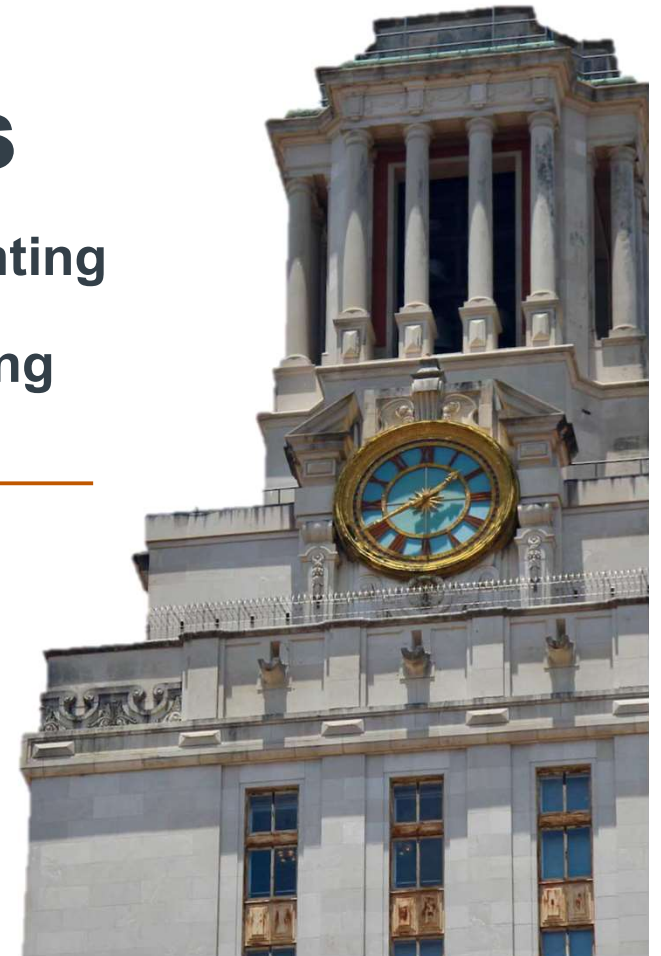


ORGANIZING THE PROCESS

**UT Austin's Modernization Journey for Documenting
and Training New Employees for CBM Reporting**

**Erin Cowart & Megan Kidd
The University of Texas at Austin**

TAIR 2025 Annual Conference



Presentation Roadmap



- Who We Are
- Our Reports
- The Starting Point
- Navigating What Does and Does Not Work
- Getting Up to Speed with Modernization
- Where We Are Now

Who We Are

Presenters



Erin Cowart

Compliance Reporting Coordinator
CBM Reporting
6 Years in IR



Megan Kidd

Institutional Reporting and Research Analyst
University CIP Code Coordinator
14 Years in Higher Education
3 Years in IR



Who We Are

University of Texas at Austin



- General Academic Institution
- Founded 1883
- Located in Austin, Texas

Fall 2024

- 53,864 students
- 3,917 faculty
- 15,387 degrees conferred 2023-24
- 19 colleges and schools



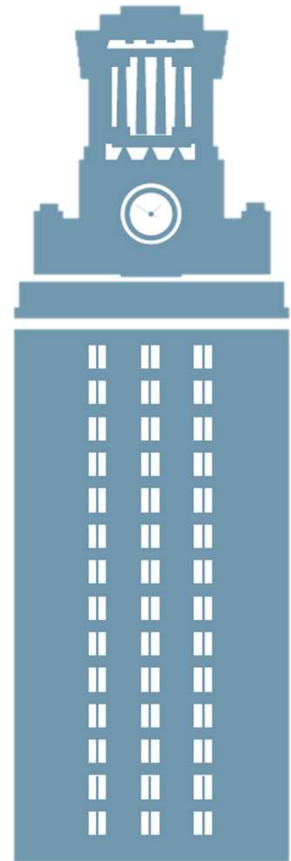
Who We Are

University of Texas at Austin – Dell Medical School

- Health-Related Institution
- First residency program 2015
- First class of students 2016
- Located in Austin, Texas

Fall 2024

- 199 students
- 375 teaching faculty
- 49 degrees conferred 2023-24



Who We Are

IR Office



The University of Texas at Austin
Institutional Reporting, Research,
Information and Surveys



IRRIS Halloween 2024

IRRIS

- 10 IR Professionals
- 3 Student Workers
- Compliance and Reporting Team
- Surveys and Strategic Studies Team



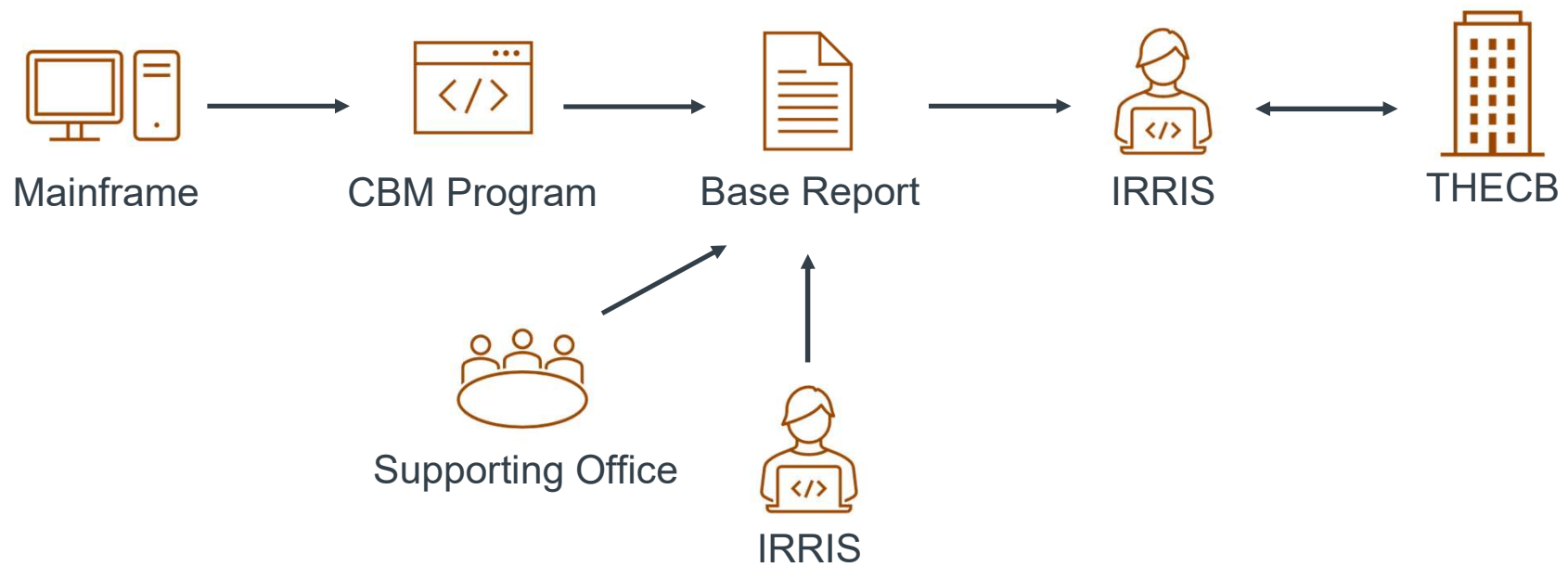
Our Reports

	UT Austin (GAI)	Dell Medical (HRI)
Semesterly Reports	0C1, 0CS, 0C8 0E1, 00S, 008, 002 00X-OR	001
Fall Reports	009, 005, 00B, 00X, 00T	008, 009, 00R
Inventory Reports	003, 00E, 00N	00N



