

# RPA and EDMA Update

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Research and Policy Analysis

Spring 2025 RAC-IRP



# Inside RPA and EDMA



# New Team Members

- Rachana Bhatt, Director of Research and Data Analytics
- Pragathi Tummala, Data Analytics Specialist (in EDMA)
- EDMA hiring new Senior Business Analyst



# Data Collections and Governance



# Financial Aid Data Collection

- In October 2025 for the 2024-25 aid year (fall 24 through summer 25):
  - Adjust maximum award amounts for Zell and Dual Enrollment Tuition
- Working on identifying all changes needed due to FAFSA simplification (removal of some items, EFC=>Student Aid Index, changes in valid values)



# Academic Data Collection

## Spring 2025 Mid-Term

- Addition of SAT validation to ensure if one score is collected all scores are collected.

## Spring 2025 End-of-Term

- Adding Georgia Match Unverified HOPE GPA as test code
- Adding Institutional and Major Code Descriptions (Enrolled and Awarded)



# Academic Data Collection

## Summer 2025 Mid-Term

- New ACT Composite Score without Science
- Changes for Post Master's Certificates
  - Modifications to **Degree Level** codes
    - Discontinue F – Advanced Certificate
    - Add H – Post-Baccalaureate Certificate; L-Post-Master's Certificate; R-Post First Professional Certificate
  - New **Student Level** codes
    - 73-Post-Master's and 81-Post-First Professional
    - Post-Bacc certificate seekers should still go in 60



# Academic Data Collection

## Other Summer 2025

- Ad hoc collection of introductory math and English transfer courses for undergraduates

## Spring 2026 Mid-Term

- Course Section Technology-remove as collected data and discontinue validations
- Instructional Delivery Code remove T and E, update definitions of remaining



# Academic Data Collection


## Instructional Delivery Code New Definitions (Banner name: Instructional Method)

Code	Description
F	Fully at a distance - All instruction is delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend a course orientation or to take exams. (NOTE: This is generally equivalent to delivering more than 95 percent of sessions via technology.)
P	Predominately at a distance - Technology is used to deliver 51 percent or more of scheduled class sessions, but at least one visit to a classroom (or similar site) for instruction is required.
H	At most HALF at a distance - Technology is used to deliver 50 percent or less of scheduled class sessions, but at least one class session is replaced by technology.
Null	This will equate to Technology Enhanced In Person courses – Our reporting definitions already included Null values with Technology Enhanced values

# Academic Data Governance Website

- Meeting documents, recent requests, tracker, communications, etc.

**RESEARCH AND POLICY ANALYSIS**  
Operations Division

Search Research  

## Academic Data Governance

The Academic Data Governance Committee makes decisions about collection and use of the subset of institutional academic, financial aid, and facilities data stored in Banner that is extracted via the Academic Data Collection.

- MEETING AGENDA/MINUTES +
- REQUESTS FOR NEW & UPDATED DATA ELEMENTS +
- NEW & UPDATED DATA ELEMENT COMMUNICATIONS +
- RESOURCES +

Home

Data Dashboards

USG by the Numbers

Enrollment Reports


College Readiness and Dual Enrollment Reports

Credit Hour Reports






Student Transfer Reports

Degree Reports

Financial Aid & HOPE

Academic Data Governance - Data Element Tracking (View On:  UNIVERSITY SYSTEM OF GEORGIA) Report Abuse Help

