Annual Title III Survey:
Data and Decision Making at College of the Redwoods
2008

Provided by:
The Institutional Research Department

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Data and Decision-Making at College of the Redwoods 2008 Report

Introduction:

The purpose of the data and decision making survey is to measure the use of data in decision making processes by staff, faculty, and management/administration at CR and the perception of the use of data in decision making processes by staff, faculty, and management/administration at CR. A second objective of the survey is to measure the extent of data-related training attended by staff, faculty, and management/administration and to identify future areas of training. A third objective of the survey is to measure the use of Institutional Research (IR) service requests and how to improve data gathering techniques for service requests.

Specific grant objectives to be measured by the data and decision-making survey and reported by Title III for the 2007-2008 year include:

- Percentage of faculty and administration/management who report using institutional data to plan and evaluate programs and the quantitative change measured from the 2005, 2006, and 2007 surveys.

- Percentage of faculty and administration/management who report they have the training and skills they need to get the institutional information they want and the quantitative change measured from the 2005, 2006, and 2007 surveys.

The data and decision-making survey will be administered by the Institutional Research Department on behalf of the Title III office annually for the length of the grant, which expires in 2010.

Research Methods:

The 2008 data and decision-making survey was administered district wide between November 13, 2008 and December 2, 2008 (allotting for the Thanksgiving break); allotting CR employees two and half weeks to provide input and feedback regarding data and decision making. The survey was announced by email to all regular (non-work study) administration/management, staff and faculty on November 13, 2008. The survey included a cover letter and both a link to the survey, available on the internet at freeonlinesurveys.com, as well as an attached Microsoft Word file. In addition, hard copies of the survey instrument and a front sheet with an introduction and instructions for returning completed surveys were sent to each division and campus location. Follow up emails were sent to all regular employees reminding them to participate. In addition, reminder letters to turn in all hard copy surveys were sent to all divisions and campus locations.

The 2008 data and decision-making survey retained many of the same items as the 2005, 2006, and 2007 surveys to facilitate the ability to track changes in behaviors and/or opinions during the period of the Title III grant. Some items were added to the survey to provide

feedback to Title III staff about effective strategies for providing necessary training and skills and making data available for decision-making processes. Other items were reorganized to provide more accurate survey results regarding data and decision making processes.

Sample Size:

There were 124 completed 2008 data and decision making surveys, compared to 157 in 2007, 170 in 2006 and 163 in 2005. Of the 2008 data and decision making surveys, 109 were completed through the online survey link and 15 were completed as hard copies. As an estimate, College of the Redwoods employed 644 non-work study employees in 2008 for the survey population (T). The data and decision-making survey had an estimated sample of 19.3% of the district population. One hard copy survey was received through campus mail after the end date but was added to the sample.

Methods Discussion:

The data and decision making survey utilized a mixed mode methodology including online surveys and hard copy surveys. Providing a mixed mode survey structure can increase survey results and determine similarities and differences between the two modes.

The online survey method for the data and decision making survey was chosen for ease of use, transferability of data to SPSS (Statistical Package for the Social Sciences), cost, flexibility and reliability. Online surveys are simple to use and allow the respondent to provide data with the touch of a mouse and keyboard. Online surveys provide an effortless data transfer; the online survey site provides an Excel spreadsheet of all data which is easily imported into SPSS instantaneously. Paper surveys require data to be coded and entered by hand which takes time, money and employee resources; all of these issues are eliminated with an electronic survey. The cost of online surveys is minimal and saves time, paper and mailing expenses. Allowing respondents to fill out the survey when they have time displays the flexibility of the online survey. Finally the reliability of the online survey site ensures no duplicate surveys or manipulated data are entered which provides validity to the survey results.

The hard copy surveys were coded, analyzed and entered in SPSS by Karen Nelson, a resource analyst for the IR department. Online surveys and hard copy surveys were analyzed separately and combined. All survey results discussed in this report note the combined results.

The data and decision making survey was a non-probability sample of all College of the Redwoods employees. From the total survey sample (N=124) out of the total CR population (T=644), it is evident survey coverage error, sampling error and sample bias will affect survey results. Coverage error highlights areas in which the survey did not include certain elements of the population. Sampling error denotes the information obtained from the sample may vary from the information provided from the whole population if it were surveyed. Sampling bias notes the under and/or over representation of certain populations within the sample. Since the data and decision making survey was a non-probability sample, tests of statistical significance are unusable and inappropriate.

The response rate for the data and decision making survey is low compared to standard survey values. An average acceptable response rate for online surveys is approximately 30%-35% and 50%-55% for hard copy surveys. Due to the simplicity of the survey instrument,

measurement error and the non-response rate were almost zero due to the high level of completion rates by respondents.

Findings: CR's Use of Data

Almost one third (32.0%) of respondents agreed that CR uses reliable and objective data to support decision making processes, indicating an 11.6% increase from 2007, a 23.0% increase from 2006 and a 18.5% increase from 2005. In comparison to the last three years, CR employees are indicating a gradual increase of CR utilizing reliable and objective data to support decision making processes as illustrated in Graph 1.
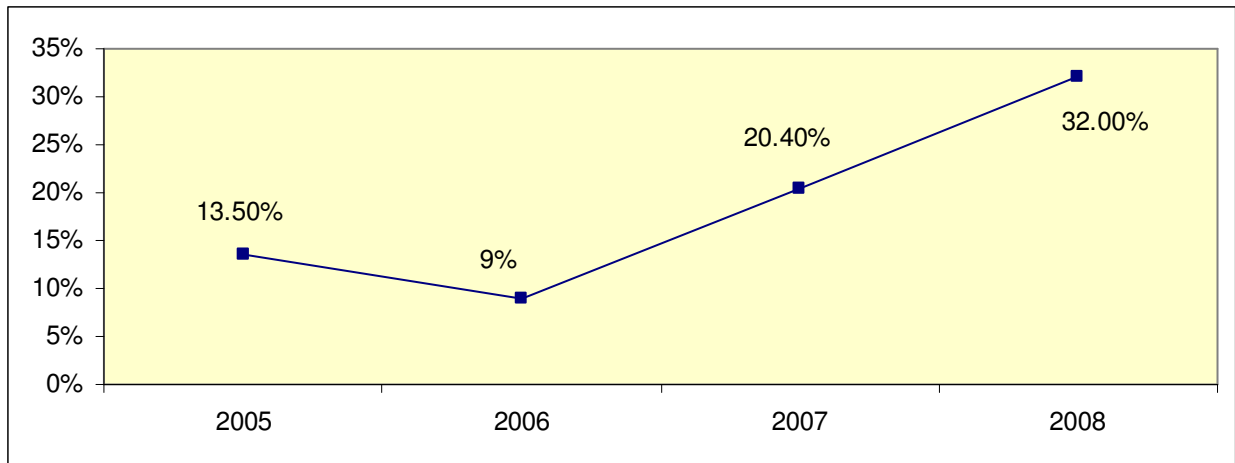
Graph 1: CR uses reliable and objective data to support decision making processes, 2005-2008.

Administration/management agreed that CR uses reliable and objective data to support decision making processes with the highest frequencies (60.9%) in comparison to faculty (21.1%) and staff (30.0%). Administration/management opinions showed a 33.6% increase from 2007, followed by faculty (a 7.2% increase from 2007) and staff (a 5.0% increase from 2007). For 2008, respondents who had worked at CR for 11 to 20 years agreed with the highest frequencies (37.5%) that CR uses reliable and objective data to support decision making processes compared to respondents who have worked at CR for 0 to 10 years (28.8%) and 21 or more years (30.8%). Compared to 2007, all employee perceptions increased regardless of the number of years they have been employed. Opinions from employees who have worked at CR for 0 to 10 years increased by 20.7% compared to 2007, 11-20 years increased by 8% and 21 or more years increased by 25.4%.

