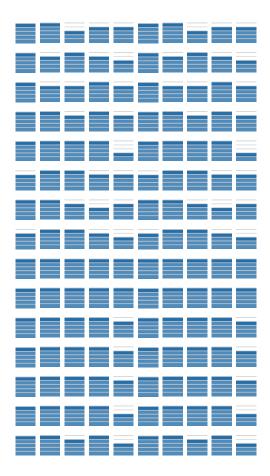


DEFINING INSTITUTIONAL RESEARCH: FINDINGS FROM A NATIONAL STUDY OF IR WORK TASKS

A FOCUS ON SENIOR IR/IE LEADERS

Association for Institutional Research | 2016



Defining Institutional Research: Findings from a National Study of IR Work Tasks *A FOCUS ON SENIOR IR/IE LEADERS*

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Association for Institutional Research | 2016

The Association for Institutional Research (AIR) is engaged in a variety of efforts to document the current state of institutional research. In 2012, the Association initiated a critically important effort to identify the tasks involved in the work of institutional research (IR) across all titles and variations represented in its membership.

This work was led by long-term AIR member and Past President Fred Lillibridge, Emeritus Associate Vice President for Accreditation, Compliance, and Planning at Doña Ana Community College. The questions that guided this inquiry included: What skills and abilities do search committees seek when hiring institutional researchers? What tasks are included in AIR members' work? How much is what institutional researchers do worth?

Phase 1: Identification of IR Tasks

October 2012 - May 2013

A draft typology of institutional research (IR) positions and work tasks was developed through analysis of job descriptions and position announcements contributed by AIR members. A random sample of AIR members (245) was asked to submit job descriptions and position announcements for review. A total of 43 jobs were analyzed.

A total of 1,351 tasks were extracted from the job descriptions and position announcements provided to AIR. Collectively they represent a wide view of institutional research as a key educational field grounded in data and decisions, and not all elements identified apply to every IR position. The tasks were sorted into 18 domains. The item numbers listed with each domain title reflects the distribution of the tasks.

Ability	Accountability 66 tasks	Accreditation	Analyze	Assessment	Collaboration
13 tasks		84 tasks	190 tasks	154 tasks	91 tasks
Grants 28 tasks	Information Technology 142 tasks	Institutional Review Board 9 tasks	Integrity 49 tasks	IPEDS 8 tasks	Planning 88 tasks
Presentations	Priority Setting	Reporting	Research	Supervision	Survey
11 tasks	14 tasks	82 tasks	155 tasks	142 tasks	25 tasks

While these tasks likely measure the majority of the work of IR, this collection of tasks may not completely reflect what is actually entailed in the work or IR or what is needed in the future—that is, IR professionals are engaged in work that is broader than IR.

Phase 2: Survey of AIR Members

June 2013 - January 2014

After the tasks were sorted into 18 domains, the list was refined to 1,451 tasks. The language used in the job descriptions and position announcements analyzed in the first phase of the study was maintained and carried over to the refined task list. Unique identifiers were assigned to each task to create a data key for future management and analysis.

The final list of tasks was shared with AIR members in a survey format. Respondents were asked to reflect on the relevancy of the tasks based on their current job duties. The question posed of respondents was: *To what degree are the following tasks part of your responsibilities?* A 5-point scale was used to rate each task: (1) not at all, (2) low, (3) moderate, (4) high, and (5) very high, with an additional option to indicate "don't know."

In order to ensure a manageable survey size, the 1,451 tasks were randomly divided into 15 surveys (approximately 95 tasks per survey). All AIR members (3,905 at that time) were randomly assigned to the 15 surveys. The surveys launched in December 2013 using Skyfactor's (formerly EBI) online survey system, and closed in January 2014. The response rate was 34% (1,325 AIR members). The respondents' sector distribution closely resembled the overall AIR membership.

Some AIR members are not directly involved in day-to-day IR functions, but have related interests in the field. A screening question directed those respondents to a secondary survey about the field of IR. The question posed was: Consider the role of a director-level IR position at a college/university with an IR office of 2 to 3 people. To what degree do you think each of the following tasks would be part of the director's responsibilities? A 5-point scale was used to rate each task: (1) not at all, (2) low, (3) moderate, (4) high, and (5) very high, with an additional option to indicate "don't know".

The resulting data provide rich opportunities for exploration of the work of IR. The results are available to AIR members, and several researchers are using the data to inform scholarly inquiries about the field. Email AIR (air@airweb.org) to request access to the data.

Phase 3: Reduction of IR Tasks and Analyses

February 2014 - August 2014

Initial analyses of the survey data highlighted that many of the 1,451 tasks could be grouped together because large numbers of respondents reported similar levels of responsibility. For example, the tasks "analyzes data for strategic planning" and "reviews institutional research and analytical projects for the strategic planning process" were combined to create the task "analyzes data to support strategic planning".

This process resulted in a reduced list of 765 tasks.

An overview of the project was presented at the 2014 AIR Forum in Orlando. The wide variety of tasks – and their relevance – reflect the myriad tasks affiliated with the work of IR. Rather than attempt to share an incredibly large set of information at one time, the conference session focused on the tasks relevant to the work of senior IR/IE officers. The intent of the high-level review of one segment of the survey data was to provide an example of the rich information available in this data set.

Focus on Senior IR Leaders

Table 1 shows the distribution of the 1,325 survey respondents by their primary roles on campus. More than 50% of respondents identified as senior institutional research or institutional effectiveness (IR/IE) officers. To reduce complexity, our initial analyses focused on those senior IR/IE officers.

Table 1. Primary Role on Campus	# Responses	% of Total
IR/IE: Senior IR/IE Officer	713	54%
IR/IE: Associate/Assistant IR/IE Officer	197	15%
IR/IE: Staff – Analyst, Statistician, Data Manager, etc.	316	24%
Senior Assessment Officer	63	5%
Assessment Staff	36	2%

Survey respondents identified the number of full-time equivalent (FTE) employees who report to them. Table 2 shows the results filtered by senior IR/IE officers (708 of the 713 respondents who identified as senior IR/IE officers answered this question). Of those individuals, 71% have 7 or more FTE employees reporting to them.

