The ISIR Analysis Tool: Take It For A Test Drive!

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NASFAA 2003: Reconnecting With Students!
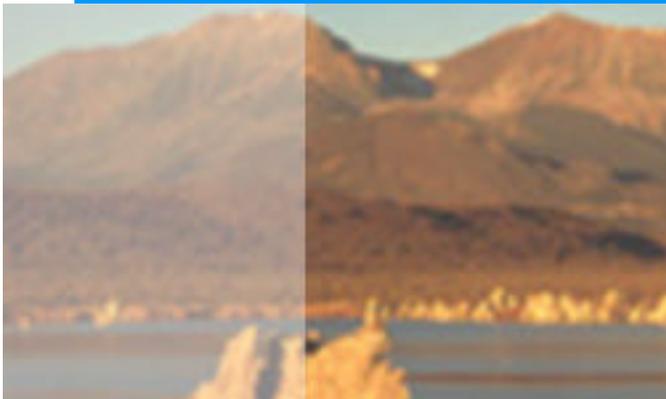
The ISIR Analysis Tool

Objective

- Experience what the ISIR Analysis Tool (Formerly Quality Analysis Tool) can do for your verification process.

This Tool is for all schools and our goal is that you will see the value of using the Tool even if you are not in the QA Program.

During this session:

- Overview of ISIR Analysis Tool
- List the reasons why use of the software may be a benefit to your school
- The ISIR Analysis Tool from a School's Perspective
  - A review of data from the 2002-2003 Quality Analysis Tool
- Identify reports available through the software and identify the characteristics of two reports
- Identify Resources to provide help and guidance

What is the ISIR Analysis Tool?

- A verification Tool
- Part of the EDE Suite Software
- Available free to all schools:
  - ★ Download from fsadownload.ed.gov
- Analyzes ISIR data:

  - ★ Compares two transactions

  - ★ Reports on frequency and impact of corrections

The Design of the ISIR Analysis Tool

- What are the most frequently changed ISIR fields?
- What is their impact on EFC and Pell Eligibility?
- Who should be verified?
- Who could be left alone?
- How could the institutional process be more efficient?

Your President requests...

A school's dilemma **(a real situation that occurred at a Non QA School)…**

Let's imagine that....

Participant Exercise — Scenario 1

Because of staffing concerns, a decision was made to verify only those students selected by the CPS edits for the 2003–2004 award year. Previously, you verified 100% of your financial aid applicants. Your institutional aid dollars spent increased substantially, and you are over budget.

The president would like you to determine which applicants could be included in your institutional verification because they are most likely to misreport information and to have an impact on the EFC.

You discover that the CPS edits selected only 25% of the applications submitted to your school. This was a factor in the increase in institutional dollars awarded. You don't want to go back to selecting 100% because staffing is still an issue.

What tool you can use to help you identify which students you should select for institutional verification in addition to those selected for CPS?

Circle the correct answer(s):

      A. The ISIR Tally System

      B. The ISIR Analysis Tool (formerly Quality Analysis Tool)

      C. The Mechanical Verification Robot

      D. The Data Element system

Answer: B

Getting Started with the Tool

- Using the tool involves 4 required steps:

1. Download the Software from (fsadownload.ed.gov)

2. Set up the Software
   - Set up system defaults
   - Set-up the Field Increment – Parent's AGI
   - Set-up Query – Grade Level

3. Import ISIR's – EDExpress or Mainframe

4. Validate Data

Note: The instructions that follow are to assist your school when you arrive back on your campus. Since many of you will begin using the ISIR Analysis Tool for 2003-04, we have included instructions and screen shots for the 4 steps above using the ISIR Analysis Tool.

Instructor Demonstration
STEP 2: ISIR ANALYSIS Tool Set Up

Step	Action
1	From the Windows desktop, click **Start.**
2	Select **programs/EDESuite/ISIR Analysis Tool 2003-2004.** The login dialog box is displayed.
3	Enter your user ID, **SYSADMIN.** We have already established a user ID for you. It's SYSADMIN. If this is your first time logging into the Tool, your user ID is SYSADMIN.
4	Type your password, The first time you log into the Tool, your password will be SYSADMIN, the default password. At this time, you need to enter a new password in the **New Password** text entry box. You will then be asked to verify the password.
5	Click **OK.** You have logged into the Tool.
6	Select **Tools/Setup/System** from the menu bar. The **System Setup** dialog box is displayed.
7	Enter your 8-digit OPEID#.
8	Enter the **School Name.**
9	**Are you an EDExpress user? If so, place a check in the box**. Selecting this check box allows you to import ISIRs from EDExpress. If you are not an EDExpress user, you may leave the box blank.
10	Select the **Return to Dialog** check box. Selecting this check box tells the software to return you to the same dialog box after printing, exporting, or importing. If you leave this check box unselected, the software will return you to the Tool main screen after each process.
11	Click the **down arrow** for the **Single/Multiple (Default Print)** field and select **Multiple**. Select **Single** if you usually print one record at a time. Select **Multiple** if you usually print multiple records. **Single** is the default setting; you can change it in the **Print** dialog box for a specific print job.
12	Click the **down arrow** for the **Default Report File Destination** field and select **Screen.** Select the destination to which you normally direct your report output. This is the default setting; you can change it in the **Print** dialog box for a specific print job.
13	Click **OK.** You have completed System Setup.

Instructor Demonstration
STEP 2 (continued): Set Up the Field Increment Code

To run certain reports, you need to define a field increment format. When you create a field increment format, you specify the increment and the range of values you want to examine for the field you have selected and assign a code to the format. Then, whenever you want to use that format to print a report, you will enter the code in the Field Increment Code field in the Field dialog box. In this demonstration, we will set up a field increment to display records by Parents' Adjusted Gross Income.

Step	Action
1	Select **Tools/Custom Formats/Field Increments** from the main menu bar.
2	Enter a **Code** of up to six characters to identify the format. We suggest using a simple code, such as **A.**
3	Enter a **Description** of up to 50 characters for the format. In this case, the title is **10,000 increments by AGI.**
4	Click the **Field down arrow** to display the list of available fields in alphabetical order. Select **Parents' Adjusted Gross Income.**
5	Enter the **Minimum** (lowest) value in the range you want to use for the field. In this case, the lowest value is **1.**
6	Enter the **Maximum** (greatest) value in the range you want to use for the field. In this case, the highest value is **200,000.**
7	Enter the **Increment** for the values in this field. In this case, we decided to break into ranges of **10,000.**
8	Click **Save.** You have created a Field Increment format. Select this format when printing certain reports to display records by the reported parents' AGI in increments of $10,000 beginning with $1 to $10,000.
9	Click **OK** to return to the main menu.

Instructor Demonstration
STEP 2 (continued): Set-Up Query — Grade Level

One of the great things about the ISIR Analysis Tool is the ability to run different queries. You will find some great Query Guidance on the QA Website using the following address: **http://qaprogram.air.org/Query.asp**

For this exercise, we will query on grade level. To do this, you need to establish a query in the tool. The query function gives you the option to "prompt at execution." This allows you to select which grade level you want when running the query.

