

Reporting, Modeling, Analysis, and Decision Support in Higher Education: Survey Questionnaire

Thank you for participating in the study being conducted by the EDUCAUSE Center for Applied Research (ECAR). This survey is a critical part of the study and seeks to identify the information technology investments and practices that contribute most to supporting data-intensive executive decisions and institutional processes. Our testing suggests that it will require 30–40 minutes to complete. If you wish to print a copy of the survey before completing it online, a .pdf version is available at http://www.educause.edu/ir/library/pdf/ecar_so/ers/si/esi05c.pdf.

This survey is part of research ECAR is conducting into reporting, analysis, and decision support capabilities in higher education. We have used the term reporting, modeling, analysis, and decision support to encapsulate the broad set of capabilities. It includes the technologies and process that an institution uses to provide everything from transactional system reports to complex modeling, analysis, and automated alerts. It includes the tools and processes your institution uses to access information as well. The term decision-support refers to the capability to use information to model how a potential strategic decision would impact key measures of institutional success. We recognize that institutions may only have some of these capabilities. Further, we understand that institutions use a variety of technologies to provide this capability (e.g., reporting from transaction systems, data marts, data warehouses, etc.). Therefore, our questions are designed to gain insight into how you access and use information at your institution.

Please complete this survey by Tuesday, February 22, 2005. As thanks for your time and valuable input, each participant is entitled to receive a summary of key findings from the study. In addition, three survey respondents will be selected at random to receive a complimentary copy of the final report or, for ECAR subscribers, one complimentary admission to an ECAR Research Symposium.

We appreciate your time and participation. If you have any questions or concerns, please e-mail ecar@educause.edu.

Click the Next button to begin the survey. Once again, thank you for your input!

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EDUCAUSE CENTER FOR APPLIED RESEARCH

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Section 1: About You and Your Institution

1.1 Survey ID [Required]

1.2 Your name [Required]

1.3 Your title [Required]

- CIO (or equivalent)
- Vice president / vice provost or equivalent (non-CIO)
- Director of administrative computing
- Director of academic computing
- Other IT management
- Other administrative management
- Other academic management

1.4 Is your institution's senior IT leader a member of the President's cabinet?

- No
- Yes

1.5_1.7 Please indicate the extent to which you agree or disagree with the following statements about access to information at your institution? (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)

1.5 Decision makers at my institution have timely access to information.

1.6 Information at my institution is widely accessible.

1.7 My institution has used technology to eliminate any single department's ability to control access to information.

1.8 Which of the following best describes your institution's reporting, modeling, analysis, and decision support capability?

The terms reporting, modeling, analysis, and decision support are being used to encompass the technologies that provide access to data and the analytical tools that support operational reporting, institutional decision-making and regulatory compliance. They are intended to include reporting from a commercial administrative transaction system (ERP) or custom developed administrative application, data marts, data warehouses, and other data extraction and analysis tools. Required Question. BRANCH

- We have a single institution-wide data warehouse. [GO TO 2.1]
- We have multiple data marts for specific types of information (e.g., enrollment data). [GO TO 2.1]
- We have a single data mart for a specific type of information (e.g., enrollment data). [GO TO 2.1]
- We generate reports from an operational data store that mirrors one or more transaction system. [GO TO 2.1]
- We generate reports directly from our transaction system and have not implemented any specific data warehouses, data marts or other types of specific data stores. [GO TO 1.9]

1.9_1.17 If your organization has not implemented any specific data warehouses, data marts or other types of specific data stores, why not? (Select all that apply.)

- 1.9 We are planning to expand our capabilities
- 1.10 Do not require the capabilities
- 1.11 Other IT projects took priority
- 1.12 Too difficult to implement technically at this time
- 1.13 We could not overcome cultural resistance
- 1.14 We want to move forward, but funding not available
- 1.15 Lack of support from data owners
- 1.16 Other

- 1.17 Describe "Other" (optional)

1.18_1.26 Please indicate the extent to which you agree or disagree with the following statements about your institution's reporting, modeling, analysis, and decision support? (1=Strongly Disagree, 2= Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)

1.18 We have not implemented any specific data warehouses, data marts or other types of specific data stores because the user departments with the most interest do not have sufficient resources to fund the implementation.

