Jisc Learning Analytics Discovery Readiness Questionnaire

Instructions

The readiness assessment helps you determine your readiness for learning analytics across a number of areas, including strategic, data and technical. You should consider each of the questions below and provide a response that reflects your readiness.

The process is as important as the product so we suggest you consult with as many people as you feel is required. If necessary record the range of answers to some questions. Provide a commentary where appropriate on your response e.g. saying where you are strong or weak, why you chose that response, where the response maybe different depending on the source, etc.

# Culture & Vision

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Topic | ID | Question | Commentary | Response | Score |
| Leadership | 1 | The institutional senior management team is committed to using data to make decisions | *Please provide a commentary on your response to each question where appropriate* | 0 - Hardly or not at all1 - To some extent2 - To a great extent |  |
| Leadership | 2 | Our vice-chancellor / principal has encouraged the institution to investigate the potential of learning analytics |  | 0 - Hardly or not at all1 - To some extent2 - To a great extent |  |
| Leadership | 3 | There is a named institutional champion / lead for learning analytics |  | 0 - No2 - Yes |  |
| Vision | 4 | We have identified the key performance indicators that we wish to improve with the use of learning analytics |  | 0 - Hardly or not at all1 - To some extent2 - To a great extent |  |
| Vision | 5 | There is a shared understanding of what student success means in the institution |  | 0 - No2 - Yes |  |
| Vision | 6 | There is a shared understanding of what student retention means in the institution |  | 0 - No2 - Yes |  |
| Vision | 7 | The benefits and value of learning analytics have been defined in the institution |  | 0 - Hardly or not at all1 - To some extent2 - To a great extent |  |
| Acceptance | 8 | There is broad acceptance across the institution that there are potential benefits from learning analytics |  | 0 - Hardly or not at all1 - To some extent2 - To a great extent |  |
| Acceptance | 9 | Teaching staff accept that there may be an impact on their role/workload (e.g. intervening with at risk students) provided it benefits learners |  | 0 - Hardly or not at all1 - To some extent2 - To a great extent |  |
| Acceptance | 10 | Most staff will be happy to engage in a new initiative if they see the benefits |  | 0 - Hardly or not at all1 - To some extent2 - To a great extent |  |
| Total |  |  |  |  | 0 |

# Ethics and legal issues

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Topic | ID | Question | Commentary | Response | Score |
| Ethics | 11 | Ethical issues around learning analytics have been raised by stakeholders |  | 0 - Hardly or not at all1 - To some extent2 - To a great extent |  |
| Ethics | 12 | Ethical issues around learning analytics are already covered by existing institutional policies |  | 0 - Hardly or not at all1 - To some extent2 - To a great extent |  |
| Legal | 13 | Our data protection officer has considered the legal issues around learning analytics data |  | 0 - Hardly or not at all1 - To some extent2 - To a great extent |  |
| Legal | 14 | Existing policies and processes are adequate to cover legal issues around the data used for learning analytics |  | 0 - Hardly or not at all1 - To some extent2 - To a great extent |  |
| Total |  |  |  |  | 0 |
|  |  |  |  |  |  |

# Strategy & Investment

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Topic | ID | Question | Commentary | Response | Score |
| Strategy | 15 | There is an institutional plan and/or project for learning analytics |  | 0 - No2 - Yes |  |
| Strategy | 16 | There is a plan in place or planned for how to manage interventions on the basis of the analytics |  | 0 - Hardly or not at all1 - To some extent2 - To a great extent |  |
| Resources | 17 | The funding currently allocated for learning analytics is sufficient to meet one or more goals of the project |  | 0 - No2 - Yes |  |
| Resources | 18 | The staff time available to make progress with learning analytics is adequate at this stage |  | 0 - No2 - Yes |  |
| Resources | 19 | Teaching staff and/or student support staff have the capacity to take interventions with students, based on the analytics (or additional resource has been allocated) |  | 0 - Hardly or not at all1 - To some extent2 - To a great extent |  |
| Total |  |  |  |  | 0 |

# Structure & Governance

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Topic | ID | Question | Commentary | Response | Score |
| Project | 20 | There is an institutional learning analytics project |  | 0 - No2 - Yes | 0 |
| Consultation | 21 | There is a high level group (e.g. learning and teaching committee) which oversees learning analtyics |  | 0 - No2 - Yes | 0 |
| Consultation | 22 | Stakeholders from across the institution (including students) have been consulted on what they want from learning analytics |  | 0 - Hardly or not at all1 - To some extent2 - To a great extent | 0 |
| Consultation | 23 | Students sit on and are engaged with the key institutional groups e.g. learning and teaching committee |  | 0 - Hardly or not at all1 - To some extent2 - To a great extent | 0 |
| Total |  |  |  |  | 0 |

# Technology & data

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Topic | ID | Question | Commentary | Response | Score |
| Tools | 24 | A range of learning analytics products [including the Jisc solution] have already been reviewed or presented at the institution |  | 0 - Hardly or not at all1 - To some extent2 - To a great extent |  |
| Data | 25 | We understand what data we should use to measure student engagement / success / retention |  | 0 - Hardly or not at all1 - To some extent2 - To a great extent |  |
| Data | 26 | It is clear who owns the different data sources in the institution |  | 0 - Hardly or not at all1 - To some extent2 - To a great extent |  |
| Data | 27 | The data required is readily available and captured consistently across the institution |  | 0 - Hardly or not at all1 - To some extent2 - To a great extent |  |
| Total |  |  |  |  | 0 |