## 1    Meeting Logistics

| Date | Tuesday, June 29, 2021 |
|---|---|
| Time | 2:00 p.m. |
| Locations | 225 CHEC |

## 2    Participants

| Role | Name |
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| Chair | Tom Martin |
| Recorder | Gwynith Best |
| **Committee Members & Invited Participants** | ***Committee Members:*** Brenden Mesch (Deans' Group), Cameron Neal (Academic Administration), David Malone & Gloria Hurtado Diaz (IRO), Karen Bell (Purchasing), Karen Musa (Workforce & Economic Development), Sandi Herrera (Academic Scheduling), Todd Fields, Candace Hamilton-Meserole (for Lily Quezada), Rhonda Bolton (Registrar's Office), Vesna Sarafov & Ashfia Naheed (Technology Services), Wendy Gunderson (Curriculum Office), |
| **Committee Members Not Attending** | Alan Pixley (Financial Aid), Angie Ruiz (Bursar's Office), Barbara Johnston (Business Office), Cassie Peak (AA/AD Group), Jay Rogers (Human Resources), Mark Smith (VPPs/Provosts), Zane Ochoa (Testing Office) |

## 3    Purpose:
This Committee acts to ensure that data in the District's administrative software systems are accurate, reliable, and valid, and that data definitions are clear and consistent.

## 4    Desired Outcomes:
Improvement in data, data definitions, data standards, processes, and systems that result in high quality data resources.

## 5    Agenda

| Committee Business | | |
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| **Topic** | **Presenter** | **Details** |
| Approval of Meeting Notes | Martin | May 21, 2020 meeting notes. Motion to approve by Wendy Gunderson, seconded by Cameron Neal. Unanimously approved. |
| Introductions | Martin | New Members: Angie Ruiz, Barbara Johnston, Brenden Mesch, Zane Ochoa<br>Members in New Roles: Wendy Gunderson, Ashfia Naheed |

**Ongoing Issues**

| Topic | Presenter | Details |
|-------|-----------|---------|
| 18-1-C Data Standards Manual Revision & Update Subcommittee Status Report | Fields (Chair), Bolton, Gunderson, Hurtado Diaz, Malone, Naheed, Peak, Pixley, Quezada, Ruiz, Smith | New Campus and Building Codes:  Lily has been working with Dr. Hardesty and Sandi Herrera on adding the new building names and rooms in Banner and Ad Astra (relates to 19-2-H), but there is not a standard naming convention or campus codes for campuses.  Celina is CEC and Farmersville is FVC<br>Numerical codes are being used for section codes, except for dual credit classes and Q for co-requisite classes.<br><br>High School Names:  Incorporating ISD names into Texas public high school names in Banner will be useful for sorting high schools in reports and having them appears with the other high schools in whatever ISD they share.<br><br>Lily has been updating the ISD names for service area ISDs.<br><br>ACTION: (to be taken following 1/2018 meeting):  Tom sent Lily a list of the names of service area high schools with their corresponding ISDs on 3/10/2021.<br>ACTION (to be taken following 6/2021 meeting):  Retain on agenda until Lily can confirm follow up. |

| Topic | Presenter | Details |
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| 19-2-E Canceled Courses | Malone | There is an issue in Banner with courses that should have been canceled that were never actually canceled.  Consequently, Banner ends up with numerous "active" course sections with zero enrollment that should have been canceled.  These zero enrollment course sections that should have been canceled can impact several things, but just one example is the calculation of average section size.  Sections that should have been canceled but remain active with zero enrollment get counted in averages when calculating average section size causing the average section size to be understated. Rooms are held when classes with zero enrollment are not canceled.  Are there ever times when a course section with zero enrollment should not have been canceled?  What do we need to do to ensure that canceled course sections actually get canceled in the system? It was noted that some AAs/ADs may be reluctant to cancel course sections with 0 enrollment, because cancelled sections don't roll to subsequent terms, and they want the section to roll. David Malone distributed a list of non-cancelled credit and non-credit sections where sections have 0 enrollment. <br><br> ACTION (to be taken following 2/2019 meeting):  DS&QAC recommended that, since cancelled sections do not roll to the next term, AAs/ADs should cancel the sections immediately after the roll to the next term. <br> ACTION (to be taken following the 8/2019 meeting) <br> • Gloria Hurtado-Diaz will add courses with 0 enrollment to the course error file. <br> • David Malone will talk with Lily and Fay to explore a programming solution. <br> • Leave this item on the DS&QAC agenda for an update at the next meeting. <br> ACTION (to be taken following the 5/2020 meeting):  Lily will get a script to batch cancel the older term classes. <br> ACTION (to be taken following 8/2020 meeting):  Follow up at the next meeting. <br> ACTION (to be taken following 6/2021 meeting):  Follow up at the next meeting. |

