



SPRING CONFERENCE

Kansas City, Missouri

2003

Session 23

Using the Quality Analysis Tool to Answer Your Institutional Verification Questions

How can I use the Quality Analysis Tool?

Which FAFSA fields change the most after initial application? Who is the most likely to make changes? How can institutional verification profiles be assessed? The session describes how to answer these questions with the Quality Analysis Tool and improve your verification procedures.

Additional Conference Resources

- Session #24 Take the Quality Analysis Tool for a Test Drive
 - Installing and setting up software
 - Importing data
 - Creating queries and field increments
 - Generating reports
- PC Lab
 - Individualized demonstrations
 - Questions answered

Online Resources

- SFA download
(<http://www.sfadownload.ed.gov/index.htm>)
 - The software
 - Install guide and desk reference
- QA Program website
(<http://qaprogram.air.org>)
 - “Query Guidance”
 - Web cast videos
 - Activity Guides

The Question Catch 22

- Parents and teachers know
- Hamlet tragically found out
- The dilemma
 - Action
 - Asking

Question Quotes

- “The important thing is not to stop questioning.” Albert Einstein
- “A young man is embarrassed to question an older one.” Homer

The Quality Analysis Tool (a.k.a. ISIR Analysis Tool)

- Formulate your own questions
- Find answers in your ISIR data
- Figure out how to improve your institutional verification procedures

Institutional Verification

- Every institution has an institutional verification system
- Only institutions formally participating in the QA Program are exempt from following the prescribed CPS edits

Institutional Verification

- Many non-QA Program schools verify applicants in addition to those selected by the central processing system (CPS)
- Every school can analyze what they are doing

How do you start?

- Retain or locate “initial” and “paid on” ISIR information
 - SARA files
 - EDEExpress
- Download and install software
- Import “initial” and “paid on” data
- Write queries that mirror your institution’s verification profiles

Queries

- Select cases if a given logical condition is met
- Same query engine as used in EDEExpress

Establishing Institutional Verification Profiles

- Establish profiles
 - Tools | Setup | Verification Edit Profile
- Set verification flag
 - Process | Verification Selection | Set Initial School Verification Flag

For More Details

- Session #24 “Take the Quality Analysis Tool for a Test Drive”
- PC Lab

Analysis Options

- Which ISIR fields change?
- Who makes changes?
- How do you assess verification profiles?
- And more!

Analysis Guidance on qaprogram.air.org

- Activity Guide #1 – ISIR field change
- Activity Guide #2 – which applicants
- Activity Guide #3 – assessing profiles

Which ISIR Fields Change?

- Identify the most problematic ISIR data elements
- Determine which information to confirm during verification
- Identify data elements that may benefit from improved education efforts

Steps for ISIR Field Change Analysis

- Plan Analysis
 - Which ISIR fields to examine?
 - Impact upon EFC or Pell Grant eligibility?
- Separate verified and non-verified cases
 - Build new query using “School Verification Flag”
 - Use as (or with other) selection criteria in all reports

EFC-Focus: Field Change Report with Corrected Field Counts

- Counts of records with a changes to specific ISIR Fields
- Counts of records with the specific change experiencing an EFC increase
- Counts of records with the specific change experiencing an EFC decrease
- Counts of records with the specific change not experiencing an EFC change
- Unduplicated corrected and non-corrected record counts

What to Look for in the Field Change Report

- ISIR fields with greatest degree of change
- ISIR fields most associated with EFC increase and decrease
- Proportion of non-corrected records

Pell Focus: Corrected Records within an Initial EFC Range Report

- Similar to Field Change Report, but focus is on the departure from specified “EFC ranges”
- Contextual meaning of EFC “decrease” and “increase” – change from initial range
- Use “Initial Pell eligible” as the initial EFC range to examine which ISIR elements are most associated with the loss of Pell Grant eligibility
- Use “Initial Pell ineligible” as the initial EFC range to examine which ISIR elements are most associated with gaining Pell Grant

What to Look for in the Corrected Records ... Report

- Initial Pell eligible version
 - The ISIR fields most associated with EFC increase (loss of eligibility)
 - Over-award summary statistics

What to Look for in the Corrected Records ... Report

- Initial Pell ineligible version
 - The ISIR fields most associated with EFC decreases (gain of eligibility)
 - Under-award summary statistics

Questions to follow either report

- How does your institution currently address the ISIR elements identified as being the most problematic?
- Are you missing the same types of errors in your non-verified population?
- Could education efforts reduce these errors?
- Is there a way to reduce the number of non-corrected records selected for verification?*

Who Makes Changes?