Table 2. Number of FTE Employees Reporting to Senior IR/IE Officer	# Responses	% of Total
None	34	5%
1 to 3 FTE	35	5%
4 to 6 FTE	137	19%
7 to 9 FTE	327	46%
10 or more FTE	175	25%

Analyses of Senior IR/IE Officers' Tasks

We filtered the survey results by senior IR/IE officer and disaggregated by the number of FTE employees reporting to the senior IR/IE officer. Next, we assigned the tasks to one of five categories, as shown in Table 3.

Table 3. Number of Tasks Performed to High Degree by Senior IR/IE Officers	# Responses	% of Total
Most/All Senior IR/IE Officers	221	29%
Some Senior IR/IE Officers	353	46%
Few Senior IR/IE Officers	92	12%
Senior IR/IE Officers with Less Than 4 FTE Employees Reporting to Them	59	8%
Senior IR/IE Officers with More than 4 FTE Employees Reporting to Them	40	5%

Examples of tasks that most/all senior IR/IE officers perform to a high degree:

- Maintain current knowledge in the field of institutional research
- Direct the response to information requests from key internal constituents
- Ensure appropriate data are available for institutional decision making
- Align resources to meet office/institutional priorities

Examples of tasks that some senior IR/IE officers perform to a high degree:

- Analyze applicant trends
- Develop program evaluation plans
- Provide information to program directors for their annual reports to the president's cabinet
- Ensure effective use of software applications, systems, or programs

Examples of tasks that few senior IR/IE officers perform to a high degree:

- · Analyze institutional budget data
- Communicate institutional student learning/achievement strategies
- Conduct assessments of students' parents/families
- Prepare reports of results from staff orientation surveys

Examples of tasks more likely to be performed to a high degree by senior IR/IE officers with four or fewer FTE employees reporting to them (compared to those with more employees):

- Implement campus data warehouse
- Engage in executive and management functions of the institution
- Represent the institution on various state/federal data policy groups
- Identify issues that need attention regarding compliance with accreditation standards

Examples of tasks more likely to be performed to a high degree by senior IR/IE officers with more than four FTE employees reporting to them (compared to those with fewer employees):

- Collaborate with academic departments to implement continuous and systematic processes for institutional assessment
- Oversee reporting of required faculty and staff information to the state
- Analyze data for regional accreditation
- Learn new statistical methods

Summary

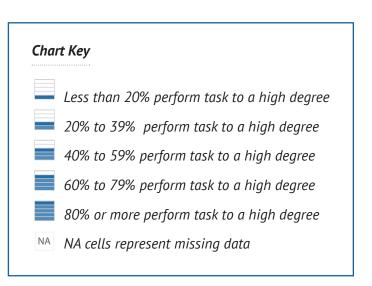
The primary goal of this project was to produce an inventory of tasks involved in the work of institutional research (IR) across all titles and variations represented in the AIR membership. The tasks included in this report were submitted by AIR members. The subsequent pages of this report reflect findings about the degree to which senior IR/IE officers perform the tasks examined in this study.

Acknowledgment

AIR thanks Skyfactor (formerly EBI) for technical support in the data collection for this project.

Reading the Task Charts

The tasks listed on the following pages are grouped by major categories of work (e.g., accreditation, reporting). Within each major category, the tasks are clustered by the extent to which senior IR/IE officers perform that work to a high degree. The information has been disaggregated by the number of full-time equivalent (FTE) employees reporting to the senior IR/IE officer. (The column to the far left represents 0 FTE employees, and the column to the far right represents 10 or more FTE employees reporting to the senior IR/IE officer.)



ACCREDITATION

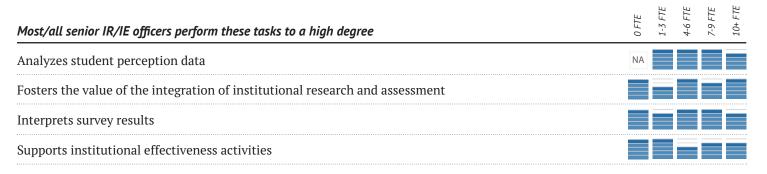
Most/all senior IR/IE officers perform these tasks to a high degree	O FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Acts as an expert on regional accreditation activities					
Ensures annual reports are prepared for regional accreditor	NA				
Manages documentation of regional accreditation efforts					
Provides data support for regional accreditation					
Provides information for various accreditation initiatives	NA				
Reports data for regional accreditation					
Understands regional accreditation processes					
Understands specialized accreditation process	NA				
Some senior IR/IE officers perform these tasks to a high degree	O FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Acts as an expert on specialized accreditation activities					
Acts as the central agent to disseminate regional accreditation information					
Assists in designing academic quality improvement objectives related to regional accreditation		NA			
Assists in monitoring academic quality improvement objectives related to regional accreditation					
Assists in reporting academic quality improvement objectives related to regional accreditation					
Attends professional development experiences focused on regional accreditation					
Collaborates with academic units to identify improvement goals related to specialized accreditation					
Collaborates with academic units to reach improvement goals related to specialized accreditation					
Communicates effectively to ensure that accreditation operations are understood					
Documents regional accreditation self-study					
Ensures that accreditation requirements are incorporated into the evaluation process of the college					
Ensures that accreditation requirements are incorporated into the planning process of the college					
Identifies trends and best practices in the accreditation process					
Manages all regional accreditation activities					
Monitors academic quality improvement objectives related to regional accreditation					
Provides information in response to requests from specialized accreditors					
Reports academic quality improvement objectives related to regional accreditation					



To what degree are the following tasks part of your responsibilities?

ACCREDITATION CONT.	O FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Serves as a contact for accrediting agencies' staff					
Supports regional accreditation process					
Few senior IR/IE officers perform these tasks to a high degree	O FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Collects information about specialized accreditations					
Gathers data in support of community needs assessments					
Notifies regional accrediting agencies of changes					
Serves as accreditation liaison for institution					
Serves as an accreditation evaluator/reviewer					
Tasks performed to a high degree by senior IR/IE officers in offices with fewer FTE	O FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Communicates issues that need attention regarding compliance with accreditation standards					
Disseminates information about specialized accreditations		NA			
Identifies issues that need attention regarding compliance with accreditation standards					
Provides support for specialized accreditation					
Tasks performed to a high degree by senior IR/IE officers in offices with moderate/high FTE	O FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Analyzes data for regional accreditation					
Completes reports for specialized accreditation					
Designs academic quality improvement objectives related to regional accreditation					
Works to improve the accreditation process					