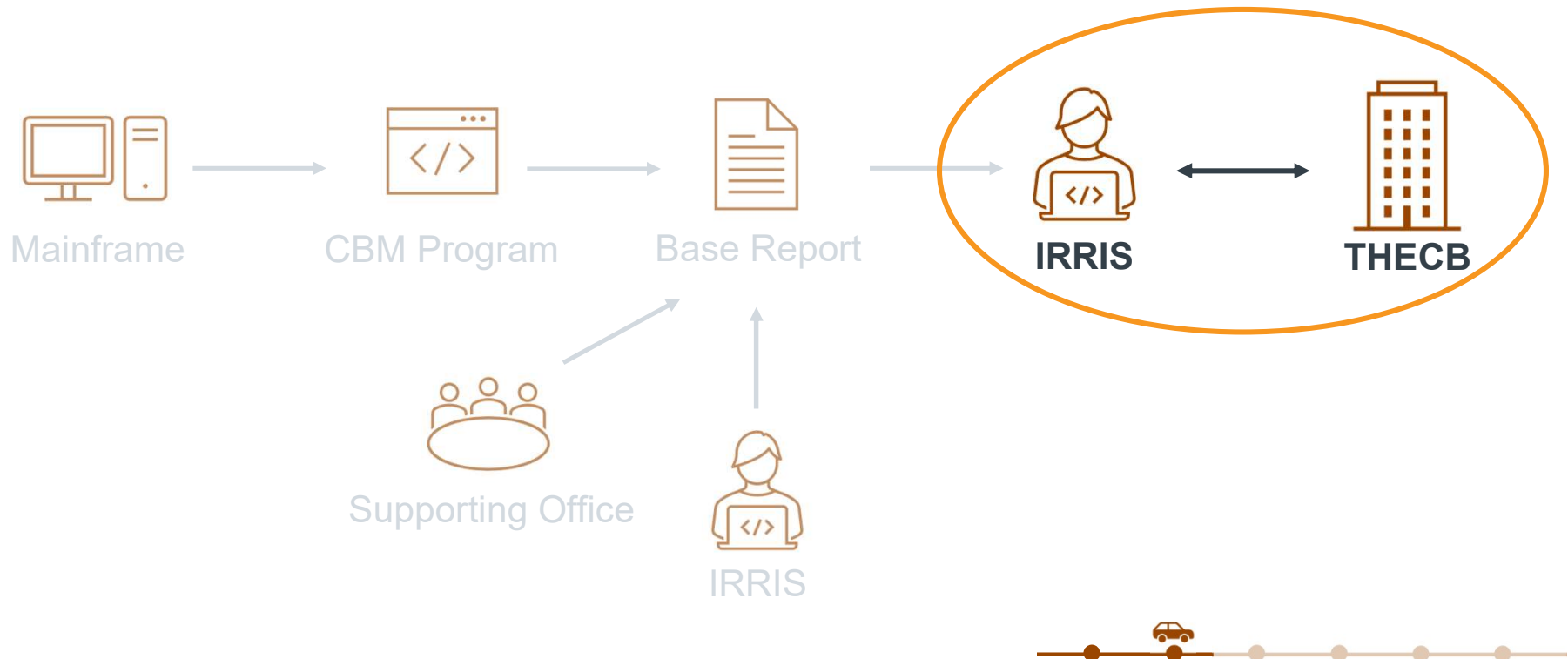
Our Reports

General Process



Our Reports

General Process



The Starting Point

2019 Pain Points

Workload

Manual Processes

**Report
Documentation**

Training



The Starting Point

2019 Data Points

Workload

One individual primarily responsible for...



- IPEDS
- GAI & HRI CBMs
- Space CBMs
- CIP Codes
- Ad Hoc Data Requests



The Starting Point

Manual Processes

- University Identifiers are critical for validating records, however, only one CBM report incorporated these identifiers, forcing us to rely on this one report to convert SSN to the identifier
- To correct an error, we often manually counted within the text file to the correct field location
- Excel was unreliable with larger reports, such as our 00S and 00B



The Starting Point

Manual Processes

IDD Students

- Beginning in the Spring of 2017, 2 new fields were added to the end of the ~~CBM002~~ **CBM001** report for students who identify as IDD. Obtain the list of students from [REDACTED].
- The list you get back from [REDACTED] is only by EID so you'll need to do a vlookup on EID with the CBM001 dataset to get the SSNs you'll need to update the dataset.
- For the students on the list, change Item #40 Individual with IDD – Numeric (in beginning position 162) from 0 to 2.



The Starting Point

Report Documentation

- No process for how we record the Who, What, and Why individual records were corrected for a report
- No way to track common questionables and errors that appear semester-over-semester / year-over-year



The Starting Point

2010 Pain Points

Training

- Shadowing for a reporting cycle
- Separate Word documents across multiple reports were difficult to maintain when so many processes are inter-related
- Many of the documents were already outdated or became outdated within a year



Navigating What Does and Does Not Work

Workload

Manual
Processes

Report
Documentation

Training



Does Not Work

One individual primarily in charge of multiple key reporting requirements



Works

Delegate key reporting requirements across multiple individuals, with supporting team members



Navigating What Does and Does Not Work

Workload

**Manual
Processes**

Report
Documentation

Training

✗ Does Not Work

Having University Identifiers on only CBM report, thus delegating said report as the unofficial University Identifier-SSN Crosswalk for all CBM reports

✓ Works

Having the IT Team add University Identifiers to each CBM report



Navigating What Does and Does Not Work

Workload

**Manual
Processes**

Report
Documentation

Training

✗ Does Not Work

Using Notepad to locate individual student records for corrections and then manually counting characters to locate the correct field to update

Using Excel to locate individual student records for corrections and, after updating the correct field, automating Excel to create the text file

✓ Works

Converting all correction processes to SPSS syntax



Navigating What Does and Does Not Work

Workload

Manual
Processes

**Report
Documentation**

Training

✗ Does Not Work

No established process to know the Who, What, and Why records were corrected for a report

✓ Works

Establishing that all corrections need to be made via SPSS syntax, wherein each change is defined and explained



Navigating What Does and Does Not Work

Workload

Manual
Processes

Report
Documentation

Training



Does Not Work

Having static separate Word documents for each report



Sometimes Works

Small to Big Training

Explaining the context of a process and its steps simultaneously



Works

Wiki Confluence

Big to Small Training

Separating the context and steps of a process



Getting Up to Speed With Modernization

Start Big: Define CBM Reporting and Each Report

List of Coordinating Board Management (CBM) Reports

The CBM (Coordinating Board Management) reports are detailed, record-level datasets submitted to the THECB (Texas Higher Education Coordinating Board). The Coordinating Board uses these datasets to inform decision-making for the Texas Legislature, determine formula-funding and appropriate grant money for special programs, as well as to conduct their own analyses to assess various topics of interest in higher education. These datasets cover student, instructor, and course/class data from student admissions to graduation, including but not limited to: student enrollment, graduation rates, space usage, transfer credit, curriculums, course schedules, and college readiness.

The CBM Reports are broken up into General Academic Institution (GAI) Reports and Health-Related Institution (HRI) Reports. For THECB reporting purposes, the University of Texas at Austin (FICE Code: 003658) and the University of Texas at Austin - Dell Medical School (FICE Code: 203658) are separate, unique institutions. The GAI Reports cover information related to UT Austin only, while the HRI Reports cover information related to Dell Medical School only. Though there is some overlap of students (dual degree Dell Medical students), instructors (faculty teaching dual degree Dell Medical students), and Space, it is important for reporting purposes that the information does *not* overlap in the CBM reports. How this is accomplished is discussed in more detail in the How-To of each report.

Define CBM Reporting

General Academic Institution (GAI) Reports

Report Difficulty Levels: ★ Beginner | ★ Intermediate | ★ Advanced

[Census Reports](#) | [End of Semester Reports](#) | [Space Reports](#) | [Annual: Fall Reports & Inventory Reports](#)

We submit three Census reports for each semester. The reports are based on the data captured as of the **official census date**:

- 12th Class Day for Fall and Spring
- 4th Class Day for Summer (Summer has 2 census dates for Session 1 and Session 2; census data is finalized on Session 2)

CBMOC1: Census Student Report ★

This report captures all students enrolled as of the official census date that have registered for one or more Coordinating Board approved course(s) for credit. All students reported on the CBMOC1 should also be reported on the CBMOC5. Students that withdrew from a class on or before the official census date are excluded. ([PDF – 20232 Manual](#))

CBMOC5: Census Student Schedule Report ★

This report includes all classes taken by students for resident credit as of the official census date. All students reported on the CBMOC5 should also be reported on the CBMOC1. Students who withdraw from classes on or before the official census date and students who audit classes are excluded. ([PDF – 20232 Manual](#)).

CBMOC8: Census Faculty Report ★

This report collects auditable faculty information associated with classes reported on the Census Student Schedule (CBMOC5) report (i.e., all instructors of record with a class reported on the CBMOC5 as well as all staff with a teaching appointment). There is a separate record for every class that a faculty member teaches that was reported on the CBMOC5 and, for classes with multiple instructors, there is a separate record for each class instructor. ([PDF – 20232 Manual](#)).

Define Each Report



Getting Up to Speed With Modernization

Start Big: Define CBM Reporting and Each Report

List of Coordinating Board Management (CBM) Reports

The CBM (Coordinating Board Management) reports are detailed, record-level datasets submitted to the THECB (Texas Higher Education Coordinating Board). The Coordinating Board uses these datasets to inform decision-making for the Texas Legislature, determine formula-funding and appropriate grant money for special programs, as well as to conduct their own analyses to assess various topics of interest in higher education. These datasets cover student, instructor, and course/class data from student admissions to graduation, including but not limited to: student enrollment, graduation rates, space usage, transfer credit, curriculums, course schedules, and college readiness.

The CBM Reports are broken up into General Academic Institution (GAI) Reports and Health-Related Institution (HRI) Reports. For THECB reporting purposes, the University of Texas at Austin (FICE Code: 003658) and the University of Texas at Austin - Dell Medical School (FICE Code: 203658) are separate, unique institutions. The GAI Reports cover information related to UT Austin only, while the HRI Reports cover information related to Dell Medical School only. Though there is some overlap of students (dual degree Dell Medical students), instructors (faculty teaching dual degree Dell Medical students), and Space, it is important for reporting purposes that the information does *not* overlap in the CBM reports. How this is accomplished is discussed in more detail in the How-To of each report.

