# Data Integrity Project

## Presented by Cambridge West Partnership, LLC

# Data Integrity Project

The purpose of the project is to examine data integrity and related processes to optimize student success and verify alignment with the Student-Centered Funding Formula to improve decision making and maximize funding opportunities.

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| Based on 19-20 P2 | | Peralta | | Statewide | |
|---|---|---|---|---|---|
| **18-19 Unduplicated Headcount*** | | 52,136 | | 2,381,861 | |
| | | 18-19 Count | % of Unduplicated Headcount | 18-19 Count | % of Unduplicated Headcount |
| **Supplemental Allocation** | AB540 Students | 401 | 0.77% | 61,330 | 2.57% |
| | Pell Grant Recipients | 6,711 | 12.87% | 438,832 | 18.42% |
| | California Promise Grant Recipients | 14,297 | 27.42% | 965,131 | 40.52% |
| | **Total** | **21,409** | **41.06%** | **1,465,293** | **61.52%** |
| | | 18-19 3-year average | | 18-19 3-year average | |
| **Student Success Allocation** | **All Students** | | | | |
| | Associate Degrees for Transfer | 518 | 0.99% | 43,796 | 1.84% |
| | Associate Degrees | 851 | 1.63% | 62,743 | 2.63% |
| | Baccalaureate Degrees | 0 | 0.00% | 107 | 0.00% |
| | Credit Certificates | 342 | 0.66% | 21,106 | 0.89% |
| | Transfer Level Math and English | 409 | 0.78% | 34,110 | 1.43% |
| | Transfer | 1,064 | 2.04% | 65,993 | 2.77% |
| | Nine or More CTE Units | 2,788 | 5.35% | 189,023 | 7.94% |
| | Regional Living Wage | 2,530 | 4.85% | 169,830 | 7.13% |
| | Subtotal | **8,502** | **16.31%** | **586,708** | **24.63%** |
| | **Equity: Pell Grant Recipients** | | | | |
| | Associate Degrees for Transfer | 305 | 0.59% | 24,081 | 1.01% |
| | Associate Degrees | 518 | 0.99% | 33,929 | 1.42% |
| | Baccalaureate Degrees | 0 | 0.00% | 51 | 0.00% |
| | Credit Certificates | 174 | 0.33% | 9,580 | 0.40% |
| | Transfer Level Math and English | 154 | 0.30% | 12,024 | 0.50% |
| | Transfer | 511 | 0.98% | 30,897 | 1.30% |
| | Nine or More CTE Units | 1,247 | 2.39% | 84,580 | 3.55% |
| | Regional Living Wage | 553 | 1.06% | 45,667 | 1.92% |
| | Subtotal | **3,462** | **6.64%** | **240,810** | **10.11%** |
| | **Equity: California Promise Grant Recipients** | | | | |
| | Associate Degrees for Transfer | 391 | 0.75% | 32,425 | 1.36% |
| | Associate Degrees | 657 | 1.26% | 46,844 | 1.97% |
| | Baccalaureate Degrees | 0 | 0.00% | 85 | 0.00% |
| | Credit Certificates | 240 | 0.46% | 14,073 | 0.59% |
| | Transfer Level Math and English | 218 | 0.42% | 17,970 | 0.75% |
| | Transfer | 681 | 1.31% | 42,604 | 1.79% |
| | Nine or More CTE Units | 1,820 | 3.49% | 125,078 | 5.25% |
| | Regional Living Wage | 1,095 | 2.10% | 81,600 | 3.43% |
| | Subtotal | **5,101** | **9.78%** | **360,680** | **15.14%** |
| | | **17,065** | **32.73%** | **1,188,198** | **49.89%** |

*Source: Chancellor's Office MIS Data Mart

# Why Data Integrity is an Issue

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# Data Integrity Project

- **Process**

  - Review of the data required for mandated reporting requirements including MIS, IPEDS and 320 reports and the District's current data using the CCCCO Data Mart