1.19 Our current reporting and analysis capability meets user requirements.

1.20 My institution's IT organization played a large role in designing the institution's reporting, modeling, analysis, and decision support strategy.

1.21 My institution plans to significantly upgrade its reporting, modeling, analysis, and decision support capability in the next two years.

1.22 The IT organization has created my institution's reporting, modeling, analysis, and decision support capability in advance of user needs.

1.23 My institution will allocate significantly more money for reporting, modeling, analysis, and decision support solutions for the next two years.

1.24 My institution plans to integrate more data sources with our reporting, modeling, analysis, and decision support tools in the next two years.

1.25 My institution plans to expand the number of users of our reporting, modeling, analysis, and decision support tools in the next two years.

1.26 At my institution, the most effective strategy to implement greater reporting, modeling, analysis, and decision support capability would be focus on a pilot with a single department.

1.27_1.34 What is your strategy for adding data warehouses, data marts or other data stores to your present reporting, modeling, analysis, and decision support capability? (Select all that apply.)

- 1.27 No plans to expand present capability
- 1.28 Developing a strategy
- 1.29 Plan to implement ERP first

- 1.30 Plan to implement ERP and advanced reporting, modeling, analysis, and decision support together
- 1.31 Plan to implement a data mart first
- 1.32 Plan to implement an institution-wide data warehouse first
- 1.33 Other

1.34 Describe “Other” (optional)

1.35_1.45 What factors do you anticipate will drive future investments in reporting, modeling, analysis, and decision support? (Select top three.)

- 1.35 Increased need for information and analysis by decision makers
- 1.36 Regulatory reporting requirements
- 1.37 Board reporting requirements
- 1.38 Information needs of accrediting bodies
- 1.39 Increased external competition
- 1.40 Increased pressure to demonstrate outcomes
- 1.41 A new ERP package being implemented
- 1.42 Need to extend the life of legacy feeder systems
- 1.43 Ease the transition to a new ERP package
- 1.44 Other

1.45 Describe “Other” (optional)

1.46_1.58 Which of the following areas would benefit the greatest if you did enhance your institution’s reporting, modeling, analysis, and decision-support capabilities? (Select top three.)

- 1.46 Central admissions/enrollment management staff
- 1.47 Central business/finance/administrative staff
- 1.48 Central human resources staff
- 1.49 Central academic/student services staff (e.g., registrar, financial aid, bursar)
- 1.50 Institutional research
- 1.51 Central fundraising/advancement staff
- 1.52 Central research administration/grants management staff
- 1.53 Deans and Dean’s staff
- 1.54 Department chairs and Chair’s staff
- 1.55 School-based admissions staff
- 1.56 School-based fundraising staff
- 1.57 School-based grants management staff
- 1.58 Other

1.59 Compliance with federal and state regulations (e.g., the Sarbanes-Oxley law) is increasing the demand for reporting, modeling, analysis, and decision support capability at my institution.

Strongly Disagree Disagree Neutral Agree Strongly Agree

1.60 The IT organization receives sufficient funding to meet the institution’s strategic needs for reporting, modeling, analysis, and decision support technology.

Strongly Disagree Disagree Neutral Agree Strongly Agree

[Go to 3.1]



Section 2: Implementation Approach

2.1_2.11 What were the primary factors that led your institution to implement its current reporting, modeling, analysis, and decision support capability? (Select top three.)