Almost one third (31.1%) of respondents agreed that CR relies on anecdotal information and past practices to support decision making processes, noting a decrease of opinion by 17.9% from the previous year, a 27.0% decrease from 2006 and a 29.7% decrease from 2005. In comparison to the last three years, CR employees have indicated a steady decrease in CR's reliance on anecdotal information and past practices to support decision making processes as demonstrated in Graph 2 (please see the top of page 7).
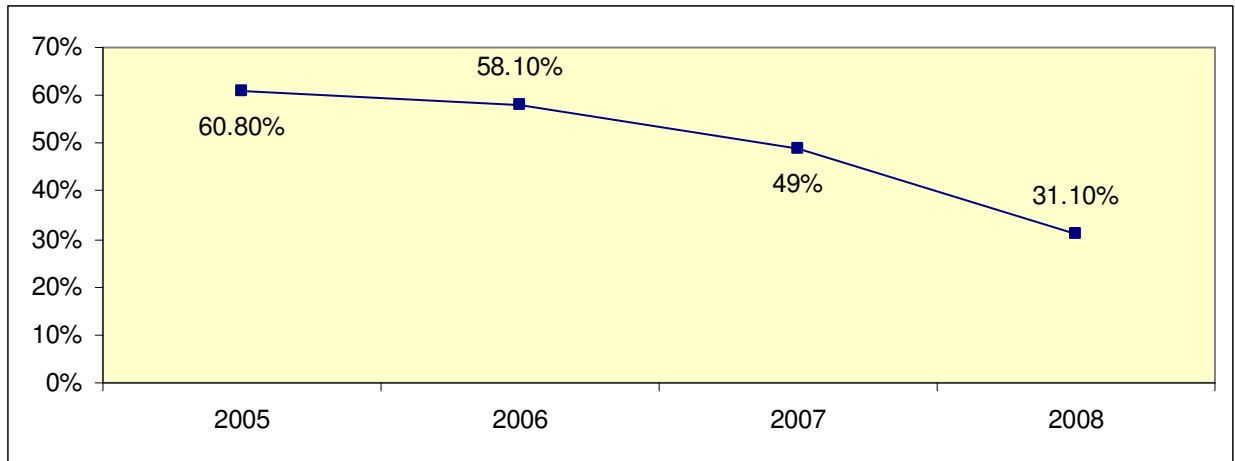
Graph 2: CR relies on anecdotal information and past practices to support decision making processes, 2005-2008.

Staff employees agreed with the highest frequencies (45.0%) that CR relies on anecdotal information and past practices to support decision making processes in relation to administration/management (26.1%) and faculty (24.6%). Staff employee opinions decreased by 7.9% compared to 2007, followed by a 25.4% decrease by administration/management and a 20.5% decrease by faculty. Taken as a whole, all employee positions showed a decrease in opinion over the last four years, noting CR is relying less on anecdotal information and past practices to support decision making processes. More than one third (35.0%) of respondents who have worked for CR for 11 to 20 years agreed with the highest frequencies that CR relies on anecdotal information and past practices to support decision making processes in 2008, compared to those who have worked at CR for 0 to 10 years (31.8%) and those who have worked at CR for 21 or more years (15.4%). Compared to 2007, all employee perceptions decreased regardless of the number of years they have been employed. Opinions from employees who have worked at CR for 0 to 10 years decreased by 17.7% compared to 2007, 11-20 years decreased by 10.5% and 21 or more years decreased by 25.4%.

Findings: Accessibility of Data for Individual Use

Respondents agreed that in their role at CR, they have appropriate access to the data/information that they need to make good decisions at higher frequencies (44.3%) than respondents from 2005 (29.5%), 2006 (22.8%) and 2007 (42.9%) as illustrated in Graph 3 (Please see the top of page 8). CR has indicated an increase in opinion regarding access to data/information to make good decisions; CR has identified an increase of 1.4% from the previous year, a 21.5% increase from 2006 and a 14.8% increase from 2005. Excluding the opinions expressed in 2006, CR has identified a slow increase in opinion for access to data/information to make good decisions.

Administration/management agreed with the highest frequencies (60.9%) that they had access to the data they needed to make good decisions compared to staff (45.0%) and faculty (35.1%). Administration/management opinion decreased by 2.7% compared to 2007, followed by a 5.9% increase for faculty and a 4.0% decrease for staff employees.
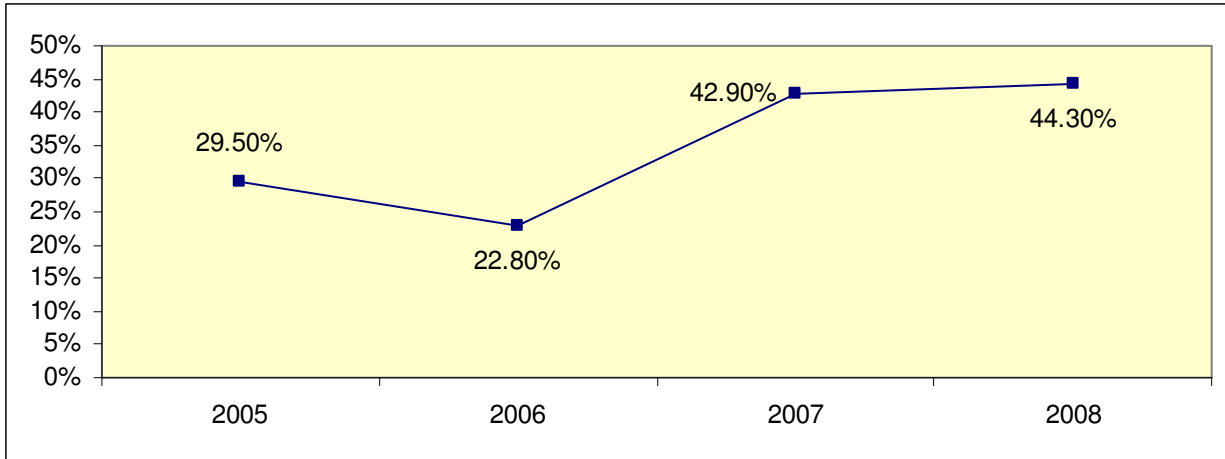
Graph 3: In their role at CR, employees have appropriate access to the data/information they need to make decisions, 2005-2008.

Respondents agreed that it is easy to get data/information they need to make decisions at higher frequencies (29.5%) than 2005 (22.1%) and 2006 (2.1%) however not 2007 (35.7%) as represented in Graph 4. In 2008 administration/management agreed with the highest frequencies (47.8%) that it is easy to get data/information they need to make decisions compared to staff (27.5%) and faculty (22.8%). Administration/management noted a 3.7% decrease in opinion compared to 2007, followed by a 2.2% decrease for faculty and a 12.9% decrease by staff. Overall, comparing the last four years indicates there is no clear pattern for employees' opinions regarding the ease of obtaining data/information to make decisions.
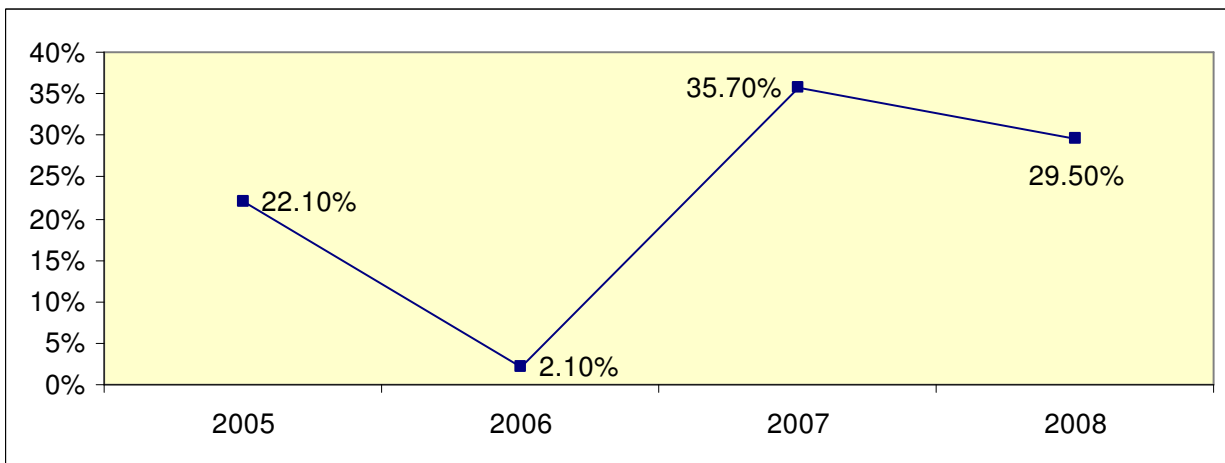
Graph 4: It is easy to get data/information I need to make decisions, 2005-2008.