ASSESSMENT





ASSESSMENT CONT. Some senior IR/IE officers perform these tasks to a high degree	0 FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Acts as a campus resource in assessment and quality improvement processes		,	V-		
Advises researchers about survey content and item development					
Analyzes data from course evaluations					
Analyzes data from exiting/graduating student assessments	NA				
Analyzes data from faculty surveys	NA				
Analyzes data from new student orientation					
Analyzes data from staff assessments					
Analyzes data from staff orientation surveys					
Assesses the timeliness of services					
Collaborate with others to implement continuous and systematic process for core curriculum					
Collaborates with academic departments to develop continuous and systematic processes for institutional assessment					
Collaborates with academic departments to develop course evaluations					
Collaborates with academic departments to implement course evaluations					
Collaborates with administrative offices to develop course evaluations					
Collaborates with administrative offices to develop program assessment					
Collaborates with administrative offices to implement program assessment					
Collaborates with college committees to develop course evaluations					
Collaborates with college committees to develop program assessment					
Collaborates with college committees to implement continuous and systematic program assessment					
Collaborates with college committees to implement course evaluations	NA				
Collaborates with institutional leaders to set the direction for quality and process improvement					
Collects course evaluation and satisfaction data as measures for institutional effectiveness					
Collects course evaluation data					
Conducts employer follow-up studies					
Designs an assessment plan for external programs					
Designs assessment systems					
Designs survey samples					
Develops online surveys		NA			
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ASSESSMENT CONT.	0 FTE 1-3 FTE 4-6 FTE 7-9 FTE
Develops program evaluation plans	
Designs student outcomes assessment plan progress reports	
Directs the collection of course evaluation data	
Disseminates results from assessment of student engagement (e.g., NSSE, CSSE, BCSSE)	
Educates faculty on student learning outcomes assessment	
Evaluate the quality of survey instruments	
Evaluate the timeliness of surveys	
Facilitates institutional assessment activities	NA NA
Implements assessment plans for external programs	
Implements a systematic review of programs and services	
Keeps up-to-date in assessment practices	
Leads program evaluation plans	
Maintains resource materials on assessment practices	
Manages assessment projects	
Manages operational processes, programs, and services related to assessment issues	
Monitors an institutional effectiveness program	NA NA
Reports institutional effectiveness progress reports	NA NA
Sets direction for quality and process improvement activities	
Supervises design of student learning instrument	
Surveys college students	
Surveys exiting/graduating students	
Surveys staff	
Understands survey development methodology	NA NA
Uses assessment findings for reviews of academic departments	
Uses assessment findings in the review of academic departments	
Uses course evaluation and satisfaction data to design an institutional effectiveness program	1
Works with National Student Clearinghouse to acquire data on graduates	
Works with project principals to supervise program evaluation plans	
Writes survey questions	
0-19% 20-39% 40-59% 60-79% 80-100%	Association for Institutional Research • 9

ASSESSMENT CONT.	O FTE	-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Few senior IR/IE officers perform these tasks to a high degree	0	1-	4		1(
Analyzes data from annual orientation surveys of parents					
Conducts assessment of pre-admissions program					
Conducts curriculum revision evaluations					
Conducts needs assessments for new instructional programs					
Conducts parent assessments					
Conducts student departure assessments					
Disseminates results of Faculty Survey of Student Engagement (FSSE)					
Serves as a campus resource on curriculum	NA				
Surveys employers					
Surveys high school students					
Writes survey questions for employer survey					
	0 FTE	-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Tasks performed to a high degree by senior IR/IE officers in offices with fewer FTE	0	1-	4		10
Analyzes data from alumni surveys					
Analyzes data from graduate student surveys					
Assesses programs to determine effectiveness					
Assesses the usefulness of services					
Assists academic units in reaching improvement goals associated with program assessments					
Builds a strong organizational culture of quality assurance activities and assessments					
Collaborates with administrative offices to develop continuous and systematic processes for institutional assessment					
Collaborates with college committees to develop continuous and systematic processes for institutional assessment					
institutional assessment					
Disseminates survey results to continuous quality improvement (CQI) constituent groups					
Disseminates survey results to continuous quality improvement (CQI) constituent groups Ensures college outreach efforts are assessed					
Disseminates survey results to continuous quality improvement (CQI) constituent groups Ensures college outreach efforts are assessed Gathers assessment information on services					
Disseminates survey results to continuous quality improvement (CQI) constituent groups Ensures college outreach efforts are assessed Gathers assessment information on services Identifies trends and best practices for assessment	NA				

ASSESSMENT CONT.	0 FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Manages an institutional effectiveness program					
Manages the collection of performance monitoring reports					
Monitors institutional effectiveness progress reports					
Reports assessment findings					
Researches tools to assess institutional priorities					
Supervises selection of student learning instrument	NA				
Surveys faculty					
Writes survey instructions					
Writes survey questions for alumni surveys	NA				
Tasks performed to a high degree by senior IR/IE officers in offices with moderate/high FTE	0 FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Administers assessment of student engagement (e.g., NSSE, CSSE)					
Analyzes course evaluation and satisfaction data for use in reporting on institutional effectiveness					
Analyzes survey results for continuous quality improvement (CQI) constituent groups					
Assesses programs to determine needed improvements					
Assists academic units in identifying improvement goals associated with program assessment					
Assists in monitoring student outcomes assessment plans progress reports					
Collaborates with academic departments to develop program assessment					
Collaborates with academic departments to implement continuous and systematic processes for institutional assessment					
Collaborates with academic departments to implement program assessment					
Collaborates with administrative offices to implement continuous and systematic processes for institutional assessment					
Collaborates with administrative offices to implement course evaluations					
Collaborates with college committees to implement continuous and systematic processes for institutional assessment					
Conducts alumni assessments					
Conducts graduate student assessments					
Conducts graduate student follow-up studies	NA				
Designs an assessment plan for internal programs					
Designs institutional effectiveness progress reports					
0.19% = 20.39% = 40.59% = 60.79% = 80.100% Association for I		1 1			

ASSESSMENT CONT.	0 FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Develops an institutional effectiveness program					
Facilitates implementation of student learning instrument					
Meets with survey respondents					
Participates in institutional effectiveness programs					
Provides technical assistance in assessment of student learning					
Surveys alumni					
Understands assessment principles					
Writes survey explanations and instructions					
Writes survey questions for student surveys					