| Topic | Presenter | Details |
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| 19-2-F U.S. Residency Status of Faculty Members | Hurtado Diaz | For an annual external report, IRO uses a query that looks for certain visas in GOAINTL. However, someone in HR recently made IRO aware of another field in the HR module in Banner that contains U.S. Regulatory Status.  It is unclear if we should be using this field instead of GOAINTL. Also, since GOAINTL is a form maintained by ARO, there are concerns about its accuracy when it involves faculty members who have or who have had student status.  As a consequence, IRO asked HR how information is being pulled for IPEDS and for the CBM-008. According to the person in HR who provides the personnel data for state and federal reports, we are not using information from Banner to identify international employees.  In fact, we are reporting zero international employees on the IPEDS and CBM-008 reports, because HR enters zeros regardless of what is in Banner.  This is definitely not accurately reporting the data.  The data map provided by TCC indicates that the international status depends on information from GOAINTL and SPAPERS.<br><br><span style="color:red">ACTION (to be taken following 8/2019 meeting): Since the HR representative needed to leave the meeting early, Gloria will follow up with Jay Rogers, coordinate with Lily and Todd, and report back at the next meeting.<br>ACTION (to be taken following the 5/2020 meeting):  Gloria will continue to work on this issue of how employee visa tracking can be done in compliance with reporting requirements. Todd and Rhonda will need to be involved with discussions about employees that may have a student status.<br>ACTION (to be taken following 6/2021 meeting):  Rhonda Bolton has been sending reports to update the VISA status.  Retain on the agenda for an update at the next meeting.</span> |

| Topic | Presenter | Details |
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| 19-8-A<br>High School<br>Year Indicator | Fields | Dr. Schumann requested that the Committee address the facts that the world of high school dual credit is changing and the need for data is increasing.  One of the data issues that is coming up with increasing frequency is related to a recent policy adopted by the Board of Trustees.  We need to be able to establish which academic year is a high school dual credit student's senior year.  The high school graduation date in Banner is oftentimes not a good indicator for several reasons.  For example, it may be an estimated graduation date that fails to accurately capture a actual graduation date; or it may be a graduation date from a school like Plano Williams reflecting when a student finishes at that school rather than when a student actually graduates from high school.  How can we identify in Banner which academic year is a given student's high school senior year, so we can track more effectively the transition from high school senior year to Collin FTIC status?<br><br>ACTION (to be taken following 8/2019 meeting):<br>• List Todd as the presenter of this item for future meetings.<br>• Lily will redo the form used to capture high school class status.<br><br>5/2020:  The counsler and dual credit staff should be checking the high school status with Banner information.<br><br>ACTION (to be taken following 5/2020 meeting): IRO will pull data to verify if the actual high school graduation date is correct and share with Lily and Todd.<br><br>6/2021:  Todd believes the process has improved. Rhonda says the grad waiver is pretty accurate and College Career Coucil verifies. Some schools are not putting the actual graduation date.<br><br>ACTION (to be taken following 6/2021 meeting): Tom will generate data for FTIC and grad data to send to Rhonda. |