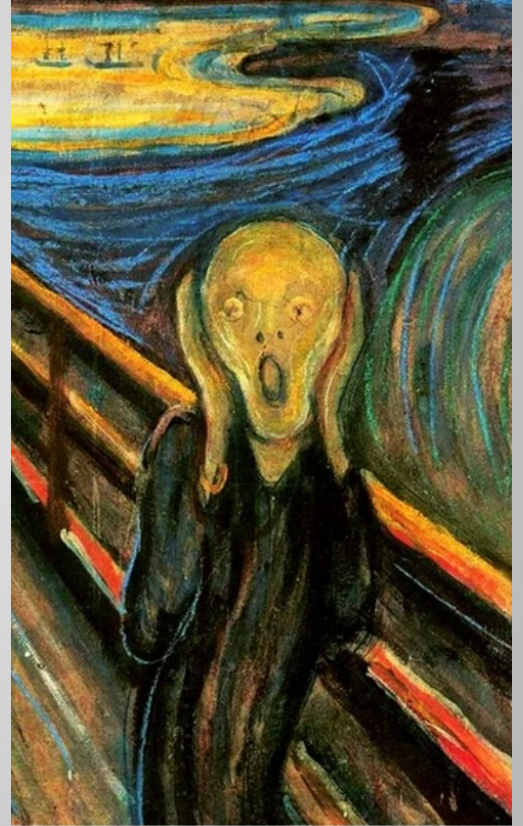
Grid View

	Status Ind	Status	Data Collection	New or Updated Data Element	Data Element	ADGC 1st Read Date	ADGC 1st Rei	
1		Complete	Academic	New	Academic Interest Code Nursing Interest Concentration Code	03/20/24	ZNUJ Conco Translation under Cons	
2		Complete	Academic	Notification to ADGC Only	SAT Score Validations	02/21/24		
3		Implementation Stage	Academic	Updated	Degree Level Code - Post Master Certificate	12/13/23	What about education c	



# Other Data Collections Items

- External site cleanup
- Adding program descriptions to CAAP
- Data quality challenges
  - Extensive recollection and warehousing efforts are taxing our teams
  - Will be working with Academic Data Governance Committee on how to improve



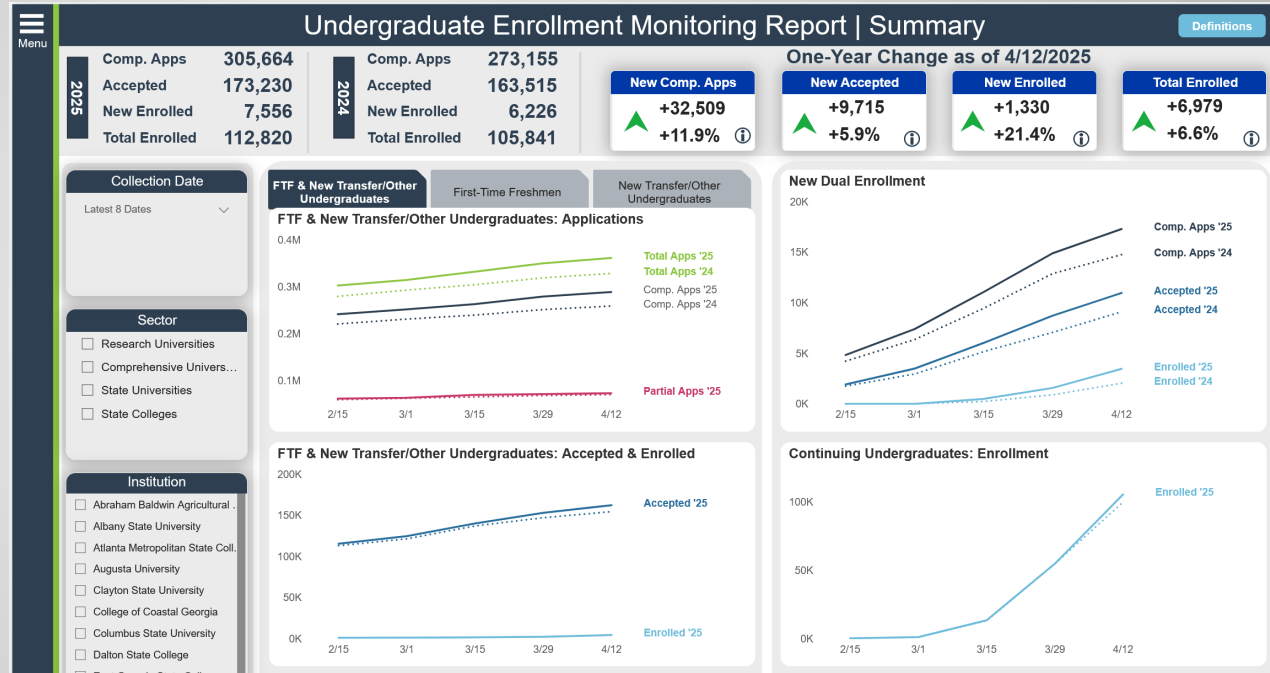
# Enterprise Data Management and Analytics Update