Step	Action
1	Select **Tools/query** from the main menu bar.
2	Select **add.**
3	Title type **Grade Level.**
4	Click the **Field down arrow** to display the list of available fields in alphabetical order. Select **Grade level in College.**
5	Click the **Operator down arrow** to display the list of available operators. Select **equal to (=).** Do not enter the grade you want yet.
6	Click **prompt at execution.**
7	Click **append.**
8	Select **Save** and select **OK.**

Instructor Discussion
STEP 3: Importing ISIR Instructions from EDExpress

These instructions are for you when you return to your office and import your ISIR records into the Tool. You will import two files of ISIRs: a file of "initial" ISIRs and a file of "paid on" ISIRs that have been prepared by your school's IT department or that you import from the EDExpress software.

Step	Action
1	Go into **EDExpress** and import your 2003-2004 records. Once you do this step, you will find that importing into the ISIR Analysis Tool for 2003-2004 is fairly simple. Remember, if you are pulling in your initial and paid on ISIRs on different days, you will need to go back into the EDExpress database and pull down your most recent ISIRs to date. This will provide you with the most recent ISIRs on file that will reflect any changes made to the ISIR after verification or student self-corrected items.
2	Go into the **2003-2004 ISIR Analysis Tool** and select **File** and select **Import.**
3	**Import Type:** Select **2003–2004 EDExpress Database** as your file.
4	**Report To:** Select **Printer, File,** or **Screen.**
5	**Update:** You will be importing two groups of ISIRs. Select **Update "Initial" records only** for the original ISIR records you are selecting. Select **Update "Paid On" records only** for the ISIR records that you want to compare with the originals. It does not matter which group you pull in first, and you do not have to pull the initial or paid on ISIR records on the same day.
6	**ISIR Add Date:** You can enter a date in this field and the system will pull in all 2003–2004 ISIR records pulled down up to the date you provide for the import of initial ISIRs. If you have selected **Update "paid on" records only,** the option of **ISIR Add Date** will not be available. This is OK because the software will automatically select the higher transaction. If there is no higher transaction, the software will pull the same initial ISIR transaction record. This will show you that no changes occurred for that record.
7	**Transaction:** Select either the highest or lowest transaction on file that you would like pulled into the database. For example, for initial ISIRs you may want the lowest transaction; for paid on ISIRs you may want the highest transaction.
8	**Prompt For Duplicates**: Select this check box.
9.	**Selection Criteria Button:** click this button to display all the records in your EDExpress database that you indicated by the date you placed in the **ISIR Add Date** field. If you do not want to import all of these students but want to select only a sample, you can pick and choose the ones you want from this screen.
10.	Select **OK** and the records will import.

Instructor Discussion
STEP 3 (continued): Importing ISIR Instructions from EDExpress

Remember, it's OK to import the initial records on one day and the paid on records on another day. Once you have imported both the initial and paid on records, you will have to validate the files by selecting Process/Validation in the ISIR Analysis Tool. It will make sure that you have an initial and paid on record that has a valid EFC for each student. If a record doesn't match, it will be deleted from the database.

*Also, remember that if you continue to add initial ISIR records to your database (i.e., from January 1, 2003, through June 15, 2004), you will need to select the **Prompt for Duplicates?** check box; otherwise, the software automatically skips everything. You need to click **Update** or **Update All** when that dialog comes up. As long as you do that, the rejected ISIRs will get overwritten with the valid ones.

IMPORT SCREEN in the ISIR ANALYSIS Tool
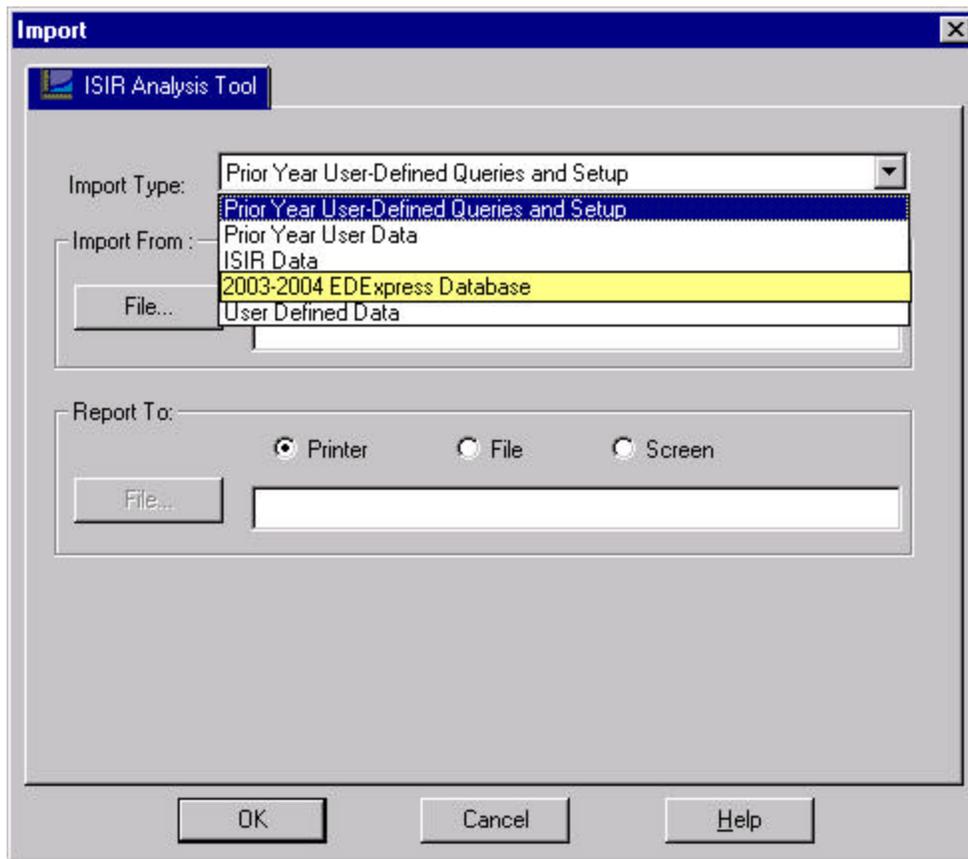
Instructor Discussion
STEP 3 (continued): Importing ISIRs from a Mainframe System

These instructions are for you when you return to your office and import your ISIR records into the Tool. You will import two files of ISIRs: a file of "initial" ISIRs and a file of "paid on" ISIRs that have been prepared by your school's IT/Computer department or that you import from the EDExpress software.

If you use a mainframe system to manage your ISIR data, importing ISIRs into the ISIR Analysis Tool for 2003–2004 is a little more involved. Since storage is an issue for most schools, one of the following options might be better suited for your institution.

There really is no way to "tag" your initial and paid on ISIRs through CPS. You need to do some upfront planning if you are a mainframe school. It will be harder if you overwrite ISIR data as they are received. You are going to have to determine ahead of time whether you want to do the whole population or a sample. If you choose to do either option, you need to pick a time and say that those are your initial data and another time and say that these are your paid on data. If your data center is willing to help you devise a tagging system, that's an option too.

