dominant structure for the institutional research and reporting functions at this institution?

- IR/Reporting is primarily performed by an established office with assigned staff (Office of Institutional Research or similar structure)
- IR/Reporting is performed by multiple, independent offices/units (e.g., Assessment, Institutional Effectiveness, Institutional Research, Business Intelligence)
- IR/Reporting is primarily performed for the institution by a corporate, system, or district office that serves multiple institutions
- IR/Reporting is performed by one or more individuals without an “Office of IR” (e.g., employees of IT, Registrar’s Office, CEO’s Office)
- None of the above

Section 1: Office of IR Staff and Financial Resources

For simplicity, we refer to the “Office of IR” throughout the survey. Please reference your office as you complete this survey regardless of the exact office/unit name.

What is the name of the office of IR?

What is the title of the person who serves as director/senior manager of the office?

How many institutions does the Office of IR service?

In which division is the Office of IR primarily located?

- President/Chief Executive Officer
- Provost/Chief Academic Officer
- Business Affairs
- Student Affairs/Student Services
- Technology/IT
- Other _____

Within that division, who does the Office of IR director/senior manager report to?

- Chief-level
- Associate/Assistant-level
- Other _____

Office of IR Staff

What are the headcounts of the following staff types in the Office of IR? Only count a person in a single category.

- Director/Senior manager - the person responsible for leading the office
- Professional Staff - employees performing analyses, reporting, and/or technology tasks
- Administrative support staff - employees whose jobs are classified as “office and administrative support occupations”

	Headcount of Filled Positions	Headcount of Vacant Positions
Director/Senior manager if full-time		
Director/Senior manager if less than full-time		
Full-time professional IR staff (other than director)		
Part-time professional IR staff (other than director)		
Full-time administrative support staff		
Part-time administrative support staff		
Graduate students		
Undergraduate students		

Please indicate the highest degree by Office of IR staff type.

	Director/Senior Manager	Headcount of Professional Staff	Headcount of Administrative Support Staff
Less than a Baccalaureate degree	<input type="radio"/>		
Baccalaureate degree	<input type="radio"/>		
Master’s degree/Specialist (M.A., M.S., Ed.S.)	<input type="radio"/>		
Doctoral degree, including professional practice doctorates (e.g., Ph.D., Ed.D., M.D., J.D.)	<input type="radio"/>		

During the 2014-2015 academic year, did any staff members have a study that originated in the Office of IR accepted for publication in a peer-reviewed scholarly journal?

- Yes
- No
- Don’t know

If yes, how many studies?

Professional IR Staff

During the 2014-2015 academic year, how many:

	Full-Time	Part-Time
Existing vacant/open professional positions were filled?		
Newly created professional positions were filled?		

How did the 2014-2015 professional IR Staff headcount compare to three years ago?

- More staff now than 3 years ago
- No change
- Fewer staff now than 3 years ago
- Not applicable

- Don't know

Which best describes the director/senior manager's time commitment to the Office of IR?

- 100% (Full-time)
- 75%
- 50%
- 25%
- 0%

How many years has the director/senior manager been in the following roles?

	# Years
Employed at this institution?	
Employed in an IR capacity, regardless of employer?	
Leading the Office of IR at this institution?	

Estimate work effort during the 2014-2015 academic year. Enter percentages as whole numbers to total 100% (e.g., 32% would be entered as 32).

	% Time Spent by Director/Senior Manager	% Time Spent by Other Professional Staff
Data governance – planning and managing institution-wide data strategies		
Data collection – surveys, directly monitoring data sources, etc.		
Data management – storing, organizing, cleaning, and handling “raw data”		
Basic analytics – summing, totaling, sorting, descriptive statistics, etc.		
Advanced analytics – predictive modeling, multi-level statistics, etc.		
Direct dissemination – communicating and presenting information/studies		
Automated disseminations – dashboards, factbooks, websites		
Technology management – hardware, software, and programming for IR		
Professional development – activities to develop knowledge and skills		
Office and staff management – budget, personnel, hiring, staff meetings, etc.		
Meetings – standing participation in general campus/institutional meetings		
Other		

Office of IR Financial Resources

Please identify funding sources for the Office of IR during the 2014-2015 academic year. Exclude funds associated with salary/personnel benefits.

	Did funding exist during the 2014-2015 academic year? Click for "yes".	If yes, percent of total funds (column should total 100%). Enter as whole numbers, 32%=32.
Funds from normal campus budgeting process – funds specifically allocated to the Office of IR	<input type="checkbox"/>	
Funds included in the supervising unit’s budget – not specifically earmarked for the Office of IR	<input type="checkbox"/>	
Collection of “fees” for specific services rendered	<input type="checkbox"/>	
External grant funding	<input type="checkbox"/>	
Internal grant funding (e.g., special projects)	<input type="checkbox"/>	
Funds available through special requests or “one-off” appropriations	<input type="checkbox"/>	
Other (please specify below)	<input type="checkbox"/>	

Please specify other funding sources: _____

Approximately how many dollars did the Office of IR have primary responsibility/oversight for during the 2014-2015 academic year? Exclude salary/benefits. _____

Approximately what percent of the amount above was used for staff professional development expenses? Enter a whole number (e.g., 32% would be entered as 32). _____

Please describe any special circumstances regarding the funding of the Office of IR. _____

In the next fiscal year, do you anticipate funding to:

- Increase
- Not change
- Decrease

Section 2: Office of IR Tasks/Functions

Which best describes how the Office of IR tracks its work and due dates?

