



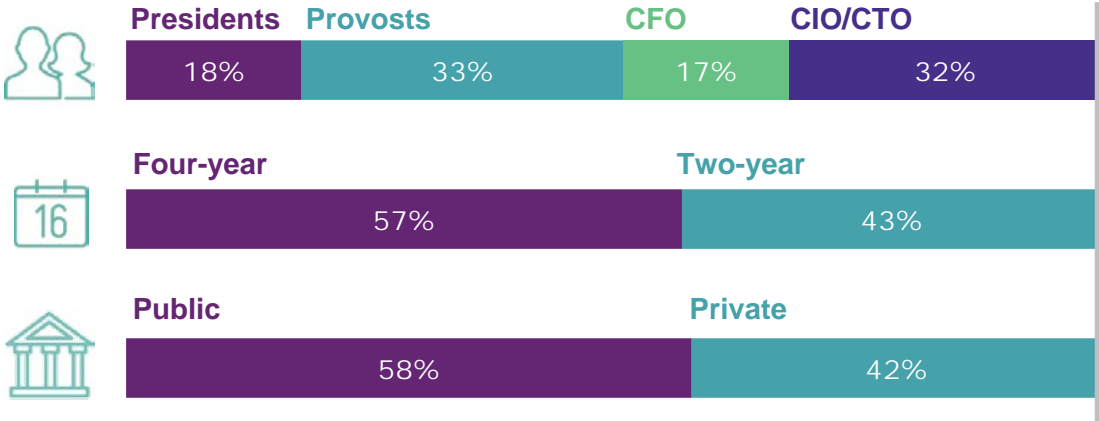
What will it take to build an analytics-driven campus?

A survey of higher ed leaders



Survey Methodology

200 higher education leaders were surveyed about their views on analytics.



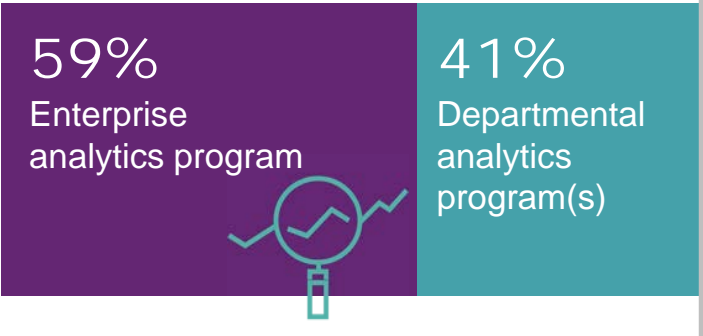
Analytics Definition:
The use of data, statistical analysis, and explanatory and predictive models to gain insight and act on complex issues.

Educause: <https://library.educause.edu/topics/information-systems-and-services/analytics>

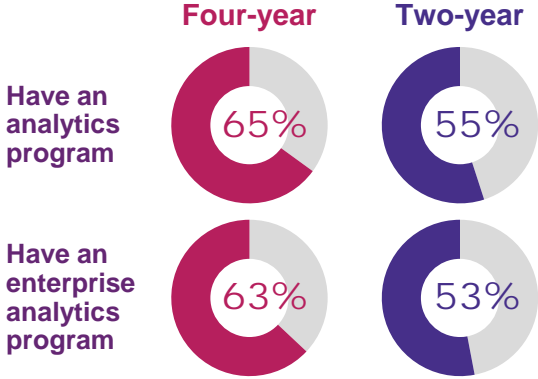
The survey fielding was managed by Ovum via phone among 200 higher education leaders between January and March, 2018. Quotas were used to ensure representative and statistically significant numbers of administrators by title, four- vs. two-year, and public vs. private institutions. The margin for error for results is +/- 3%.

The majority of higher education institutions currently have an analytics program

61% of respondents have an analytics program at their college or university today. But not all programs are campus-wide.