Step	Action
1	**Option 1:** Determine a cutoff date, for example, May 1. Import the ISIR data you have at that time for a select group of students or for your entire population. These will be your initial ISIRs. In the fall, after any and all verification is complete, import the ISIR data you have on file as of, say, October 15 for the same selected group of students or your entire population that you selected on May 1.
2	**Option 2:** Work with your data center staff to separate out and retrieve the initial transactions for a select group of students as you import ISIRs from CPS. Have your data center create a separate ASCII file of the initial transactions for your students. You can continue to do this up to a certain cutoff date or make it a one-time occurrence. In the fall, you will again ask your data center to separate out the most recent transactions on file for the same group of students, which you will import into the ISIR Analysis Tool as the paid on transaction.

As another option, your school could import initial transactions into EDExpress (a free product) and then create a Flat ASCII file for the paid on transactions.

Instructor Discussion
STEP 4: Validate Data

In the software, we select Data Validation to make sure that we have an initial and a paid on ISIR record for each student.

Step	Action
1	Select **Process/Data Validation** from the main menu. (You can also click the Data Validation icon on the main menu bar.) A dialog box is displayed with information about the Data Validation process.
2	Click **Yes** to continue. The data validation process begins. You will be alerted when the process has been completed successfully.
3	Click **OK**.

2003 - 2004 ISIR Analysis Tool for Windows

File View Process Tools Help

Data Validation...
Multiple Entry...
Verification Selection...
Reset School Verification Flags
Remove Verification Edit Profile Flags
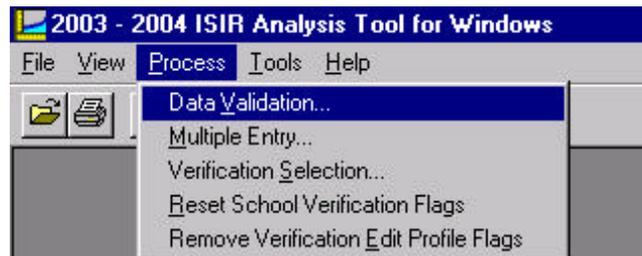
You have now completed the required four steps to use the tool. Next, we will discuss a school's process for using the Tool so you might learn some steps to take should you decide to use the Tool on your campus.

Background: University of Texas at San Antonio

- During 2002-2003 the school verified about approximately 7,000 files from a student population of 22,000.
- Students are awarded but not disbursed any aid until their verification process is completed.
- Verification was based upon CPS edits.
- IN 2003-2004 academic year the school began implementing the new Quality Assurance profiles as identified through the ISIR Analysis tool.

Why UTSA pursued QA

- QA program/software analyzes student information to determine the population most likely to report incorrect information.
- Sharing of information and best practices with the Department of Education and other QA member schools.
- Continual re-evaluations of verification patterns/populations on an annual basis.
- Required Federal Student Aid (FSA) assessment modules also ensure compliance across all areas of financial aid processing.

ISIR Analysis Software Results:

Proposed Dependant Students Profile	**Proposed Independent Students Profile**

EFC	< 3,850	EFC	< 3,850
Par. Tax pd	< 99	Student Tax pd	< 3,500
Par. WKSH B	< 99	Stu. WKSH B	< 99
Par. AGI	= 0 – 1,000 & 25,00 –33,000	Student AGI	< 30,000
Student Tax pd	< 1,000	Student HHS	> 1
Par. HHS	= 3, 4, or 5	Student #COLL	= 2
Student AGI	< 6,000		

- **These results are consistent with other Colleges/Universities data results.**

How we did it:

- During Spring (2002) UTSA began reading about the Quality Assurance (QA) program from the QA web site.
- In September UTSA sent letter to apply for participation in QA for 03-04.
- UTSA was accepted into QA program in October.
- In November, UTSA began to work with ISIR Analysis Tool to establish an initial profile.
- UTSA finalized QA profile based upon analysis of data from software.

Note: Your school does not have to be a QA school to use this tool!!

Available Reports:

There are many reports available with the ISIR Analysis Tool. Since we have a database from a real school using the 2002-2003 Quality Analysis Tool, many of the reports you will see in the following examples will be using the 2002-2003 Quality Analysis Tool.

For 2003-2004 ISIR Analysis Tool, the following report names have been modified in name only:

- The Field *Change* Report with Corrected Field Counts is now called **Changes to ISIR Fields**
- The Field *Range* Report with Corrected Field Counts is now called **ISIR Changes by Field Increment**
- The Corrected Records in Initial EFC Range is now called **Changes to ISIR Fields and Pell Eligibility**
- The Pell Corrected Records Report is now called **ISIR Changes by Field Increment and Pell Eligibility**

We will discuss the First Two reports in detail on the next pages.

Please see Appendix A for a listing of all reports available in the ISIR Analysis Tool!

ANALYSIS
Let the Fun Begin (REAL INFORMATION FROM A NON-QA SCHOOL)

NOTE: This demonstration is designed to give you a feel for the ISIR Analysis Tool. Since we do not have a database for 2003-2004, all of the data and reports were taken from the 2002-2003 Quality Analysis Tool. However, the instructions for running the reports remain the same. The only difference is that 4 of the reports have been renamed in the 2003-2004 ISIR Analysis Tool (as discussed on the prior page of your materials).

First, let's review the following:
- Field Change Report **(Renamed CHANGES TO ISIR FIELDS in 2003-04 ISIR ANALYSIS TOOL)**
- Identify ISIR fields that warrant further analysis.

Refer to the instructions on the next page for running this report. The report is also included on page 23.

Participant Exercise 1: Field Change Report (This Report is renamed CHANGES TO ISIR FIELDS REPORT in ISIR Analysis Tool 2003-04)

> In this demonstration, we ran the Field Change Report in the 2002-03 Quality Analysis Tool. When you arrive back at your campus and use the 2003-04 ISIR Analysis Tool, you will run the CHANGES TO ISIR FIELDS Report. Remember, in order to run this report, you must have already set up the system, and your ISIRs must imported and validated. This report provides counts of records with changes to specific ISIR fields and describes the impact of those changes on EFC. **Why you want to use it?** It allows you to identify the most problematic ISIR elements school wide or within a specific subpopulation. **Now it is time to analyze the data.**

Step	Action
1	With the print dialog box displayed, click the **down arrow** for the **Report** field. A list of the reports available for you to use is displayed.
2	Select **Report: Changes to ISIR Fields.**
3	Make sure that **Multiple** (to the right of the Report field) is selected and that **Screen** is selected as the Report File Destination.
4	Click the **ellipse button** for the **Selected Fields Code.** The Selected Fields Code gives you the option to select **VERDEP,** which will select all ISIR elements that are required to be verified for Dependent students.
5	Click **OK.**
6	Click the **down arrow** for the **Dependency Status** field and select **Dependent.** Only dependent student records will be displayed on this report.
7	For this activity, leave the **Sort Order** as **Sequence Number**.
8	Click **OK** to run the report. The report is displayed. Click the **Zoom In button** to make the report more legible. Review the report to answer your president's questions.
9	Click the **close button** when you are done.