Less than one quarter (24.8%) of respondents agreed that there are adequate staff and resources available to access and interpret data/information. Respondents in 2008 noted higher frequencies (24.8%) compared to 2005 (21.4%), and 2006 (24.6%), although not in 2007 (37.8%). Prior to 2008, CR employees had indicated a steady increase in CR having adequate staff and resources available to access and interpret data/information as illustrated in Graph 5 (please see the top of page 9).
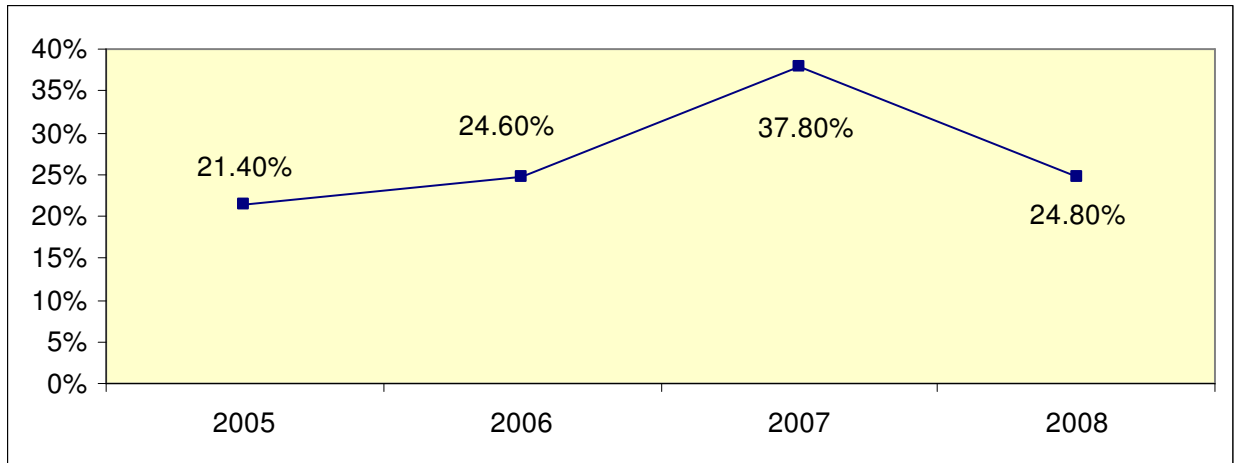
Graph 5: There are adequate staff and resources available to access and interpret data/information, 2005-2008.

Staff employees reported the highest frequencies (30.0%) in 2008, indicating there are adequate staff and resources available to access and interpret data/information compared to administration/management (26.1%) and faculty (21.1%). Administration/management indicated a 28.4% decrease in opinion compared to 2007, followed by a 12.2% decrease for faculty and a 3.3% decrease for staff.

Findings: Source(s) and Reason(s) for Data Use

Respondents were asked to identify which sources of data they used throughout the year as illustrated in Table 1 (Please see the top of page 10). More than four fifths (86.2%) of respondents reported that WebAdvisor and Datatel were the most commonly used sources of data. Administration/management reported the highest frequencies of use (91.3%), followed by faculty (89.7%) and staff (80.0%). IR reports and publications was the second most commonly used source of data reported by respondents (52.8%) with administration/management reporting the highest frequencies of use (87.0%). Respondents also reported high frequencies of use for data sources including Program Review Documents (57.7%), CCC Chancellor's Office Data Mart (26.8%), Other Data from IR/ITS (23.6%) and low frequencies of use for Trackit (12.2%), National Center for Educational Statistics {IPEDS/COOL} (2.4%) and other data sources (4.1%) such as Blackboard, ATI, SARS and State of California Department of Education databases.

Taken as a whole, all data sources were utilized by all respondents at a mean use of 37.4%, a 5.6% increase from the previous year. Administration/management reported a mean use of 55.3% for all data sources, indicating a 14.2% increase from 2007. Faculty reported a mean use of 36.7% for all data sources, showing an 8.4% increase from 2007. Staff reported a mean use of 29.6% for all data sources, noting a 0.5% decrease from 2007. Overall the mean of utilizing all data sources from all respondents, has increased from the previous year as well as mean use of all data sources from employee position except staff.

2008 Data Sources	% of Use, All Positions	% of Use, Administration/ Management	% of Use, Faculty	% of Use, Staff
WebAdvisor and Datatel	**86.2%**	91.3%	89.7%	80.0%
IR Reports and Publications	**52.8%**	87.0%	53.4%	35.0%
Program Review Documents	**57.7%**	78.3%	69.0%	32.5%
CCC Chancellor's Office Data Mart	**26.8%**	60.9%	17.2%	22.5%
Other Data from IR/ITS	**23.6%**	39.1%	22.4%	17.5%
Trackit	**12.2%**	21.7%	3.4%	20.0%
National Center for Education Statistics (IPEDS/COOL)	**2.4%**	8.7%	1.7%	0.0%

Table 1: Types of Data Sources and Frequencies of Use by Employee Position

Respondents reported using data for academic program evaluation and/or planning with the highest frequencies (52.0%) followed by Institutional Management (16.3%) and Fiscal Planning (12.2%) as illustrated in Table 2. More than three quarters (77.6%) of faculty reported using data for academic program evaluation and/or planning, followed by more than half (52.0%) of administration/management and less than one fifth (17.5%) of staff. A little less than half (47.8%) of administration/management utilized data for institutional management purposes, followed by 15.0% of staff and 5.2% of faculty. More than one third (34.8%) of administration/management reporting data use for fiscal planning, followed by 12.5% of staff and 3.4% of faculty.

2008 Data Uses	% of Use, All Positions	% of Use, Administration/ Management	% of Use, Faculty	% of Use, Staff
Academic Program Evaluation and/or Planning	**52.0%**	52.2%	77.6%	17.5%
Institutional Management	**16.3%**	47.8%	5.2%	15.0%
Fiscal Planning	**12.2%**	34.8%	3.4%	12.5%

Table 2: Frequencies of Data Use by Type of Work by Employee Position
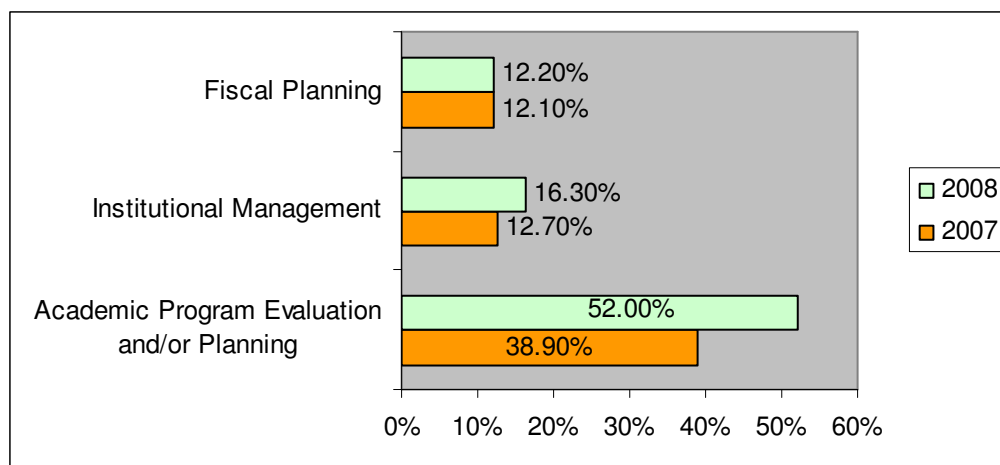
Graph 6: Comparison of Data Uses from 2007-2008.

Comparing the use of data sources from 2007 to 2008, data used for Academic Program Evaluation and/or Planning increased by 13.10% as illustrated in Graph 6. The use of data for Institutional Management increased 3.60% from the previous year and 0.10% for Fiscal Planning.

2008 Data Sources and Uses	Academic Program Evaluation and/or Planning	Institutional Management	Fiscal Planning
Datatel and WebAdvisor	53.8%	17.0%	14.2%
IR Reports and Publications	69.2%	27.7%	15.4%
Other IR/ITS Data	69.0%	34.5%	20.7%
Program Review Documents	74.6%	22.5%	15.5%
CCC Chancellor's Data Mart	51.5%	33.3%	15.2%
Trackit	33.3%	20.0%	26.7%
National Center for Educational Statistics (IPEDS/COOL)	66.7%	33.3%	33.3%

Table 3: Frequencies of Data Uses by Data Sources

❖ To gain a better understanding of respondents' use of data, an assessment was conducted evaluating respondents use of data/information by sources of data as noted in Table 3. (However, this does not indicate the assessment as comprehensive; nor does it imply these data sources were only used for these academic functions.)
❖ Respondents indicated that the primary data source used to inform academic program evaluation and/or planning was program review documents (74.6%).
❖ Respondents indicated that the primary data source used to inform institutional management was other IT/ITS data (34.5%).
❖ Respondents indicated that the primary data source used to inform fiscal planning was the National Center for Educational Statistic (IPEDS/COOL).

