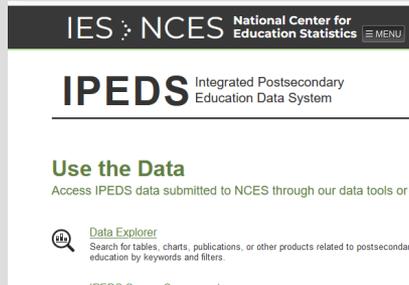# Data Quality Improvement Initiative

Rachana Bhatt
Research and Policy Analysis

Spring 2022 RACRA
April 27, 2022

Data Collections

- Academic, Financial Aid, Facilities, and Ad-Hoc Collections
  - Approximately 10 per year

- Produces an abundance of data which is used by **System Office** and **your institution** to:
  - Meet state and federal reporting mandates (GA*AWARDS, IPEDS, CCG, Moody's/S&P, OPB Strategic Plan)
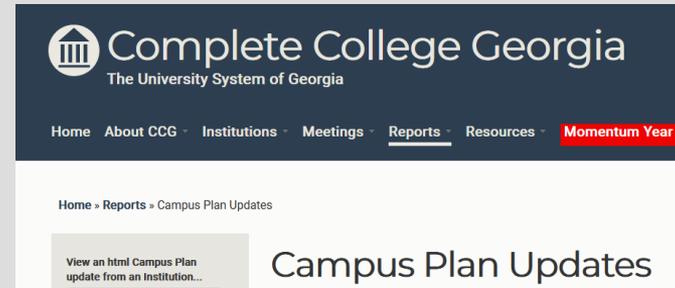
Data Collections (cont)

- Identify trends and measure growth in student success ([QLIK apps](#))

- Inform data-driven decision making and policy ([Affordable Learning Georgia](#), [eCampus](#))

Fiscal Year Degrees Conferred by Academic Program (407b)
Data reloaded: Aug 31, 2021, 10:15 AM
Published: Sep 14, 2021, 10:23 AM
Created: Jul 27, 2021, 1:36 PM
File size: 2 MB
Location: USG BOR
Owner: sking13@uga.edu (QLIKAUTH\sking13@uga.edu)

CCG Degrees Awarded
Data reloaded: Aug 13, 2021, 8:05 AM
Published: Aug 13, 2021, 8:16 AM
Created: Feb 20, 2020, 2:12 PM
File size: 2 MB
Location: USG BOR
Owner: cherry.zhang@usg.edu (QLIKAUTH\cherry.zhang@usg.edu)

v1.4 08-13-2021

USG Market Share 2.0
Data reloaded: Aug 12, 2020, 10:14 PM
Published: Apr 12, 2022, 5:07 PM
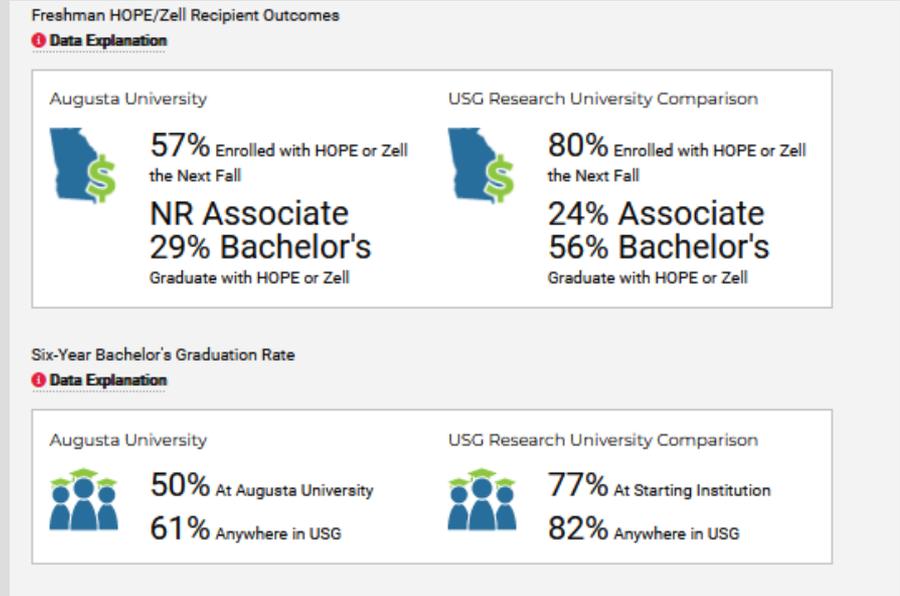Created: Aug 12, 2020, 9:18 PM
File size: 671 kB
Location: USG BOR
Owner: sking13@uga.edu (QLIKAUTH\sking13@uga.edu)