A copy of the report is on page 23 . The report lists fields that affect the EFC and displays the number of corrections made to those fields with a corresponding percentage of the total number of corrections. It also shows the number of records for which the EFC increased, decreased, or remained unchanged because of a change to the field and the corresponding percentages for that field.

Some observations about the Changes to ISIR Fields Report:

1. Sixty-seven of the corrections made in the parents' Adjusted Gross Income had an EFC increase; 51 corrections in the same field had an EFC decrease.
2. Seventy-four corrections made to parents' U.S. Income Tax Paid had an EFC increase; 50 corrections had EFC decrease.
3. Sixty-nine of the corrections in the sum of parents' Worksheet A, B, or C had an EFC increase; 43 corrections had an EFC decrease.

Participant Exercise 1: Changes to ISIR Fields Report (continued)

List the five ISIR items that you would want to further analyze.

1. _____
2. _____
3. _____
4. _____
5. _____

```
    Report Date: 06/30/2003    U.S. DEPARTMENT OF EDUCATION                 PAGE:  1
    Report Time:   16:34:38  QUALITY ANALYSIS TOOL - 2002-2003
                   Field Change Report with Corrected Field Counts (RENAMED
CHANGES TO ISIR FIELDS REPORT in 2003-2004 ISIR ANALYSIS TOOL)
                                     ALL RECORDS               SORT: Sequence
Number
           THIS DOCUMENT CONTAINS SENSITIVE INFORMATION PROTECTED BY THE PRIVACY ACT
    **********************************************************************************
    OPEID#: 00000001                        School Name: PAT-BRYAN UNIVERSITY
    ------------------------------------------------------------------------

                           Records          EFC            EFC            EFC
    Initial Field          Corrected      Increased      Decreased      Unchanged
```

Selected	#	%	#	%	#	%	#	%
PARENTS' NUMBER OF FAMILY MEMBERS	20	2.9%	9	1.3%	9	1.3%	2	0.3%
PARENTS' NUMBER IN COLLEGE	13	1.9%	7	1.0%	4	0.6%	2	0.3%
PARENTS' TAX RETURN FILED?	91	13.2%	53	7.7%	29	4.2%	9	1.3%
PARENTS' TYPE OF TAX RETURN USED?	9	1.3%	6	0.9%	1	0.1%	2	0.3%
PARENTS' ADJUSTED GROSS INCOME	125	18.2%	67	9.8%	51	7.4%	7	1.0%
PARENTS' U.S. INCOME TAX PAID	130	18.9%	74	10.8%	50	7.3%	6	0.9%
PARENTS' TOTAL FROM WORKSHEET A	40	5.8%	22	3.2%	12	1.7%	6	0.9%
PARENTS' TOTAL FROM WORKSHEET B	52	7.6%	30	4.4%	19	2.8%	3	0.4%
PARENTS' TOTAL FROM WORKSHEET C	29	4.2%	17	2.5%	12	1.7%	0	0.0%
STUDENT'S TAX RETURN FILED?	78	11.4%	47	6.8%	21	3.1%	10	1.5%
STUDENT'S TYPE OF TAX RETURN USED?	13	1.9%	8	1.2%	1	0.1%	4	0.6%
STUDENT'S ADJUSTED GROSS INCOME	64	9.3%	38	5.5%	17	2.5%	9	1.3%
STUDENT'S U.S. INCOME TAX PAID	62	9.0%	39	5.7%	13	1.9%	10	1.5%
STUDENT'S TOTAL FROM WORKSHEET A	11	1.6%	3	0.4%	7	1.0%	1	0.1%
STUDENT'S TOTAL FROM WORKSHEET B	4	0.6%	0	0.0%	3	0.4%	1	0.1%
STUDENT'S TOTAL FROM WORKSHEET C	3	0.4%	0	0.0%	3	0.4%	0	0.0%
Corrected Count Totals	744		420		252		72	

```
Total Unduplicated Record Count Data:
Total Unduplicated Corrected Record Count      186
Total Unduplicated Non-corrected Record Count  501
Total Target Size                              687
```

Let the Fun Continue

- <u>Field RANGE Report (renamed ISIR CHANGES BY FIELD INCREMENT report in the 2003-2004 ISIR Analysis Tool).</u>
- Identify income ranges where EFC changes are concentrated.

Refer to the instructions on the next page for running this report. The report is also included on page 26.

Participant Exercise 2: Report: ISIR Changes By Field All Dependent Students

In this demonstration, we ran the Field Range Report in the 2002-2003 Quality Analysis Tool. When you arrive back at your campus and use the 2003-04 ISIR Analysis Tool, you will run the ISIR CHANGES BY FIELD Report for all Dependent students. This report helps us identify patterns within field ranges and ranges of ISIR values that should, or should not, be targeted for verification. The report counts the

number of fields corrected and the impact of those corrections on EFC within user-specified ranges of any single ISIR data element. Earlier in the set-up section, we set up a field increment code A that will identify students with parents' adjusted gross income (AGI) from $1 to $200,000 in increments of $10,000.

Step	Action
1	With the print dialog box displayed, click the **down arrow** for the **Report** field. A list of available reports is displayed.
2	Select **Report: ISIR Changes By Field Increment.**
3	Make sure that **Multiple** (to the right of the Report field) is selected and that **Screen** is selected as the Report File Destination.
4	Click the **ellipse button** for the **Field Increment Code, Select A.** The Field Increment Codes that you have set up are displayed. (One code has been set up for this training to report student records by the parents' adjusted gross income.) Earlier, the instructor demonstrated how to set up field increment codes.
5	Click **OK.**
6	Click the **down arrow** for the **Dependency Status** field and select **Dependent.** Only dependent student records will be displayed on this report.
7	For this activity, leave the **Sort Order** as **Field Range.** This means that the rows of the report will display in the order of the field increment code, with records having a parents' AGI from $1 to $10,000, and so on.
8	Click **OK** to run the report. The report is displayed. Click the **Zoom In button** to make the report more legible. Review the report to answer your president's questions.
9	Click the **close button** when you are done.

When we review the report, we see changes in the EFC either increasing or decreasing between _____ and _____.