| Topic | Presenter | Details |
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| 19-8-B High School Graduation Dates | Hurtado Diaz | While working on this year's federal IPEDS Fall Enrollment report, it was found that 998 students (3% of the student population) had high school graduation dates prior to 1960 going back as far as 1901. Are these early high school graduation dates being used as codes for something other than high school graduation dates? If so, is there an alternative way to code them? IRO uses these dates to generate data for IPEDS and other reports, so if the dates are wrong, it creates problems.<br><br><span style="color:red">ACTION (to be taken following 8/2019 meeting): Gloria will send samples to Lily, so she can explore the issue. Gloria has not seen problems with having the 1901 dates, just concerned when the dates are weird. No problems on the state reports, yet<br>ACTION (to be taken following 5/2020 meeting): Gloria will check further into this issue, run a new report, and send it to Rhonda.</span><br><br>6/2021: There are weird graduation dates (i.e. 2033) for 140 recently enrolled students. Axiom is not validating graduation dates. Candance reported that the current user interface on the Axiom Legacy System for the credit application is no longer supported by Axiom. Axium is only supporting the Elite system, used by CE. An in-house user interface is under development by Mark Garcia and his team.<br><br><span style="color:red">ACTION (to be taken following 6/2021 meeting): Gloria will send another report with the **weird** data to Rhonda</span> |
| 19-8-C Credit by Exam Data Coding Anomalies from Plus System | Martin, Malone | This is an information item for Banner users attempting to use Banner data to look at credit-by-exam. There is more than one method used in Banner to represent credit-by-exam, primarily prior to AY2009. Credit by exam is represented by different codes in either of two fields:<br>• In SHRTCKN_CRSE_NUMB (section code): By the codes CLE, TP, CL1, AP, AP1, CRE or CR1;<br>• In SHRTCKN_CRN: When the first two positions contain the letters "SG."<br>This variation was discovered by David Liska in IRO in the course of working on a project, and it substantially complicated the project until we figured out what was going on.<br><br><span style="color:red">ACTION (to be taken following 8/2019 meeting): Lily will include the codes in the Data Standard Manual.</span><br><br>At the May 2020 meeting, Lily reported that the codes are ready, but have not been added yet.<br><br><span style="color:red">ACTION (to be taken following 5/2020 meeting): Monitor status at next meeting.<br>ACTION (to be taken following 6/2021 meeting): Candance will send a list of the CE/CR linked courses to Wendy and to Gwyn. This item will remain on the agenda for follow-up when Lily attends the next meeting.</span> |

| Topic | Presenter | Details |
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| 20-5-B | Karen Musa David Malone | Course Builds for Noncredit Courses Linked to Credit Courses:  After talking with colleagues at other institutions, Karen Musa proposes that Collin College move responsibility for building noncredit course sections linked to credit course sections from the CEWD staff to the deans' office staffs who build the corresponding credit course sections. This would create efficiencies and simplify the logistics and communication issues that have created problems when building linked courses. David Malone also suggests that the College use a Banner field and have a standard to label course sections that are linked so that they can easily be identified in Banner. |

Karen Musa talked about the process of building linked sections and the planned expansion in the number of linked courses. The AA on the credit side and the CE side have been trained how to do the section builds. A shared form, initiated by an Assoociate.Dean goes to CE (SCACRSE and SCADETL forms) to complete the forms and, then, goes to the Curriculum Office to be built on the back end.
David Malone pointed out that there is a text field in Banner that can be used to indicate the opposing CRN, but there is no standard for entering the information.
Lily discussed a field that indicates linked sections.

ACTION: David Malone will pull a report of the linked sections and all of their different formats and send it to the group.
ACTION: Once a standard is decided on, instructions will need to go into the Schedule Building manual. Tom will pass this information to Cassie Peak.

6/2021:  Gloria described some of the issues created when it cannot be determined which CE/Credit sections are linked.  Karen Musa said that she can pull a report showing the linked courses from the CE side. However, the credit side is now building the linked courses. Cassie had intended to propose using a SSASECT field to identify linked sections and adding information to the AA/AD Manual.

ACTION (to be taken following 6/2021 meeting):  Follow up with Cassie Peak at the next meeting.