Define Each Report

Define CBM Reporting



General Academic Institution (GAI) Reports

Report Difficulty Levels: ★ Beginner | ★ Intermediate | ★ Advanced

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- 12th Class Day for Fall and Spring
- 4th Class Day for Summer (Summer has 2 census dates for Session 1 and Session 2; census data is finalized on Session 2)

CBM0C1: Census Student Report ★

This report captures all students enrolled as of the official census date that have registered for one or more Coordinating Board approved course(s) for credit. All students reported on the CBM0C1 should also be reported on the CBM0CS. Students that withdrew from a class on or before the official census date are excluded. ([PDF – 20232 Manual](#))

CBM0CS: Census Student Schedule Report ★

This report includes all classes taken by students for resident credit as of the official census date. All students reported on the CBM0CS should also be reported on the CBM0C1. Students who withdraw from classes on or before the official census date and students who audit classes are excluded. ([PDF – 20232 Manual](#)).

CBM0C8: Census Faculty Report ★

This report collects auditable faculty information associated with classes reported on the Census Student Schedule (CBM0CS) report (i.e., all instructors of record with a class reported on the CBM0CS as well as all staff with a teaching appointment). There is a separate record for every class that a faculty member teaches that was reported on the CBM0CS and, for classes with multiple instructors, there is a separate record for each class instructor. ([PDF – 20232 Manual](#)).

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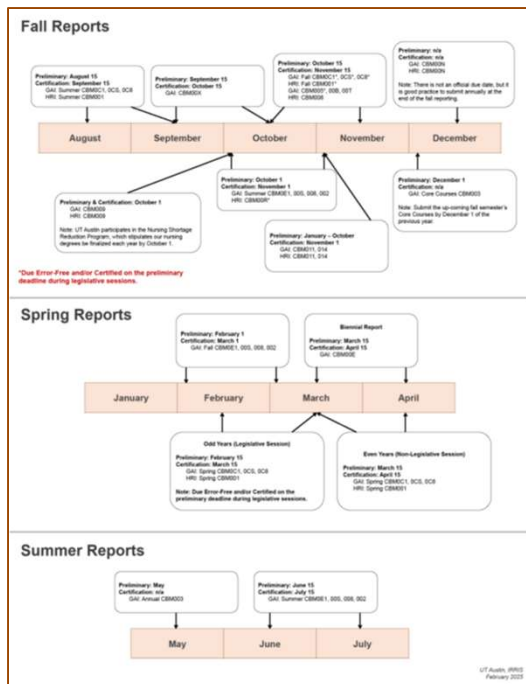
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Define Each Report

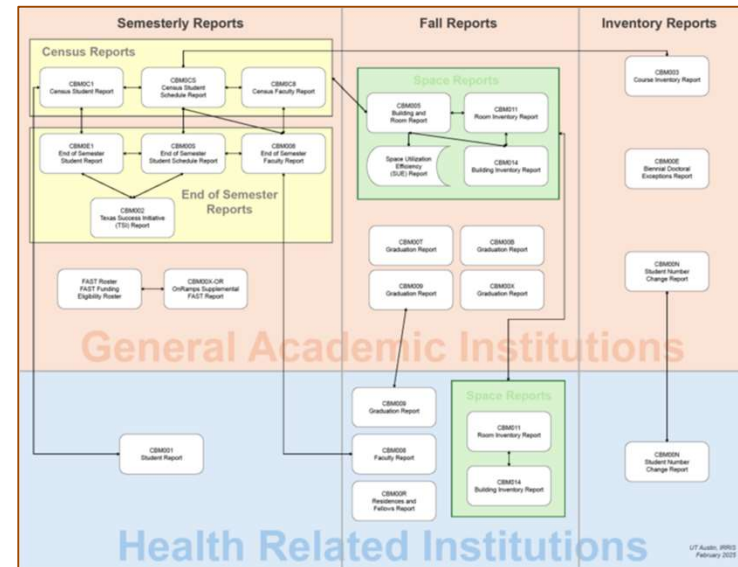


Getting Up to Speed With Modernization

Start Big: Understand Due Dates and Relationships



Understand Due Dates

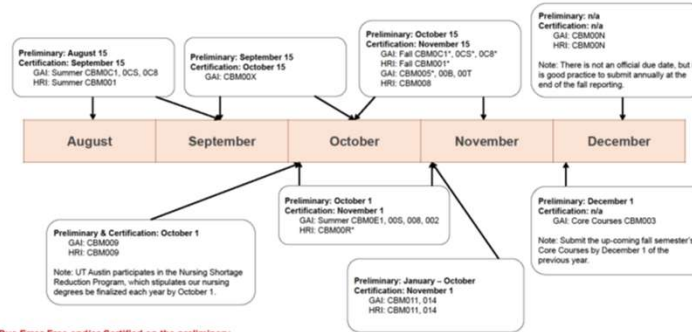


Understand Relationships



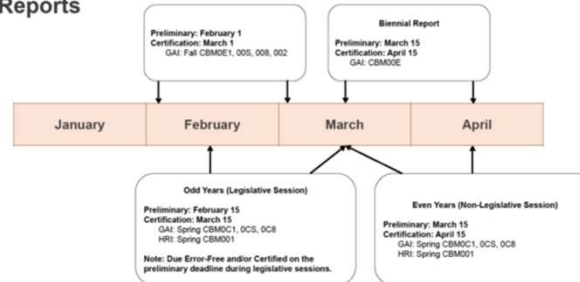
Getting Up Start Big:

Fall Reports

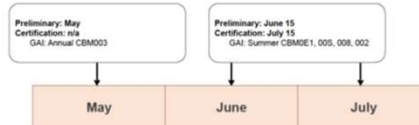


*Due Error-Free and/or Certified on the preliminary deadline during legislative sessions.

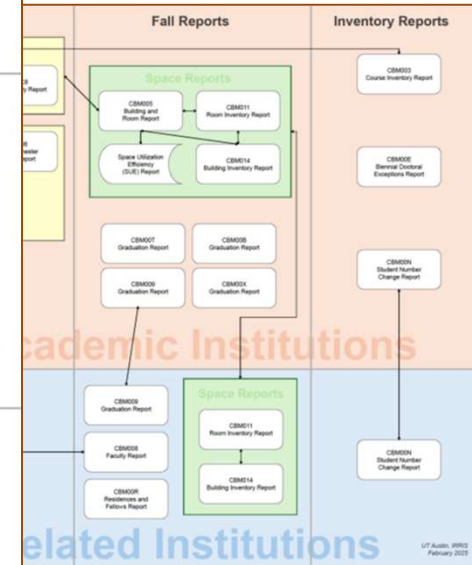
Spring Reports



Summer Reports



Modernization Relationships



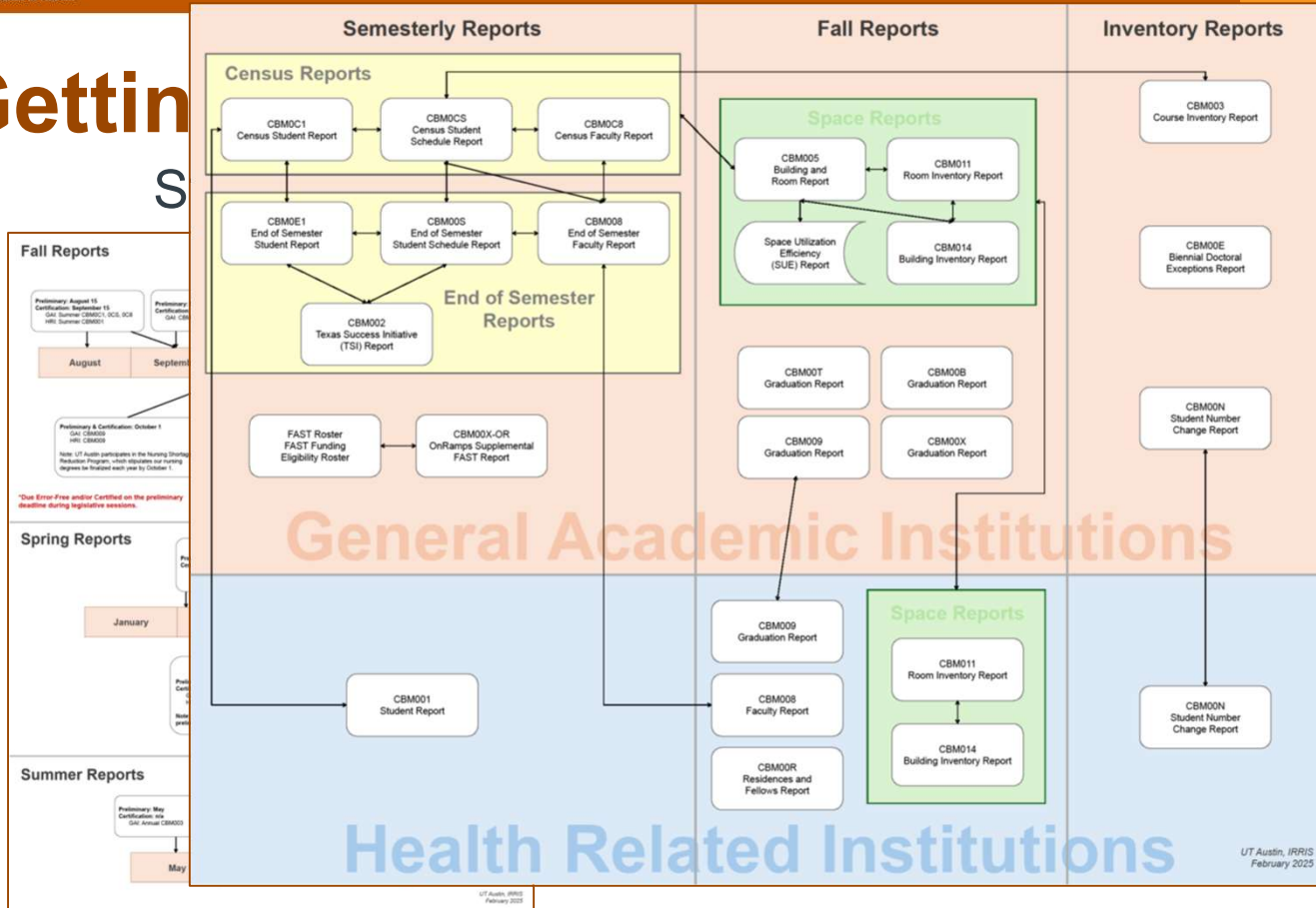
UT Austin, JRRS
February 2025

Understand Due Dates



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Understand Due Dates **Understand Relationships**