  - Review and validate processes used to produce these reports via interviews with key staff

  - Perform analysis on all student information systems used to collect and process this data

- **Deliverables**

  - Develop **process maps** of data sources, data collection and manipulation processes and data storage locations for all data used in MIS reporting

  - Develop a **data map** of all data elements used in MIS reporting

  - Develop example **data governance policy**

  - Develop **data entry standards** for all mandated reporting data to ensure consistency of data

  - Develop **recommendations for process improvements** in the mandated reporting processes
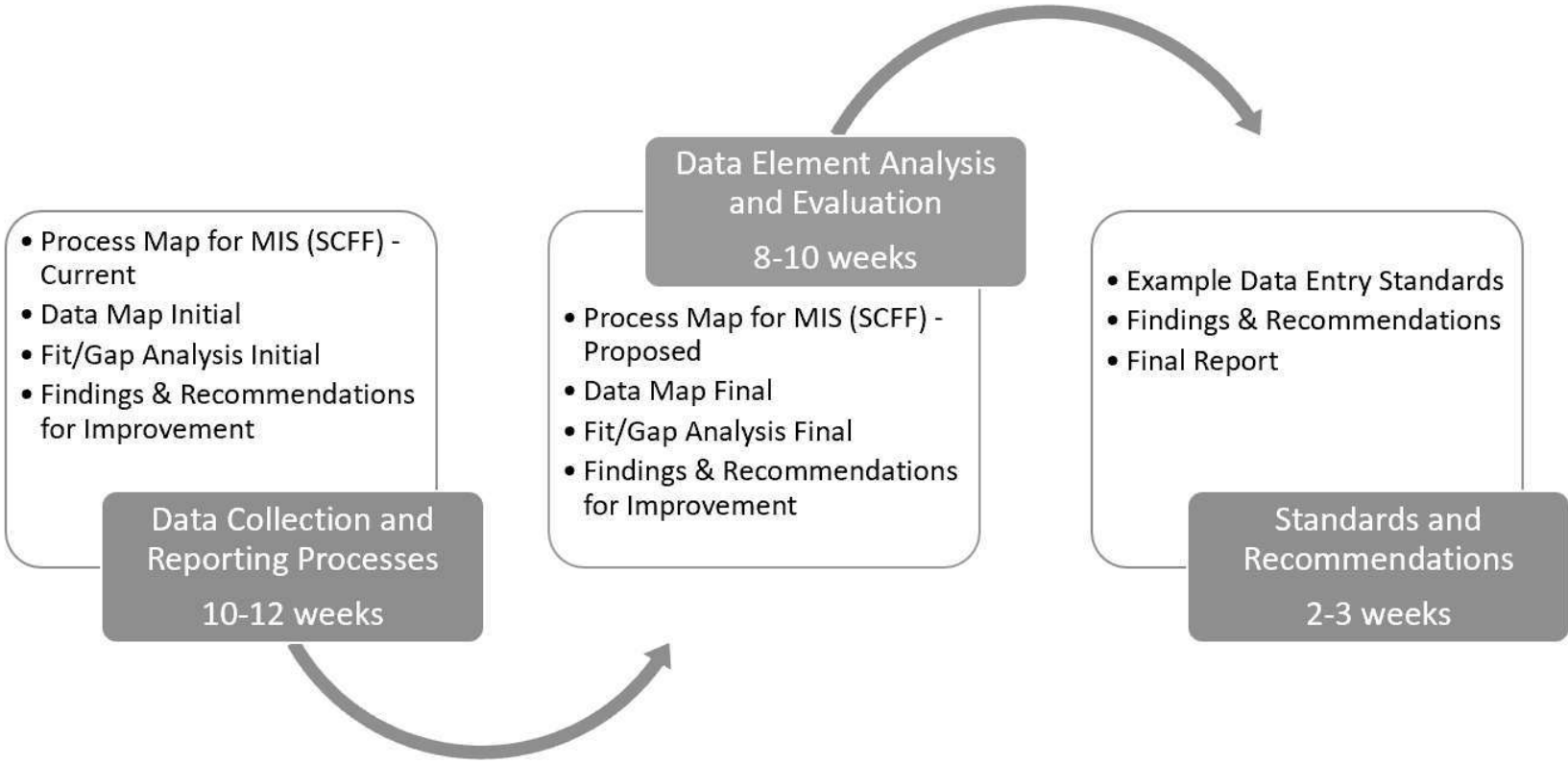
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❖ **Board, Executive and Management Support**