- 2.1 Increased need for information and analysis by decision makers
- 2.2 Regulatory reporting requirements
- 2.3 Board reporting requirements
- 2.4 Information needs of accrediting bodies
- 2.5 Increased external competition
- 2.6 Increased pressure to demonstrate outcomes
- 2.7 A new ERP package being implemented
- 2.8 Need to extend the life of legacy feeder systems
- 2.9 Ease the transition to a new ERP package
- 2.10 Other

2.11 Describe "Other" (optional)

2.12 How long ago did you implement your first data warehouse, data mart or other type of data store? (Drop down choice starting at less than one year and incrementing by one to 20 years, then to more than 20 years)

2.13 Who was the initial champion of your institution's efforts to implement reporting, modeling, analysis, and decision-support capability?

- Central IT
- President
- Finance/Business/Administrative services department
- Academic Affairs department
- Admissions/enrollment management department
- Institutional Research department
- Other administrative department
- Other academic department

2.14_2.21 Which statement best describes how executive sponsorship for reporting, modeling, analysis, and decision-support capabilities has changed at your institution? (Select all that apply.)

- 2.14 We have the same executive sponsor
- 2.15 We have an executive sponsor today with less authority than originally
- 2.16 We have an executive sponsor with more authority than originally
- 2.17 We now have multiple executive sponsors
- 2.18 Executive sponsorship has moved from the IT organization to functional organizations
- 2.19 We no longer have sponsorship
- 2.20 Other

2.21 Describe "Other" (optional)

2.22 What has been the aggregate cost for the last five years to develop and deploy your current reporting, modeling, analysis, and decision support capability? (drop down choice starting at less than \$100,000 and increasing in \$100,000 increments to more than \$5 million)

2.23 What was the timing of your institution's implementation of its reporting, modeling, analysis, and decision support capability (e.g. data warehouse, data mart or other type of data store)?

- Implemented reporting, modeling, analysis, and decision support capability before ERP
- Implemented ERP and reporting, modeling, analysis, and decision support capability concurrently
- Implemented reporting, modeling, analysis, and decision support capability after ERP
- Implemented some reporting, modeling, analysis, and decision support capability before ERP and some after
- Only implemented reporting, modeling, analysis, and decision support capability
- Only implemented ERP

2.24_2.34 Which of the following factors have been most critical to the success of your initial implementation of reporting, modeling, analysis, and decision support? (Select top three.)

- 2.24 Strong sponsorship from outside central IT
- 2.25 Adequate funding
- 2.26 Trained and knowledgeable user community
- 2.27 Selecting effective technical tools
- 2.28 Defining a sound data model
- 2.29 Good data
- 2.30 Clear return on investment
- 2.31 Users committed to using data to manage
- 2.32 Active participation of data owners
- 2.33 Other

2.34 Describe "Other" (optional)

2.35_2.45 Which of the following have been the most difficult to sustain since your initial implementation of reporting, modeling, analysis, and decision support? (Select top three.)

- 2.35 Strong sponsorship from outside central IT
- 2.36 Adequate funding
- 2.37 Trained and knowledgeable user community
- 2.38 Keeping effective technical tools
- 2.39 Maintaining a sound data model
- 2.40 Keeping good data
- 2.41 Demonstrating the return on investment
- 2.42 Sustaining users committed to using data to manage
- 2.43 Sustaining active participation of data owners
- 2.44 Other

2.45 Describe "Other" (optional)

2.46_2.48 Please indicate the extent to which you agree or disagree with the following statements about the deployment of reporting, analysis, modeling and decision support capability at your institution? (1=Strongly Disagree, 2= Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)

2.46 Implementing reporting, modeling, analysis, and decision support capability incrementally is critical to success.

2.47 Reporting, modeling, analysis, and decision support tools at my institution are deployed primarily at the institution-wide level.



2.48 The use of reporting, modeling, analysis, and decision support tools at my institution occurs primarily in a few individual departments.

2.49 Information in my institutions data warehouses, data marts and other data stores is refreshed more frequently than required by users.

Almost Never Occasionally Sometimes Usually Almost Always

2.50 The data model used in my institution's reporting, modeling, analysis, and decision support solutions was primarily:

- Developed in-house
- Developed in conjunction with vendor or consultant personnel
- Purchased from my institution's external ERP vendor
- Purchased from an external vendor or organization other than our ERP vendor
- Obtained from another higher education institution
- No specialized data model is in use; transaction systems' data models are used
- We have multiple data models in use
- Don't know

2.51_2.63 My institution has data warehouses, data marts or other data stores that contain data from which of the following sources? (Select all that apply.)