- Dashboarding
  - Refresh executive dashboards ([strategic plan](#) and operational)
  - Migrating dashboards from other tools (i.e., Qlik) to Power BI, integrate Power BI dashboards into USG Power Service
    - Most will be available publicly
  - Working on nursing capacity and enrollment dashboards
  - Built budget submission dashboards, will reduce reporting burden for campuses in future
  - Develop processes from intake to creation to support



# Enrollment Monitoring Reporting

Dashboard available to campus; your [POC](#) can request access for you

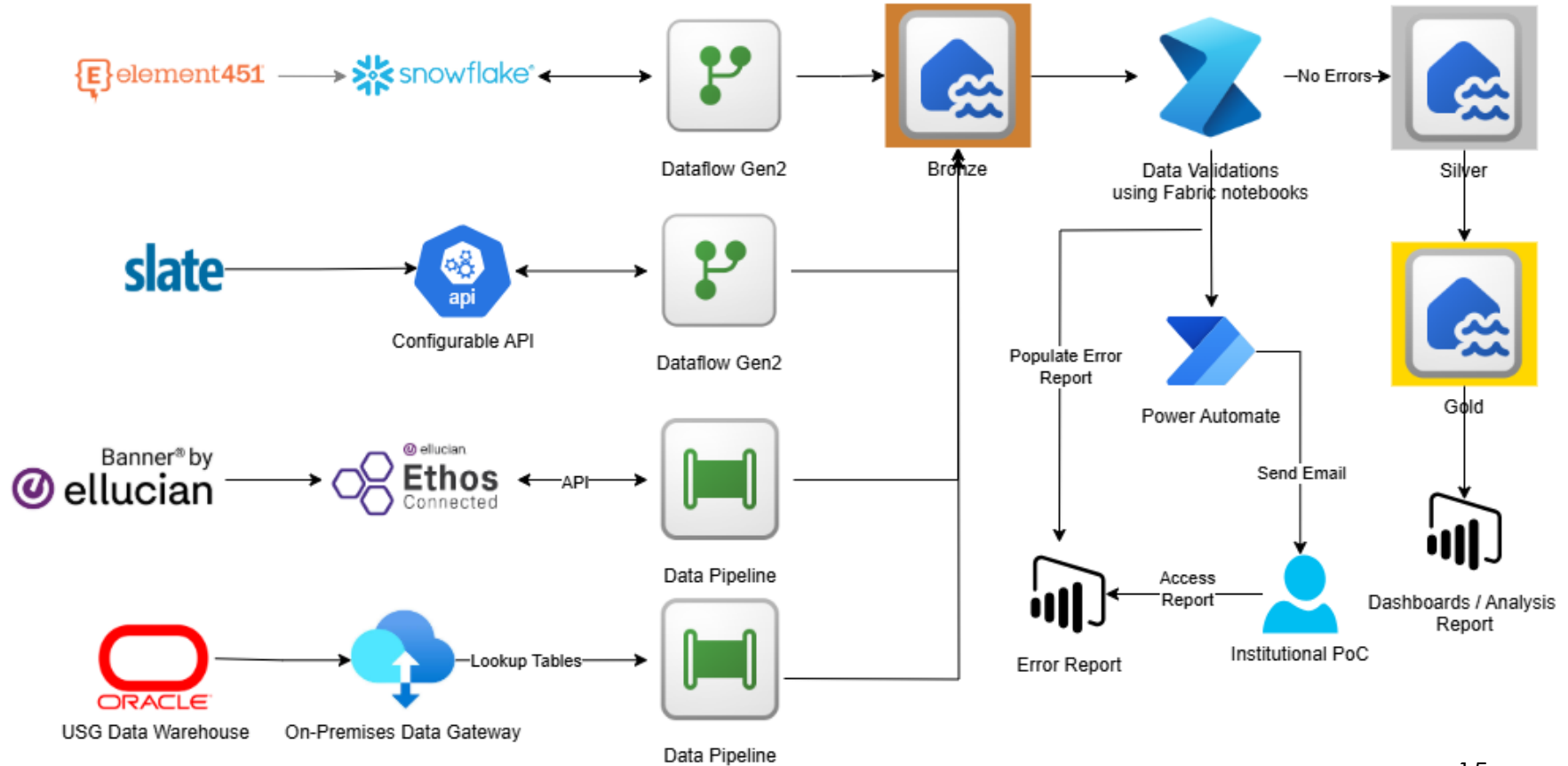


# EDMA Current and Upcoming Work

- New transfer course-level data collection to support expansion of articulated courses with TCSG (response to 2024 SB 399)
- New admissions data collection-will pull directly from CRM and Banner
  - Proof of concept pilot with UGA and GSU



# Admissions Collection Pipeline



# Other Projects and Miscellaneous



# Updates to RPA Website

- Institution IR personnel onboarding site:

<https://www.usg.edu/research/onboarding>

- IRP site
- Enrollment Monitoring site
- Academic Data Governance site



# Other

- National Study of Learning, Voting and Engagement participation –not required
- Working on a earlier college going rate with Gov. Office of Student Achievement



# RPA Research and In-Depth Analyses



# Course Modality Analysis

Pearson Brown

## Purpose

Explore the relationship between course modality patterns and academic outcomes in subsequent courses. This research looked at two English course progressions and two math course progressions and considered the impact of the course modality (face to face, online) and the time between courses on course performance.

## Types of Analysis

Descriptive statistics, regression with fixed effects, and propensity score matching

## Findings

1. First course modality alone did not have a statistically significant relationship to academic outcomes in the subsequent course. However, significant patterns were observed when looking at the combination and sequencing of first and second course modality.
2. Results varied by academic subject and modality sequencing. For English, going from face-to-face to online typically had less favorable outcomes (lower second course grade and higher DFW rate) than students who took both English courses face-to-face. For math, going from face-to-face to online was associated with more positive second course outcomes.
3. High school GPA and first course grade consistently emerge as positively relating to second course grade. This speaks toward the importance of considering students' academic preparedness when advising students to enroll in a course with a particular modality.



