

Analytics in UK Further and Higher Education Survey

Purpose of the Survey:
Assess the current state of analytics in UK FE/HE.
Identify the challenges and barriers to using analytics.

"Analytics is the process of developing actionable insights through problem definition and the application of statistical models and analysis against existing and/or simulated future data." (CETIS, 2012). In simple terms it involves trying to find out things about an organisation, its products services and operations, to help inform decisions about what to do next.

In all cases, please base your answers on the institution in which you work or a single institution that you know well, rather than your aggregated views and experiences.

This will take between 5 to 10 minutes to complete.

1. 1. Which education sector do you work in (or with)?

Tick all that apply.

- ☐ Further Education
- ☐ Higher Education
- ☐ Other:

2. 2. What is your role in your institution?

Tick all that apply.

- ☐ Senior manager
- ☐ IT services
- ☐ Researcher
- ☐ Library staff
- ☐ Other:

3. 3. In your institution which department(s) are leading institutional analytics activities and services? (please select all that apply)

Tick all that apply.

- ☐ Principle/Vice-chancellor's office
- ☐ Academic planning or quality (APQ)
- ☐ Information technology (IT)
- ☐ Recruitment and Marketing
- ☐ I am not sure
- ☐ Other:

4. 4. In your institution, how aware are staff about recent developments in analytics?

Mark only one oval per row.

	Not at all	Some awareness	Very aware	I don't know
Executive Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Managers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IT Service Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Researcher management and planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. 4* Other groups

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6. 5. Do the following roles use the results of statistical analysis such as correlation or significance testing rather than simple reporting of data in charts or tables?

Mark only one oval per row.

	Never	Sometimes	I don't know
Executive management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IT services staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilities and estates staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finance and purchasing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. 5* Please share any other roles use the results of statistical analysis such as correlation or significance testing rather than simple reporting of data in charts or tables?

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8. 6. Which of the following sources are used to supply data for analytics activities?

(select all which apply)

Mark only one oval per row.

	Yes	No	I don't know
Student records (MIS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Register of attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching and learning in VLE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sensor data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HESA, UCAS, NSS, KIS, etc	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finance and purchasing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum specifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Labour market data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Web statistics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. 6* Please add any other data sources you know of

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10. 7. Which of the following data collection and analytics technologies are in place in your institution?
Mark only one oval per row.

	Yes	No	I don't know
Data warehouse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
RDF triple store	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dashboard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Predictive analytics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data visualisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. 7* Please add any other data collection and analytics technologies you know of

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12. 8. Please name the supplier/product of the principle software in use (e.g. IBM Cognos, SPSS, Tableau, Excel)

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13. 9. Which of the following staff capabilities are in place in your institution?
Mark only one oval per row.

	No	Less than 5	5 - 10	More than 10	I don't know
Data Scientist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data enthusiasts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Statistician	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Database analyst and report writer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. 9* Please add any other staff capabilities you know of

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15. 10. What are the drivers for taking analytics based approaches in your institution?
(Please select all that apply)
Tick all that apply.

☐ Formal reporting requirements (HEAR, HESA, KIS, SUMs)

☐ Attainment, retention, assessment

☐ Internal reporting

☐ Strategy development

☐ Student recruitment

☐ Research excellence including REF

☐ Resource utilisation

☐ Institutional viability

☐ Student satisfaction including league tables

☐ Other:

16. 10. What are the current barriers for using of analytics in your institution?

(Please select all that apply)

Tick all that apply.

- ☐ Lack of support from senior management
- ☐ Lack of IT resources
- ☐ Lack of standardised data
- ☐ Lack of specialised analysts
- ☐ Lack of special training on using analytics
- ☐ Staff acceptance of analytical approaches generally
- ☐ Student acceptance of analytical approaches generally
- ☐ Other:

17. 11. Do you have any examples of your institution's use of analytics ? Please share them (or the websites) here:

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18. 12. Please supply your email if you are willing for us to contact you for further clarification and/or insight into some of your responses.

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