

## Report on Data Analysis and Planning (RDAP) Action Plan (January 2005)

A	RDAP Action Plan	Status
1.0	<b>1. Formulate and adopt a liberal policy on when and how data from transactional systems are to be made available.</b>	
1.1	Provide continuous, ongoing training on information access policy and sensitivity.	
1.2	Provide context-related access responsibility reminders to accompany access to business data.	
1.3	Address access control for those changing jobs as well as those leaving the UA for UIS-IIW	Ongoing
1.4	Review and update as necessary present UA access policy, exp. to cover providing data to UIS	Ongoing
2.0	<b>2. Make transactional system data available to central warehouse resources, and thus to consumers.</b>	Ongoing
2.1	Plan for and fund data extraction from Matrix as a necessary extension of the Cosmos project for the admissions, financial aid, bursar and C&R data as it comes on line.	Ongoing
2.2	Prepare scoping documents for Matrix Feeds initial project(s) (FAM, Adm, test scores for NTR).	Ongoing
2.3	Provide for feeds for SAT/ACT and other test scores no longer available to UIS	Ongoing
2.4	Provide for net tuition review data feeds, subsets of Admissions, FA, and bursar data used in NTR analysis.	Ongoing
2.5	Provide production coding of NTR codes for Bursar then FAM data	Ongoing
3.0	<b>3. Closely coordinate and expand information resources to adjust to an ever-expanding user base and an ever-expanding issue space.</b>	
3.1	Cost out staffing and equipment and make the case for the funding Enterprise Information Initiative.	
3.2	Provide a common front-end and user environment for UIS and IIW. Bring UIS and IIW information resources together where people can find what they need to do their jobs.	Ongoing
3.3	From what is now UIS, provide a UIS staging database separate from the user operational data store (ODS). Provide operational data for production application usage. Allow staging, the ODS, and operational data support to be optimized around those distinct purposes.	
3.4	Separate IIW source and test files from user files in joint interface.	
3.5	Put requirements for new staff in scoping document(s) to support this layered structure for UIS.	
4.0	<b>4. Maintain and expand the range of data available in central data warehouses to include sources not currently included.</b>	Ongoing
4.1	Create consistent and generalizable solutions for extracting data from transactional systems.	Ongoing
4.2	Extend the coverage of UIS and IIW to include datasets not currently included: promotion and tenure, space & facilities, course and teaching evaluation, Foundation activities, Residence Life, etc. Import external data critical for academic and University planning into UIS-IIW such that it can be integrated with UA data to support analysis and planning.	Ongoing
4.3	Add Purchase card data to UIS	Ongoing
5.0	<b>5. Continue developing self-service information retrieval tools around recurring planning needs.</b>	Ongoing
5.1	Find and implement with 3 pilot operating offices position links to data retrieval tools within functionally-oriented websites.	Ongoing