- 2.51 Financial systems
- 2.52 Human resource systems
- 2.53 Student information systems
- 2.54 Admissions systems
- 2.55 Course management systems
- 2.56 Fundraising / advancement systems
- 2.57 Research / grants management systems
- 2.58 Other ancillary systems (e.g. housing, dining services, parking, etc.)
- 2.59 Department-specific / school-specific systems
- 2.60 Feeder institutions (e.g. high schools, local community colleges)
- 2.61 Comparative data on peer institutions (internally generated or purchased)
- 2.62 Other

2.63 Describe "Other" (optional)

2.64 The IT organization receives sufficient funding to meet the institution's strategic needs for reporting, modeling, analysis, and decision support technology.

Strongly Disagree Disagree Neutral Agree Strongly Agree

2.65_2.75 What factors do you anticipate will drive future investments in reporting, modeling, analysis, and decision support? (Select top three.)

- 2.65 Increased need for information and analysis by decision makers
- 2.66 Regulatory reporting requirements
- 2.67 Board reporting requirements
- 2.68 Information needs of accrediting bodies
- 2.69 Increased external competition
- 2.70 Increased pressure to demonstrate outcomes
- 2.71 A new ERP package being implemented
- 2.72 Need to extend the life of legacy feeder systems
- 2.73 Ease the transition to a new ERP package
- 2.74 Other

2.75 Describe "Other" (optional)

2.76_2.88 Which of the following areas would benefit the greatest from additional reporting, modeling, analysis, and decision-support capabilities? (Select top three.)

- 2.76 Central admissions/enrollment management staff
- 2.77 Central business/finance/administrative staff
- 2.78 Central human resources staff
- 2.79 Central academic/student services staff (e.g., registrar, financial aid, bursar)
- 2.80 Institutional research
- 2.81 Central fundraising/advancement staff
- 2.82 Central research administration/grants management staff
- 2.83 Deans and Dean's staff
- 2.84 Department chairs and Chair's staff
- 2.85 School-based admissions staff
- 2.86 School-based fundraising staff
- 2.87 School-based grants management staff
- 2.88 Other

2.89_2.101 Please indicate the extent to which you agree or disagree with the following statements about your institution's future plans for reporting, modeling, analysis, and decision support. (1=Strongly Disagree, 2= Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)

2.89 My institution plans to significantly upgrade its reporting, modeling, analysis, and decision support capability in the next two years.

2.90 Users at my institution are demanding improved reporting, modeling, analysis, and decision support capabilities.

2.91 Compliance with Federal and State regulations e.g., (the Sarbanes-Oxley law) is increasing the demand for reporting, modeling, analysis, and decision support capability at my institution.

2.92 The IT organization has created my institution's reporting, modeling, analysis, and decision support capability in advance of user needs.

2.93 My institution will allocate significantly more money on reporting, modeling, analysis, and decision support solutions in the next two years.

2.94 My institution plans to integrate more data sources with our reporting, modeling, analysis, and decision support tools in the next two years.

2.95 My institution plans to expand the number of users of our reporting, modeling, analysis, and decision support tools in the next two years.

2.96 My institution's IT organization played a large role in designing the institution's reporting, modeling, analysis, and decision support strategy.

2.97 My institution's reporting capability is extensive.

2.98 My institution has effective tools to analyze data.

2.99 My institution's modeling capability is extensive.

2.100 My institution has above average decision support tools.

2.101 People at my institution have easy access to information.

2.102_2.112 Did your organization use external vendors or consultants for the following components of your reporting, modeling, analysis, and decision support implementation?

(Select all that apply.)