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Data Collections (cont)

- Inform stakeholders, optimize transparency and accountability

  - Prospective students and parents (Student Outcomes)

  - Governor and legislature (USG by the Numbers)

Freshman HOPE/Zell Recipient Outcomes
ⓘ Data Explanation

Augusta University

57% Enrolled with HOPE or Zell the Next Fall

NR Associate
29% Bachelor's
Graduate with HOPE or Zell

USG Research University Comparison

80% Enrolled with HOPE or Zell the Next Fall

24% Associate
56% Bachelor's
Graduate with HOPE or Zell

Six-Year Bachelor's Graduation Rate
ⓘ Data Explanation

Augusta University

50% At Augusta University
61% Anywhere in USG

USG Research University Comparison

77% At Starting Institution
82% Anywhere in USG

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Data Collections (cont)

- Determine resource allocation and evaluate performance (Credit Hour Reports, Budget Documents, Presidential Evaluation)

- Establish KPIs and targets (USG Strategic Plan)

University System of Georgia
Fiscal Year 2021 Yearly Curriculum Inventory Report by Budget Program Areas
System Totals

Total Student Credit Hours Summer 2020

Program Area	Semester Credit Hours			
	Lower	Upper	Grad/Prof	Total
Group 1	166,484.00	62,548	19,795.5	248,827.50
Group 2	145,796.00	149,057	115,084	409,937.00
Group 3	196,238.00	113,616	146,289.5	456,143.50
Group 4	2,915.00	0	0	2,915.00
Group 5	0.00	0	17,506.6	17,506.60
Total	511,433.00	325,221	298,675.6	1,135,329.60

Total Student Credit Hours Spring 2021

Program Area	Semester Credit Hours			
	Lower	Upper	Grad/Prof	Total
Group 1	638,922.00	190,020	53,281.5	882,223.50
Group 2	520,311.00	493,213	184,845.5	1,198,369.50
Group 3	706,875.00	452,516	276,756	1,436,147.00
Group 4	12,131.00	6	0	12,137.00
Group 5	0.00	0	85,976.8	85,976.80
Total	1,878,239.00	1,135,755	600,859.8	3,614,853.80

Total Student Credit Hours Fall 2020

Program Area	Semester Credit Hours			
	Lower	Upper	Grad/Prof	Total
Group 1	809,541.00	188,341	56,734	1,054,616.00
Group 2	618,964.00	488,821	189,420.5	1,297,205.50
Group 3	794,286.00	450,628.5	277,817.3	1,522,731.80
Group 4	20,130.00	0	0	20,130.00
Group 5	0.00	0	83,058.2	83,058.20
Total	2,242,921.00	1,127,790.5	607,030	3,977,741.50

Total Student Credit Hours Fiscal Year 2021

Program Area	Semester Credit Hours			
	Lower	Upper	Grad/Prof	Total
Group 1	1,614,947.00	440,909	129,811	2,185,667.00
Group 2	1,285,071.00	1,131,091	489,350	2,905,512.00
Group 3	1,697,399.00	1,016,760.5	700,862.8	3,415,022.30
Group 4	35,176.00	6	0	35,182.00
Group 5	0.00	0	186,541.6	186,541.60
Total	4,632,593.00	2,588,766.5	1,506,565.4	8,727,924.90

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Data Collections (cont)

- Quality of collected data is paramount

- "Bad" data can lead to:
  - Funding and resource loss (credit hours)
  - Incorrect reporting and inference (first-time freshmen counts)
  - Inefficient use of resources (re-collection, DBI, re-running reports)
  - Loss of credibility

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Existing Data Quality Measures and Resources

- **Banner Business Processes**
- Process documentation
- Instructions
- Examples

Business Processes

Work process documentation explaining standard functions or procedures related to entering data in Banner, e.g., information about requirements, work process models, standard practices, procedures, instructions, and examples.