| Topic | Presenter | Details |
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| 20-5-E | Formerly David Hoyt<br><br>**6/2021:**<br>**Action:**<br>Change presenter to Vesna/Ashfia | Workday Data Conversion:  IT staff is in the process of converting Banner data into Workday data.  Some items don't translate easily.  The IT staff reuested that the DS&QAC address a couple of questions to help IT's conversion leads.  Specifically, for now, there are two issues about which they would like the Committee's input.<br>1) Street Address Fields:  Banner offers three street address fields, while Workday is limited to a maximum of two fields.<br>2) Name Fields:  Banner has three name fields (SPAIDEN/ SPRIDEN name, preferred first name, and Social Security Name [W2]).  Workday offers a maximum of two name fields (legal and preferred).<br>Street Address Fields Discussion: Banner has three fields and character limitations. Purchasing and AP use three lines for addresses, mostly for business. Three lines are also used for foreign student addresses.Some addresses use the third line: a room number, "ATTN to:", etc.<br>Le Anne indicated that she is unaware of any character limitations in Workday.<br>Name Fields Discussion: There are name fields in three Banner forms, PPAIDEN, SPAIDEN, and SOAIDEN, linked to SPRIDEN. The different functional areas are responsible for their own generic name fields. There are also a Social Security name and a preferred first name. Workday is limited to two name fields:  Legal name and preferred name. On the HR and Finance sides, if it's an employee, the name will be the name used on the W-2 or on the Social Security card. If it doesn't match, there will be a fine to pay. IT currently is working with HR and vendors. Deanna Brown talked about the issues with names on the 1098-Ts and how they are divided up. The multiple first, last, or middle names have to be typed in manually. Most special characters are not accepted.<br>Location in Workday is used by all areas. In Banner, location is used by fixed assets, classrooms, employees. We will need to figure out how to merge them all together from a Banner point of view to the Workday point of view.<br><br><span style="color:red">ACTION (to be taken following 5/2020 meeting):</span><br><span style="color:red">• Le Anne will look at the student addresses to see if they are different.  She will look at Workday address fields to see if there is an "ATTN:" type of line in Workday.</span><br><span style="color:red">• Le Anne will respond back to Tom on the findings</span><br><span style="color:red">• Lily or Todd will send the most current Data Standards Manual to Le Anne.</span><br><br>6/2021:  Vesna and Ashfia had no updates on the transition to Workday Student.  Tom discussed issues with tuition waivers and student address data and how important it will be to have and understand plans for cleaning these problems before Workday.  Todd said some of the data is being cleaned now.  Workday Student is scheduled to go live in two years.  Karen Bell indicated that Purchasing has not yet cleaned any address data to fit into Workday, but has been adding new vendor addresses to fit Workday's format.  HR will be entering the staff and vendor addresses for Workday.<br><br><span style="color:red">ACTION (to be taken after 6/2021 meeting):  Leave item on agenda for monitoring at subsequent meetings..</span> |

| New Issues | | |
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| **Topic** | **Presenter** | **Details** |
| 21-6-A | Cassie Peak | <u>Is It Time to Develop a Data Standards Manual for Noncredit Courses, Sections, and Students?</u>  We have a growing number of linked courses being added to the schedule, and the credit schedule builders now responsible for building them.  There is no CE Schedule Build Manual. Gloria Hurtado Diaz's CE schedule audits for state reports have been coming up with more and more errors. It seems everyone builds CE sections just a bit differently. The former CE Schedule build trainer left before the conversion to Banner 9, and no one officially took up that mantle.  We clearly need to provide more guidance on data standards for noncredit courses, sections, and students.  Should we tackle this now, or should we wait until Workday implementation?<br>Cassie was unable to attend the meeting due to a family emergency. However, the group agreed to creat a new subcommittee to address this topic.  Cassie was appointed chair in absentia.  Other members are Lily Quezada (Registrar's Office), Phyllis Martin (CE), Mari Lopez (Curriculum Office), Gloria Hurtado Diaz (IRO), and David Malone (IRO).  Further discussion of this topic and any work by the subcommittee was deferred until Cassie is able to participate.. |
| 21-6-B | Tom Martin | <u>Missing Data Standards Manual:</u>  Where has the Data Standards Manual gone?<br>The Data Standards Manual had been posted to a Banner folder on the i:\ drive.  However, that folder is gone, and the Manual is no longer available to users.  It needs to be accessible and maintained.<br><br><span style="color:red"><u>ACTION (to be taken following 6/2021 meeting)</u>:  Tom will have the Help Desk create a DS&QA Committe folder on the i:\ drive. All DS&QA Committee members, deans and AAs/ADs will have read-only access. Lily Quezada (Registrar's Office) and Gwyn Best (IRO) will have Read/Write access, so they can post information. The folder will contain the Data Standards Manuals (the credit version and a new non-credit version), DS&QAC meeting agendas, and DS&QAC meeting notes.</span> |
| 21-6-C | Gloria Hurtado Diaz | <u>New SCHD Codes Information Item:</u>  New SCHD Codes and their definitions to ensure that everyone understands and uses them properly in section builds.<br>Sarah Lee, the new Executive Dean of iCollin, proposed different classifications of schedule types. A copy of the definitions and descriptions of the instructional delivery and schedule types was passed out. The new schedule types will lose information at the section level. For example, hybrid (HY) type loses the identity of LE, LB, CL, LL, etc.  Clinical (CL) or Lab (LB), iwill be included in course titles. BL will be used for blended lecture and B1 will be used for blended lab sections. Courses are being coded differently from what is required for state reporting.  This is an information only item. Committee members can take this back to the groups they represent for further discussion.<br><br><span style="color:red"><u>ACTION (to be taken following 6/2021 meeting)</u>:  Remove from agenda.</span> |