- 2.102 Select tools
- 2.103 Design data models
- 2.104 Design technology platform
- 2.105 Configure technology platform
- 2.106 Build interfaces to data sources
- 2.107 Create initial reports
- 2.108 Create analytics
- 2.109 Performance tuning
- 2.110 Training
- 2.111 Other

2.112 Describe "Other" (optional)

Section 3: Technology

3.1_3.10 Which of the following are part of your institution's reporting, modeling, analysis, and decision support platform?

In use at an institution-wide level In use at a school/college or department level Currently implementing Will implement within 12 months May implement within 24 months Not under consideration Don't know

3.1 Data warehouse

3.2 Data mart

3.3 Extract, Transform, and Load (ETL) tool

3.4 Data cleaning tool

3.5 Metadata server / data dictionary

3.6 Operational data store (for staging to a data warehouse or data mart)

3.7 Operational data store (for transactional reporting)

3.8 Vendor-supplied reporting solution (as part of another system)

3.9 Other

3.10 Describe "Other" (optional)

3.11_3.21 How do users in your organization receive information from your reporting, modeling, analysis, and decision support system(s)? (Select all that apply)

3.11 Scheduled reports (e.g. monthly budget report delivered on last day of the month)

3.12 On-demand reports (e.g. budget report generated when the user requests it)

3.13 User-defined reports (e.g. user builds their own report, and can store and reuse it)

3.14 Drill-down reports

3.15 Ad hoc queries

3.16 Executive 'dashboards'

3.17 Data extracts to offline tools (e.g. Excel, Access)

3.18 Online Analytical Processing (OLAP) tools

3.19 Alerts generated by monitoring tools

3.20 Other

3.21 Describe "Other" (optional)

3.22 Do your institution's reporting, modeling, analysis, and decision support systems provide longitudinal (historical) analysis capabilities?

No

Yes

3.23 If your institution is part of a University system, do your reporting systems link to the University System Office or to other institutions within your System?

No

Yes

Not part of a System

3.24 If your institution is part of a University system, do your modeling, analysis, and decision support systems link to the University System Office or to other institutions within your System?

No

Yes

Not part of a System



Section 4: Institutional Use of Reporting, Modeling, Analysis, and Decision Support

4.1 What is the primary use of reporting, modeling, analysis, and decision support tools at your institution today?

- Extraction and reporting of transaction-level data
- Analysis and monitoring of operational performance (e.g., dashboard)
- “What if...” decision support (e.g., scenario building)
- Predictive modeling and simulations
- To use information to automatically trigger a business process (e.g., at risk students are automatically scheduled for an appointment with an advisor)
- We are not active users of reporting, modeling, analysis, and decision support

4.2 What do you anticipate will be the primary use in two years?

- Extraction and reporting of transaction-level data
- Analysis and monitoring of operational performance (e.g., dashboard)
- “What if...” decision support (e.g., scenario building)
- Predictive modeling and simulations
- To use information to automatically trigger a business process (e.g., at risk students are automatically scheduled for an appointment with an advisor)
- We are not active users of reporting, modeling, analysis, and decision support

4.3_4.15 Who are the most active users of reporting, modeling, analysis, and decision support tools at your institution? (Select three.)

- 4.3 Central admissions/enrollment management staff
- 4.4 Central business/finance/administrative staff
- 4.5 Central human resources staff
- 4.6 Central academic/student services staff (e.g., registrar, financial aid, bursar)
- 4.7 Institutional research
- 4.8 Central fundraising/advancement staff
- 4.9 Central research administration/grants management staff
- 4.10 Deans and Dean’s staff
- 4.11 Department chairs and Chair’s staff
- 4.12 School-based admissions staff
- 4.13 School-based fundraising staff
- 4.14 School-based grants management staff
- 4.15 Other

4.16_4.28 Who are the least active users of reporting, modeling, analysis, and decision support tools at your institution? (Select three.)