- Identify ranges where changes to ISIR elements are most pronounced
- Identify ranges where changes to ISIR information are most associated with EFC increases
- Identify ranges where changes to ISIR information are most associated with EFC decreases

Steps to take before “Who Makes Changes” Analysis

- Plan Analysis
 - EFC or Pell Grant eligibility?
 - Which ISIR field(s) will define groups?
- Define range(s)
 - Select ISIR element(s)
 - Tools | Custom Formats | Field Increments
 - Minimum, Maximum, Increment

EFC-Focus: Field Range Report with Corrected Field Counts

For target population:

- Number of fields corrected
- Number of records experiencing an EFC increase
- Number of records experiencing an EFC decrease
- Number of records experiencing no EFC change

By Field Increment

Pell-Focus: Pell Corrected Records Report

**For initially Pell eligible among target
population:**

- Number of records corrected (“Selected Fields”)
- Number of records experiencing an EFC increase (decrease in Pell)
- Number of records experiencing an EFC decrease (increase in Pell)
- Number of records experiencing no change in Pell
- Summary over and under award information (limited to initially Pell eligible)

By Field Increment

What to look for

- Where were changes made?
- Where were changes most associated with EFC increase?
- Where were changes most associated EFC decrease?
- Where were changes rare or have no effect on EFC?

Questions to follow either Field Range or Pell Change reports

Most problematic ranges

- Does your institution explicitly target this range for verification?
- If not specifically targeted do you verify the majority of this range anyway?
- Activity #2 provides detailed instructions for computing the percentage of a problematic range your institution currently verifies

Questions to follow either Field Range or Pell Change reports

Least problematic ranges

- Would it be prudent to exclude (if permissible) these ranges from verification?
- Activity #2 provides detailed instruction for evaluating the implication of excluding less problematic ranges
- Perform additional analysis to see what might help focus exclusions (if permissible)

How Can Verification Profiles Be Assessed?

- Assess the ability of specific institutional profiles to capture “substantial changes” to eligibility for need-based aid
- Assess the tendency of specific institutional profiles to select applicants with little or no impact upon eligibility for need-based aid
- Determine which profiles to fine tune or drop (if permissible)

Steps to take before “Assessing Profiles”

- Plan Analysis
 - All changes to EFC or just Pell Grant eligibility?
 - What is a substantial change for you?
- Define new Queries
 - Verified and no change to EFC
 - Verified and substantial change to EFC

Three versions of List Verification Selection Criteria by Code

Selection Criteria

1. Verified
2. Verified and Substantial Change
3. Verified and No Change

Numbers generated

1. Total
2. Substantial Change
3. No Change

Calculate Substantial and No Change Percentages

For each profile

- Substantial / Total * 100
 $(79/202 * 100) = 39$ percent
- No Change / Total * 100
 $(115/202 * 100) = 57$ percent

Relate Percentages to Practice

- Be reluctant to alter profiles selecting a high percentage of substantial changes
- Be eager (if permissible) to narrow the focus of profiles selecting a high percentage of no changes
- Follow up analysis
 - Which ISIR fields changes?
 - Who makes changes?

Tool Enhancements for 2003-04

- Name change from Quality Analysis Tool to ISIR Analysis Tool.
- Incorporate the use of the Verification Tracking Flag into reports and query function.
- Allow prior year setup, user defined queries, and custom formats to be carried forward from 02-3.

Tool Enhancements Continued

- Include summary data on verification reports that provides detail on the verification tracking flags applied to the records in the database.
- Names of existing reports have been changed to make them intuitive to the user.
- Reinstitution of Sampling? TBD.
- New release date – May 2003.

Thank You for Coming

We appreciate your feedback and comments. We can be reached at the following email addresses:

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