- More than half (53.8%) of respondents utilized WebAdvisor and Datatel as a data source for academic program evaluation and/or planning. Only a small percentage of respondents who used WebAdvisor and Datatel reported using these sources for institutional management (17.0%) and fiscal planning (14.2%).
- More than two thirds (69.2%) of respondents used IR reports and publications for academic program evaluation and/or planning. More than one quarter (27.7%) of respondents reported using the source for institutional management and a small percentage of respondents used the source for fiscal planning (15.4%).
- More than two thirds (69.0%) of respondents utilized other IR/ITS data for academic program evaluation and/or planning. More than one third (34.5%) of respondents reported using the source for institutional management and more than one fifth (20.7%) of respondents used the source for fiscal planning.
- Almost three quarters (74.6%) of respondents used program review documents for academic program evaluation and/or planning. More than one fifth (22.5%) of respondents reported using the source for institutional management and a small percentage (15.5%) of respondents used the source for fiscal planning.
- More than half (51.5%) of respondents utilized CCC Chancellor's Data Mart for academic program evaluation and/or planning. One third (33.3%) of respondents reported using the source for institutional management and more than one fifth (15.2%) of respondents used the source for fiscal planning.
- One third (33.3%) of respondents used Trackit for academic program evaluation and/or planning. One fifth (20.0%) of respondents reported using the source for institutional management and more than one quarter (26.7%) used the source for fiscal planning.
- A little more than two thirds (66.7%) of respondents utilized the National Center for Educational Statistics (IPEDS/COOL) for academic program evaluation and/or planning. Two thirds (33.3%) of respondents reported using the source for institutional management and fiscal planning.

Findings: Title III/IR Workshops

Less than one half (44.6%) of respondents reported attending at least one Title III and/or IR workshop in the last year. Many workshop topics were noted numerous times by respondents including program review, IR reports, data and data collection, wiki training, Blackboard, institutional planning, accreditation, and trainings on gathering and understanding ARCC, KPI, and BSI data. Respondents'' attendance of Title III and/or IR workshops increased by 9.8%, indicating an approximate ten percent increase from CR employees from the previous year.

Graph 7 (Please see top of page 13) illustrates respondent's satisfaction with Title III and or IR workshops. Respondents indicated high frequencies (71.0%) of satisfaction with Title III and/or IR workshops in 2008. Less than one fifth (14.5%) of respondents were neither satisfied nor dissatisfied with Title III and/or IR workshops and a small percentage (8.0%) were dissatisfied with Title III and/or IR workshops. An even smaller percentage (6.5%) of respondents indicated they were unsure about their level of satisfaction.
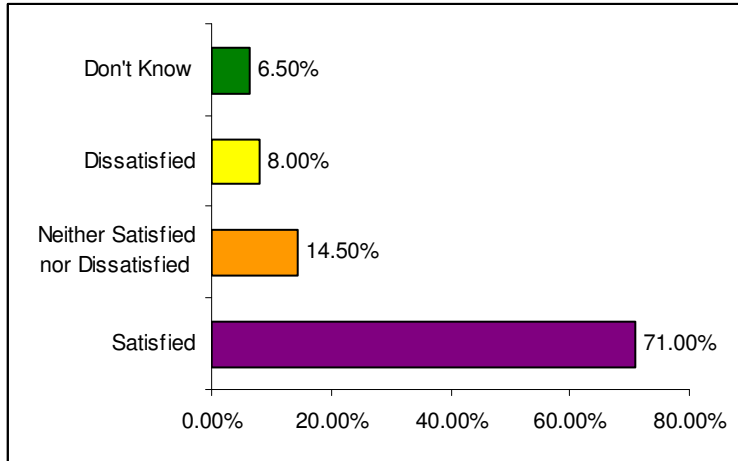
Graph 7: Satisfaction with Title III and/or IR Workshops

Of the CR employees who did attend workshops, administration/management reported the highest rates of satisfaction (88.9%) with workshops offered by Title III/IR in contrast to faculty (69.2%) and staff (55.6%) as demonstrated in Table 4. Both faculty and staff had the highest frequencies (50.0%) of not attending any Title III and/or IR workshops in the last year followed by one fifth (10.0%) of administration/management. Part time employees of all positions reported higher frequencies (70.8%) of not attending workshops in comparison to full time employees (35.3%).

		Position			Total
		Administration/ Management	**Faculty**	**Staff**	
In general, how satisfied were you with Title III and/or IR workshop(s)?	**Satisfied**	16	18	10	44
		88.9%	69.2%	55.6%	71.0%
	Neither satisfied nor dissatisfied	1	4	4	9
		5.6%	15.4%	22.2%	14.5%
	Dissatisfied	1	2	2	5
		5.6%	7.7%	11.1%	8.1%
	Don't Know	0	2	2	4
		0.0%	7.7%	11.1%	6.5%
Total		18	26	18	62
		100.0%	100.0%	100.0%	100.0%

Table 4: Satisfaction of Title III and/or IR Workshops by Employee Position

Less than half of all respondents had received training in all the specified training categories. From respondents responses it is evident CR employees would benefit from more training and would like to receive more training as illustrated in Table 5.

Respondents reported the highest frequencies (43.7%) of having received training related to accreditation standards followed by interpreting CR's data (31.4%). Only one fifth (20.0%) of respondents had received training related to the role of IR/Title III and a small percentage (5.8%) of respondents reported they had received training in relation to conducting qualitative and quantitative research. Other trainings that respondents mentioned included Blackboard, wiki and budget training, and general trainings regarding first aid/emergency and student services such as e-advising and veteran services. Many respondents also noted trainings that fit into the categories provided such as accreditation standards and interpreting CR's data.

Regardless of employee position, all respondents reported the highest frequencies of receiving accreditation training in relation to all other trainings. Administration/management reported the highest frequencies (65.2%) of receiving accreditation training followed by faculty (50.0%) and staff (25.0%). Administration/management also reported the highest frequencies for all combined training, indicating they had more training in comparison to faculty and staff employees.

Respondents reported with the highest frequencies, the desire to receive more training in relation to interpreting CR's data (44.5%) followed closely by training to conduct qualitative and quantitative research (42.5%). More than one third (36.8%) of respondents want to receive training on accreditation standards and more than one fifth (22.2%) desire to receive training in regards to the role of IR/Title III. Other trainings that respondents mentioned they would like to receive included Blackboard, budget and fiscal planning, distance education, communication and information flows throughout the district, environmental scans, student services trainings including enrollment, admissions, financial aid and counseling, professional development trainings including record keeping and transferring, pedagogy, and interactive teaching techniques. Many respondents also noted trainings that fit into the categories provided such as accreditation standards and interpreting CR's data.

Overall, regardless of employee position, respondents desired to have more training concerning interpreting CR's data. Similarly, respondents reported the least amount of desire to have more training in relation to the role of IR/Title III. Administration/management reported interest in training concerning interpreting CR's data at higher frequencies (52.2%) than the other training categories. Faculty reported interest in training related to interpreting CR's data and conducting qualitative and quantitative research at higher frequencies (both at 49.1%) than the other training categories. Staff indicated interest in training related to interpreting CR's data at higher frequencies (35.9%) than other trainings.

	Have Received this Training	Would Like to Receive This Training
Interpreting CR's Data (enrollment, ARCC indicators and basic skills training)	31.4%	44.5%
Training for conducting qualitative and quantitative research	5.8%	42.5%
Accreditation Standards Training	43.7%	36.8%
Role of IR/Title III Training	20.0%	22.2%

Table 5: CR Employees Received Training and Interest in Future Training

More than one third (39.7%) of respondents agreed that they had the training and skills to get the institutional information that they want as demonstrated in Graph 8. More than one quarter (26.4%) of respondents indicated that they neither agreed nor disagreed that they had the training and skills to get institution information. Less than one third of respondents (30.6%) disagreed that they had the training and skills to get the institutional information they want. A very small percentage of respondents indicated they did not know whether or not they had the training and skills to get the institutional information they want.