NOTE: When you return back to your campus, you may also find it helpful to run this same report, but attach a query on grade level (instruction for adding a grade level query were discussed on page 10). By attaching such a query, you can narrow down the scope of your analysis.

```
Report Date: 10/23/2002    U.S. DEPARTMENT OF EDUCATION           PAGE:  1
Report Time:   09:43:45  QUALITY ANALYSIS TOOL - 2002-2003
                 Field Range Report with Corrected Field Counts (Renamed ISIR Changes By
        filed in 2003-2004 ISIR ANALYIS TOOL)
                              ALL RECORDS                SORT: Field Range
                     PARENTS' ADJUSTED GROSS INCOME
   THIS DOCUMENT CONTAINS SENSITIVE INFORMATION PROTECTED BY THE PRIVACY ACT
****************************************************************************
OPEID#: 00000001                          School Name: PAT BRYAN UNIVERSITY
----------------------------------------------------------------------------
```

	Fields Corrected		EFC Increased (Records)		EFC Decreased (Records)		EFC Unchanged (Records)	
Initial Field Range	#	%	#	%	#	%	#	%
<blank>	73	6.5%	2	1.0%	2	1.0%	4	2.0%
1 TO 10,000	20	1.8%	3	1.5%	1	0.5%	1	0.5%
10,001 TO 20,000	86	7.6%	8	3.9%	5	2.5%	3	1.5%
20,001 TO 30,000	136	12.1%	14	6.9%	6	2.9%	6	2.9%
30,001 TO 40,000	190	16.9%	17	8.3%	10	4.9%	2	1.0%
40,001 TO 50,000	95	8.4%	14	6.9%	9	4.4%	2	1.0%
50,001 TO 60,000	77	6.8%	8	3.9%	7	3.4%	1	0.5%
60,001 TO 70,000	161	14.3%	11	5.4%	10	4.9%	1	0.5%
70,001 TO 80,000	45	4.0%	4	2.0%	5	2.5%	2	1.0%
80,001 TO 90,000	80	7.1%	4	2.0%	7	3.4%	1	0.5%
90,001 TO 100,000	64	5.7%	4	2.0%	8	3.9%	2	1.0%
100,001 TO 110,000	42	3.7%	3	1.5%	2	1.0%	2	1.0%
110,001 TO 120,000	32	2.8%	2	1.0%	3	1.5%	1	0.5%
120,001 TO 130,000	7	0.6%	0	0.0%	1	0.5%	1	0.5%
130,001 TO 140,000	13	1.2%	0	0.0%	1	0.5%	1	0.5%
140,001 TO 150,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
150,001 TO 160,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
160,001 TO 170,000	1	0.1%	0	0.0%	0	0.0%	1	0.5%
170,001 TO 180,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
180,001 TO 190,000	3	0.3%	0	0.0%	1	0.5%	1	0.5%
190,001 TO 200,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Corrected Count Totals	1125							
Total Target Size	204		94		78		32	

```
Explanation of the data included on this report can be found in the Help Text.
Click the 'Help' button on the Print dialog box to display a window with a list of
reports.  From this list, select the report for which you would like an
explanation.
```

Scenario 2

☞ **Imagine**

> The president would like your office to find ways to enhance consumer information to avoid misreporting and the number of corrections made to applicant data.
>
> Financial aid staff at Pat Bryan University determined by reviewing the **Field Change Report** that approximately 15% of the applicant population had changes to untaxed income. To identify the impact that changes made to untaxed income had on an applicant's EFC, the institution ran the **List-EFC Change by Student** Report to analyze changes to untaxed income.

This report was run using the 2002-2003 Quality Analysis Tool.   Use the printed report (on the next page) to answer the following questions:

Which source of untaxed income had the greatest impact on the EFC?

1. _____

2. _____

3. _____

How could the institution change its consumer information to improve the untaxed income information provided by applicants?

Refer to the instructions on the next page for running the **List-EFC Change by Student** report. This report run with three different discrepancy fields (Parent's Worksheet A, Worksheet B, and Worksheet C). The results of these 3 fields are also included on pages 29, 30, and 31.

Instructor Demonstration
List — EFC Change by Student

In this demonstration, I will run the List-EFC Change by Student Report. This report identifies the most problematic incidences of change to a particular ISIR element. When we review the printout of these reports, you will see a list of students who experienced a change in a given ISIR item accompanied by the change in EFC; the results can be sorted by EFC.

Step	Action
1	With the print dialog box displayed, click the **down arrow** for the **Report** field. A list of available reports is displayed.
2	Select **List – EFC Change by Student.**
3	Make sure that **Multiple** (to the right of the Report field) is selected and that **Screen** is selected as the Report File Destination.
4	Click the down arrow for the **Discrepancy Field** and select **PARENTS' TOTAL FROM WORKSHEET A.**
5	Click **OK.**
6.	Select **OK** to run the report.

Repeat steps 1-6 using Parent's Total From Worksheet B as the Discrepancy Field in Step 4

Repeat Steps 1-6 using Parent's Total From Worksheet C as the Discrepancy Field in Step 4

How many students made changes to Worksheet A? _____

How many students made changes to Worksheet B?_____

How many students made changes to Worksheet C?_____
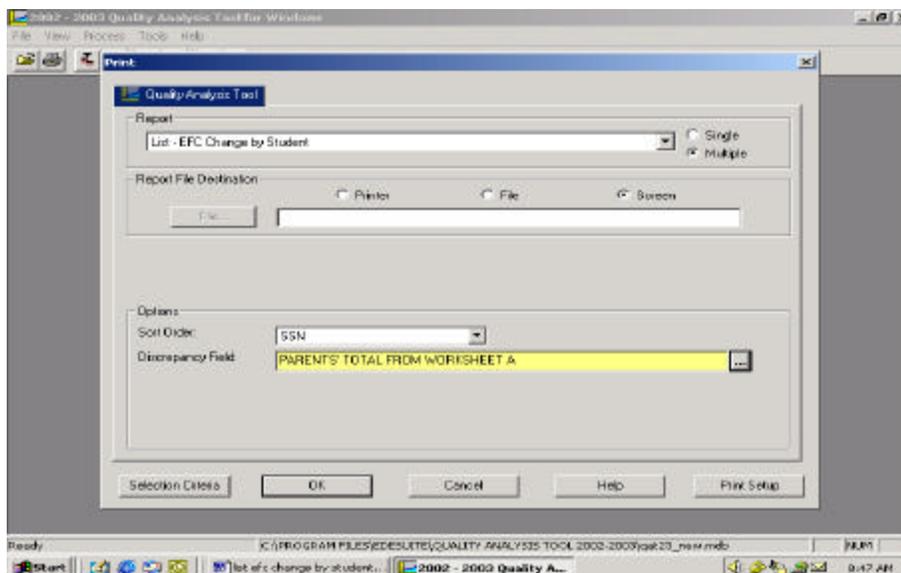
Report Date: 06/30/2003   U.S. Report
                        List - EFC Change by Student
                               ALL RECORDS