❖ **District-wide involvement**

    ❖ **Foster Buy-In**

    ❖ **Develop Trust**

❖ **Strong, well respected and inclusive Steering Team**

❖ **Understanding of the importance of the work; sense of urgency established**

❖ **Open mindedness with regards to change in culture, process and structure**

**Keys to Success**

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# Role of the Steering Team

Guide the project to completion

Help to ensure that resources are available when needed to complete the project
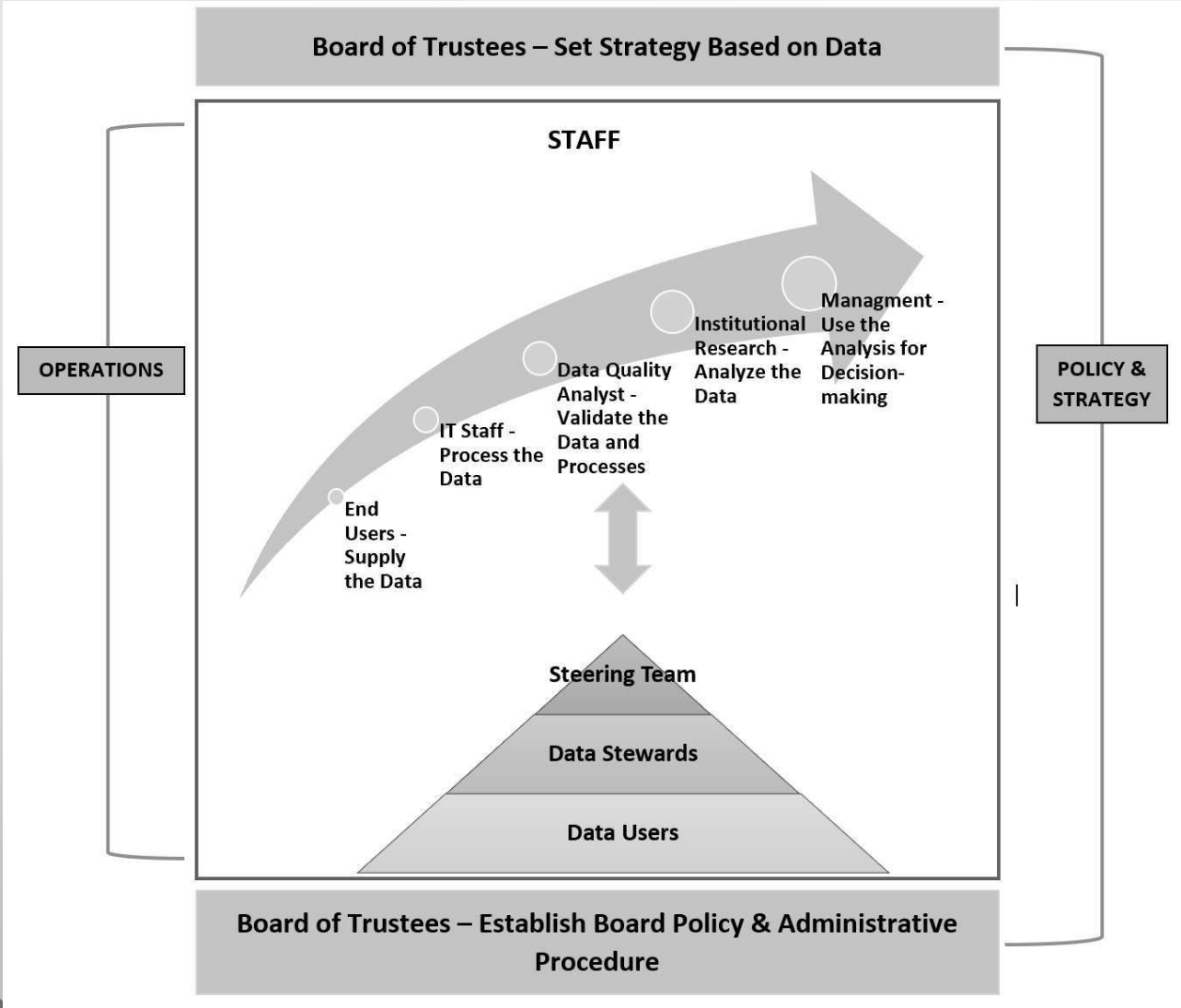
Provide feedback on the effectiveness of the process