Administration/management reported higher frequencies (56.5%) of having the training and skills to get the institutional information they want in comparison to staff (38.5%) and faculty (34.5%). Regardless of employee status, full time (39.8%) and part time (39.3%) employees almost agreed at identical frequencies that they have the training and skills to get the institutional information they need.
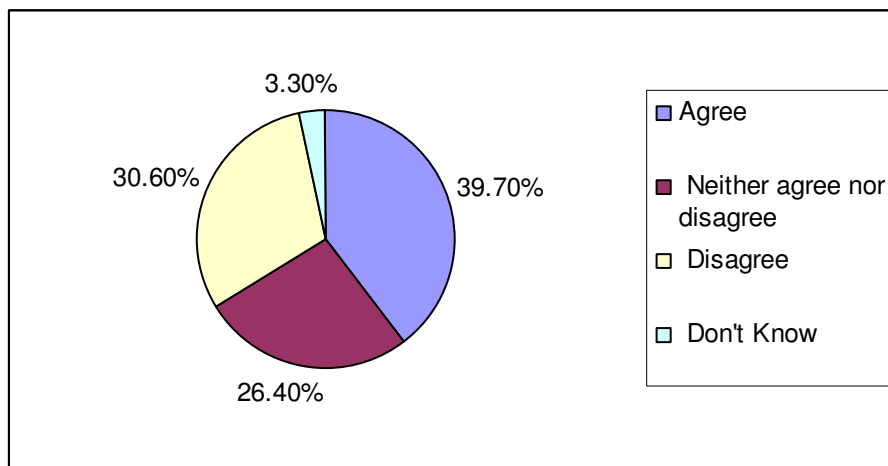
Graph 8: CR Employees have the Training and Skills they need to get the Institutional Information they want

More than one third (39.7%) of respondents agreed that they have the training and skills to get the institutional information they need as exemplified in Graph 9 (Please see top of page 16). Frequencies of agreement for 2008 were 8.7% higher than the previous year (2007), 12.7% higher than 2006 and 9.6% higher than 2005. Over the four year grant period, respondents have agreed at nearly stable frequencies about having the training and skills needed to get the institutional information they want and is steadily increasing.
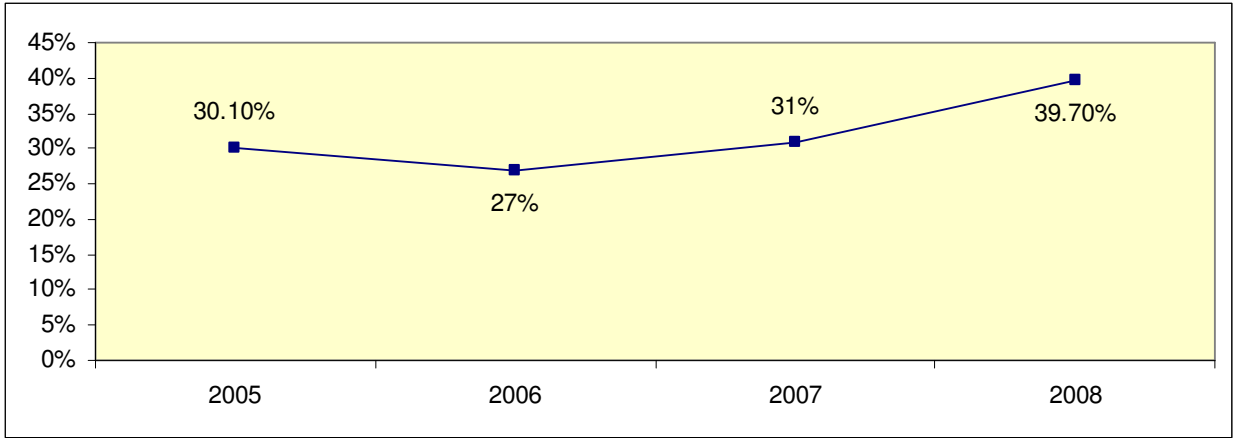
Graph 9: CR employees have the Training and Skills they need to get the Institutional Information they want, 2005-2008

Findings: IR Service Requests

Less than one quarter (24.5%) of respondents submitted an IR service request. Of the respondents, more than one half (52.4%) of administration/management made a request, followed by approximately one quarter (24.5%) of faculty and a small percentage (8.3%) of staff.

Of the employees who submitted an IR service request, almost two thirds of respondents (65.4%) submitted their request online and less than one quarter (23.1%) submitted their request through email as illustrated in Graph 10. Small percentages of respondents submitted their request through some other means such as IR/Title III staff (7.7%) or by phone (3.8%).
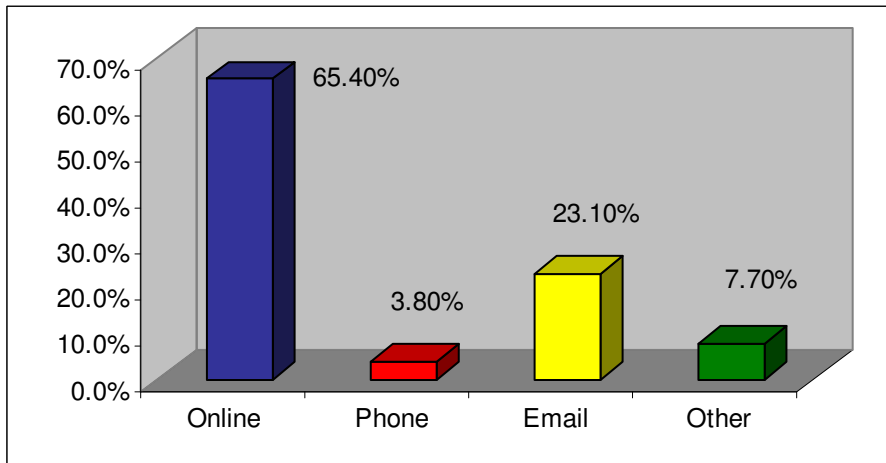
Graph 10: How Service Requests Were Made

More than three quarters (75.5%) of respondents did not submit an IR service request. When questioned why they did not submit a request, respondents reported with the highest frequencies (36.9%) that there was no need for an IR service request as illustrated in Graph 11 (please see top of page 17). Almost one quarter (23.0%) of respondents reported they did not know how to make a service request as their reason for not making a service request. A little more than one tenth (10.7%) of respondents reported they did not submit a service request

because they felt IR is understaffed. A small percentage (12.3%) of respondents also noted other reasons for not submitting a service requests including lack of clean and reliable databases, lack of confidence in the IR department, time constraints in receiving IR reports, lack of knowledge in IR functions, lack of understanding with IR reports, and IR seems too busy to respond to small requests.
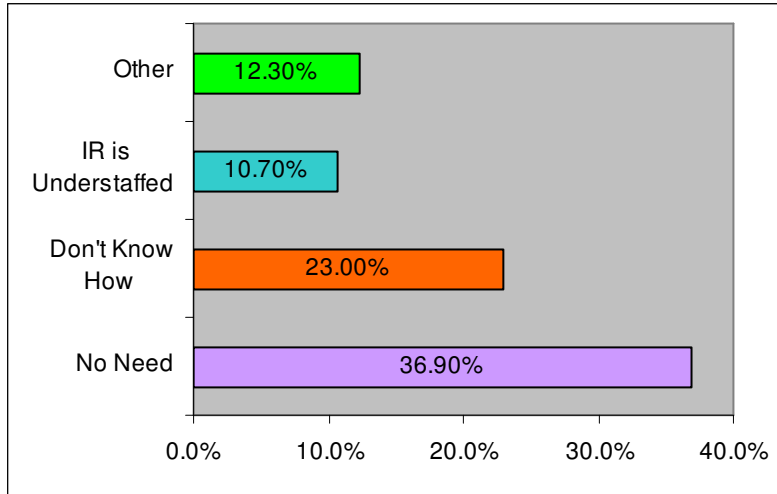
Graph 11: Why Service Requests Were Not Submitted

Demographics:

The total survey population was comprised of 124 respondents. Of the respondents, a little less than one half (47.9%) were faculty; more than one third (33.1%) were staff and almost one fifth (19%) were administration/management as demonstrated in Graph 12. More than three quarters (77%) of the respondents were full time CR employees and less than one quarter were part time CR employees.
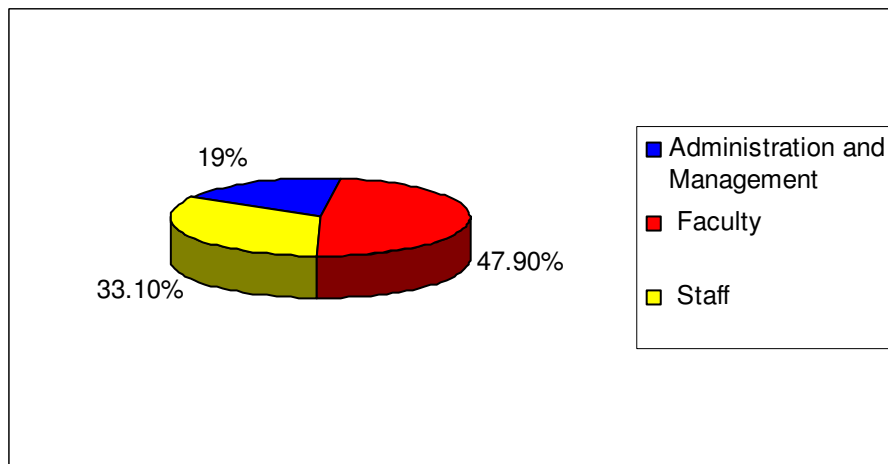
Graph 12: Employee Position

Of the 124 respondents, almost one third (32%) of respondents have been employed at CR for 0 to 5 years as expressed in Graph 14. A little less than one quarter (23%) of respondents have been employed at CR for 6 to 10 years and one fifth (20%) of respondents have been employed 11 to 15 years. Small percentages of employees had been employed 16 to 20 years (13%) and 21 or more years (12%). Over one half (55%) of CR's employees have been employed for ten years or less.
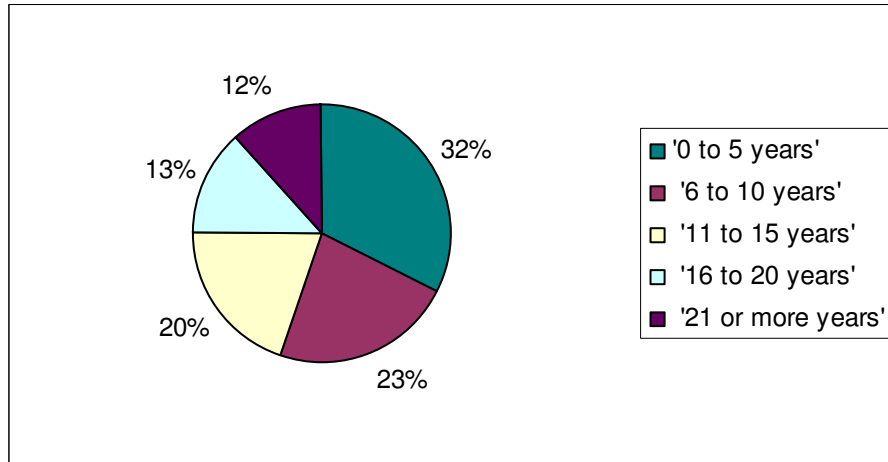
Graph 13: Number of Years Employed at CR

A majority (78.6%) of respondents reported that they worked at the main Eureka campus as illustrated in Graph 15. Small percentages of respondents also reported working at the Del Norte campus (9.9%) and the Mendocino campus (7.4%). A minute percentage (1.7%) of respondents reported working at more than one campus or instructional site and the remaining campuses and instructional sites (Eureka downtown, Arcata and Klamath-Trinity) were only noted once by a respondent.
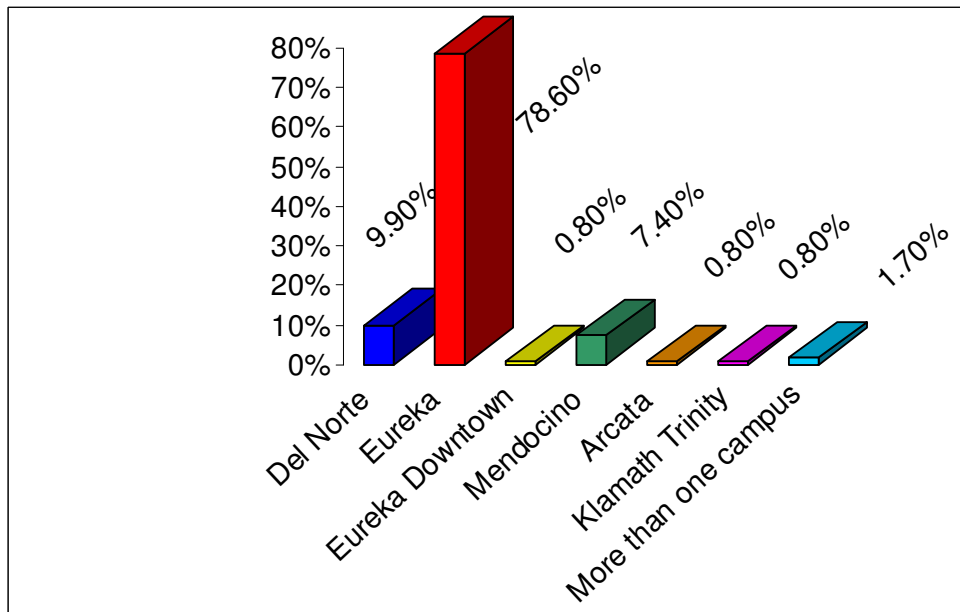
Graph 15: Frequency of Respondents by Campus and Instructional Sites

Question #6 (Other data sources used in last year)

-Blackboard
- ATI
- Blackboard
- SARS
- State of California Department of Education databases

Question # 7 (Other sources of data to inform work)

- N/A
- BSI
- PRC COMMITTEE EVALUATION
- Curiosity about demographics
- Student Services
- Student Services
-Class information

Question # 8 (Title III/IR workshops attended in last year)

- Program Review
- Annual Program Review workshop
- KPI's in CR's Strategic Plan. WIKI Training
- IR training on 10/3/2008
- pbWIKI
- Wiki Training, Program Review Training
- Workshop had to do with how data is collected.
- Reading Data and Reports
- I don't remember specifically, but the workshop was an overview of IR's functions.
- Wiki
- Many presentations last spring
- Program Review Training
- ARC data, Targets of Opportunity, Inside Redwoods site and IR site use
- How to access data. Program Review Workshops, IR Reports
- Roxanne: (My favorite POLICE song!) You were kind to help us understand our role in AJ re: our PRC AJ revision - Thanks Waters, Honsal, Topping
- IR, Assessment, Learning Outcomes, etc
- Blackboard training
- How to access reports and data
- Website information on ordering data from IR
- Accreditation- Interpreting CR's data, program review
- Program review training 3 workshops

- Program Review workshop, Workshop on types of data collected by IR, and Workshop on BSI
- BSI, CPC, convocation activities, program review training
- Web-access to campus data program review and planning
- Assessment, wiki
- Program Review Workshops
- Most recently Wiki. I have attended others but don't remember the specific topics.
- Program review data; institutional planning
- WIKI
- WIKI, Baseline Data
- I don't recall the names of the workshops, but the general topics were regarding topics like planning, program reviews, and baseline data.
- Wiki training
- Most workshops are/were scheduled during class times.
- Program Review, Assessment training
- Presentation at CRMC's convocation
- Budget flow chart
- IR overviews, accessing data
- I have attended a few IR meetings via teleconference
- Data sources, Program Review (don't know if this was a Title III workshop)
- Wiki, Accreditation
- Program Review
-Program Review
-Convocation breakout orientation session: enrollment trends by Davis and Marsee
-Three workshops I can't recall

Question # 10a – Other training received

- Short workshop on assessment
- I attended workshops on Blackboard.
- Blackboard
- Budget Planning Training, action planning training
- I have been here just under one year and have received no training except for the first two weeks.
- None- Using the Program Review Wiki
- E-Advising/Datatel, Returning Veteran's Services, Targets of Opportunity, Managing Equivalencies in Colleague/Datatel
- Nothing comes to mind
- Sexual Harassment Training, Budget training
- BSI presentations
- None: Gary Sokolow, Ron, Mike and Debbie have been very helpful in understanding various aspects of college government and function.
- Program specific
- Financial forms for Dept. of Ed., Use of purchasing card, Use of Datatel
- None
- State of Calif Dept of Educ eligibility and Need - Proper restraint – CPR
- None

- Assessment/SLOs
- None
- Very little in service training for faculty is available at CR especially since the demise of CTE.
- Datatel training
- Program Review
- Blackboard
- I've attended conferences relating to my area of work.
- Some management training for my new position.
- Work-related skills training.
-Orientation to new equipment and access that it provided to data
-Very little. I went to a group discussion on grading procedures and found it to be more or a "bash" session. I left feeling it was a waste of my time and was a negative experience
-Emergency ready training
-Blackboard
-Assessment training
-How to use WebAdvisor and blackboard

Question # 10b – Further training desired

- Blackboard
- More budgeting training
- More money for conferences
- I've been asking for hazmat training since I started, and can't seem to get anyone to schedule this
- Fiscal planning
- Enrollment Services, Data collection
- Financial aid: I want to be able to answer the simple questions students' have
- Use of distance education technology. Video communications. conferencing.
- Gradekeeper to Excel to Blackboard and back.
- Basic information, how to stuff.
- On average, I am involved directly in classroom support for remote students 6 - 7 hours a day. Research I am involved in relates to the operation of the various devices and programs I use to perform my job.
- Effective communication and information flow
- Forecasting and environmental scan
- Where's the money go?
- Anything that would give me a clearer idea of what the data means and an easy way to access the data without always submitting a request or what reports I can get without submitting a request
- Accessibility
- Assessment/SLOs, Accessing and interpreting data
- It is very helpful when presentations are posted on the website so I can view from home.
- Disaster training
- Power point, classroom management software, integrating active learning strategies
- How the administration is using data to inform their decisions for the college
- Professional development in my field.