        Field Selected: PARENTS' TOTAL FROM WORKSHEET A

Original SSN	Student Name	Initial Value	Field Change	Initial EFC	EFC Change
901-68-9142	WINTERS, CIARA L.	950	-605	1407	957
901-76-5182	ANDERSON, NICHOLAS E.	0	1076	529	183
901-82-8712	HARP, JEREMY S.	1976	-1292	9674	-4158
903-66-8996	CHALUPA, CRAIG R.	1000	-1000	3532	-164
903-72-7888	MCFARLANE, SHANNON L.		0	2149	1773
903-76-8362	ANDERSON, KENNETH A.	10229	1096	0	0
904-82-1536	MICHEL, JASON A.	3900	131	0	0
905-78-3544	HELLER, BRYAN T.	3264	-516	213	329
905-86-5036	ZACH, SEAN P.	0	526	12	2853
906-66-2883	DONNAN, WARREN W.	0	13860	0	0
907-82-0171	DROESSLER, NATHAN L.	1412	-708	0	103
907-84-0189	MCFARLANE, SHAWN K.	2134	16152	1750	5176
908-64-0836	BOWMAN, MELISSA I.	0	938	6066	330
908-72-9997	KRUGER, WADE E.	0	505	2804	2379
909-70-2782	SORRELL, MATTHEW I.	976	543	1166	-419
912-62-1911	BURR, GERALD B.	0	12492	83	2531
912-76-2841	DEARTH, SALVATORE M.	0	491	3465	-3465
914-64-3299	MARZEN, JOHN D.	0	386	1681	-197
918-72-2918	MICHEL, MICHAEL T.	470	450	711	1273
919-64-4183	DONALD, ALLEN	3890	9490	0	850
923-70-1224	MCMATH, RYAN L.		0	2071	8463
926-66-0313	BONTRAGER, MEAGAN G.	2500	-414	6455	-5268
930-70-4189	BURR, TIMOTHY J.	14436	-12190	23244	-8775
932-64-1515	KOEHLER, JOSEPH B.	500	-500	23937	-3383
932-64-6397	GOSS, GABRIEL A.	3524	126	0	0
933-64-4824	PACHA, JOSHUA P.	43587	-43587	24231	-20879
943-74-3706	KOEHLER, OLVIN		0	2535	-2535
944-96-7571	WELDON-PETERS, SANTIAGO	3241	-1722	0	515
945-74-2024	CHALUPA, MICHAEL R.	0	3283	401	1989
946-76-6180	BALLARD, KEVIN G.	17136	-10301	5914	-5914
951-76-7306	NOSBISH, BRIAN M.	85480	-85480	64870	35129
952-76-2140	SANDERS, KEVIN A.	0	2628	3536	2145
953-98-7372	VOGT, SHAFEEK S.	0	326	0	0
962-88-0558	DANIEL, MELVIS W.	5117	-4054	1192	-569
965-74-6808	PACHA, MICHAEL R.	6100	-6100	13933	2207
968-68-6665	FITZGERALD, PAUL A.	0	1147	0	187
986-68-9235	PREWETT, KARI L.	10040	-1188	2305	-236
986-82-9290	NUTTER, JUSTIN M.	0	600	3063	1562
990-88-2554	DANIEL, MARLON J.	4980	-2927	224	4536
997-68-8899	TOMAS, BRIAN J.	12216	4644	0	0
998-70-1404	HOEPPNER, JOSHUA J.	0	9715	0	1705

        Total Students: 41

Field Selected: PARENTS' TOTAL FROM WORKSHEET B

Original SSN	Student Name	Initial Value	Field Change	Initial EFC	EFC Change
901-64-1373	SCHLOTE, MATTHEW J.	41583	-40193	55652	-388
901-66-5531	DEARTH, MATTHEW J.	6843	-3974	2084	1688
901-68-9142	WINTERS, CIARA L.	4500	1031	1407	957
901-72-6926	HALL, TIMOTHY T.	0	679	938	4766
901-80-5768	BONTRAGER, ANTHONY M.	1306	-1306	6773	-5288
901-82-3589	DUWA, MATTHEW G.	1826	457	4919	177
902-68-6007	STOCKMAN, PAUL R.	1800	880	1863	300
902-84-0191	DEARTH, EASTON T.	5701	-3701	829	749
903-64-3614	WINTERS, ROBERT R.	0	2000	2298	478
903-66-6479	WELDON-PETERS, MICHAEL S.	722	642	9238	-1168
903-72-7888	MCFARLANE, SHANNON L.		0	2149	1773
903-72-8308	SMITH, TONI M.	3600	-2400	1033	753
903-76-8362	ANDERSON, KENNETH A.	38044	-9894	0	0
904-82-1536	MICHEL, JASON A.	940	-940	0	0
904-86-9581	STOCKMAN, ERIC M.	7923	-9	7743	-1080
905-86-5036	ZACH, SEAN P.	0	9600	12	2853
905-88-1764	MARZEN, NICOLAS C.	960	3164	2268	-445
906-66-2883	DONNAN, WARREN W.	0	4259	0	0
907-35-2408	MARZEN, JACKSON L.	6933	-6933	3623	-1560
907-82-0171	DROESSLER, NATHAN L.	1412	-708	0	103
908-72-9997	KRUGER, WADE E.	1007	3664	2804	2379
909-62-6044	SEXTON, EMILY	8850	-27	12985	746
912-05-9455	NUTTER, JESSICA M.	2090	-2090	2526	1745
912-76-2841	DEARTH, SALVATORE M.	11500	-11500	3465	-3465
913-68-4185	WAITE, STEPHEN B.	0	2881	6646	623
914-64-3299	MARZEN, JOHN D.	7200	3133	1681	-197
915-08-2538	CHALUPA, AARON C.	11041	-10491	3059	-2279
916-68-2901	ROMAN, JOHN A.	15600	3732	416	7321
916-70-9688	FULLER, JACOB C.	5383	330	8515	494
917-74-9427	ROGERS, DIANNE E.	2011	-2011	6732	-639
918-66-3760	NOSBISH, BRADLEY R.	8500	2000	33452	2191
923-70-1224	MCMATH, RYAN L.		3607	2071	8463
924-74-3510	WALLS, STACIE A.	0	21840	1253	5636
930-70-4189	BURR, TIMOTHY J.	7218	-7218	23244	-8775
930-72-0831	DONLEY, AMANDA L.	9280	-200	475	-24
932-64-2230	DONNAN, JASON J.	2932	-20	350	966
933-64-4824	PACHA, JOSHUA P.	8536	-6200	24231	-20879
933-64-6348	PAULEY, CHRISTOPHER D.	95281	-81939	70241	-35431
935-54-4393	HOEPPNER, THOMAS J.	24802	-560	45624	-294
939-52-2955	FETTERS, JASON A.	6688	-1257	12788	-1014
939-56-7405	SORRELL, NICHOLAS D.	0	875	690	952
943-74-3706	KOEHLER, OLVIN		0	2535	-2535
944-80-3451	BURKE, JOSEPH A.		650	17774	-3836
951-76-7306	NOSBISH, BRIAN M.	10056	-758	64870	35129
952-76-1529	MCGOWAN, ALLEN T.	4000	-1400	9321	4873
952-76-2140	SANDERS, KEVIN A.	0	2793	3536	2145
965-74-6808	PACHA, MICHAEL R.	5200	-550	13933	2207
976-64-6695	RASMUSSEN, NATHAN R.	5250	173	19260	1243
980-68-5956	DONALD, BRANDI M.	1550	2014	882	23119
983-06-3388	SANOKT, AUSTIN L.	8824	3613	2992	1471
990-88-2554	DANIEL, MARLON J.	855	2463	224	4536
992-68-9112	GROSVNER, STEFFAN N.	24446	-24446	30767	-20160
999-68-0836	ANDERSON, JASON R.	9520	-6920	18224	-14830

