

BERKELEY  
CITY COLLEGE



# Data Integrity Project

Presented by Cambridge West Partnership, LLC

CW/P

# 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.



		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
<b>Supplemental Allocation</b>	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%
	<b>Total</b>	<b>21,409</b>	<b>41.06%</b>	<b>1,465,293</b>	<b>61.52%</b>
		18-19 3-year average	18-19 3-year average		
<b>All Students</b>	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%
	<b>Subtotal</b>	<b>8,502</b>	<b>16.31%</b>	<b>586,708</b>	<b>24.63%</b>
	<b>Student Success Allocation</b>	<b>Equity: Pell Grant Recipients</b>			
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%	
<b>Subtotal</b>	<b>3,462</b>	<b>6.64%</b>	<b>240,810</b>	<b>10.11%</b>	
<b>Equity: California Promise Grant Recipients</b>	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%
<b>Subtotal</b>	<b>5,101</b>	<b>9.78%</b>	<b>360,680</b>	<b>15.14%</b>	
		<b>17,065</b>	<b>32.73%</b>	<b>1,188,198</b>	<b>49.89%</b>

# Why Data Integrity is an Issue



\*Source: Chancellor's Office MIS Data Mart

# 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 CCCCCO 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

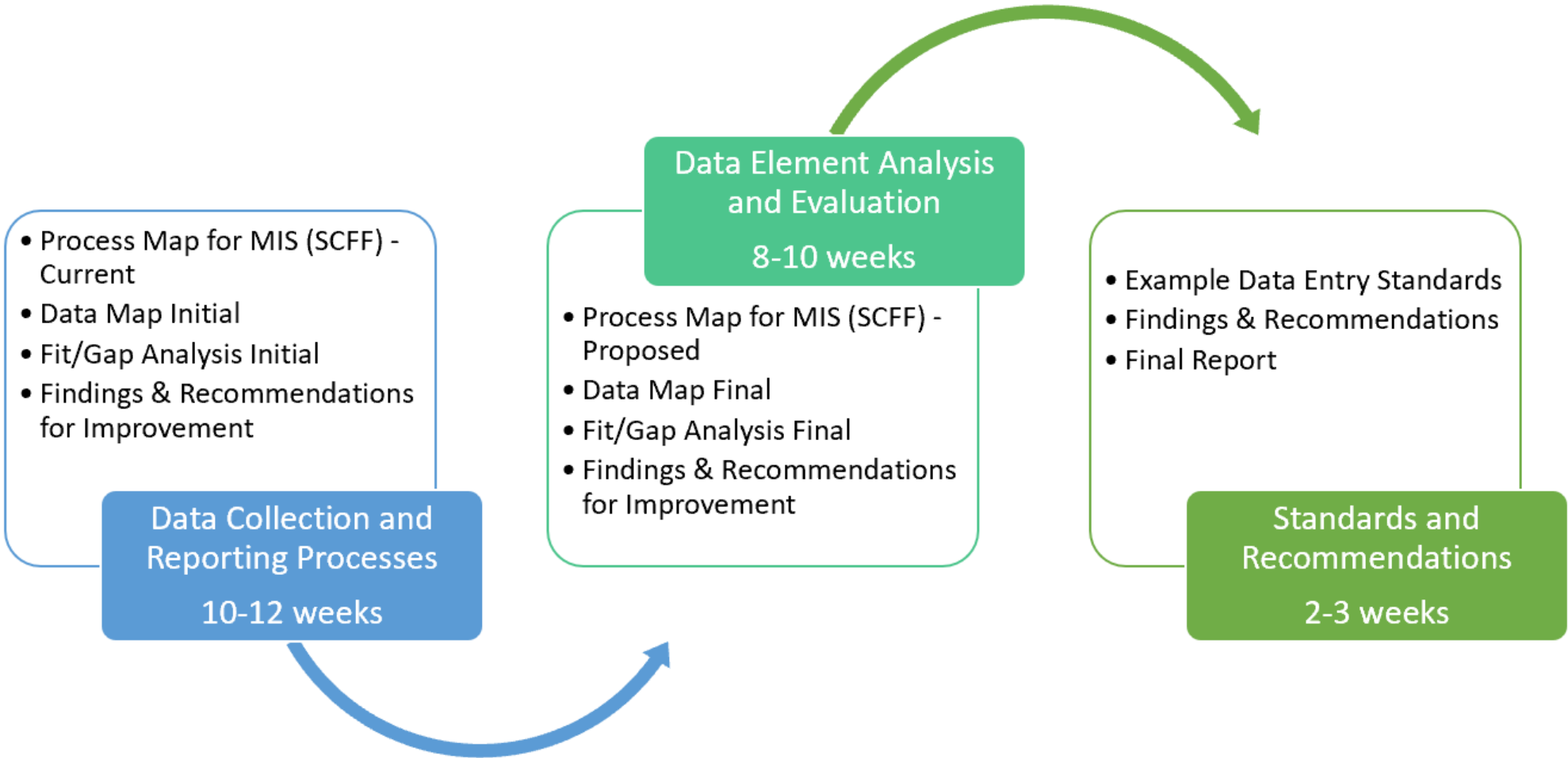
- **Deliverables**

- 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



← Phase I - Discovery →

← Phase II - Design →



- ❖ **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

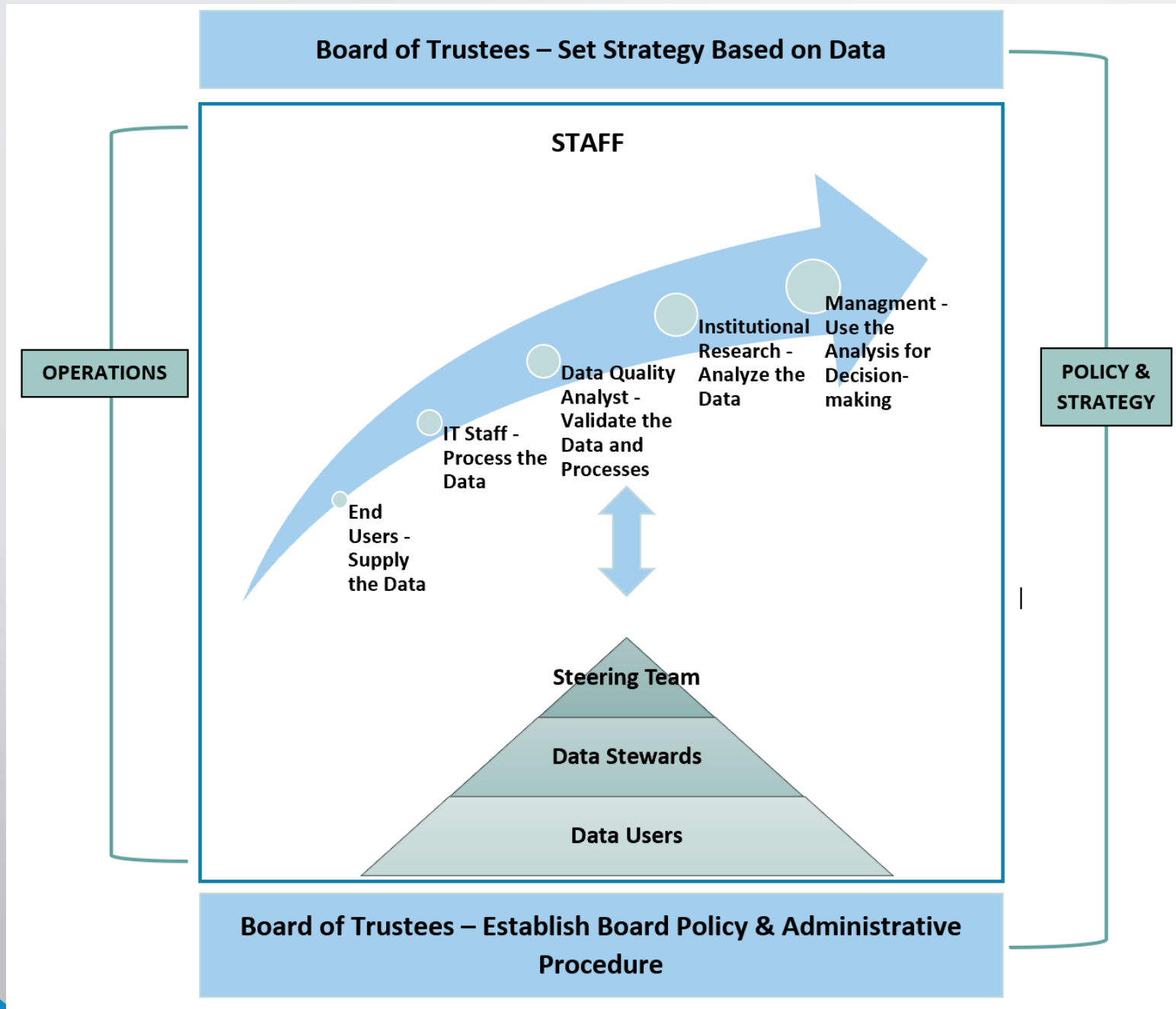


Carry on the work to address the gaps and recommendations





# 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



- 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



- ❖ **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!**



# 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



- ❖ 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!

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

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# Discussion & Questions



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