COMMITTEE WORK

Most/all senior IR/IE officers perform these tasks to a high degree	0 FTE 1-3 FTE 4-6 FTE 7-9 FTE
Serves on data policy groups at the institution	
Serves on institutional committees focused on communicating institutional data	
Serves on institutional committees/task forces	
Some senior IR/IE officers perform these tasks to a high degree	0 FTE 1-3 FTE 4-6 FTE 7-9 FTE 10+ FTE
Conducts research for student success committees	
Coordinates campus committees	
Leads committees/task forces	
Leads institutional effectiveness assessment committees	
Leads the regional accreditation committee	
Leads working groups focused on surveys	
Manages institution's strategic planning committee/task force	
Provides data support for faculty committees	
Serves on committees focused on regional accreditation	
Serves on committees focused on specialized accreditation	NA NA
Serves on institutional committees focused on data	
Serves on institutional committees focused on enrollment planning	NA NA
0-19% 20-39% 40-59% 60-79% 80-100%	Association for Institutional Research • 12

To what degree are the following tasks part of your responsibilities?

COMMITTEE WORK CONT.	O FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Serves on institution's strategic planning committee/task force					
Serves on institution's technology teams					
Serves on committees focused on assessment					
Few senior IR/IE officers perform these tasks to a high degree	0 FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Leads institutional committees focused on academic policies					
Serves on the president's cabinet/council					
Tasks performed to a high degree by senior IR/IE officers in offices with fewer FTE	O FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Represents the institution on various state/federal data policy groups					
Serves on committees focused on the institutional budget					

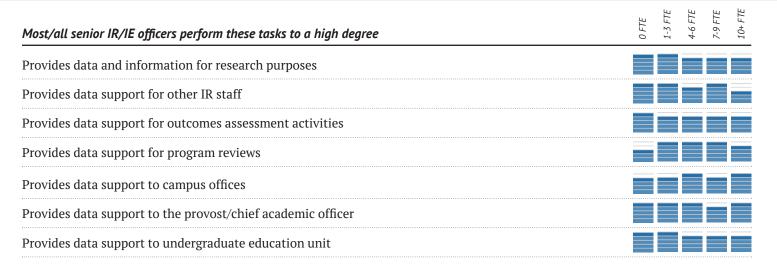
DATA INTEGRITY

Most/all senior IR/IE officers perform these tasks to a high degree	0 FTE 1-3 FTE 4-6 FTE 7-9 FTE
Acts as a consultant to campus departments/colleagues on assessment metrics	
Archives historical institutional data	
Collaborates with campus colleagues to ensure campus data are integrated	
Collaborates with campus offices to ensure data are accessible	
Collaborates with campus offices to ensure data are consistent	
Collaborates with campus offices to ensure data integrity	
Complies with professional data retention practices	
Coordinates institutional data	
Documents information resources	
Ensures accurate data definitions	
Ensures archival of historical institutional data	
Ensures campus data are integrated	
Ensures data are consistent	NA NA
Ensures data integrity	
Ensures institutional data are accessible	

To what degree are the following tasks part of your responsibilities?

DATA INTEGRITY CONT.) FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Ensures institutional data are current					
Gathers data from a variety of sources	NA				
Identifies information resources					
Increases efficiency of institutional data access					
Leads data integrity efforts for institutional research data	NA				
Meets the evolving data/information needs					
Protects institutional records related to areas of institutional research					
Provides information for various institutional reports					
Works with institutional transactional data systems to ensure data consistency, timeliness, and integrity					
Some senior IR/IE officers perform these tasks to a high degree	O FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Collaborates with other offices to ensure accurate data definitions					
Compiles technical information from various sources	NA				
Develops procedures to prevent loss of data					
Develops procedures to prevent loss of data documentation					
Manages institutional data for analysis and reporting					
Reviews state data retention practices with state officials					

DATA SUPPORT



To what degree are the following tasks part of your responsibilities?

DATA SUPPORT CONT. Some senior IR/IE officers perform these tasks to a high degree	0 FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Develops reports for other IR staff					
Provides data support for grant applications					
Provides data support to graduate education unit					
Few senior IR/IE officers perform these tasks to a high degree	0 FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Provides data support to faculty who are candidates for tenure or promotion					

EDUCATOR

Most/all senior IR/IE officers perform these tasks to a high degree	O FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Educates campus colleagues on effective use of institutional data					
Some senior IR/IE officers perform these tasks to a high degree	0 FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Advises faculty/staff on research methods					
Conducts consultations with academic units on projects					
Conducts consultations with administrative units on projects					
Conducts consultations with those needing assistance on project prioritization					
Educates campus colleagues on assessment practices					
Educates data users regarding limitations of institutional research data					
Provides training/professional development for IR staff					
Few senior IR/IE officers perform these tasks to a high degree	0 FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Mentors students engaged in social science research	NA				

INSTITUTIONAL REVIEW BOARD

Chairs/leads the IRB (Institutional Review Board)	NA NA
Determines the IRB process	
Directs institutional data enclave to control use of student records for research purposes under the oversight of the IRB	NA NA
Serves on the IRB	

MANAGEMENT

Most/all senior IR/IE officers perform these tasks to a high degree	0 FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Aligns resources to meet office/institutional priorities					
Allows staff to finish and be responsible for their work	NA				
Collaborates with others on new approaches	NA				
Collaborates with System office to ensure campus data are accessible					
Conceptualizes data use					
Creates a feeling of belonging in the team					
Evaluates work performed by office to identify areas of improvement					
Facilitates an efficient and productive work environment for the IR office					
Facilitates cooperation between IR office and other campus offices					
Helps coordinate campus projects					
Identifies problem areas					
Maintains programs of institutional research and analysis					
Manage work of direct reports					
Manages projects for a timely completion					
Manages projects performed by an IR strategy group					
Manages work assignments in office					
Participates on teams					
Plans administration of IR					
Serves as a spokesperson for the IR office					
Serves as an advocate for the IR office		NA			
Serves the interests of higher education	NA				
Sets direction for the IR office					
Shares wins and successes with team					
Supports a shared leadership culture					
Supports team efforts					
Understands supervisory principles					



