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**Date**: 25 July 2016

Re: Modifications to Argos Reports for Data Cleanup, MIS SD Quarterly Report

### Introduction

This document describes modifications to methods and processes used by the DSP&S¹ offices at the colleges for the validation of data submitted in the MIS SD² quarterly report. Proposed modifications to reporting and data cleanup procedures are intended to address changes implemented by the CCCCO³ during the 2015-16 and 2016-17 academic years, in particular those related to DSP&S allocations. The changes described here are not only meant to improve the accuracy of the data submitted, but also to improve the efficiency of data entry through the use of technology. This includes replacing manual data entry with the use of computer program scripts to import data originally stored in Clockworks⁴ into the production system (Banner, SGADISA form).

<sup>&</sup>lt;sup>1</sup> DSP&S: Disabled Students Program & Services.

<sup>&</sup>lt;sup>2</sup> Disabled Student Program & Service report submitted to the CCCCO; more information available at:

http://extranet.cccco.edu/Divisions/TechResearchInfoSys/MIS/DED/StudentDSPS.aspx

<sup>&</sup>lt;sup>3</sup> CCCCO: California Community College's Chancellor's Office

<sup>&</sup>lt;sup>4</sup> Clockworks is the primary system used by the DSP&S offices at the colleges to document student disability and related services.

# Changes to DSP&S Allocation Procedures

The key changes to allocation procedures include:

- Beginning with 2015-16 data, only students with at least one enrollment record in the MIS SX<sup>5</sup> report will be included in the annual headcount. This means that the colleges will only receive funds based on the number of reported DSP&S students enrolled by census date on a census type course or who have attended at least one meeting for a class with actual attendance during the term when they received services.
- Beginning with 2016-17 data,
  - Four service contact hours for the year will no longer be required; just one service contact.
  - Students must receive at least one service contact on every primary term (i.e., fall, winter, spring quarters) they enrolled at the college during the academic year to be included in the annual headcount for allocations. If the student does not enrolled during a primary term, then service is not required.

### Proposed Changes to Data Entry Procedures

To improve efficiency of data entry into the Banner system (SGADISA), the following is proposed:

- Disability code data:
  - Export data from Clockworks<sup>6</sup> to an Excel or CSV file with the following information for all students active in the program for the reporting term:
    - a. Student ID
    - b. Primary disability code<sup>7</sup>
    - c. Disability code status (permanent or temporary)<sup>8</sup>

2 | Page

<sup>&</sup>lt;sup>5</sup> Student Enrollment (SX); more information at: http://extranet.cccco.edu/Divisions/TechResearchInfoSys/MIS/DED/StudentEnrollment.aspx <sup>6</sup> Clockworks is the primary system used by the DSP&S offices at the colleges to document

student disability and related services.

<sup>7</sup> If the disability code or description does not follow the MIS format, then a crosswalk between codes should be provided.

- 2. Import data to Banner-SGADISA for the term using SQL procedures or another application, such as APEX<sup>9</sup>.
- Service contacts within educational assistance classes:
  - Use a SQL script to calculate service contact hours based on enrollment data within Banner (enrollment by census, actual attendance).<sup>10</sup>
- Service contacts outside educational assistance classes:
  - Foothill: Export data from SARS (Computer Lab, Disability Resource Center, Veterans Office) for the term and import these to Banner—service contact hours, SGADISA.<sup>11</sup>
  - De Anza: Identify systems (e.g., Clockworks, SARS) already used at the office to schedule appointments and test the possibility of developing procedures for data import into Banner.

# Proposed Changes to Data Cleanup Reports

The purpose of the data cleanup reports is to help DSP&S users (a) identify discrepancies between data sources, and (b) track missing documentation on student disability. In specific,

- Identify students with service contacts who are missing the disability code (including those identified as non-claimable) in Banner or Clockworks. Two Argos<sup>12</sup> reports (scheduled to run at least two weeks prior submission) will be developed for each college related to the following:
  - Services within educational assistance courses: students who enrolled in DSP&S courses, but who are missing the disability code, as

<sup>&</sup>lt;sup>8</sup> For those students with a temporary disability, the beginning and end date should be recorded in Clockworks.

<sup>&</sup>lt;sup>9</sup> Oracle Application Express (Oracle APEX) is a rapid web application development tool for the Oracle database used at the District to import data to Banner.

<sup>&</sup>lt;sup>10</sup> For Foothill College, enrollment in educational assistance courses is already used to document service contact hours.

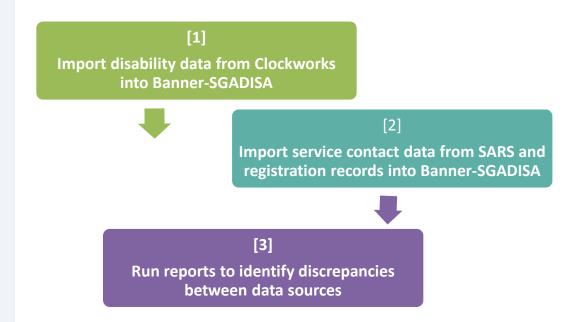
<sup>&</sup>lt;sup>11</sup> The practice of importing SARS data into Banner has been used for Foothill College, DSP&S, for more than two years.

<sup>&</sup>lt;sup>12</sup> Enterprise reporting application – Evisions.

- documented by Clockworks or Banner. The report will include the student ID, student name, and course/section identifier.
- Services outside educational assistance courses: students who
  received services as documented by SARS but who are missing a
  disability code. At this time, this applies to Foothill College only. The
  report will include the student ID, student name, and SARS location.
- Identify students with a disability code who enrolled during the term, but have
  no services recorded for the term, as documented by SARS data or
  enrollment in educational assistance courses. One report will be developed
  with the following information: student ID, student name, and prior term status
  for services (i.e., whether students enrolled in at least one educational
  assistance course during their last primary term).

Figure 1 provides a summary of main steps for the DSP&S data cleanup.

Figure 1. Main Steps for DSP&S Data Cleanup



#### Notes

A key feature of the process is to use technology to reduce data entry errors and promote the use of human resources to provide services that directly impact the students. The process should also decrease significantly the amount of time dedicated to data cleanup.