<table>
<thead>
<tr>
<th>New Funding Request</th>
<th>Total Amount Requested</th>
<th>Co-share</th>
<th>Net Amount of New Funding Requested</th>
<th>% of AA Fund Budget</th>
<th>No. of FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Research Staffing</td>
<td>$352,852</td>
<td>$89,052</td>
<td>$263,800</td>
<td>0.1%</td>
<td>2.0</td>
</tr>
</tbody>
</table>

AA Co-share relates to .57 FTE staff position and operating funds
ASPIRATIONAL PRACTICE FOR IR

Goal: Engaging all stakeholders in data-informed decisions is essential for institutional excellence and producing an organization-wide institutional research function.

- Increasing demand for decision support from faculty, students, program and service managers, and academic unit leaders.
- Recent advances in data distribution and analytic tools make it possible for a wide range of staff to engage in converting data into information and action steps.
- Activate data-informed staff, faculty, and students as decision makers by producing research and disseminating it as appropriate to these various groups.

*Source: Association for Institutional Research, 2016
What is being requested?
Director of IR – 1 FTE
Data Analyst - 1 FTE

AA Co-share relates to .57 additional FTE staff position and operating funds

Rationale:
• Greater breadth and depth of data analytics and visualization is needed across the University
• Strategic leadership for areas of prioritizing and focus of IR work as well as instituting best practices and data analytics
• Increasing requests for data from OPC, General Assembly, Governor’s Office, and areas relative to new performance funding and strategic planning outcomes and progress
• National landscape has created increased demands for data and accountability
• Student success efforts require expanded data analytics
Rationale cont’d:

- New online processes, such as IDEA, require data analyst capabilities for reporting, analyses, and improvement
- Increasing NEASC demands for data
- Research analysts and IR leadership are lacking at URI
IMPACT OF IMPROVED DATA ANALYTICS

- Student success (Goal 1)
- Retention and the student experience overall (Goal 1)
- Faculty support for teaching (Goal 1)
- Academic program effectiveness (Goal 1)
- Job/career placement data (Goal 1)
- Research opportunities and strategies (Goal 2)
- Business services (Goal 5)
- Student services (Goals 1, 3, 4)
Director with experience in data analysis and analytics will:

1. set direction and priorities for data collection, projects, and visualizations

2. determine the essential platforms for investments that will allow the University’s data to be more accessible and effectively displayed to internal and external stakeholders

3. represent the University at national and regional meetings.
A data and technology analyst would have experience in data software and visual applications as well as data analysis. Having an additional data analyst would allow URI to better meet growing and anticipated data requests across the University, add new expertise to the existing staff, and support for the director's strategic focusing of IR endeavors. They would administer the software programs for IR and analyze and report data.
A data and technology analyst would have experience in data software and visual applications as well as data analysis. Having an additional data analyst would allow URI to better meet growing and anticipated data requests across the University, add new expertise to the existing staff, and support for the director's strategic focusing of IR endeavors. They would administer software programs for IR and analyze and report data with a focus on the IDEA course evaluation instrument and data.
Staff Benchmarking

Hanover Peer Benchmarking report:

"On average, peer institution's IR offices employ nine full-time staff.

Interactive visualizations and data dashboards are emerging as key offerings among peer institution's IR pages. The use of Tableau Dashboards or SAS Visual Analytics was the most common auxiliary offering among target institutions. URI should consider adapting interactive visualization to their web page, for internal or external use, to remain competitive with target IR offices.
<table>
<thead>
<tr>
<th>Institution</th>
<th># Staff</th>
<th>Common Data Set</th>
<th>Degree Completions</th>
<th>Geographic distribution of enrolled students, alumni, employees</th>
<th>Faculty Data</th>
<th>Institutional Finance</th>
<th>Admission / Enrollment</th>
<th>Graduation / Retention</th>
<th>NSSE Survey</th>
<th>Survey of Recent Graduates</th>
<th>Defined Peers and Aspirants</th>
</tr>
</thead>
<tbody>
<tr>
<td>UMASS</td>
<td>5</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>-</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>UNH</td>
<td>4</td>
<td>X</td>
<td>X</td>
<td>-</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>UCONN</td>
<td>12</td>
<td>X</td>
<td>X</td>
<td>-</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>-</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>UVM</td>
<td>4</td>
<td>X</td>
<td>X</td>
<td>-</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>MAINE</td>
<td></td>
<td>X</td>
<td>X</td>
<td>-</td>
<td>X</td>
<td>-</td>
<td>X</td>
<td>X</td>
<td>-</td>
<td>X</td>
<td>-</td>
</tr>
<tr>
<td>RUTGERS</td>
<td>18</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>MARYLAND</td>
<td>14</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>-</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>DELAWARE</td>
<td>15</td>
<td>X</td>
<td>X</td>
<td>-</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>-</td>
</tr>
<tr>
<td>UMASS Lowell</td>
<td>5</td>
<td>X</td>
<td>X</td>
<td>-</td>
<td>X</td>
<td>-</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>-</td>
</tr>
<tr>
<td>URI</td>
<td>2.5 - 3.5</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>