Act as advocates for the process and report out to others in the institution regarding the progress, gaps, findings and recommendations

Carry on the work to address the gaps and recommendations

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Role of the Board & Staff in Data Usage & Management

# Faculty & Staff Interviewed During the Project
## 102+ Interviews

- Institutional Research
- Instruction
  - Curriculum
  - Scheduling
  - VTEA/Perkins
- Student Services
  - Admissions & Records
  - Counseling
  - DSPS
  - EOPS/Care/CalWORKs
  - Financial Aid
  - International Students
  - Veterans
  - Special Programs
- Human Resources
- Information Technology Department

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- **Organization charts for areas involved with reporting**

- **Existing Process flow diagrams**

- **Board policies, administrative procedures and department practices related to data collection and reporting**

- **Reporting schedules for MIS**

- **Documentation from applications that support data collection**

- **Accreditation self-studies**

- **Technology plans**

- **Strategic Plans**

# Documents Reviewed

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❖ **Shared Systems** – using mostly the same systems at all campuses

❖ **Common Forms** – using consistent forms for students across the District

❖ **Common Coding** – student services

❖ **Uniform Course Numbering** – using common course numbering system across the District

❖ **CENIC network** – use of this network for increased online usage

**Noted Good Practices – They Need to Continue!**

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# Gap Analysis Findings - Initial

❖ Financial Aid data under reported

❖ VTEA/Perkins may be under reported

❖ Data Governance structure and Data Quality function not formalized

❖ Student experience not optimized

❖ Roles & responsibilities for data collection and reporting between District and campuses not clearly defined

❖ PeopleSoft and other systems not fully leveraged

❖ Culture does not emphasize data accuracy & usage in decision making

❖ Staff turnover has resulted in loss of institutional memory and process optimization

❖ Lack of trust in the data because staff not fully involved in data validation

❖ Manual processes and shadow systems are prevalent due to lack of access and training

❖ Data stored in multiple locations

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**Board Role - Where Do We Go From Here?**

❖ Understand the Board Role in Data Governance – set strategy and policy

❖ Lead a culture change of "tending to the data" by using data in Board decision-making and establish data driven decision-making culture

❖ Foster a culture of trust – promote leadership in solutions & do not accept the blame game

❖ Move the organization towards action based on analysis that have been completed and avoid "analysis paralysis"

❖ Focus on optimizing the student experience in all decision-making

❖ Approve and support the Technology Master Plan 2021-2026 and provide requested resources for implementation

❖ Approve and support the Data Governance Policy brought forth by Steering Team once it is developed and fully vetted

❖ Hold Chancellor (and in turn staff) accountable and responsible for implementation of the Technology Master Plan 2011- 2021 and Data Governance Policy provisions

❖ Provide resources for Data Quality function & Business Analysts in departments to fully leverage systems and improve processes

❖ Support the leveraging of the PeopleSoft and other system assets with resources as requested

❖ Ask lots of policy and strategy questions along the way!

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# Discussion & Questions