Getting Up to Speed With Modernization

Start Big: Define Processes

Process Overview: Semesterly Reports

UT Austin - General Academic Reports

- Census: CBM0C1, CBM0CS, CBM0C8
- End of Semester: CBM0E1, CBM002, CBM00S, CBM008

Note: The CBM00S is completed alongside the fall census semesterly reports. See Annual Reports below.

- Step 1. Pre-processing.
- Step 2. Generate initial version of the reports.
- Step 3. Process the CBM0CS/00S to get Over the Limits report.
- Step 4. Run the Over the Limits process.
- Step 5. Generate final version of the reports.
- Step 6. Process and validate reports.
- Step 7. Certify.

UT Austin Dell Medical School - Health-Related Institution Reports

- Census: CBM001
- End of Semester: n/a

- Step 1. Generate the report.
- Step 2. Process the report.
- Step 3. Validate with DMS.
- Step 4. Certify.

Process.

Step 1. IRRIS is notified. AIS contacts us via email to let us know that they have run Repeatability (jobgroup CBIGREPP) with updates suppressed (i.e., the potential changes to data are not applied until IRRIS signs off on the preliminary data, hence "with updates suppressed"). The Repeatability process generates validation output, which are then uploaded to the shared UT Box folder between IRRIS Reporting and AIS.

Step 2. Save the data. AIS should have provided approximately 8 - 10 text files containing various data reports. Download the data into the appropriate subfolder. (See "Setting Up the Folders" in the 1. Preload Process: THECB Manual & Folder Set Up for how to set up the subfolders.)

Step 3. Gut Check! Open each of the files and look for any obvious flags that might indicate an issue with the data. (Note: This is a gut-check validation and relies on the individual being familiar with what to expect in the reports. When in doubt, check the repeatability from an earlier semester and compare. 99% of the time, there shouldn't be an issue.)

Step 4. Open main file. Locate and open the "Repeated Classes Grouped by Fund" file that contains aggregate counts by division. It is typically the 5th report of the set.

Define Specific Process

Define Main Process



Getting Up to Speed With Modernization

Process Overview: Semesterly Reports

UT Austin - General Academic Reports

- Census: CBM0C1, CBM0CS, CBM0C8
- End of Semester: CBM0E1, CBM002, CBM00S, CBM008

Note: The CBM00S is completed alongside the fall census semesterly reports. See Annual Reports below.

- Step 1. Pre-processing.
- Step 2. Generate initial version of the reports.
- Step 3. Process the CBM0CS/00S to get Over the Limits report.
- Step 4. Run the Over the Limits process.
- Step 5. Generate final version of the reports.
- Step 6. Process and validate reports.
- Step 7. Certify.

UT Austin Dell Medical School - Health-Related Institution Reports

- Census: CBM001
- End of Semester: n/a

- Step 1. Generate the report.
- Step 2. Process the report.
- Step 3. Validate with DMS.
- Step 4. Certify.

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Define Main Process



Getting Up to Speed With Modernization

Start Big: Define Processes

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Step 4. Open main file. Locate and open the "Repeated Classes Grouped by Fund" file that contains aggregate counts by division. It is typically the 5th report of the set.

Define Specific Process



Getting Up to Speed With Modernization

Then Small: SPSS Syntax

```

172 *DO: Update RemA4_IndividualsRIDO CHAR.SUBSTR(AIRRawData, 162, 1) stat 1-161 and 163.
173 *DO: Update RemA4_IndividualsRIDO CHAR.SUBSTR(AIRRawData, 162, 1) stat 1-161 and 163.
174 *DO: Update RemA4_IndividualsRIDO CHAR.SUBSTR(AIRRawData, 162, 1) stat 1-161 and 163.
175 *DO: Update RemA4_IndividualsRIDO CHAR.SUBSTR(AIRRawData, 162, 1) stat 1-161 and 163.
176 *DO: Update RemA4_IndividualsRIDO CHAR.SUBSTR(AIRRawData, 162, 1) stat 1-161 and 163.
177 *Change added to Version 4, post OIL.
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212 *Change added to Version 4, post OIL.

```

Correcting a Group of Records
With Externally Sourced Data
CBM0C1/0E1

```

183 *Common Questionnaire: Remove parentheses from middle initial.
184 *Common Questionnaire: Remove parentheses from middle initial.
185 *Common Questionnaire: Remove parentheses from middle initial.
186 *Common Questionnaire: Remove parentheses from middle initial.
187 *Common Questionnaire: Remove parentheses from middle initial.
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210 *Common Questionnaire: Remove parentheses from middle initial.
211 *Common Questionnaire: Remove parentheses from middle initial.
212 *Common Questionnaire: Remove parentheses from middle initial.

```

Correcting a Reoccurring
Questionable Across All Records
CBM0C8/008

```

466 *INVALID RESIDENCE.
467 *INVALID RESIDENCE.
468 *INVALID RESIDENCE.
469 *INVALID RESIDENCE.
470 *INVALID RESIDENCE.
471 *INVALID RESIDENCE.
472 *INVALID RESIDENCE.
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491 *INVALID RESIDENCE.
492 *INVALID RESIDENCE.
493 *INVALID RESIDENCE.

```

Correcting an Error in a
Specific Record
CBM0C1/0E1



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```
*****
*Common Questionable: Remove parenthesis from middle initial.
*We have 3 records with a parenthesis for their middle initial. Let's correct this.

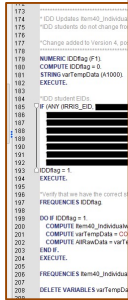
*Change added to Version 6, Post Over the Limits.
*****
STRING varTempData (A1000).
NUMERIC MiddleNameUpdated (F1).
COMPUTE MiddleNameUpdated = 0.
FREQUENCIES MiddleNameUpdated.
EXECUTE.

*20242C/E: We have 4 records to correct.
FREQUENCIES Item6_MiddleNameInitial.

*SPSS doesn't play well sometimes with string variables, especially if they are blank. Therefore, we have to manually enter the spaces for the full string variable.
DO IF (Item6_MiddleNameInitial = "").
  COMPUTE Item6_MiddleNameInitial = ".
  COMPUTE varTempData = CONCAT(CHAR.SUBSTR(AllRawData, 1, 27), "", CHAR.SUBSTR(AllRawData, 29)).
  COMPUTE AllRawData = varTempData.
  COMPUTE MiddleNameUpdated = 1.
END IF.
EXECUTE.

*20242C/E: 4 records were updated.
*Verify that we corrected all of the anomalous data.
FREQUENCIES Item6_MiddleNameInitial MiddleNameUpdated.

DELETE VARIABLES varTempData.
```



Correct

With Externally Sourced Data
CBM0C1/0E1

Correcting a Reoccurring Questionable Across All Records CBM0C8/008

Specific Record
CBM0C1/0E1



```

173 *****
174 * IDD Updates Item40_IndividualwithIDD CHAR.SUBSTR(AllRawData, 162,1) start 1-161 end 163.
175 *IDD students do not change from CBM0C1 to CBM0E1.
176
177 *Change added to Version 4, post OtL.
178 *****
179 NUMERIC IDDflag (F1).
180 COMPUTE IDDflag = 0.
181 STRING varTempData (A1000).
182 EXECUTE.
183
184 *IDD student EIDs.
185 IF (ANY (IRRIS_EID,
186
187
188
189
190
191
192
193 ))
194
195
196 *Verify that we have the correct students. 20252C = 140 students flagged.
197 FREQUENCIES IDDflag.
198
199 DO IF IDDflag = 1.
200     COMPUTE Item40_IndividualwithIDD = '2'.
201     COMPUTE varTempData = CONCAT(CHAR.SUBSTR(AllRawData, 1,161), '2',CHAR.SUBSTR(AllRawData, 163)).
202     COMPUTE AllRawData = varTempData.
203 END IF.
204 EXECUTE.
205
206 FREQUENCIES Item40_IndividualwithIDD IDDflag.
207
208 DELETE VARIABLES varTempData.
209
    
```

Correcting a Group of Records With Externally Sourced Data CBM0C1/0E1

Specific Record
CBM0C1/0E1



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*****
*INVALID RESIDENCE.
*We have a student with an invalid Geographical Code = 299.
*After some research, their Original Geographical Code should be 071 El Paso County; their Current Geographical Code should be 227 Travis County.
*We will report Current Geographical Code 227.

*Change added to Version 4, post Otl.
*****
STRING varTempData (A1000).
NUMERIC ResidenceFlag (F1).
COMPUTE ResidenceFlag = 0.
FREQUENCIES ResidenceFlag.
EXECUTE.

DO IF (IRRIS_EID = ████████).
  COMPUTE Item8_Residence = '227'.
  COMPUTE varTempData = CONCAT(CHAR.SUBSTR(AIRawData, 1, 27), Item8_Residence, CHAR.SUBSTR(AIRawData, 31)).
  COMPUTE AIRawData = varTempData.
  COMPUTE ResidenceFlag = 1.
END IF.
EXECUTE.

*20249C: Should have 1 records flagged.
FREQUENCIES ResidenceFlag.

DELETE VARIABLES varTempData.
  