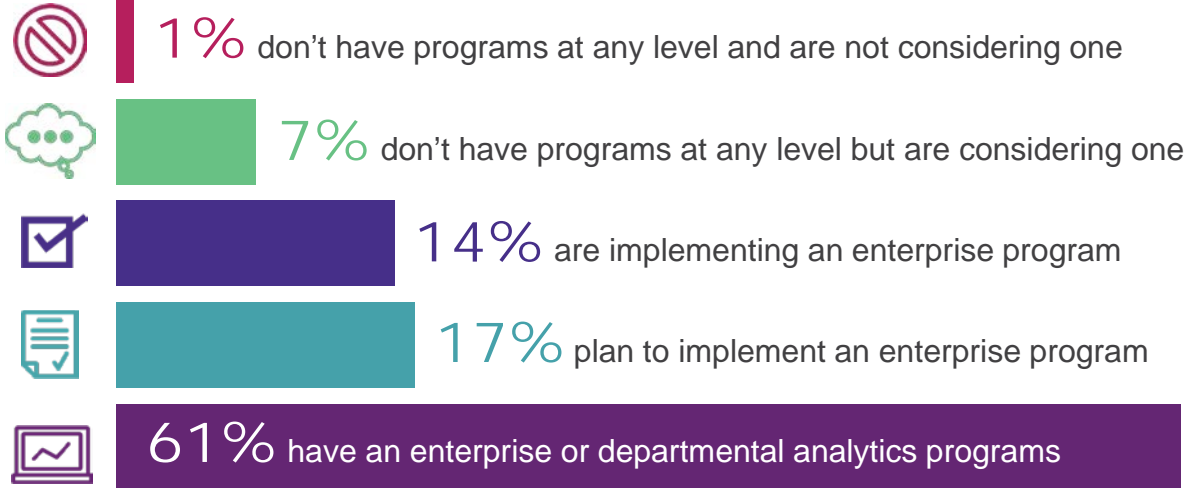


Four-year institutions are more likely to have an analytics program and to have invested in an enterprise program than two-year institutions.



Analytics is a priority on campus

Only 1% of respondents are not considering an analytics program.



One in five institutions plan to at least double their analytics budget in the next 12–18 months.



College leaders are divided on whether their institutions are investing the appropriate amount in analytics

50%

agree that their institution is investing the appropriate amount in analytics today.

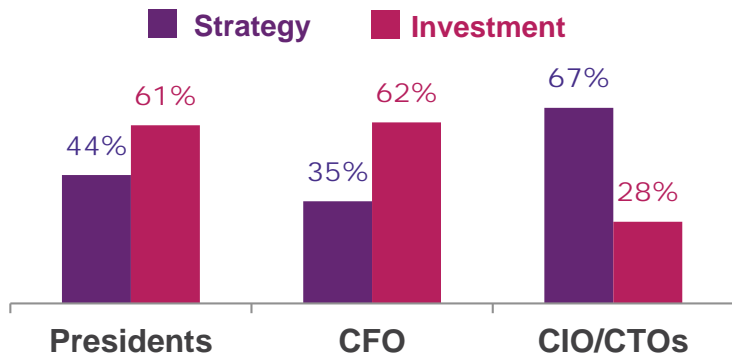


47%

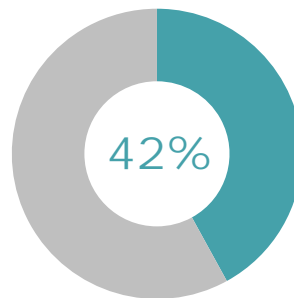
agree that their institution has plans to invest the appropriate amount in analytics in the next 2–3 years.

Decisions about analytics programs are spread across multiple leadership titles

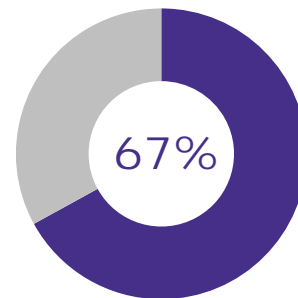
In general, CIO/CTOs are the final decision maker for analytics strategy while presidents and CFOs are the final decision makers for analytics investments.



IT departments serve as analytics evangelists and manage enterprise programs.



are analytics champions

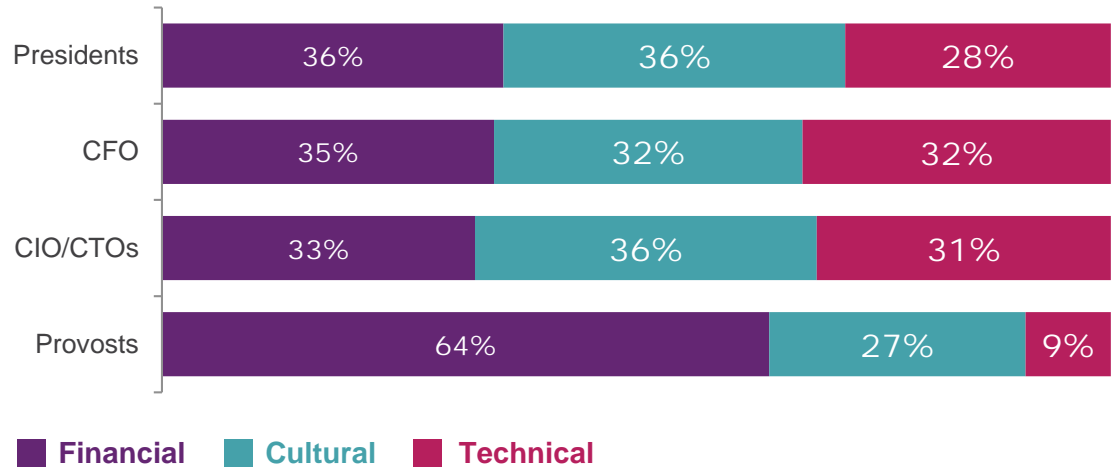


of employees dedicated solely to enterprise analytics

Perceived barriers to implementation are similar across most leadership roles

College presidents, CFOs and CIO/CTOs were evenly split on whether financial, cultural, or technical barriers were the biggest obstacle to implementation while provosts said financial barriers were the most difficult to overcome.