- Budget management & planning
- use of electronic delivery tools in the classroom, record keeping methodology (to meet employment review, flex-time requirements) better use of the old email system (ie professional signature)
- How is assessment going to be used in course and program SLOs? How will faculty evaluate and tie their work to indicators from the strategic plan? How are faculty priority hiring decisions data-informed? How are the important decisions about the college's future data-informed?
- Pedagogy of online teaching
- Fiscal management; budgeting
- Some ITS and IR data is difficult to access.
- Datatel report writing, safety, MS office 7, communication skills (troubled students)
- I would like to receive training in other student services (financial aid, DSPS, EOPS, counseling and advising, the career center) I think it's important that we are all able to help students to the best of our abilities. I know that I can't do that if I do not know more about the other services we provide. Also, there have been almost no opportunities for professional/personal development for staff. (Diversity training for example)
- ?? -I would like to see faculty support and information delivered with a hands-on approach. I would like training sessions to be informative.
-Wiki
-Teacher training for sharing of ideas to improve students' educational experience and teacher motivation.
-More information regarding statistics for enrollment, FTES, operational income/expense and student retention
-Blackboard

Question #13 (Other forms of submitting IR service requests)

- Roxanne- Is this the service U provided to AJ last week?
- Through IR committee member

Question #14 (Other reasons for not submitting a service request)

- I have little or no confidence in the department. The lack of a data warehouse, inexperience with tools, and the ongoing complaints about California in general and CR specifically do not instill a sense of unbiased and accurate reporting.
- What IS IR?
- Not enough time given to benefit from such a request to meet deadlines. Please give us deadlines beyond one week for deliverables such as Action Plans and Block Grants.
- Data from IR is questionable due to the lack of a data warehouse.
- No faith in IR department.
- Don't know what IR is
- Requests were made by senior administration
- It is unclear to me how an IR service request would serve the needs of my program, and I doubt if IR would prioritize my request, considering it's understaffing and its current focus on accreditation and President Marsee's goals.
- My boss handles most analysis and decisions at this level.

- How-to training that guides faculty in use of data relevant to their classrooms has not been available. Some of my questions are being answered through the BSI research.
- I don't know what an IR service request is and why I might need one
-submitted one last year in fall during program review
-I spoke to Adrian about updating our surveys
-I've asked Tom Harris and Jeff Marsee
-IR seems too busy to respond to small requests
I have asked for help and been refused to existing, inadequate databases that are difficult to manipulate.

Additional Comments regarding employees' ability to make use of data for planning or decision making

- Most of the data needed for planning or decision making is needed and requested by my supervisor, the Library Director. I think the library is a net data generator. As librarian, I find that there are few links connecting the library data with other district wide generated data, and efforts to establish links a primarily pursued by the Director in consultation with me. I did on one occasion request data in my role as president of the CRFO, and for support of our then-ongoing negotiations, and got nothing. I was told I needed to collate the data myself so I did. This was summer 07. I was not informed of any formal process for requesting data at that time. It seems no process was yet in place.
- More clarity and organization is needed in providing data in general, and IR should also provide a consistent, easy to interpret data set for all Program Review and "Request for Full-time faculty" authors.
- I can't wait until IR has the capacity to help with classroom based research projects.
- I'm not in a position that requires me to use a lot of institutional data to make decisions, so I'm not sure how accessible data would be if I were in such a position.
- A couple of times I have tried to find information on CR equipment and found the source incomplete?
- I have absorbed and used all the training I've received. I have the skills and potential to do much more but the training is so limited and that limits my performance.
- The services IR provides are essential to our continued effectiveness. I only wish the data were a) easier to access and b) consistent and reliable.
- I am currently part of the PRC committee process.
- The data I need I find difficult and time consuming to assembly because it is scattered over several pages in WebAdvisor. Taking this data to CVC sites and inputting it is very time consuming - needs a greater dedication I can give in the hour a day I can give it.
- I don't really know what data I need for planning or decision-making.
- I have found it difficult to get the data request filled in a timely manner and in some instances the request was not filled until after the date requested.
- In common with all faculty I have spoken to who have engaged in the Program review process this semester, I have found IR data very difficult to access and interpret.
- I think data that would benefit us all or that would be just good general info could be written about in Linkages.
- I am interested in supporting the Basic Skills Initiative and would undertake limited additional responsibilities for assessment

- Requests to IR for help have not yielded help in a timely manner. We end up not being able to make timely decisions for the program. We are still waiting for help from our last request.
- It is hard to know how to proceed when emails are sent to the whole campus with very little orientation material to invite newcomers to the conversation. Acronyms that are unfamiliar are one key example.
- It's still confusing re: getting the type of reports I want.
- I'm not interested in training to be a data researcher I thought that's why we were developing an I/R Dept. They should be supplying accurate and consistent data to support program review and other needs not merely making spreadsheets available and handing off the responsibility to faculty many of whom have no previous experience or adequate time to re-train for a new role. Last year the program review data was more accessible and accurate than this year, we seem to be going the wrong direction from my perspective.
- In his short tenure here, the new president has demonstrated little respect for collaborative processes and for data-informed decision-making. His unilateral decision-making without regard for collaboration or analysis of relevant data speaks to a disregard for the hard work staff and faculty have engaged in to create data-informed, collaborative processes. It also appears as if the IR director has had her attention diverted away from the pressing IR needs of the District to less pressing needs like fielding a well-outfitted cheerleading squad. This combined with the cumbersome program review forms, sketchy program review data, and the IR Director's apparent political alignment as a "yes" woman to the president have seriously undermined the credibility of the IR office at CR.
- As more data is available and as I use it more, the more aware I become of how much more is needed. I am aware of the HUGE strides CR has made but because of that growing awareness, I am also more critical. Thus, the survey may have skewed results.
- There seems to be very little communication in the decision making process. Information is solicited but does not seem to be used in decision making. It is difficult to determine how decisions are made because there is very little communication or transparency in the planning and decision making process.
- I'm getting better at this with usage and the training that Title III and IR have provided.
-I'm not interested in retraining for work in IR. I thought that is why we developed the IR department. Consistent and accurate data to drive decision making is their charge.
-As a faculty member of one of the centers who is slow to engage in digital data exchange, I consider the changes of the last two years critical and a vast improvement over the previous twenty years in which data was collected and questionably used. More ways of keeping data flow fluid and objectively gathered and shared-more a part of regular presentations and discussions-while allowing comparison data such as student profile (age, sex, educational goals, etc.) is useful especially to compare differing target student populations (they are not all alike!)
-This year I would have liked to have the data for program review "plugged" into the document. It would have made the process less difficult. However, I know your department is short on staff.
-It is clear that faculty is not making any "real" decisions. We just supply information for the administrators.
-ITS is unable to offer training at Del Norte.
-Because more use of data is expected of us in the planning process, we may be more critical now of inadequacies we failed to notice in the past

Additional comments regarding employees' perceptions of institutional use of data and research in decision making at CR