Total Students: 53

Field Selected: PARENTS' TOTAL FROM WORKSHEET C

Original SSN	Student Name	Initial Value	Field Change	Initial EFC	EFC Change
901-66-5531	DEARTH, MATTHEW J.	3000	-2000	2084	1688
901-72-6926	HALL, TIMOTHY T.	0	1500	938	4766
901-74-4985	PACHA, JUSTINE N.	0	634	3842	739
902-74-5834	PERDUE, STEPHEN J.	0	2500	2775	2958
902-84-0191	DEARTH, EASTON T.	0	1500	829	749
903-64-3614	WINTERS, ROBERT R.	0	2404	2298	478
903-72-7888	MCFARLANE, SHANNON L.		1500	2149	1773
903-72-8308	SMITH, TONI M.	10660	-5460	1033	753
904-86-9581	STOCKMAN, ERIC M.	0	1500	7743	-1080
905-60-4475	YEGGY, DONAVON C.	2500	-1500	11813	776
905-84-0407	NUTTER, JOSE L.	0	1500	3402	-1252
909-70-2782	SORRELL, MATTHEW I.	1000	-501	1166	-419
912-05-9455	NUTTER, JESSICA M.	3000	-1901	2526	1745
925-64-9272	ANDERSON, RYAN G.	0	1500	9694	-4627
925-80-1811	BOWMAN, ELISANDRA R.	1500	-1418	9019	1806
929-64-9203	TJADEN, KEVIN F.		1500	3457	516
932-64-1515	KOEHLER, JOSEPH B.	0	478	23937	-3383
933-64-4824	PACHA, JOSHUA P.	0	600	24231	-20879
939-56-7405	SORRELL, NICHOLAS D.	0	1000	690	952
943-74-3706	KOEHLER, OLVIN		0	2535	-2535
946-76-6180	BALLARD, KEVIN G.	0	1138	5914	-5914
951-68-5600	EAST, MATTHEW V.	1000	500	8979	4106
962-90-1093	HALVERSON, KYNDRA M.		2100	0	142
965-74-6808	PACHA, MICHAEL R.	1000	500	13933	2207
966-72-7026	TUCKER, SHANE T.	78	-78	10324	-7094
972-94-6141	BONTRAGER, AARON J.	0	1212	5873	-279
974-66-4795	HAWKS, DAVID J.	0	1500	12799	-2671
987-88-8081	ZACH, MARO K.	500	-500	6567	502
992-76-6447	WELDON-PETERS, ROBERT B.	0	754	2365	-461
994-66-9145	ANDERSON, BRANDON L.	1500	-565	50450	-37112

Total Students: 30

Scenario 2

☞ **Verification Outcome Impact**

Pat Bryan University currently doesn't provide additional guidance on Worksheet A, B, or C. The university may want to consider the following options:

- Run the Transaction Comparison Report on all students who had a change in Worksheet A, B, or C; the report will provide a snapshot for each student who had a change in this ISIR field. This information could be used to counsel students. A report will be generated for each student, which could be sent to the student as part of the renewal application. A letter could accompany the student report to help the student complete the ISIR for the following year.

- Design a worksheet that provides a W-2 form and circle the areas that contain information that the ISIR requires be reported as untaxed income. Indicate the line on the ISIR where this income should be reported.

A school could pull a random sample of all students who made changes to Worksheet A, B, or C and review each record to determine whether a pattern of misreporting exists. A school could then revise its consumer information to address the issues identified.

Refer to the instructions on the next page for running this report. The report is also included on page 34.

Transaction Comparison Report

This report allows you to review individual cases for evaluating the applicability of any generalized patterns to individual students. It also provides a side-by-side comparison of initial and paid on values of selected ISIR data elements for each applicant who meets user-defined selection criteria.

Step	Action
1	With the **Print** dialog box displayed, click the **down arrow** for the **Report** field. Reports available in the system are listed.
2	Select **Transaction Comparison.**
3	Make sure that **Single** (to the right of the Report field) is selected and that **Screen** is selected as the Report File Destination.
4	Enter **SSN of student you would like to analyze.**
5	For this activity the Field Order remains at **Sequence Number.**
6	Click the **down arrow** for the **Selected Fields Code** and select **VERDEP.** With this option, ISIR fields for dependent students will be displayed. **Click OK.**
7	Click the **down arrow** for the **Discrepancy Field** and select **PARENTS' TOTAL FROM WORKSHEET B. Click OK.**
8	Click the **Changed Fields Only?** to display only fields that have been changed.
9	Click **OK.**
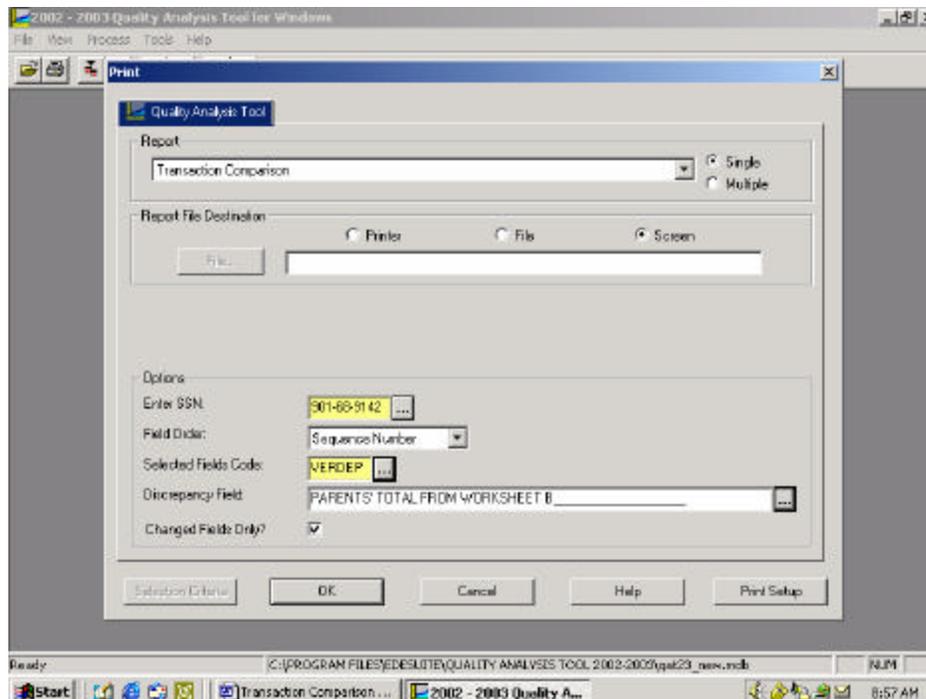
```
Report Date: 10/23/2002    U.S. DEPARTMENT OF EDUCATION              PAGE:
1
Report Time:  13:35:41  QUALITY ANALYSIS TOOL - 2002-2003
                Transaction Comparison Reported
                         ALL RECORDS
SORT:
   THIS DOCUMENT CONTAINS SENSITIVE INFORMATION PROTECTED BY THE PRIVACY ACT
*************************************************************************
***
OPEID#: 00000001                           School Name: Pat Bryan
University
-------------------------------------------------------------------------
---

Original SSN:  901-68-9142   Current SSN: 901-68-9142
Student Name:  WINTERS, CIARA L.
Initial School Verification Flag: No


                        Initial          Paid On
                        ----------       --------
Source of Correction    <blank>          School
Source of values        EDExpress        EDExpress
Transaction Number          01               02
CPS Verification Flag        Y                Y
Dependency Status            D                D
EFC                       1407             2364

Last Modified By: SYSADMIN 09/18/2002  11:18:50
-------------------------------------------------------------------------
---
```