- Spreadsheet/document checklist
- Home-grown tracking technology
- Specific project management/collaboration software
- Projects aren’t centrally tracked
- Other _____

If specific project management software, please provide name.

Approximately how much of the Office of IR’s work was new in 2014-2015 (not replicated from previous years)? Please enter as a whole number (e.g., 32% would be entered as 32)._____

Please indicate the Office of IR’s involvement in the following tasks.

	Primary responsibility of the Office of IR	Shared responsibility with other units	No or very little responsibility	Not applicable
Accreditation – institutional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accreditation – specialized / program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alumni employment studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Athletic association mandated reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class scheduling / demand studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crime statistics reporting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data reporting – guide books / rankings / surveys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data reporting – mandatory: federal requests for data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data reporting – mandatory: state / district requests for data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data sharing with consortia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Economic impact studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enrollment – attrition / retention / graduation analyses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enrollment – predictions / modeling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Continued.) Please indicate the Office of IR’s involvement in the following tasks.

	Primary responsibility of the Office of IR	Shared responsibility with other units	No or very little responsibility	Not applicable
Factbook development or equivalent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty productivity studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty / staff satisfaction studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Institutional budget / finance modeling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Institutional strategic planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Institutional strategic plan – monitoring performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IPEDS data reporting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Key performance indicator (KPI) development / monitoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Net Price Calculator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performance-based funding modeling and projecting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Salary equity studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Space utilization studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student borrowing / debt studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student financial aid modeling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student learning outcomes assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workforce analyses (faculty / staff / administrators)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Does a staff member in the Office of IR serve as the institution’s IPEDS Keyholder?

- Yes
- No
- Don’t know

Section 3: Office of IR Data Use and Access

During the 2014-2015 academic year, what level of access did the Office of IR have for each of the following types of data?

	Unrestrict ed access	Partial/ restricted access	Very limited access	No access
Academic advising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Admissions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alumni employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crime	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilities/space use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty productivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High school transcripts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Human resource/personnel – salaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Human resource/personnel – other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Institutional finance records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction – student ratings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
National survey data with student-level identification (e.g., NSSE/CCSSE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-credit enrollment records (e.g., continuing education, workforce development)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student academic records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student activities/student affairs transcripts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student class attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student early warning alerts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student satisfaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student use of academic support services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student use of library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

During the 2014-2015 academic year, did the Office of IR use the following external data sets in producing IR studies?

	Yes	No	Don't know
Consortia/data exchange records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CUPA-HR/salary benchmark data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional cost studies data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IPEDS data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Military service participation records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
National Student Clearinghouse data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
National survey data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PK-12 or K-12 data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other institutions' data – provided directly by the institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rankings data – national	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rankings data – international	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regional interstate compact data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State-wide longitudinal data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
System-level data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workforce data – state	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workforce data – federal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 4: Office of IR Clients

During the 2014-2015 academic year, what types of support did the Office of IR provide at the institution? Please select all that apply.-Provided Data/Information/Analysis: The Office of IR provided information to that unit (e.g., routine, ad hoc, or analytical reports; alerts; forecasts; predictive modeling; etc.)-Provided Consultation: The Office of IR consulted to interpret information, help translate evidence into action, or similar.-No Support: The Office of IR did not provide support to the unit.

	Provided Data/ Information/ Analysis	Provided Consultation	No Support
President/CEO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Board of Trustees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Affairs/Provost	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Colleges/Departments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Admissions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advancement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alumni Affairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Athletics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Campus Facilities/Buildings and Grounds Unit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development Office/Foundation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enrollment Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty Senate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finance/Budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduate/Professional Schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grants/Contracts Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Housing/Residence Life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Human Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Registrar's Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Affairs Administrative Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Financial Aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Veterans' Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please identify the three (3) client offices that consumed the largest amount of time last year.

	Client Office
Most time used	
Second most time used	
Third most time used	

Which best describes the organizational structure of Institutional Research (IR) and Information Technology (IT)?

- IR and IT are in the same department
- IR and IT are not in the same department, but report to the same administrative unit
- IR and IT report to different administrative units
- The institution does not have an IT department
- Other _____

Which best describes the relationship between Institutional Research (IR) and the Institutional Review Board (IRB)? Select all that apply.

- A member of the Office of IR staff serves as Chair of the IRB
- One or more members of the Office of IR staff serve on the IRB
- The Office of IR submitted research proposals to the IRB during the 2014-2015 academic year
- None of the above

Section 5: Register to Receive Survey Results

Thank you for the time you have spent on this survey. Please indicate if you would like to receive any of the following complimentary communications from the Association for Institutional Research (AIR).

- A summary and results of this survey
- Other AIR reports about the field of institutional research
- Information about presenting at/attending the next national conference (the AIR Forum)
- Other IR professional development opportunities
- Monthly electronic newsletter (eAIR)
- AIR Professional Files (scholarly publication)
- Books and other publications

AIR maintains an updated list of institutions that have participated in this survey on the project website. If you prefer that your institution not be listed, please indicate that preference here:

- Check box to exclude your institution from the list of participants.