```

```

172 *****
173 *ICD Updates Remat_Individual
174 *ICD Updates: Do not change the
175 *ICD Updates: Do not change the
176 *ICD Updates: Do not change the
177 *ICD Updates: Do not change the
178 *ICD Updates: Do not change the
179 *ICD Updates: Do not change the
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Correc

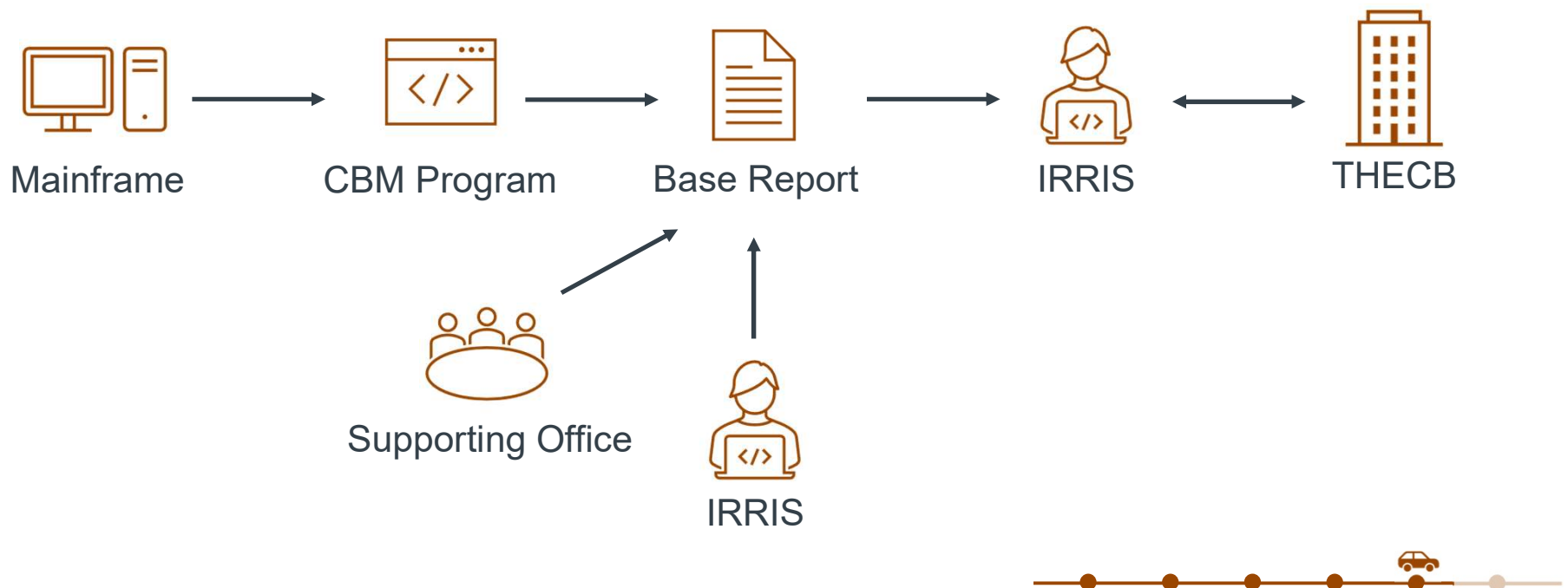
With Externally Sourced Data Que
CBM0C1/0E1

Correcting an Error in a Specific Record CBM0C1/0E1



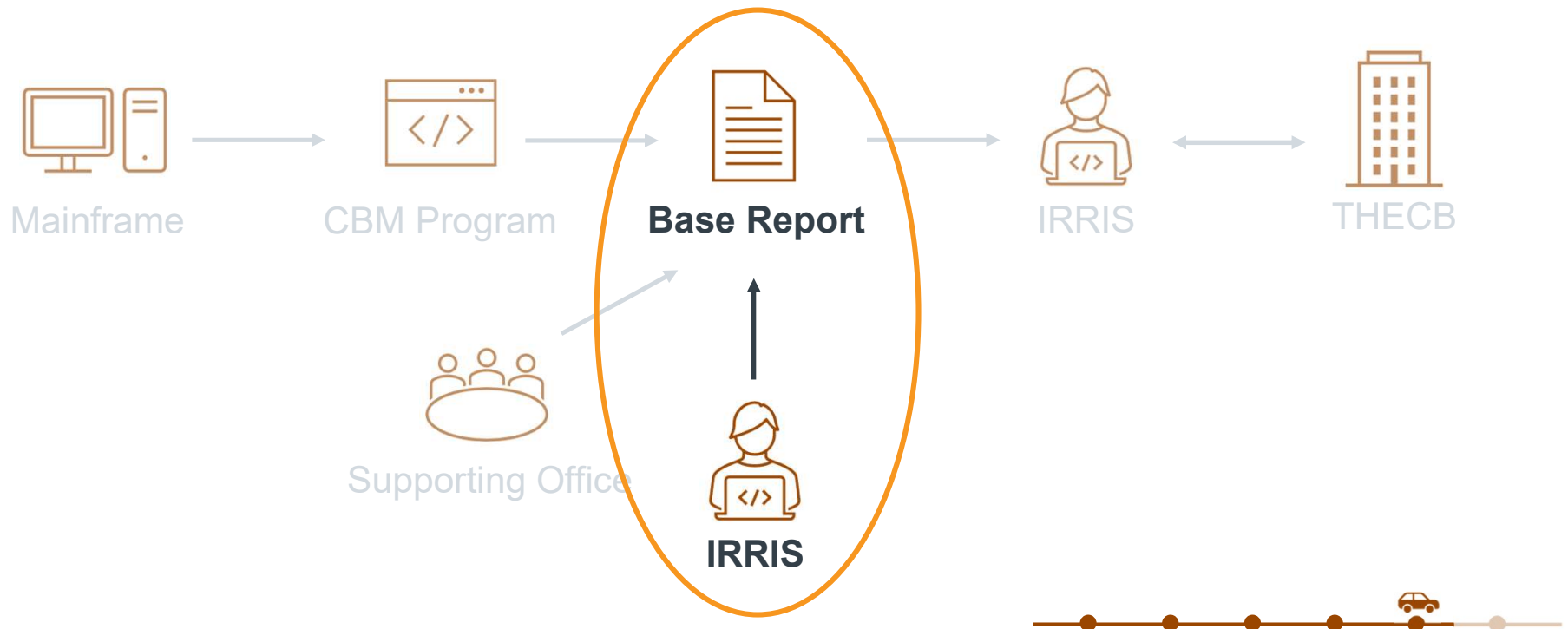
Getting Up to Speed With Modernization

Then Small: HRI Reports



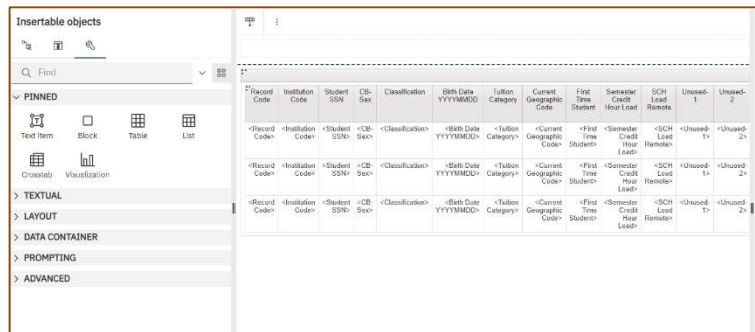
Getting Up to Speed With Modernization

Then Small: HRI Reports



Getting Up to Speed With Modernization

Then Small: HRI Reports



Before: Cognos Report
HRI-CBM001