MANAGEMENT CONT. Some senior IR/IE officers perform these tasks to a high degree	O FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Allocates internal capacity to planned projects as appropriate					
Answers routine questions about the college					
Assesses performance of direct reports					
Coaches staff					
Collaborates with System office to coordinate activities					
Completes monthly IR budget reconciliations					
Conducts an inventory of academic degree plans					
Estimates time requirements					
Facilitates teams					
Focuses on the interrelatedness of activities and their impact on larger objectives	NA				
Helps others to navigate through change					
Identifies new areas for learning and pursuing opportunities					
Initiates programs of institutional research and analysis					
Inspires others to foster engagement					
Justifies expenditures which exceed budget limits					
Looks for opportunities to join teams in order to build awareness of IR	NA				
Maintains staffing levels to accomplish priorities					
Makes decisions in the best interest of the college		NA			
Makes disciplinary recommendations for direct reports					
Manages complex situations to advance the interests of the college					
Manages office budget					
Manages staff hiring process					
Manages workflows to make data collection and data use more efficient	NA				
Recommends staffing levels to accomplish priorities					
Represents campus on data and policy groups organized by System office					
Rewards direct reports					
Supervises interns and work-study students					
Supervises professional staff					

MANAGEMENT CONT.	0 FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Uses current project management techniques	NA				
Few senior IR/IE officers perform these tasks to a high degree	O FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Analyzes recommendations about vendors					
Develops RFPs (request for proposals)					
Develops RFQs (request for quotes)					
Manages consultants					
Manages grievance process for direct reports					
Manages institutional programmatic information					
Monitors bidding and fulfillment process for vendors					
Prepares recommendations about vendors	NA				
Responds to recommendations about vendors					
Tasks performed to a high degree by senior IR/IE officers in offices with fewer FTE	0 FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Develops knowledge management strategies					
Engages in executive and management functions of the college					
Ensures college outreach efforts deliver results					
Pays for office memberships					
Tasks performed to a high degree by senior IR/IE officers in offices with moderate/high FTE	O FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Coordinates campus projects					
Segments projects	NA				
TECHNOLOGY					
Most/all senior IR/IE officers perform these tasks to a high degree	0 FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Assists in the design of complex reporting systems					
Coordinates with campus' IT office concerning IR needs					
Develops integrated databases to report on enrollment data					
Identifies institutional data for data warehouse					
Prepares IR documents for website					

TECHNOLOGY CONT.	O FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Processes research databases					
Understands processes and terminology of relational databases					
Understands the data dictionary of the campus database management system					
Uses appropriate systems, processes and methods for accessing, assembling and maintaining data					
Uses presentation software like PowerPoint					
Uses software like Excel to visualize data					
Uses software to generate reports					
Uses spreadsheet software like Excel					
Uses web browsers		NA			
Uses word processing software like Word					
Writes queries to pull data from database					
Some senior IR/IE officers perform these tasks to a high degree	0 FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Builds information infrastructure and data structures					
Coordinates with campus' IT office concerning use of campus database management system					
Designs complex reporting systems		NA			
Designs database infrastructure for archiving historical institutional data					
Designs student data model					
Develops integrated databases to report on academic performance data					
Develops integrated databases to report on admission data		NA			
Develops integrated databases to report on student perception data					
Ensures effective use of software applications, systems, or programs					
Ensures usability of institutional website					
Keeps current in computer hardware and software technology					
Maintains a database for tracking courses					
Maintains a database for tracking faculty loads	NA				
Maintains institution's information infrastructure and data structures					
Maintains IR website					
Manages survey data databases					
				_	

Manages the collaborative efforts in developing joint databases	0 FTE	1-5 FIE 4-6 FTF	7-9 FTE	10+ FTE
Prepares institutional data for data warehouse				
Provides web services for online data collection for IR office				
Publishes IR documents on website				
Pulls data from campus databases for analysis and reporting				
Supports Board dashboard/scorecard through data collection and analysis				
Supports division/program dashboards/scorecards through data collection and analysis				
Supports foundation dashboards/scorecards through data collection and analysis				
Understands record keeping principles				
Understands the data structures in the campus database management system				
Uses database software like Access or SQL				
Uses statistical analysis software for modeling	1	NA		
Uses statistical analysis software like SPSS or SAS				
Uses survey software				
Works with IT to process and maintain research databases				
Writes software applications to generate reports				
Few senior IR/IE officers perform these tasks to a high degree	O FTE	1-3 FTE	7-9 FTE	10+ FTE
Collects data from IR website				
Develops administrative policies and procedures to maintain administrative databases	NA			
Develops integrated databases to report on budget data	NA			
Maintains institutional website				
Provides web services for online data collection for campus departments				
Supports campus colleagues in the use of assessment and accreditation tracking systems like Compliance Assist				
Tasks performed to a high degree by senior IR/IE officers in offices with fewer FTE	0 FTE	1-3 FTE	7-9 FTE	10+ FTE
Designs web-based applications				
Develops a campus data warehouse		NA		
Develops web pages				

To what degree are the following tasks part of your responsibilities?

TECHNOLOGY CONT.	0 FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Implements a campus data warehouse		NA			
Implements student data model					
Recommends software packages and systems for office					
Recommends software packages and systems for institution					
Supports faculty activity tracking software systems like Digital Measures					
Understands mapping software					
Works with IT to implement a data warehouse					

PERSONAL ATTRIBUTES AND WORK

Most/all senior IR/IE officers perform these tasks to a high degree	O FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Attends meetings					
Collaborates with campus colleagues to achieve shared objectives					
Communicates effectively					
Communicates research findings to campus colleagues					
Creates change through appropriate problem solving					
Demonstrates ethical and professional standards in work					
Edits reports to make them clear, concise, accurate, and consistent					
Engages with data partners					
Expresses ideas, thoughts and concepts clearly in writing	NA				
Follows complex written and oral instructions	NA				
Fosters an environment that meets customers' needs					
Gains customer trust and respect					
Has excellent organizational skills					
Has good interpersonal relationship skills					
Identifies needed action without continual direction					
Interacts with co-workers					
Interacts with supervisor					