- 4.16 Central admissions/enrollment management staff
- 4.17 Central business/finance/administrative staff
- 4.18 Central human resources staff
- 4.19 Central academic/student services staff (e.g., registrar, financial aid, bursar)
- 4.20 Institutional research
- 4.21 Central fundraising/advancement staff
- 4.22 Central research administration/grants management staff
- 4.23 Deans and Dean’s staff
- 4.24 Department chairs and Chair’s staff
- 4.25 School-based admissions staff
- 4.26 School-based fundraising staff
- 4.27 School-based grants management staff
- 4.28 Other

4.29_4.41 Which users are driving the demand for more sophisticated reporting, modeling, analysis, and decision support tools at your institution? (Select all that apply.)

- 4.29 Central admissions/enrollment management staff
- 4.30 Central business/finance/administrative staff
- 4.31 Central human resources staff
- 4.32 Central academic/student services staff (e.g., registrar, financial aid, bursar)
- 4.33 Institutional research
- 4.34 Central fundraising/advancement staff
- 4.35 Central research administration/grants management staff
- 4.36 Deans and Dean's staff
- 4.37 Department chairs and Chair's staff
- 4.38 School-based admissions staff
- 4.39 School-based fundraising staff
- 4.40 School-based grants management staff
- 4.41 Other

4.42_4.54 Which of the following user areas routinely contract with external corporations (e.g., public accounting firms, Marts & Lundy for fundraising or Noel Levitz for enrollment) or individuals to perform analysis of data that are extracted from your institution's information systems? (Select all that apply)

- 4.42 Central admissions/enrollment management staff
- 4.43 Central business/finance/administrative staff
- 4.44 Central human resources staff
- 4.45 Central academic/student services staff (e.g., registrar, financial aid, bursar)
- 4.46 Institutional research
- 4.47 Central fundraising/advancement staff
- 4.48 Central research administration/grants management staff
- 4.49 Deans and Dean's staff
- 4.50 Department chairs and Chair's staff
- 4.51 School-based admissions staff
- 4.52 School-based fundraising staff
- 4.53 School-based grants management staff
- 4.54 Other

4.55 What is the primary use of reporting, modeling, analysis, and decision support tools by the central fundraising/advancement group at your institution?

- Extraction and reporting of transaction level data
- Analysis and monitoring of operational performance (e.g., dashboard)
- "What if..." decision support (e.g., scenario building)
- Predictive modeling and simulations
- To use information to automatically trigger a business process
- Central fundraising/advancement staff are not active users of reporting, modeling, analysis, and decision support

4.56 What is the primary use of reporting, modeling, analysis, and decision support tools by the central finance and accounting group at your institution?

- Extraction and reporting of transaction level data
- Analysis and monitoring of operational performance (e.g., dashboard)
- "What if..." decision support (e.g., scenario building)
- Predictive modeling and simulations
- To use information to automatically trigger a business process
- Central finance staff are not active users of reporting, modeling, analysis, and decision support



4.57 What is the primary use of reporting, modeling, analysis, and decision support tools by the central budget and planning group at your institution?

- Extraction and reporting of transaction level data
- Analysis and monitoring of operational performance (e.g., dashboard)
- “What if...” decision support (e.g., scenario building)
- Predictive modeling and simulations
- To use information to automatically trigger a business process
- Central finance staff are not active users of reporting, modeling, analysis, and decision support

4.58 What is the primary use of reporting, modeling, analysis, and decision support tools by the institutional research group at your institution?

- Extraction and reporting of transaction level data
- Analysis and monitoring of operational performance (e.g., dashboard)
- “What if...” decision support (e.g., scenario building)
- Predictive modeling and simulations
- To use information to automatically trigger a business process
- Institutional research staff are not active users of reporting, modeling, analysis, and decision support

4.59 What is the primary use of reporting, modeling, analysis, and decision support tools by the central human resource group at your institution?

- Extraction and reporting of transaction level data
- Analysis and monitoring of operational performance (e.g., dashboard)
- “What if...” decision support (e.g., scenario building)
- Predictive modeling and simulations
- To use information to automatically trigger a business process
- Central human resource staff are not active users of reporting, modeling, analysis, and decision support

4.60 What is the primary use of reporting, modeling, analysis, and decision support tools by the central research administration/grants management group at your institution?