# Master's Student Borrowing

Leslie Hodges & Pearson Brown

## Purpose

Examine whether taking master's courses online relates to student borrowing patterns and postgraduation earnings.

## Types of Analysis

Descriptive statistics and linear regression

## Findings

1. Taking courses online vs. face-to-face does not predict the likelihood master's students will take out loans (borrow = 1, not borrow = 0). Full-time master's students were 8.4 percentage points more likely than part-time students to take out loans.
2. Marginal evidence ( $p < .1$ ) to suggest master's students in online courses borrow less than their face-to-face counterparts.
3. Taking courses primarily online was associated with a 20.7% earnings increase one year after graduation, though significant differences disappear four years after graduation. The initial earnings increase may be resultant of online students working full-time and taking courses part-time, thus positioning them to graduate with higher earnings than their peers who enrolled as full-time students.



# Working Students

Patrick Harris & CVIOG

## Purpose

The study aims to examine how undergraduate student employment affects academic outcomes such as credit hour accumulation and graduation rates across the University System of Georgia. It also seeks to inform policy decisions around student success and financial aid by better understanding the balance between work and academics.

## Type of Analysis

**Descriptive Analysis:** Trend analysis by sex, race/ethnicity, and institution sector (e.g., research, state, comprehensive universities).

**Predictive Modeling:** Double machine learning models are in development to explore causal inference between work intensity and academic outcomes.

**Data Visualization:** Development of heatmaps and cohort tracking tools to visualize progression and deficits based on work cadence.

**Equity Lens:** Cross-tabulation by demographic subgroups (e.g., first-generation, adult learners, Pell eligibility).

## Overview of (Early) Findings

**Work Patterns:** Female students are working at higher rates than male peers, especially post-2018.

**Race/Ethnicity Trends:** Hispanic students have the highest rates of employment during college.

**Graduation Outcomes:** Students working 1–20 hours/week tend to outperform peers in both credit hour accumulation and on-time graduation. Those working 40+ hours/week or not working at all (zero group) have the lowest success rates.