```

191 .....
192 .....
193 .....
194 .....
195 * Parse data .....
196 .....
197 .....
198 *Items 1 - 2.
199 .....
200 .....
201 .....
202 .....
203 .....
204 .....
205 .....
206 .....
207 .....
208 .....
209 .....
210 .....
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222 .....
223 .....

```

After: SPSS Syntax
HRI-CBM001



Getting Help to Get on With Modernization

Insertable objects

Find

PINNED

- Text item
- Block
- Table
- List
- Crosstab
- Visualization

TEXTUAL

LAYOUT

DATA CONTAINER

PROMPTING

ADVANCED

Record Code	Institution Code	Student SSN	CB-Sex	Classification	Birth Date YYYYMMDD	Tuition Category	Current Geographic Code	First Time Student	Semester Credit Hour Load	SCH Load Remote	Unused-1	Unused-2
<Record Code>	<Institution Code>	<Student SSN>	<CB-Sex>	<Classification>	<Birth Date YYYYMMDD>	<Tuition Category>	<Current Geographic Code>	<First Time Student>	<Semester Credit Hour Load>	<SCH Load Remote>	<Unused-1>	<Unused-2>
<Record Code>	<Institution Code>	<Student SSN>	<CB-Sex>	<Classification>	<Birth Date YYYYMMDD>	<Tuition Category>	<Current Geographic Code>	<First Time Student>	<Semester Credit Hour Load>	<SCH Load Remote>	<Unused-1>	<Unused-2>
<Record Code>	<Institution Code>	<Student SSN>	<CB-Sex>	<Classification>	<Birth Date YYYYMMDD>	<Tuition Category>	<Current Geographic Code>	<First Time Student>	<Semester Credit Hour Load>	<SCH Load Remote>	<Unused-1>	<Unused-2>

Before: Cognos Report *HRI-CBM001*
 After: SPSS Syntax *HRI-CBM001*



```

181
182 .....
183 * Parse data.
184 .....
185 *Items 1 - 2.
186 COMPUTE Item1_RecordCode = '1'.
187 COMPUTE Item2_InstitutionCode = '203658'.
188 EXECUTE.
189
190 *Item3_StudentID computed later. Add all zeros for now.
191 COMPUTE Item3_StudentID = '000000000'.
192 EXECUTE.
193
194 *Item 4. Check that we do not have any missing or unknown gender.
195 *We likely will at some point in the future. When that happens, follow the GAI-CBM0C1 methodology.
196 COMPUTE Item4_Gender = IS_SEX.
197 FREQUENCIES Item4_Gender.
198 EXECUTE.
199
200 *Item5_Classification computed below.
201
202 *Items 6.
203 COMPUTE Item6_DateofBirth = IS_BIRTH_DATE_YMD.
204 EXECUTE.
205
206 *Item 7 Tuition Status.
207 COMPUTE Item7_TuitionStatus = IS_TUITION_CATEGORY.
208 FREQUENCIES IS_TUITION_CATEGORY.
209 EXECUTE.
210
211 *Item 8 Residence.
212 COMPUTE Item8_Residence = IS_CURRENT_GEOG_CODE.
213 FREQUENCIES IS_CURRENT_GEOG_CODE.
214 EXECUTE.
215
216 *Item9_TransferFTIC computed below.
217
218 *Items 10 - 11. Note: We do not report SCH for DMS because UT Austin DMS has an agreement with the state that all DMS students are automatically funded as full-time med students. If we report SCH, we will over-report.
219 COMPUTE Item10_SCHLoad = '00'.
220 COMPUTE Item11_SCHRemoteSite = '00'.
221 EXECUTE.
222
    