- Extraction and reporting of transaction level data
- Analysis and monitoring of operational performance (e.g., dashboard)
- “What if...” decision support (e.g., scenario building)
- Predictive modeling and simulations
- To use information to automatically trigger a business process
- Central research administration/grants management staff are not active users of reporting, modeling, analysis, and decision support

4.61 What is the primary use of reporting, modeling, analysis, and decision support tools by the central academic affairs group at your institution?

- Extraction and reporting of transaction level data
- Analysis and monitoring of operational performance (e.g., dashboard)
- “What if...” decision support (e.g., scenario building)
- Predictive modeling and simulations
- To use information to automatically trigger a business process
- Central academic affairs staff are not active users of reporting, modeling, analysis, and decision support

4.62 Users think that our reporting, modeling, analysis, and decision support tools are easy to use.

- Strongly Disagree Disagree Neutral Agree Strongly Agree

4.63 Reporting, modeling, analysis, and decision support tools are used actively by the majority of eligible user departments.

Strongly Disagree Disagree Neutral Agree Strongly Agree

4.64_4.80 The following statements describe aspects of how your institution may be using reporting, analysis, modeling and decision support capability. Please indicate the frequency at which each occurs at your institution. (1=almost never, 2=occasionally, 3=sometimes, 4=usually, 5=almost always)

4.64 The institution has provided effective training to users of reporting, modeling, analysis, and decision support tools.

4.65 My institution certifies that users understand the data before granting access to reporting, modeling, analysis, and decision support tools.

4.66 My institution uses its reporting, modeling, analysis, and decision support capability to monitor operational performance such as budget to actual data.

4.67 My institution uses its reporting, modeling, analysis, and decision support capability to automatically alert appropriate officials when a financial indicator falls outside of a desired range.

4.68 My institution uses its reporting, modeling, analysis, and decision support capability to automatically alert appropriate officials when a pre-award research administration/grants management metric falls outside of a desired range.

4.69 My institution uses its reporting, modeling, analysis, and decision support capability to automatically alert appropriate officials when a post-award research administration/grants management metric falls outside of a desired range.

4.70 My institution uses its reporting, modeling, analysis, and decision support capability to automatically alert appropriate officials when new research grant opportunities become available.

4.71 My institution uses its reporting, modeling, analysis, and decision support capability to automatically alert appropriate officials when an enrollment metric falls outside of a desired range.

4.72 My institution uses its reporting, modeling, analysis, and decision support capability to automatically alert appropriate officials when a fundraising metric falls outside of a desired range.

4.73 People use my institution's reporting, modeling, analysis, and decision support capability to model the potential impact of strategic decisions.

4.74 People use my institution's reporting, modeling, analysis, and decision support to identify students that may at risk academically.

4.75 We use our reporting, modeling, analysis, and decision support capability to automatically alert an appropriate official when an academic intervention with a student is warranted.

4.76 People use my institution's reporting, modeling, analysis, and decision support capability to forecast future demand for courses.

4.77 People use my institution's reporting, modeling, analysis, and decision support capability to identify potential students who are the strongest prospects for admissions.

4.78 People use my institution's reporting, modeling, analysis, and decision support capability to tailor a recruiting strategy for an individual prospective student.

4.79 People use my institution's reporting, modeling, analysis, and decision support capability to identify potential donors.

4.80 People use my institution's reporting, modeling, analysis, and decision support capability to tailor fundraising appeals for individual donors.