PERSONAL ATTRIBUTES AND WORK CONT.	0 FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Is original or creative in solving problems					
Maintains current knowledge in the field of institutional research					
Maintains effective working relationships with campus colleagues					
Maintains personal relationships with customers					
Maintains relationships with state and national IR organizations					
Manages/navigates change					
Multitasks effectively					
Operates with authenticity					
Operates with integrity					
Participates in professional development					
Presents complex information and concepts	NA.				
Presents complex information to audiences not trained in research methodologies	NA.				
Presents research findings to campus colleagues					
Prioritizes work to meet office/institutional priorities					
Provides excellent customer service					
Respects and appreciates diverse societal and organizational cultures and groups					
Stays calm under pressure					
Supports change	NA				
Understands higher education and the underlying dynamics and forces that affect it					
Understands the complex dynamics of change					
Uses creativity in work					
Uses independent judgment					
Works independently					
Writes in business style					
Writes using proper grammar and structure					
Some senior IR/IE officers perform these tasks to a high degree	O FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Accepts personal responsibility for customer satisfaction					
Ascertains equity					

PERSONAL ATTRIBUTES AND WORK CONT.	O FTE	-3 FTE	4-6 FTE	7-9 FTE	:0+ FTE
Assists others in their presentations	0	T	4		1
Collaborates with others to present research results					
Communicates about publisher surveys					
Communicates effectively to ensure that strategic plan is understood					
Communicates institutional student learning outcomes goals					
Completes work to meet office/institutional priorities					
Composes routine correspondence to furnish or request information					
Creates change by influencing relationships	NA				
Creates change through innovation					
Engages in continuous self-improvement activities					
Listens to customers					
Maintains a network of assessment contacts across campus					
Manages work-related travel					
Negotiates with others					
Presents at higher education conferences					
Processes sensitivity to cultural diversity					
Receives work direction					
Resolves conflicts and disagreements in a constructive manner					
Reviews articles					
Schedules meetings	NA				
Travels to campuses and system office		NA			
Works with people who are different from you (e.g., different race, socio-economic background, age, religion)					
Writes creatively					
Writes in academic style					
Writes result summaries					
Few senior IR/IE officers perform these tasks to a high degree					
Address groups outside institution (e.g., community or business groups)					
Commits to cultural diversity					
Communicates institutional student learning/achievement strategies					
0-19% 2 0-39% 4 0-59% 6 0-79% 8 0-100% Association for I	nstituti	onal I	Resear	rch •	23

PERSONAL ATTRIBUTES AND WORK CONT.	O FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Compiles meeting notes					
Maintains effective relationships with external groups (e.g., general public, legislature)					
Publishes papers in refereed journals					
Recommends policies and procedures on ethical standards for campus research projects					
Reviews news releases					
Volunteers time for AIR (e.g., reviews proposals, serves on committees)					
Writes articles					
Writes histories					
Writes news releases					

PLANNING

Most/all senior IR/IE officers perform these tasks to a high degree	O FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Analyzes data to support strategic planning					
Assists in implementing institutional strategic plans					
Assists in reporting progress towards achieving strategic goals/ends					
Assists in the evaluation of institutional strategic plans					
Collaborates with campus colleagues in support of strategic planning activities					
Collects data to support strategic planning					
Determines priorities/direction for the office					
Develops mission and vision for IR office					
Ensures appropriate data are available for strategic planning					
Ensures data are collected to support strategic planning					
Leads the campus' IR office in support of its strategic plan					
Portrays a broad institutional perspective that supports the college's mission, vision, and goals					
Reports data used for strategic planning					
Reports the accomplishment of a strategic goal					
Serves as a planner for the IR office and its functions					
Understands strategic planning processes					
Updates institutional Key Performance Indicators (KPIs)					
0-19% = 20-39% = 40-59% = 60-79% = 80-100% Associativ	on for Instituti	onol I	20000	vob •	24

PLANNING CONT.			T.E	TE	TE	TE
Some senior IR/IE officers	perform these tasks to a high degree	O FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Acts as an expert on strat	egic planning processes		NA			
Analyzes reports prepare institution's goals and ob	d by state and federal agencies to evaluate their impact on the ojectives					
Applies long-term vision	to inform strategy and make decisions to take advantage of opportunities					
Collaborates with acaden	nic units to design evaluations of their strategic plans					
Collaborates with campu	s colleagues on improvement strategies aligned with strategic goals					
Collects data to support	pperational planning					
Conducts research that s	upports strategic planning					
Conducts studies that su	pport the implementation of strategic mission and goals					
Develops institutional Ke	y Performance Indicators (KPIs)					
Develops institutional st	rategic plans					
Develops performance m	etrics to measure progress towards strategic goals/ends					
Edits strategic planning i	eports					
Evaluates institutional st	rategic plans					
Identifies trends and bes	practices for strategic planning					
Implements institutional	strategic plans					
Manages institutional str	ategic planning processes, programs, and services					
Measures institution's pr	ogress on Key Performance Indicators (KPIs)					
Monitors strategic goals/	ends progress reports					
Organizes strategic plani	ning process for campus	NA				
Participates in environm	ental scanning projects					
Provides analytical suppo	ort for academic unit strategic planning					
Provides support to strat	egic planning regarding academic scholarship					
Reports institutional obj	ectives	NA				
Reports progress towards	achieving strategic goals/ends					
Few senior IR/IE officers p	erform these tasks to a high degree	0 FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Facilitates academic unit	strategic planning					



POLICIES AND PROCEDURES

Most/all senior IR/IE officers perform these tasks to a high degree	0 FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Collaborates with others in the development of policies and procedures					
Collects data in support of policy development					
Draws policy implications from analysis results					
Supports policy formation					
Some senior IR/IE officers perform these tasks to a high degree	0 FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Assists in implementing academic policies		NA			
Communicates policies and procedures to administration					
Communicates policies and procedures to faculty/staff					
Confirms reporting from campus offices to ensure it conforms with procedures					
Develops policies and procedures					
Directs analysis in support of policy development					
Directs the implementation of management polices and practices					
Interprets college higher education policies					
Leads the development of policies and procedures					
Plays a key role in important policy decisions made at the college					
Recommends policies					
Recommends procedures					
Writes procedures					
Few senior IR/IE officers perform these tasks to a high degree	O FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Implements management polices and practices					
Writes policies					

PROGRAM DEVELOPMENT



To what degree are the following tasks part of your responsibilities?