**Sector Differences:** Negative academic effects of working long hours are most pronounced at research universities; impacts are less severe at state and comprehensive institutions.



# First Generation Students

Yanling Ma & Leslie Hodges

## Purpose

This study aims to understand the unique personal and contextual challenges and barriers that First-Generation College Students (FGCS) experience in accessing, performing, and retaining in colleges within the University System of Georgia. Specifically, investigate how FGCS and Continuing-Generation College Students (CGCS) differ in educational and background characteristics, academic preparation, academic performance, individual and family resources, and financial aid receipt among First Time Freshmen enrolled in Fall 2023.

**Type of Analysis:** Descriptive

## Overview of (Early) Findings

**Race/Gender:** FGCS have a higher proportion of female students and those from minority backgrounds.

**Full-time/Part-time Status:** FGCS have a higher proportion of part-time students.

**Selectivity:** FGCS enrolled disproportionately in less selective colleges within the USG.

**Academic Preparation:** FGCS had lower high school GPAs and SAT/ACT scores on average compared to CGCS. Additionally, FGCS have been taking the SAT/ACT at a lower rate compared to their CGCS counterparts.

**Student Success:** FGCS reported lower first-year retention rates, lower first-term college GPAs, and fewer credit hours earned.

**Individual & Family Resources:** A larger portion of FGCS students received funding through the Federal Pell Grant. FGCS reported a lower median adjusted gross income compared to their CGCS counterparts. Additionally, a higher percentage of FGCS had children or other dependents and a lower percentage were single in terms of marital status.



# GA High School Graduate Postsecondary Participation

Jaden Mikoulinskii, Leslie Hodges, Pearson Brown, Lori Prince Hagood (& Sean Baser)

## Purpose

This study aims to describe Georgia public high school graduates from 2017-2021 with a focus on comparing 3 groups of students: those who pursue in-state education, out-of-state education, and those who do not enroll in post-secondary education (as of the fall term following graduation).

**Type of Analysis:** Descriptive

## Overview of Findings

Over 5 years, 43% of GA high school graduates did not enroll in post-secondary education, and 10% enrolled at out-of-state institutions of higher education.

**Gender:** In-state students have the highest share of female students (58%), followed by out-of-state students (52%), with not-enrolled students having the lowest share (44%).

**Academic Preparation:** Students who enrolled out-of-state had higher average SAT and ACT scores, with a larger percentage of students taking AP and DE courses compared to in-state students. Students who did not enroll were less academically prepared than either group.

**HOPE eligibility:** 18% of HOPE eligible students did not enroll in post-secondary education.

**Out-of-state institution choices:** The top two out-of-state institutions by total enrollees over five years were Auburn University and the University of Alabama

This dataset reflects student enrollment choices prior to the implementation of the GA MATCH program (Fall 2023). Future steps would descriptively compare enrollment choices post-GA MATCH implementation.



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# Learning Support Placement/Math Pathways

Lori Prince Hagood

## Purpose

Determine HS GPA thresholds that predict success in gateway courses to better inform learning support placement requirements.

Determine gateway math course sequencing that predicts success in MATH 1111 for a given HS GPA.

## Type of Analysis

Logistic regression, predicted probability

## Overview of Findings

Evidence supports lowering the HS GPA threshold for LS requirements for some gateway courses. Additional analysis of math course pathways shows that some students benefit from taking MATH 1001 or MATH 1101 prior to MATH 1111 (those with HS GPA < 2.5) while those with a higher HS GPA benefit from taking MATH 1111 alone.



# Test Optional Analyses

RPA, EDMA, Institution IR and Admissions

## Purpose

Inform test optional policy discussions and decisions for BOR and USG leadership.

## Type of Analysis

Descriptive, trends

- FTF Enrollment and test-taking
- Student success outcomes
- Applications and enrollment decisions
- Early look at GEORGIA MATCH participation and subsequent enrollment

## Findings

FTF enrollment continues to increase with a consistent share taking tests. Outcomes continue to increase and have surpassed pre-pandemic levels.

There was an increase in the share of applicants enrolling in the USG; share enrolling out of state declined slightly and the share enrolling at TCSG/GMC increased slightly.



# Questions and Contact

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