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5.2	Work with operating offices to embed queries in or with other self-service tools and sites for individuals and for university initiatives. For instance, put information related to teaching with other teaching related sites (such as requests for Electronic Reserves), and "equity indicators" to support the Diversity Action Plan to help people discover as well as use data.	
5.3	Provide new self-service analytical tools for active University-wide initiatives, for example, "equity indicators" to support the Diversity Action Plan.	
5.4	Provide for instructors data utilities that include enrollment history for a course or whether all enrolled students for a course have satisfied prerequisites.	
5.5	Provide Web "dashboards" for critical high-frequency updates, starting with Enrollment Management.	Ongoing
5.6	Simplify login procedures wherever possible by relying on standardized methods of authentication (such as NetID), developing all necessary middleware.	
6.0	<b>6. Articulate and implement a leveraged expertise model appropriate to distributed analytic resources.</b>	
6.1	Confederation of data providers, data managers, and data users.	
6.2	Provide more sophisticated online collaboration tools to share and build knowledge within a community to support the leveraged expertise model, e.g. blogs	
6.3	Provide threaded blog rather than listserv for user sharing and info, FAQ	Ongoing
6.4	Select and train staff to be capable of collaborative relationships, beyond one-on-one consultancy.	
6.5	Central staff resources, whether concentrated on data, data analysis, or planning, should go whenever possible to support innovative ideas about analysis that can be implemented as reusable materials and tools.	
6.6	Improve the accessibility of expert consulting resources.	
6.7	Work with query requestors to generalize queries to make them available and useful to others; rely on the requestor and other partners in innovation to support others in adoption and use of the queries.	Ongoing
7.0	<b>7. Increase availability of materials for self-help and assisted learning.</b>	Ongoing
7.1	Create joint and/or cross-referencing UIS-IIW website on metadata issues below.	Ongoing
7.2	Provide appropriately tailored "Introduction[s] to UA Data and Analysis Resources" for new administrators and other targeted audiences.	
7.3	Raise awareness when terms might mean different things in different contexts.	Ongoing
7.4	Expand availability of information on algorithms that generate data elements derived from source data at all levels, including information products produced by analysis.	
7.5	Provide web-based tutorials that include both how to perform query and how to interpret tables.	
7.6	Create inventory of metadata available and needed for UIS-IIW; review with data stewards and others as appropriate	Ongoing
7.7	Create and document for users types of data in the UIS and IIW to facilitate finding what is needed and to identify non relevant tables.	Ongoing
7.8	Complete PSOS metadata	Ongoing
8.0	<b>8. Continually improve the points of entry to information resources.</b>	
8.1	Make the entry points to information resources more visible and welcoming, using what is known about "interface design."	

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8.2	Organize websites for greater ease of use.	
8.3	Decide where we want people to start looking for help and advertise this starting point.	
8.4	Provide guides on where people should go for particular types of questions, reports and data.	
8.5	Provide directory-type information or other finding aids on who to see, where to go, what to look at.	
9.0	<b>9. Involve academic administrators in mainstreaming the use of information in deliberative and decision-making processes.</b>	
9.1	Draft memo for Sally on Information driven decision-making report items 7.3-6	
9.2	Put analysts into direct, minimally-mediated collaboration with decision-makers, the most important principle we can suggest for future organization. Include analysts in deliberations early enough and often enough to allow analytic perspectives to shape (and be shaped by) the discussion.	
9.3	Embed "direct marketing" of data resources into routine management activities that should involve more consistent use of data. For example, 11.3 and 11.4	
9.4	In routine transactions like negotiating retention offers, require deans and department heads to do comparative analysis around equity or other issues that might not otherwise be considered.	
9.5	Use annual performance reviews as occasions for modeling and encouraging the explicit, comparative, and strategic use of data.	
9.6	Make a habit of "announcing" new resources to Academic Council, University Council, CABO, CAAC, and other groups, with vivid demonstrations as needed.	
9.7	Enlist a constantly rotating circle of academic administrators to collaborate in planning information resources for specific administrative initiatives. Develop ready-to-use tools (e.g., a "retention workbench") while providing "experiential learning" for participants.	
9.8	Present to BCAG on IAWT Action Plan and developments for feedback	
10.1	<b>Action Plan:</b> Develop an Action Plan on the model of the University-wide Diversity Action Plan. Important elements of such a plan will be the association of individual initiatives with broad goals, the assignment of oversight and implementation responsibilities, and the creation of a reporting structure for all assigned projects.	Done
10.2	Prepare draft action plan that turns RDAP report into actionable items; expand on report items when needed and review as appropriate.	Done
10.3	Prepare pro forma scoping document as guide and checklist	Done
10.4	Where needed, develop more detailed scoping plans for RDAP report recommendations and do cost-benefit as needed; remove items not passing the C/B test.	Ongoing
10.5	Draft memo to ITPG for Sally on the seven general recommendations on providing for info resources on UA application projects including UA home grown ones.	