PROGRAM DEVELOPMENT CONT.	TE	3 FTE	FTE	FTE	+ FTE
	0 F	1-3	4-6	7-9	10-
Recommends revised programs					
Decemmends now programs					

REGULATIONS AND POLICIES

Most/all senior IR/IE officers perform these tasks to a high degree	O FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Analyzes data used to comply with federal regulations					
Collects data used to comply with federal regulations					
Complies with federal regulations					
Complies with state higher education reporting requirements					
Reports data to comply with federal regulations					
Reports data to comply with state requirements					
Serves as intermediary to state data sources					
Supervises the delivery of state mandated reports					
Some senior IR/IE officers perform these tasks to a high degree	O FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Analyzes data used to comply with state requirements					
Analyzes federal regulations related to credit hour definition					
Analyzes federal regulations related to state authorization					
Collects data used to comply with state requirements					
Ensures institutional adherence to academic policies					
Ensures institutional adherence to accreditation standards					
Ensures institutional adherence to federal higher education regulations					
Ensures institutional adherence to state higher education regulations		NA			
Interprets federal legislation regarding higher education		NA			
Maintains knowledge of state legislation					
Few senior IR/IE officers perform these tasks to a high degree	O FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Analyzes federal regulations related to admission standards					
Analyzes federal regulations related to gainful employment	NA				



To what degree are the following tasks part of your responsibilities?

REGULATIONS AND POLICIES CONT.	O FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Interactions with state department of higher education officials					
Interprets state legislation	NA				
Revises program administration to comply with regulations					
Tasks performed to a high degree by senior IR/IE officers in offices with fewer FTE	0 FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Analyzes federal regulations related to tuition reform					
Coordinates institutional response to federal race/ethnicity changes					
Coordinates institutional response to state compliance reporting changes					
Maintains current knowledge of federal legislation	NA				
Reviews state data collection practices with state officials					
Tasks performed to a high degree by senior IR/IE officers in offices with moderate/high FTE	0 FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Analyzes federal regulations related to ethnic/racial codes					
Oversees reporting of required faculty and staff information to the state	NA				

REPORTING

Most/all senior IR/IE officers perform these tasks to a high degree	O FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Acts as a consultant to campus departments/colleagues on dissemination of assessment metrics					
Analyzes data for institution's Fact Book					
Analyzes results from ad hoc studies					
Assembles information used for preparation of IPEDS reports/surveys					
Assists in producing reports					
Collects data for institution's Fact Book					
Complies with IPEDS polices and reporting requirements					
Coordinates preparation of IPEDS reports/surveys					
Creates reports for strategic and institutional leaders					
Creates the Common Data Set (CDS) for use in annual reporting					
Designs ad hoc studies					
Directs the response to information requests from key internal constituents	NA				

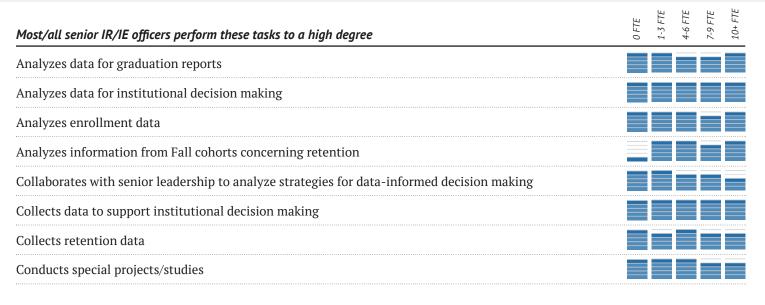
REPORTING CONT.	0 FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Distributes reports to senior institutional leader					
Ensures accurate reports					
Ensures report is sent to the requesting stakeholder	NA				
Increases reliability of overall reports					
Interprets data for external review					
Interprets results from ad hoc studies					
Oversees required reporting of students, faculty, and staff					
Prepares charts and tables for reports		NA			
Prepares follow-up reports					
Prepares IPEDS reports/surveys					
Produces executive reports					
Produces reports					
Reports data for external review					
Reports data for institution's Fact Book					
Reports institutional data					
Reports results from ad hoc studies					
Responds to information requests from key external agencies/offices					
Responds to information requests from key internal constituents					
Responds to internal requests for retention information					
Some senior IR/IE officers perform these tasks to a high degree	0 FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Analyzes data for external review					
Analyzes feasibility of complying to requests for information from external groups					
Assesses the quality of reports					
Assesses the timeliness of reports	NA				
Assesses the usefulness of reports					
Collects data to complete publisher surveys					
Completes Fiske Guide survey					
Completes international publisher surveys		NA			

REPORTING CONT.	0 FTE 1-3 FTE 4-6 FTE 7-9 FTE
Completes Peterson's surveys	
Completes Princeton Review surveys	
Completes state surveys	
Completes US News survey	
Creates institution's web-based Fact Book	
Determines feasibility of complying to requests for information from external groups	
Directs IR office participation in reporting to the Board	
Distributes reports to campus colleagues	NA NA
Fulfills requests for area demographics data	
Fulfills requests for outside labor market statistics and demographics	
Increases efficiency of overall reports	
Manages follow-up reports	
Manages tracking documents for data for publisher surveys	
Prepares CUPA reports	
Prepares NCAA reports	
Prepares reports of results from alumni surveys	
Prepares reports of results from exiting/graduating student assessments	
Prepares reports of results from faculty assessments	
Prepares reports of results from new student orientation survey	
Prepares reports of results from staff assessments	
Prepares the annual Managing for Results (MFR) or similar report	
Provides information to program directors for their annual report to cabinet	
Publishes institution's Fact Book	
Pulls data from IPEDS for institutional reporting	
Pulls data from the IPEDS Data Center to complete publisher surveys	
Reports data to publisher surveys	
Responds to internal requests for enrollment projections	
Supports department/program reporting to the Board	
Uses the Common Data Set (CDS) to complete publisher surveys	
0-19% 20-39% 40-59% 80-100%	Association for Institutional Research • 30

To what degree are the following tasks part of your responsibilities?