Section 5: Management Climate

5.1 The environment at my institution can best be described as

- Stable
- Dynamic
- Volatile
- Unstable

5.2 Managerial control at my institution can best be described as

- Very Decentralized
- Somewhat Decentralized
- Balanced
- Centralized
- Highly Centralized

5.3 For how long has the majority of cabinet officers been in their positions?

(Drop down menu starting at 1 year and going to 10 years and then more than 10 years)

5.4 For how long has the current President served in that capacity?

(Drop down menu starting at 1 to 10 years and then more than 10)

5.5_5.9 Please indicate the extent to which you agree or disagree with the following statements about your institution's management climate. (1=Strongly Disagree, 2= Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)

5.5 Administrative staff members at my institution are skilled at analyzing data.

5.6 Cabinet officers are skilled at analyzing data.

5.7 My institution's leadership is committed to evidence based decision-making.

5.8 My institution is committed to making management information widely available.

5.9 The President is committed to transparent decision-making.

5.10_5.14 Please indicate the frequency at which the following statements about your institution's management climate occur. (1=almost never, 2=occasionally, 3=sometimes, 4=usually, 5=almost always)

5.10 Managers at my institution are held accountable for achieving goals.

5.11 Managers are empowered to make decisions.

5.12 There are consequences to managers for missing goals.

5.13 There are rewards for manager who exceed goals.

5.14 The institution engages in quantitative external benchmarking.

Section 6: Impact of Reporting, Modeling, Analysis, and Decision Support

6.1_6.17 Please indicate the extent to which you agree or disagree with the following statements about the impact that your institution's reporting, modeling, analysis, and decision support capability has had. (1=Strongly Disagree, 2= Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)

6.1 My institution's reporting, modeling, analysis, and decision support capability is helping to meet institutional strategic objectives.

6.2 The current reporting, modeling, analysis, and decision support capability has significantly improved decision-making at my institution.

6.3 The current reporting, modeling, analysis, and decision support capability has contributed significantly to improve the institution's financial results.

6.4 The current reporting, modeling, analysis, and decision support capability has contributed significantly to the institution's ability to manage its work force more productively.

6.5 The current reporting, modeling, analysis, and decision support capability has contributed significantly to improve my institution's ability to manage grants effectively.

6.6 The current reporting, modeling, analysis, and decision support capability has contributed significantly to improve my institution's ability to obtain grant funding.

6.7 The current reporting, modeling, analysis, and decision support capability has contributed significantly to improve my institution's admissions/enrollment management results.

6.8 The current reporting, modeling, analysis, and decision support capability has contributed significantly to improve my institution's fundraising results.

6.9 The current reporting, modeling, analysis, and decision support capabilities has contributed significantly to improve my institution's student retention results.

6.10 The current reporting, modeling, analysis, and decision support capability has significantly reduced the presence of shadow systems at my institution.

6.11 Users of my institution's reporting, modeling, analysis, and decision support capabilities make better decisions than those that do not.

6.12 Staff members who are skilled at using my institution's reporting, modeling, analysis, and decision support capability receive more opportunities for career advancement.

6.13 Reporting, modeling, analysis, and decision support systems provide a competitive advantage to my institution.

6.14 People at my institution have strongly resisted making data widely available.

6.15 Broader access to data at my institution makes managers less willing to make decisions.

6.16 Broader access to data at my institution only increases the internal competition among units for resources.

6.17 Despite the availability of data, most of our managers still make decisions primarily on instinct.

Section 7: Conclusion

7.1 May we contact you by phone or e-mail to obtain further insights or clarifications on your responses?

- No
- Yes

7.2 If yes, what is your phone number?

Fill in comment box

7.3 If yes, what is your e-mail address?

Fill in comment box

7.4 Do you wish to receive a copy of the key findings from this survey?

- No
- Yes

7.5 If you have any other comments or insights about reporting, modeling, analysis, and decision support in higher education, please feel free to share them with us.

Fill in comment box

7.6 If your institution has a web page with information on process innovation that you think would be of value for us to look at, please give us the URL.

Fill in comment box

You have reached the end of the survey. Thank you! Please submit this survey by clicking the "Finish" button now. You will then see an option to print your responses, and we recommend that you do so. Full ECAR studies are available either through subscription or purchase at <http://www.educause.edu/ecar/>. If you have any questions or concerns, please e-mail ecar@educause.edu.

– END SURVEY –