	Initial Transaction Value	Paid On Transaction Value	Change
Field(s) Selected			
PARENTS' ADJUSTED GROSS INCOME	$ 26,162	$ 25,126	$ -1,036
PARENT'S U.S. INCOME TAX PAID	$ 6,541	$ 1,699	$ -4,842
PARENTS' TOTAL FROM WORKSHEET A	$ 950	$ 345	$ -605
PARENTS' TOTAL FROM WORKSHEET B	$ 4,500	$ 5,531	$ 1,031
STUDENT'S TAX RETURN FILED?	2	1	Y
STUDENT'S ADJUSTED GROSS INCOME	$ 1,688	$ 1,723	$ 35
STUDENT'S U.S. INCOME TAX PAID	$ 422	$ 0	$ -422

A school could pull a random sample of all students who made changes to Worksheet A, B, or C and review each record to determine whether a pattern of misreporting exists. A school could then revise its consumer information to address the issues identified.

A Possible Letter

Dear XXXX:

When reviewing your file for the XX award year, we noted that changes were required to your ISIR. In particular, we noted there were changes to Worksheet A, B, or C. To help you complete your ISIR for the upcoming year, we have enclosed a synopsis of what you reported for this year. We hope that this will help you complete your ISIR for the XX award year. Some areas to which you may want to pay particular attention follow:

- We have found that reporting untaxed income on the ISIR can be a challenge. To assist you in this process, we have enclosed a copy of a W-2 and circled the items that you must report as untaxed income. To ensure that you don't miss any item(s) required for reporting, we also recommend that you review the worksheets included with the ISIR, paying particular attention to Worksheet B.

- If you are a returning student and earned Federal Work-Study, you need to be sure to report your calendar-year earnings on the worksheet. You can obtain this information from your W-2 or from the payroll office at the school. To ensure you don't miss any item(s) required for reporting, we also recommend that you review the worksheets included with the ISIR, paying particular attention to Worksheet C.

- To ensure that you record the correct tax credits, such as Earned Income Credit and other child tax credits, as well as any welfare benefits or social security benefits that were not taxed (such as SSI), please refer to Worksheet A on the ISIR.

Should you have additional questions regarding the completion of your ISIR, do not hesitate to either call or schedule an appointment.

Sincerely,

Assistant Director

Questions We've Asked…
and Answered!

1. How many ISIRs do I need to load into the ISIR Analysis Tool?
2. How do I know who and what to include/exclude when evaluating the reports from the ISIR Analysis Tool?
3. What help is available to me?

Summary

- Increased accuracy in determining student need.
- The ISIR Analysis Tool will focus financial aid processes where they are needed most.
    - *Majority of students will not be needlessly bothered for additional financial information.*
- Education, service, and outreach activities will increase as we build analytical information about students and their patterns of reporting financial information.

Enhancements for 2003-2004 ISIR Analysis Tool

- ## **Inclusion of Verification Priority Codes**
    - o A summary section will be added to the List-Verification Flags by Student report to give totals of the various priority flags
    - o Helps prioritize CPS edits by tracking flag
    - o A filter will be added to the print dialog box to turn off the detail of this report and just produce summary numbers
    - o A predefined query will be added for Verification Tracking Flag

Coming in 2004-2005: The ISIR Analysis Tool will become a web-based product. Schools will be able to import records that are housed in a data mart.

Resources:

- http://qaprogram.air.org or
  http://fsa4schools.ed.gov/
  1. Web Videos
  2. Activity Guides 1, 2 and 3
  3. ISIR Guidance
  4. The Guide to Attain, Sustain and Advance Quality
  5. fsadownload.ed.gov

Questions/Comments?

We appreciate your feedback and comments. We can be reached:

Regional Contacts:

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Michael Cagle
Regions 8, 9, 10
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Appendix A
2003-2004 ISIR Analysis Tool Reports

The reports you can generate in the ISIR Analysis Tool help you analyze your student population. To begin your analysis, first print the Changes to ISIR Fields Report using the ALL Selected Fields Code. ALL is a predefined code that is shipped with the software. It selects all ISIR fields so you can see which fields have the most changes overall. With that information, you can then focus your analysis on those fields and identify the trends in your population.

The following reports are available:

Changes to ISIR Fields. This report lists fields that affect the EFC and displays the number of corrections made to those fields with a corresponding percentage of the total number of corrections. It also shows the number of records for which the EFC increased, decreased, or remained unchanged as a result of a change to any of the selected fields, as well as the corresponding percentages for each changed field.

Changes to ISIR Fields and Pell Eligibility. This report prints the corrected records in an initial EFC range for a selected sample.

Custom Report. Custom reports are reports that you design for your needs, using fields that you select.

ISIR Changes by Field Increment. This report shows the number of corrections made to the selected field for a specific increment and the corresponding percentage of the number of corrections for that field. It also shows the number of times the EFC increased, decreased, or remained unchanged due to a change to the field, as well as the corresponding percentages for the field.

ISIR Changes by Field Increment and Pell Eligibility. This report shows counts and percentages for Pell eligible corrected records. It also shows the scheduled Pell award data that was calculated and stored during the data validation process.

List-EFC Change by Student. This report shows differences between the Initial value and the Paid on value of the field selected for a sample of students. It also shows the Initial and Paid On EFC values and the difference between them.

List –Verification Flags by Student. This report shows the values for CPS verification flags (Initial and Paid On) and school verification flags (Initial and Paid On) for a selected list of students. These values show students who became Pell eligible and ineligible and students whose EFC changed and whose EFC remained unchanged. Verification Tracking Flag values are included on the report. **New for 2003-2004! You can selected the Totals only? Option to print only the summary section for this report.**

List – Verification Selection Criteria by Student. This report shows a list of students to whom verification edit profiles apply, along with the codes and descriptions of those profiles. More than one profile can apply to a student.

List – Verification Selection Criteria by Code. This report shows a list of verification edit profiles and each student to who the profiles apply. More than one profile can apply to a student.

Query Management. The Query Management report is a list of both the queries you have created and the predefined queries provided with the ISIR Analysis Tool software.

Record Layout – Export Full. This option prints a record layout for full data export.

Record Layout – Export UD. This option prints a record layout for the User Database.

Record Layout – Import User Data. This option prints a record layout for user-defined data files that you import. It provides specifications for field length, field description, start position, and end position.

System Setup. You can print the System setup information including System and File Management information.

Transaction Comparison. This report shows the demographic data and transaction comparison data for a student or a group of students.

User Database. This report provides the field names and values entered in the user database for each student, listed by SSN.

Verification Edit Profile Setup. This report provides verification edit profile setup information. You can print one or all of the verification edit profiles at a time. To print all profiles, leave the Verification Edit Profile Code field blank in the Print dialog box.