REPORTING CONT.		<i>3.</i>	Ę	Ē	Æ
Few senior IR/IE officers perform these tasks to a high degree	0 FTE	1-3 FT	4-6 FTE	7-9 FTE	10+ FTE
Compiles data for faculty in National Academies survey					
Contributes to grant writing, other than data support					
Prepares AAUP reports					
Prepares HEDS reports					
Prepares reports of results from annual orientation surveys of parents					
Prepares reports of results from staff orientation surveys					
Reports information from students and parents					
Reports scholarship awards					
Tracks all scholarship awards					
Tasks performed to a high degree by senior IR/IE officers in offices with fewer FTE	0 FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Assists in publishing the college annual report					
Prepares Peer Performance Indicators reports	NA				
Submits regular updates to Board dashboard/scorecard					
Tasks performed to a high degree by senior IR/IE officers in offices with moderate/high FTE	O FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Publishes the college annual report					

RESEARCH





RESEARCH CONT.	O FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Conducts special projects/studies at the request of senior leadership					
Conducts special studies to address decision-making needs of senior leadership					
Conducts special studies to address decision-making needs of the Board					
Distributes retention reports					
Ensures appropriate analysis of institutional data is conducted to support decision making					
Ensures appropriate data are available for institutional decision making					
Ensures data are collected to support institutional decision making					
Ensures effective communication of data analysis procedures					
Ensures effective documentation of data analysis procedures					
Establishes data requirements for projects					
Evaluates alternate methods of data collection					
Interprets research results					
Leads analysis for performance metrics		NA			
Prepares graduation reports					
Prepares retention reports					
Provides tracking processes to support decision making	NA				
Reports analysis of institutional data to support decision making					
Reports enrollment data					
Understands qualitative research					
Understands quantitative research		NA			
Understands research design	NA				
Understands research methodology					
	0 FTE	3 FTE	4-6 FTE	7-9 FTE	7+ FTE
Some senior IR/IE officers perform these tasks to a high degree	0	1-	4	-/	10
Advises IR staff on research methods					
Analyzes academic performance data					
Analyzes admission data					
Analyzes applicant trends					
Analyzes campus data for faculty productivity reports					

RESEARCH CONT.	O FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Analyzes data about campus characteristics, such as the physical plant					
Analyzes descriptive data requests					
Analyzes information from Fall cohorts concerning classes successfully completed					
Analyzes information from Fall cohorts concerning classes taken					
Analyzes strategies for research design					
Analyzes strategies for the implementation of research					
Assists in designing research projects					
Attends meetings to develop study methodology		NA			
Collaborates with others on academic scholarship					
Collaborates with others to disseminate graduation information					
Collaborates with senior leadership to identify research to support institutional priorities					
Collects graduation data					
Complies with IRB for education research					
Conducts action-oriented research studies					
Conducts 'during their time here' longitudinal studies					
Conducts post-graduation longitudinal studies					
Conducts research on faculty utilization					
Conducts research studies based on satisfaction survey results					
Conducts research studies on student retention and persistence					
Conducts research studies on transfer student success	NA				
Conducts research studies to address student success concerns					
Conducts research to support enrollment management					
Conducts research to support institutional priorities					
Conducts research to support policy					
Coordinates research projects with other campuses, system offices, or agencies					
Designs research projects					
Determines procedures for data coding/editing					
Determines procedures for statistical analyses					



RESEARCH CONT.	O FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Develops forecasting models					
Develops new methods of estimating data					
Develops post-graduation longitudinal studies					
Develops 'prior to arrival' longitudinal studies					
Documents changing student needs and perceptions					
Draws policy implications from various types of financial data					
Establishes procedures for data collection	NA				
Estimates department activity					
Identifies research projects					
Implements initiatives made by division based on research results					
Leads institutional research on modeling and analytics					
Maintains collegial scholarly relations					
Maintains enrollment management data					
Makes enrollment projections					
Manages research projects					
Manages the preparation of attrition reports					
Manages the preparation of graduation reports					
Manages the preparation of retention reports					
Prepares attrition reports					
Provides analytics support for final grant reports					
Provides data support for enrollment management					
Provides policy analysis/reports about federal regulations related to financial aid oversight					
Schedules research projects					
Understands changing student needs and perceptions					
Understands data mining					
Uses advanced analytic techniques					
Uses basic analytic techniques					
Uses modeling techniques					



RESEARCH CONT.	TE	3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Few senior IR/IE officers perform these tasks to a high degree	O FTE	1-3	4-6	7-9	104
Analyzes financial data					
Analyzes institutional budget data					
Analyzes risk					
Assists with prioritization of budget initiatives	NA				
Collaborates with budget analysts to coordinate research					
Collaborates with outside facilitators in the development of focus group meetings					
Collects information regarding cost of services	NA				
Conducts economic feasibility studies					
Conducts financial aid analysis					
Conducts market research					
Conducts 'prior to arrival' longitudinal studies					
Conducts product development studies					
Conducts research for capacity and space planning					
Creates a final report from a focus group					
Determines data collection bias due to social desirability					
Determines feasibility of major research projects					
Develops a focus group process					
Ensures the post-graduation longitudinal studies are completed					
Manages institution's financial aid data					
Performs public policy research					
Reports on institutional budget data					
Studies proposed changes to programs to determine impact					
Uses cost-benefit analysis to determine best use of funds					
Uses focus groups to develop new programs					
Uses focus groups to evaluate new programs					
Uses focus groups for program evaluation					
Uses forecast models to predict department activities					
Uses psychometrics					



To what degree are the following tasks part of your responsibilities?

RESEARCH CONT.	FTE	-3 FTE	4-6 FTE	7-9 FTE	O+ FTE
Tasks performed to a high degree by senior IR/IE officers in offices with fewer FTE	10	1-	4	7-5	10
Conducts faculty/staff salary studies					
Determines procedures for reporting research					
Develops longitudinal studies other than the longitudinal cohort study	NA				
Manages analysis of campus data for faculty productivity reports					
Performs specialized tasks of a research project					
Understands what statistical analysis can bring to light and what it can mask					
Uses multivariate analyses techniques					
Tasks performed to a high degree by senior IR/IE officers in offices with moderate/high FTE	0 FTE	1-3 FTE	4-6 FTE	7-9 FTE	10+ FTE
Develops alternate methods of data collection					
Develops techniques to estimate department activity					
Fulfills requests for state enrollment comparisons	NA				
Learns new statistical methods					
Performs technical tasks for a research project	NA				

STUDENT SUCCESS

Develops institutional student learning outcomes	
Develops models to improve student retention	NA
Develops/reviews institutional student learning/achievement strategies	
Recommends best ways and methods to impact the existing student operation	
Reviews institutional student learning outcomes	

0-19%

20-39%

40-59%

60-79%

DEFINING INSTITUTIONAL RESEARCH: FINDINGS FROM A NATIONAL STUDY OF IR WORK TASKS

A FOCUS ON SENIOR IR/IE LEADERS

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