Barrier most responsible for hindering adoption of analytics

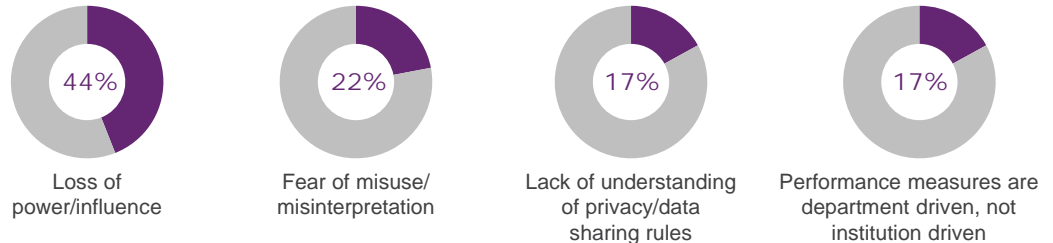


After financial barriers, data silos and a fear of exposing inefficiencies are the top barriers to analytics adoption

Since almost half of respondents said that a lack of willingness to share data and fear of exposing inefficiencies are moderate or significant barriers to implementation, change management initiatives may be necessary to gain stakeholder buyin.



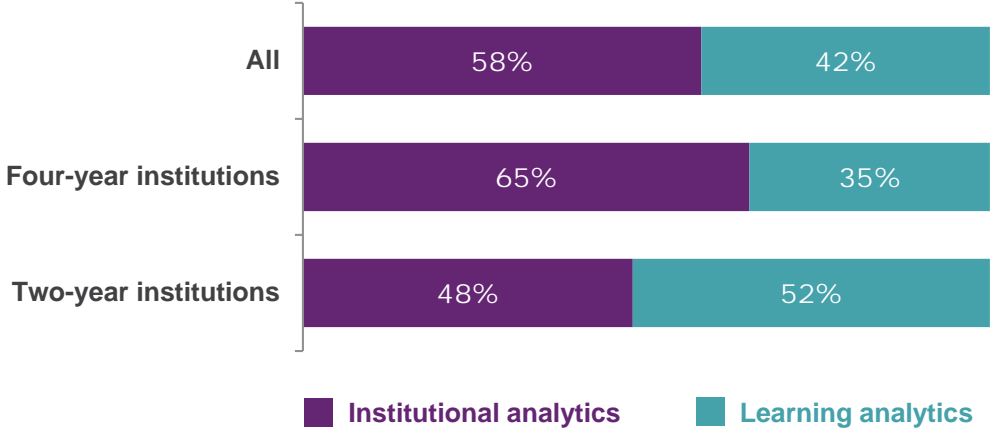
A cultural shift needs to take place to break through data silos. When asked the primary reason staff is unwilling to share data across departments, the top response was loss of power.



Institutional analytics are of greater value than learning analytics to the majority of college leaders

58%
of college leaders said that analytics that help improve operational efficiency are more important than analytics that help improve academic performance.

Four-year college leaders are even more in favor of institutional analytics than their two-year counterparts.



Top analytics priorities differ by role



Presidents,
CFOs, CIOs

Improved
learning
outcomes



Provosts

Improved
retention and
completion



CTOs

Improved
operational
efficiency

Next steps

Most higher education institutions have already begun investing in analytics programs or plan to do so in the next few years. But for analytics programs to fulfill their promise to improve both institutional and learning outcomes, college leaders need to overcome the financial and cultural barriers which hinder implementation campus-wide.

As the survey data indicates, data silos continue to be a barrier to implementing an enterprise program. Technology that streamlines the integration of data from disparate systems can help, but a cultural change also needs to take place.

In addition, for an enterprise analytics program to be valuable, it must address the differing priorities campus leaders have. From reports that track retention and completion data, to metrics on operational efficiency, and early warning systems to improve learning outcomes, colleges need reports that answer the key questions each user asks to meet his or her goals. By addressing these issues, colleges can successfully build an analytics-driven campus.



Solutions built to power higher education

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