```

After: SPSS Syntax HRI-CBM001



Where We Are Now

- More equitable distribution of key reports
- Significantly decreased processing time
- Well-documented changes made to reports
- Wiki Confluence + SPSS Syntax has allowed us to bring on new team members with reduced training time
 - All CBM reports have been converted to SPSS
 - All CBM reports have basic steps identified in Wiki Confluence, however, most detailed processes still need to be documented
 - Plan to link to the Legislative Statutes that necessitate specific reporting requirements within Wiki Confluence



Related Sessions

CBM Reporting 101: A Newcomer's Guide to Data Reporting for Texas Higher Education Institutions

- Thursday, February 27th
- 4:30pm – 5:15pm
- THECB, Torca Bunton

Using Confluence to Stay Organized and Improve Productivity

- Friday, February 28th
- 9:00am – 9:45am
- Texas A&M University – Corpus Christi, Liza Farrel, Erin Mulligan-Nguyen, & Whitney Kessinger



Questions?

Contact Us

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<https://reports.utexas.edu/>

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**Thank you!
Scan the QR code
to complete the
session survey.**

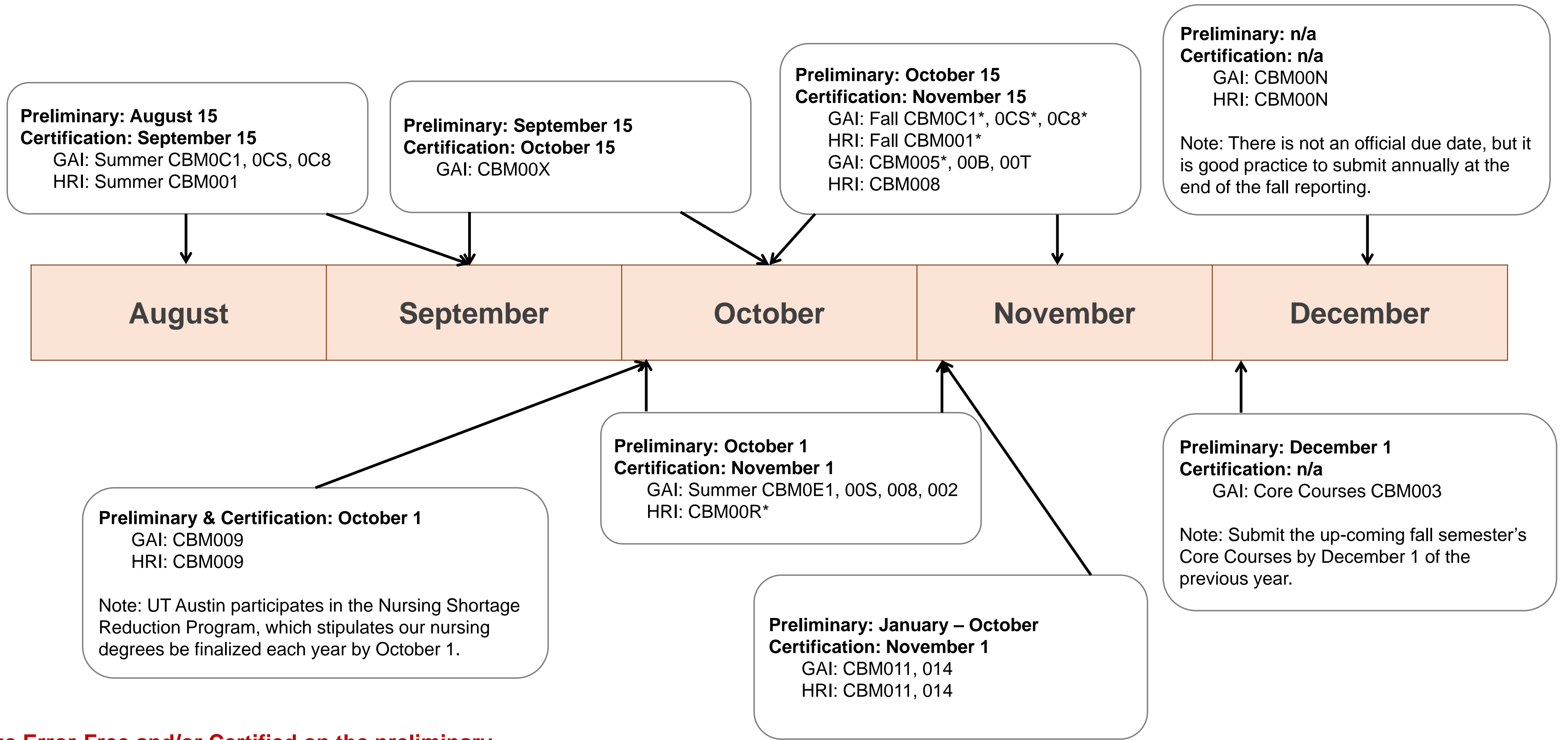


Texas Association for Institutional Research

**Annual Conference: February 25-28, 2025
Omni Hotel in Corpus Christi, TX**

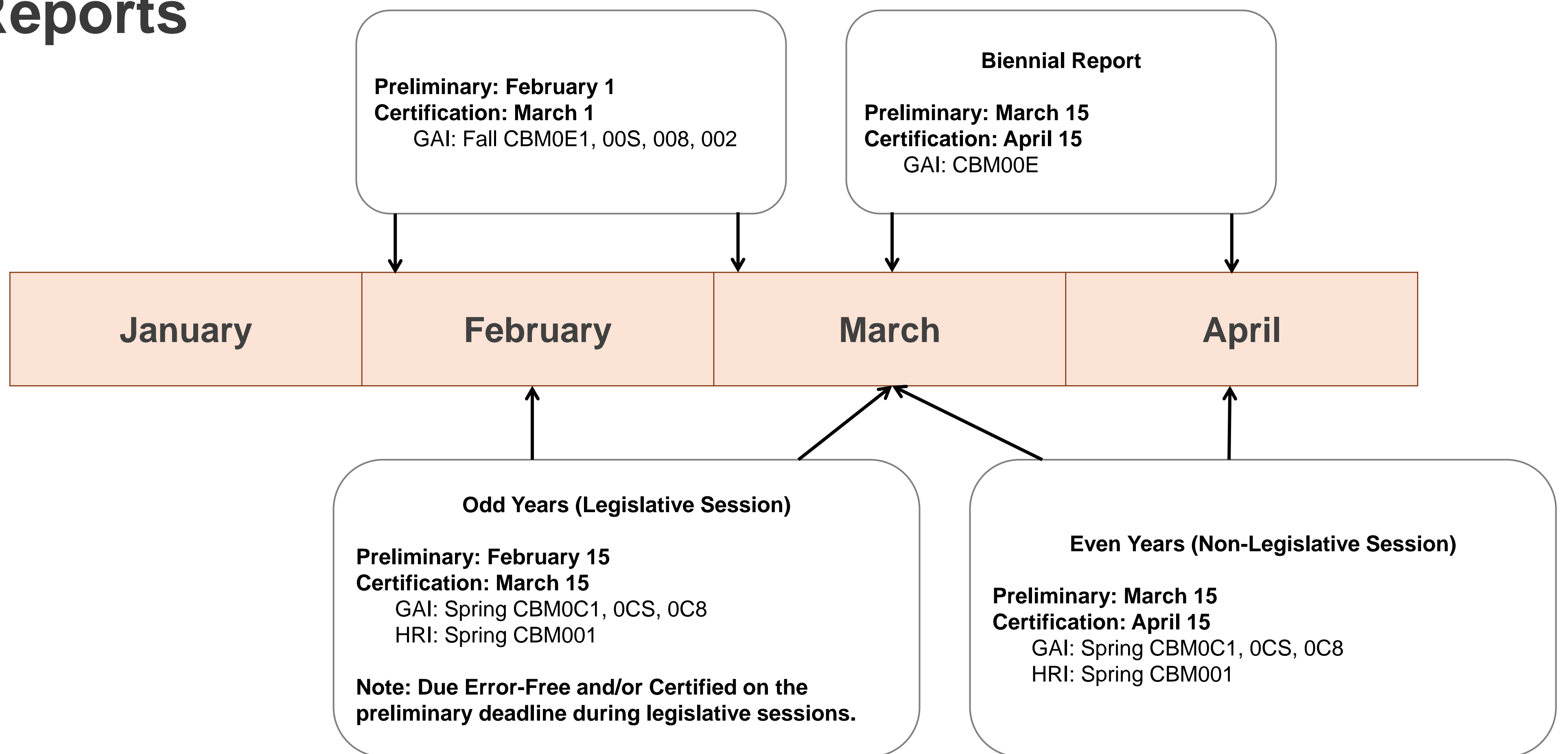


Fall Reports

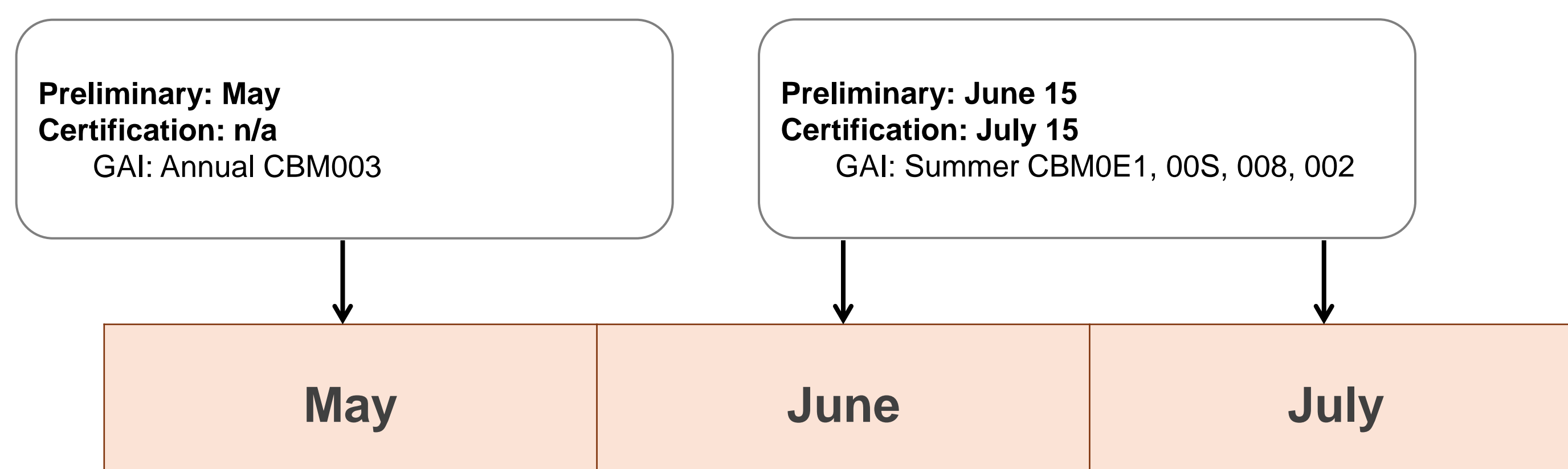


***Due Error-Free and/or Certified on the preliminary deadline during legislative sessions.**

Spring Reports



Summer Reports

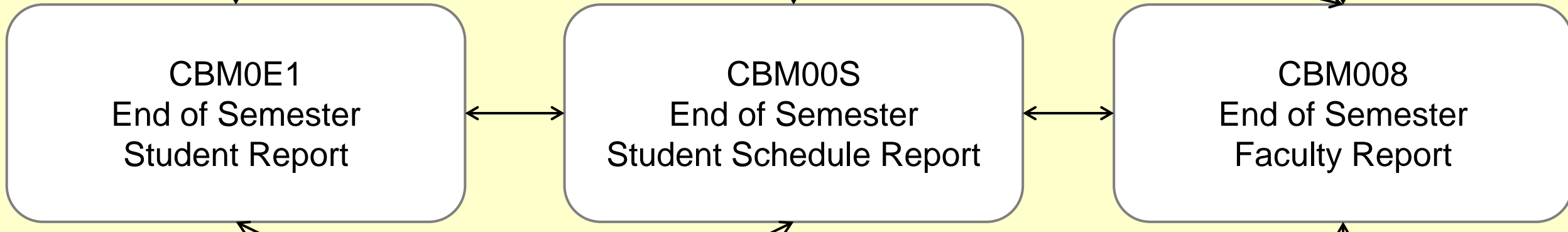
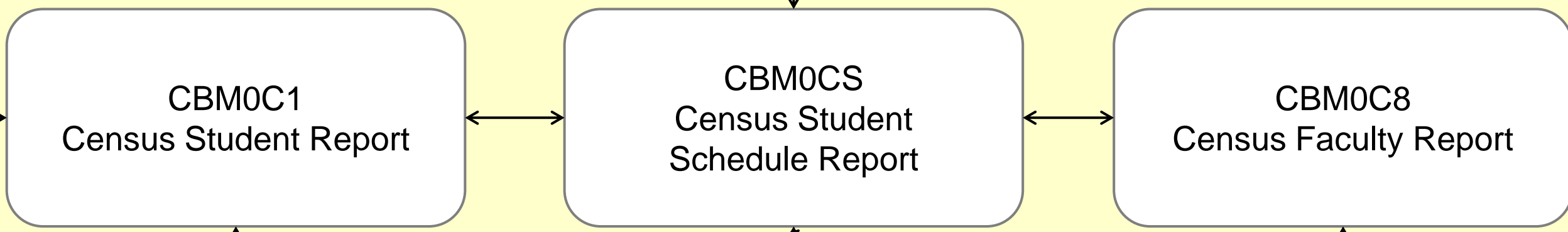


Semesterly Reports

Fall Reports

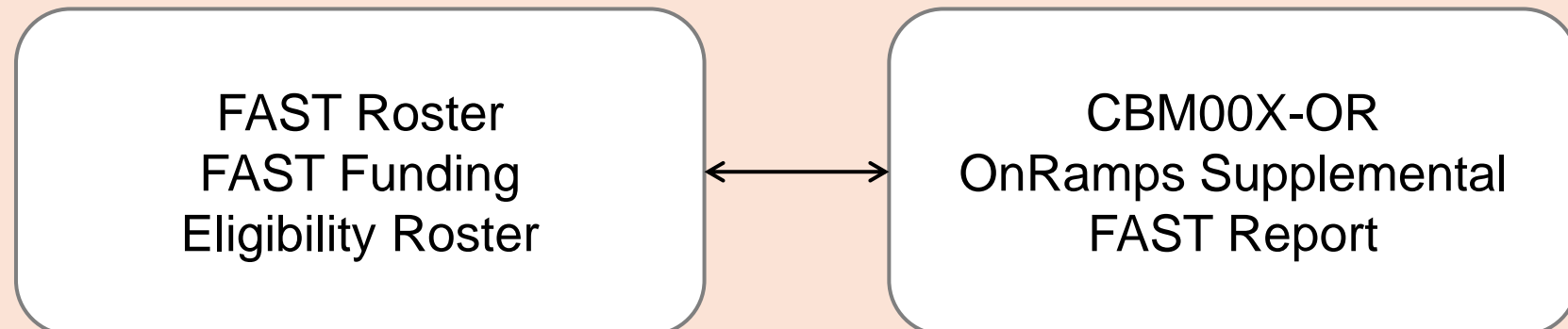
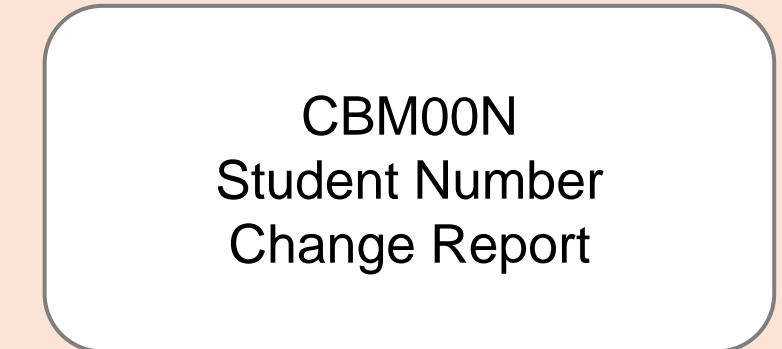
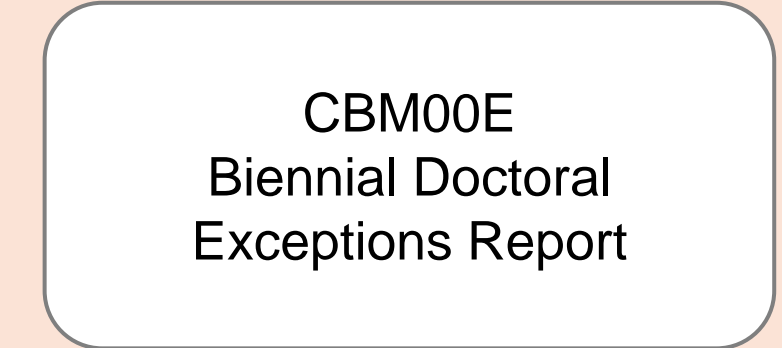
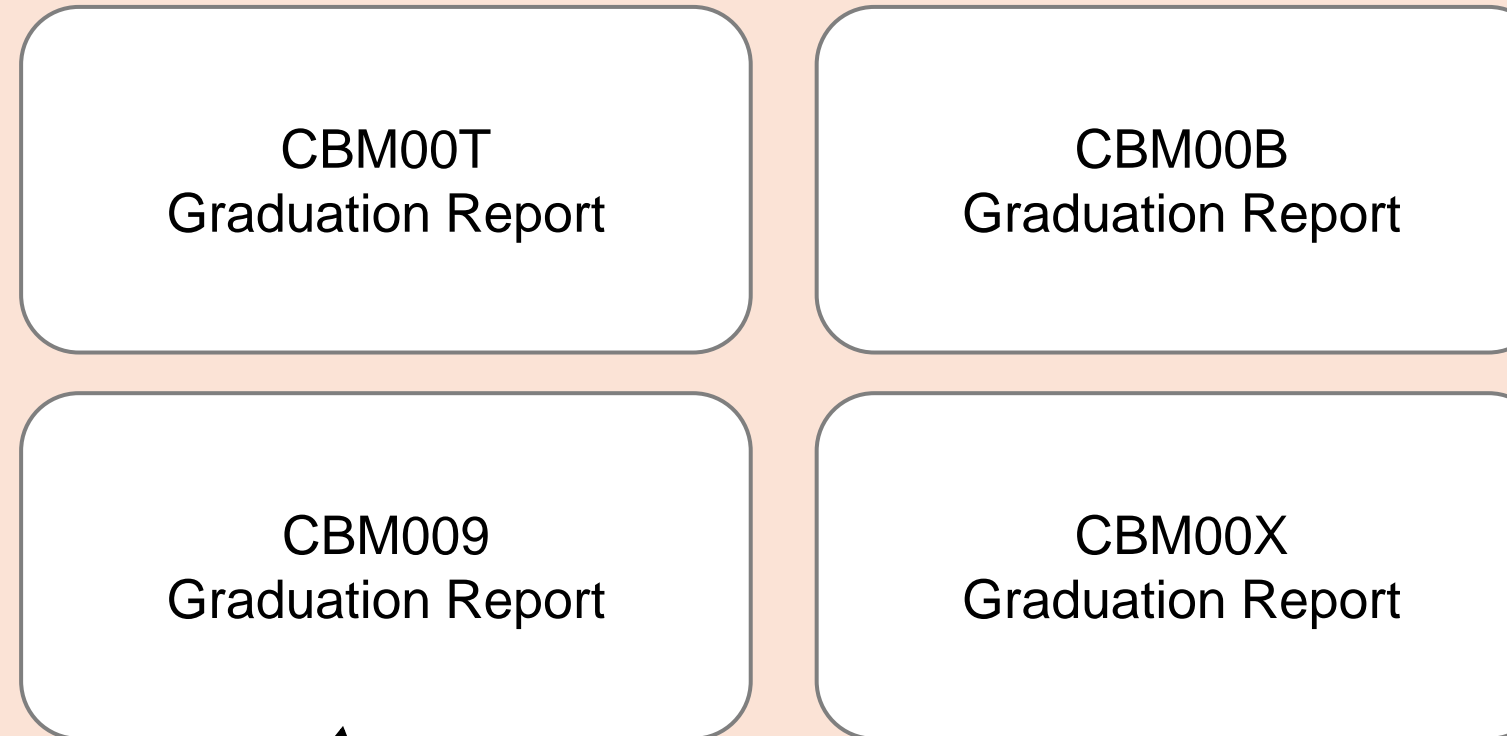
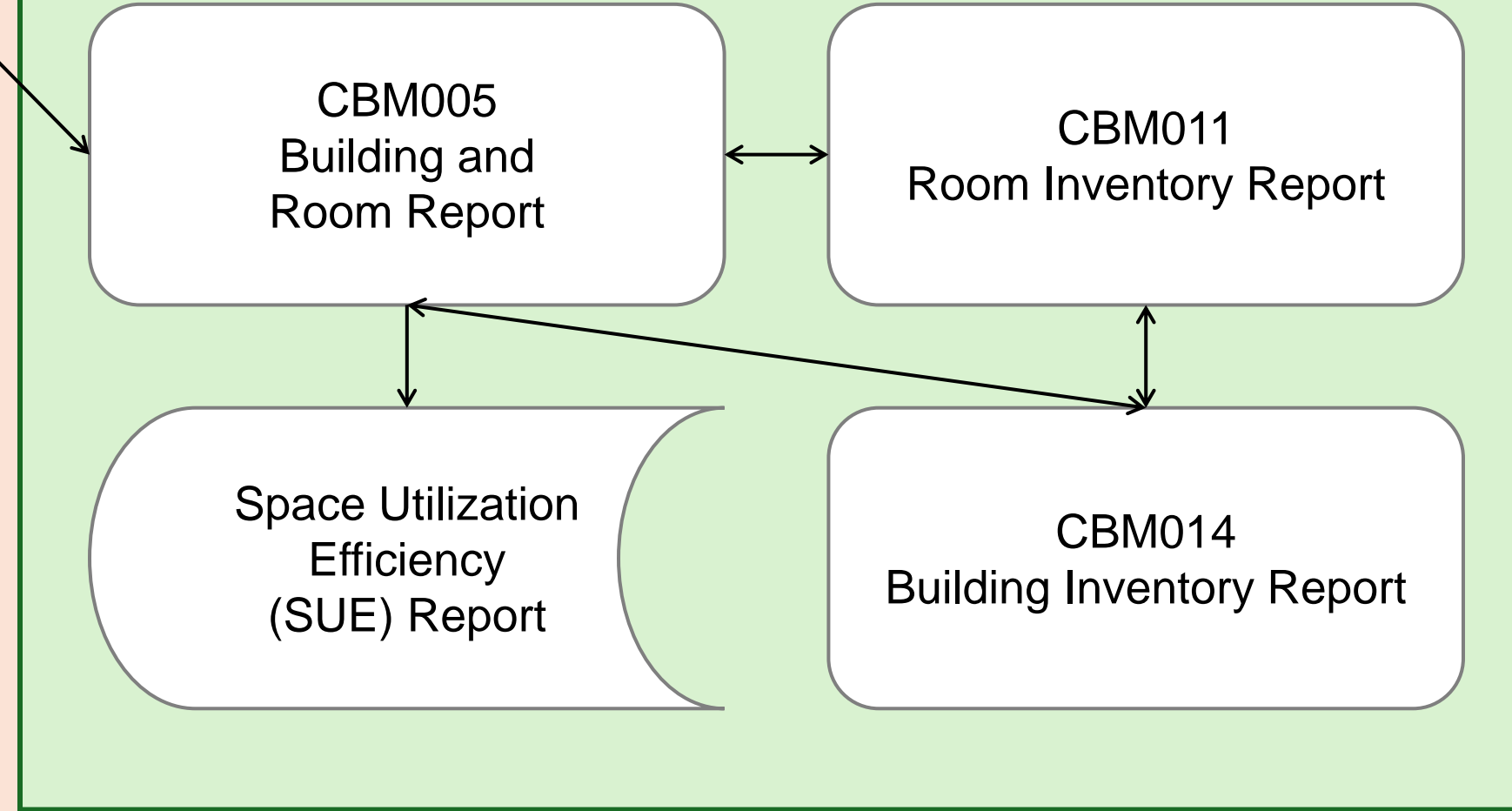
Inventory Reports

Census Reports



End of Semester Reports

Space Reports



General Academic Institutions

Health Related Institutions