Accounts Receivable

- End of Year Processing Checklist
- Dual Enrollment Waiver
- Veteran's Fee Waiver
- GaBEST Model Detail Codes Setup

Data Collections

Please contact Data Services if you have any questions about Data Collections business processes. For access to the Data Element Dictionary, please visit Reporting and Policy Analysis' Reporting Resources page.

- Creating Translations for Data Collections
- Maintaining Student Attributes
- Course Section Attributes Business Practice
- Test Scores Business Practice
- Updating from the 2010 to the 2020 CIP Codes
- Dual Enrollment

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Existing Data Quality Measures and Resources

- <u>Data validation edits</u>, error explanation

- <u>Turnaround Reports</u>
  - Counts of submitted data
  - Previews how public reports look

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Existing Data Quality Measures and Resources

- Derived Data Element Dictionary and SER Definitions
  - Definitions used for derived variables and public reports

- Certification & Resource guide
  - Explains how to use turnaround reports and expectations of data submission
  - Review of data needs to happen before closing

Reporting Resources

This page contains information that may be useful to data entry practitioners and institutional research professionals.

Academic Reporting Resources

ADC Data Element Dictionary with Valid Values 🔗

ADC Data Element Dictionary Business Processes 🔗

ADC Functional and Technical Definitions of Derived Variables 🔗

ADC New Data Element Request Form 🔗

ADC Update to Existing Data Element Request Form 🔗

ADC Certification Resource Guide 🔗

Ending an Attribute in Banner ▶

ADC Point of Contacts 🔗

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Improvement Initiative

- Tasked by EVC for Fiscal Affairs, Tracey Cook, to improve data quality beginning with set of high-stakes data elements and reports

- Subsequent goals and action items:
  - Increase awareness and training around these elements
  - Develop and provide additional guidance and resources
  - Facilitate collaboration between Registrar and Institutional Research offices, and other campus data enterers.
  - Suggestions?

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High-Stakes Data Elements and Reports

- Extraction population
  - Which students are pulled during the ETL?
  - Create documentation highlighting criteria <u>and</u> necessary mappings

- Credit Hour reporting
  - How fund groups and levels are determined
  - Existing turnaround repot
  - Share documentation with all data enterers, implement best-practice checks

High-Stakes Elements (cont)

- IPEDS FTF and SER Beginning Freshman
  - High profile enrollment figure, base population for retention/graduation
  - Matriculation term turnaround report improved quality, created FTF turnaround with drill-down capabilities for Fall 21

- Distance Education
  - Report to IPEDS, eCampus, budget documents
  - Create course turnaround report, add to public reports

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High-Stakes Elements (cont)

- Fee Waivers, Regents Fund Codes
  - Requests from legislature, policy compliance monitoring
  - Reminders to check mappings
  - Involve Registrar, Collection POC, Bursar, CBO

- Program Enrollment
  - Students should only be listed in majors that require admission, if they have met the requirements for admission
  - Prevents reporting on metrics like retention and graduation
  - Develop guidance and involve Admissions, Advising

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High-Stakes Elements (cont)

- Course Attributes, Student Attributes
  - Low/No Cost textbooks, High Impact Practice, Study Abroad
  - First Generation and Military status
  - Existing turnaround report on student attributes, create course report

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Wrapping Up

- Coming Up
  - Communication via listserv or direct emails
  - More resources and guidance documents
  - Trainings

- Questions?

Contact: Rachana.Bhatt@usg.edu

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