| Topic | Presenter | Details |
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| 21-6-D | Gloria Hurtado Diaz | <u>Need to Be Able to Identify Linked Credit-CE Sections:</u>  Need so discuss the possibility of creating a link between linked CE-Credit course sections to be able to easily and accurately identify them in Banner.<br>6/2021: This agenda item duplicates 20-5-D, above, that was already discussed.<br><br><span style="color:red"><u>ACTION (to be taken following 6/2021 meeting):</u>  Remove from agenda</span> |
| 21-6-E | Tom Martin | <u>Associate Dean Codes:  Need to fix associate dean codes.  New codes are inconsistent with the original intent.  This will create confusion down the road.</u><br>The associate dean codes were originally intended have a heiarachical relationship. The Allen Tech codes do not follow that intentt.  Everyone agreed that it will be important and useful to be consistant and maintain that heirarchical relationship between campus codes, dean codes, and associate dean codes.<br><br><span style="color:red"><u>ACTION (to be taken following 6/2021 meeting):</u> Tom will speak with Dr. Schuman to propose a fix for the inconsistancies.</span> |
| 21-6-F | Gloria Hurtado Diaz | <u>Faculty Administrative Codes:</u>  Collin College reports THECB administrative codes for each faculty member on the CBM-008 (Faculty Report) each fall and spring semester.  Administrative codes are four-digit numbers that identify <u>primary</u> disciplinary areas associated with each instructor.  As far as we can tell, neither the THECB nor Collin uses administrative codes for anything.  However, that lack of use may be due to the fact that there is neither coherence nor consistency used in assigning administrative codes.  Consequently, even if we wanted to use them, they would be unreliable measures of anything.  If we want to use them for anything, we need to consider how administrative codes will be applied in a coherent and consistent manner.  Since we are moving toward Workday, this seems like an opportunel time to discuss this issue.<br>In the course of the discussion, it was suggested that academic areas to create a heirarchy for the Admin Codes and departments so HR can assign the correct codes.<br><br><span style="color:red"><u>ACTION (to be taken following 6/2021 meeting):</u> Gloria and Wendy will discuss the codes before they have a conversation with the departments and HR.</span> |
| New Discussion | Brenden Mesch, David Malone, & Tom Martin | Brenden Mesch asked how we get to know about incoming students and what information we collect.  He wondered if there are opportunities to ask incoming students more questions about themselves and their backgrounds.. David and Tom suggested that new Tableau resources can, for the first time, provide information about students' socioeconomic status, and relationships between student engagement and success risks can be studied for the first time using recently integrated Canvas data in ZogoTech. |

**6    Adjourned:  3:43 p.m.**

## Tabled Issues

| Topic | Presenter | Details |
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| 18-1-K<br>Major Codes | Fields,<br>Martin,<br>Quezada | Collin's Banner major codes consist of three sections each separated by an underscore character: 1) award level; 2) major, 3) division. The division code is meaningless and creates more problems than it solves. Programs move among divisions and divisions disappear or change names. Can we simplify the major codes and minimize changes by deleting the latter?<br><span style="color:red">ACTION: This item will be tabled until Workday is implemented.</span> |
| 19-2-G<br>Pronouns and gender identification in Banner | Fields<br>Quezada | The new update for Banner Self-Service allows students to identify a preferred gender and pronouns (he, him, she, her, etc.). Todd and Lily discussed the need for discussion about whether to make this option available to students and what guidelines should be put in place.<br>The Committee suggested that there should be a broad discussion among Student & Enrollment Services staff to decide how to proceed. In the discussion, DS&QAC members were informed that the THECB is considering how to rewrite the State reporting manual to allow for more response options than the traditional male/female response. It was also suggested that when we know what the THECB decides, Collin College should establish a practice and update the Data Standards Manual.<br><span style="color:red">ACTION:</span><br><span style="color:red">• Wait for the THECB to decide how gender will be recoded, and, then, establish a practice for Collin College and update the Data Standards Manual.</span><br><span style="color:red">• Table this item until we know what the THECB is going to do.</span> |