Office of Institutional Research and Effectiveness (OIRE):

Strategic Plan FY 2017 – FY 2019

I. Improve student success
A. Finish build out of student tracker to include all student populations: Christine, Dave; Year 1
   1. Determine what grad level data elements are needed
   2. Populate data table
   3. Test data
   4. Finalize data
   5. Develop standard queries for grad student success
   6. Crosstrain on standard queries
B. Develop methodologies to predict student success: Christine; Years 1-2
   1. Identify and evaluate best practices in predicting student success
   2. Invite constituents to join in this effort
   3. Include ongoing identification of supplemental systems as part of this effort (framed as additional data to assist in more accurately predicting success)
   4. Create initial models to test its efficacy
   5. Test initial models
   6. Create and roll-out communication plan
   7. Share results of tests
   8. With constituents, tweak models for further testing
C. Identify opportunities to evaluate/assess programs’ efficacy in student success: Becky; Years 2-3
   1. Identify committees/groups that could benefit from our participation
   2. Identify ancillary data systems and data needs, including both student and faculty systems
   3. Engage with student-related individuals/units
   4. Implement outreach plan
   5. Create assessment plans (in collaboration with programs) to evaluate efficacy
   6. Analyze data and create assessment summaries to share with appropriate constituents
D. Assessment of who is teaching what students what courses?: Nathan, Dave; Years 1-2
   1. Evaluation of data currently available – and how to better use them (e.g., faculty degrees, faculty experience, FCQ data)
   2. What other faculty data elements are needed? (Assessment of ethnicity, disability status, veteran status and who is responsible for collection, data scrubbing/audits, storage, etc.)
   3. Develop analytic plan to assess impact of faculty characteristics on student/course outcomes
   4. Analyze data and create summaries to share with appropriate constituents

II. Enhancement of data visualizations
A. Identify opportunities visualizations: Paula; Year 1
   1. Identify existing recurring reports to be converted (e.g., admissions reporting, enrollment reports (weekly and term based), credit hour, DBR reports, Raul community college reports, data for HLC Accreditation) for both public-facing and dashboards for targeted groups
   2. Develop strategies/standards for articulating data/report documentation within Tableau
   3. Continue parallel work in documentation meta-data arena
   4. Continue outreach to individuals/groups
   5. Identify ad hoc methods/strategies for visualization
   6. Identify and implement best practices and possible tools for providing “tabular” / visual data
   7. All y’all do visualizations
B. Staff training: Paula; Year 1  
1. Discern OIRE role in CU Denver Tableau user group community  
2. Determine who needs training and who needs to be able to use Tableau  
3. Determine timelines for training  
4. Decide what kind of training for each staff member  
5. Identify projects to use Tableau so that staff member doesn’t “lose” skill  
C. Customer training: Jeff, Mindy; Years 1-3  
1. Identify specific software functionality/aspects on which to train – will vary by user level  
2. Identify concepts to communicate (e.g., enrolled vs. eligible to enroll)  
3. Develop customer help desk for OIRE website elements?  
4. Create and roll-out communication plan  
5. Roll out customer training sessions  
D. Evaluate success of visualization enhancements: Christine, Mindy; Years 2-3  
1. Identify each effort  
2. Develop an assessment plan  
3. Collect/examine assessment information (e.g., does the volume or type of request change after the implementation of visualizations?)  
4. Using assessment information, evaluate visualization efficacy  

III. Implement and roll-out customer self-service capabilities  
A. Determine how self-service will be implemented (e.g., what software, website/non-website strategies, etc.): Dave, Jeff; Years 1-2  
1. Identify what software/tools to use  
2. Continue engagement with CU Online to assess how this influences these decisions  
3. Figure out what changes will need to be made to the OIRE website (and website backend) to accommodate self-service implementation  
4. Integrate self-service within OIRE website  
5. Identify customer beta-testers (e.g., OIA, Rich Allen, Jeff Franklin)  
6. Create and roll-out communication plan  
7. Assess self-service implementation  
B. Enumerate what reports, data, information will be provided via this strategy: Dave, Paula; Years1-2  
1. Identify existing recurring reports to be converted (e.g., admissions reporting, enrollment reports, credit hour, DBR reports, Raul community college reports, data for HLC Accreditation) for both public-facing and dashboards for targeted groups  
2. Develop strategies/standards for articulating data/report documentation within self-service  
3. Identify ad hoc methods/strategies for self-service  
4. Continue parallel work in documentation meta-data arena  
C. Develop customer training/information/documentation to accompany self-service: Mindy; Year 2  
1. Determine if we want to enhance the customer feedback loop (to include request process, check-ins on project status)  
2. Identify specific software functionality/aspects on which to train – will vary by user level  
3. Identify concepts to communicate (e.g., enrolled vs. eligible to enroll)  
4. Develop customer help desk for OIRE website elements?  
5. Create and roll-out communication plan (to include when to use self-service, when to request interpretation, when to ask for more/different data or differently formatted data, sensitive data requests – including posting this communication to the website and within NOIRE)  
6. Roll out customer training sessions
IV. Succession planning and crosstraining
A. Leadership: Christine, Paula, Dave; Year 3
   1. Identify key areas/skills to train/transition
   2. Develop plan for training/transition
   3. Continue to seek opportunities for leadership enhancement (e.g., committees, conferences, etc.)
   4. Engage with campus leaders to assess possible futures for OIRE
B. IT transition: Jeff, Dave; Years 1-2
   1. Identify key areas/skills to train/transition (e.g., report library, online request form, PT)
   2. Develop plan for training/transition
   3. Evaluate OIT growth/evolution and how that influences OIRE IT transition
C. Crosstraining and skill development: Bill, Hailey; Years 2-3
   1. Identify key areas/skills to train
   2. Develop plan for training
   3. Create documentation (project-specific and skills) guidelines
   4. Identify projects requiring documentation
   5. Create plan for project documentation
   6. Implement documentation plan
   7. Assess project documentation