- CR is making progress towards using data in decision making, but there is still a lot of decisions made that do not use data. I think with time, the planning process at CR will encourage an atmosphere conducive to utilizing data more effectively.
- I have seen much progress made and I hope the college can continue this commitment. I have suggested several times that it would be really helpful if the data requests data base also included links to the reports generated. I think this would reduce duplication of effort. Some of the data requests that others have submitted seem interesting and possibly helpful to me and to the Library Director in our efforts to establish connections with other departments as appropriate to our mission and purpose. I personally don't think that "anecdotal and past practices" are by definition, bad, or worthless sources of information or data. I believe that the years of experience of intelligent individuals has a value, and that value can actually be quantified. I believe that knowledge and experience contributes qualitative data that can supplement the currently collected quantitative data sources. That's just my opinion. - Ruth Moon, Librarian
- The data must be easier to access by non-specialists, be accurate, and be entirely consistent if our institution is to have complete buy-in and trust with data-driven decision making.
- I'm puzzled over the president's assumptions, or projections, or whatever they're being called this week for future FTE growth. I have yet to see anything posted anywhere explaining where the growth "target" (my term for the figures) numbers came from or what they're based on. It's a bit disconcerting to think that we're returning to the bad old days when administrators made decisions not because the decisions were based on data showing a need or a possibility, but because as administrators, they could make decisions that went largely unquestioned.
- No comment
- Institutional use is definitely improving
- It's necessary but not sufficient in and of itself. How it's interpreted, used, extrapolated and/or condensed are just as critical. We've got a ways to go.
- Confidentially: There is a concern across campus disciplines (faculty) that for various reasons that "data" this year is not as accurate as last year's "data". I received this criticism from a reliable source who seemed very concerned that the new president's handiwork somehow taints the process. (For what it's worth)Hearsay generally is not admissible in a court of law!
- Data I need for the services I provide is scattered over a number of departments. There is no system wide transparency regarding data sources, images, and scheduling of rooms, that I am aware of.
- We are finally starting to really incorporate the interpretation of analyzed data into our planning and I think that's great, but we have a long way to go to establish an effective process.
- In the past year, the quality and availability of reliable data has deteriorated. The IR department no longer seems transparent or able to provide good data. It is very frustrating and time consuming to attempt to get data and/or fix incorrect data.
- I hate to say this, especially since many people have spent lots of time on this, but this whole topic is still fuzzy to me. Also, the occasional printed updates that I see are written in such a "bureaucratic" dry style that it's hard to appreciate the informational content - and I usually stop reading fairly quickly.
- I think that CR is not communicating with the community and using local data to make decisions.

- All planning and data usage at CR now seems to be diminished to backing up Dr. Marsee's personal vision of the college (quantity at the expense of quality). There is no longer any objectivity to the IR or the planning processes, just as there is no longer any serious consideration given to faculty expertise and the role of faculty in the institution. Our institutional culture has shifted from a democracy to a dictatorship, so I fail to see the point of pretending that the college is doing anything but paying lip service to collective decision-making.
- I do not really understand how decisions are made, by whom and by what processes.
- How does institutional data and research support the hiring of additional deans?
- I do not see top level management using data for decision-making with regard to staffing or the budget.
- So far from my short time at the campus, this drive feels very top-down, in that it seems as if mandates will be issued from above that impact how all the lower people work and function, yet those lower people are not informed nor asked to be part of the planning or decision making process. That is not really a sign of a well-functioning intellectual environment.
- There is access to data, but no significant changes have been made based on data thus far.
- Program Review data links have been inaccessible 2 of the last 4 weekends and are currently (11/14/08) only sporadically available. Much of the data needed is grossly inaccurate or simply not available leaving faculty to pick what they deem appropriate and expound on anecdotal information throughout their program reviews. Program Reviews then become the key drivers for decision making by other groups charged with resource allocation. I believe the most critical function of I/R should be to support the program review data in terms of availability, accuracy, and consistency as this is the foundation of our decision making process. That would entail supplying accurate, consistent, data as opposed to intermittent access to questionable spreadsheets.
- It is sad to think that all the hard work of IR advocates like Cathy Dickerson, Liz Crickard, Pam Kessler, Steve Durham, and Roxanne Metz have seemed to have been for naught. With the disbanding of the IR Advisory Committee, the loss of quality analysts like Steve Grimes and Adrian Chevreaux-Fitzhugh, and the diversion of the current IR Director's focus, the IR department has taken a serious turn toward irrelevance.
- I would like more evidence/communication that the important decisions made by administration are data-informed. Perhaps data from the EMP will make that clear? I am also concerned that IRAC no longer seems to exist. Where is the broad-based advocacy for neutral, reliable data at CR?
- I think that as a whole, we want to use data and research in decision-making and we are moving in that direction. However, it seems like it will take a long time before we can effectively use data and research.
- Although data is far more available than it has been in the past, it is not apparent that CR administration uses that data in decision making.
- There is great reliance on data from The Chancellor's Office demographic data with apparent gaps in understanding how that data was collected or interpreted that led to important questions when it was presented at the fall convocation workshop at CRMC. The presentation was aimed at making the President's points but any discussion of the accuracy or interpretation of the data was not only discouraged, but met with resistance and annoyance. I realize that data has weight, but if it is interpreted incorrectly its usefulness is diminished. I commend the IR folks for learning and sharing a great deal. However, it is possible to learn more if presentations are made with an open mind and all questions are not answered with "It's from the Chancellor's office" so it must be

right. It may very well be accurate numbers, but unless we understand the basis of those numbers, they are not as useful for planning purposes.

- It's getting better

- Decisions for hiring new/replacement staff is not data driven. For example, ratios of students to counselors and TSS technicians to computers indicate more staffing is desperately needed in theses areas. But no one has been hired meet these needs.

- In general, I believe the institution is making good use of data in decision-making. Specifically for my area, requests based upon accurate research and data have consistently been "deferred" for lack of funding. It is frustrating for me as a professional.

- It's my perception is that important decisions, such as the institution's commitment to rapid growth of distance education, are based not on planning, needs assessment, regional or state growth trends, consultants' recommendations, program review, or even the most rudimentary data but, rather, on the President's intuition.

-Data is selective and applied if/when it supports an initiative administration favors.

-I hope it continues. Thanks for all your hard work.

-Gathering specific and accurate data on students' reason(s) and/or programs entering at CR could help with staffing and funding departments and serve as a motivational tool for departments to recruit and retain students

-The data seems like it can be interpreted many different ways.

-Need more data about students-what will help them learn better? What will help them relate their experiences here to life beyond academia? How can we better serve incoming students just from high schools that are not adequately prepared for college? Perhaps some surveys and some way to implement at least some of their requests.

-It appears that CR makes decision based solely on who is currently in charge. We continue to spend money we don't have to elevate positions we don't need to raise any higher. It appears that we have not learned any of the lessons brought to light the last time we overspent our reserves. Restructuring our internal organization chart is not the answer we need. Tom Harris had the right ideas, but wasn't here long enough to see them through. I am concerned about our future.

-Not faculty friendly, little if any help. Roxanne seems frustrated and hostile when asked for help.

Frequency Distributions

CR uses reliable and objective data to support decision making processes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	2	1.6	1.6	1.6
	Agree	37	29.8	30.3	32.0
	Neither agree nor disagree	31	25.0	25.4	57.4
	Disagree	29	23.4	23.8	81.1
	Strongly disagree	8	6.5	6.6	87.7
	Don't know	15	12.1	12.3	100.0
	Total	122	98.4	100.0	
Missing	99	2	1.6		
Total		124	100.0		

CR relies primarily on anecdotal information and past practices to support decision making processes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	6	4.8	4.9	4.9
	Agree	32	25.8	26.2	31.1
	Neither agree nor disagree	42	33.9	34.4	65.6
	Disagree	20	16.1	16.4	82.0
	Strongly disagree	6	4.8	4.9	86.9
	Don't know	16	12.9	13.1	100.0
	Total	122	98.4	100.0	
Missing	99	2	1.6		
Total		124	100.0		

In my role at CR, I have appropriate access to the data I need to make decisions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	8	6.5	6.6	6.6
	Agree	46	37.1	37.7	44.3
	Neither agree nor disagree	25	20.2	20.5	64.8
	Disagree	32	25.8	26.2	91.0
	Strongly disagree	8	6.5	6.6	97.5
	Don't know	3	2.4	2.5	100.0
	Total	122	98.4	100.0	
Missing	99	2	1.6		
Total		124	100.0		

It is easy for me to get data I need to make decisions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	5	4.0	4.1	4.1
	Agree	31	25.0	25.4	29.5
	Neither agree nor disagree	33	26.6	27.0	56.6
	Disagree	38	30.6	31.1	87.7
	Strongly disagree	13	10.5	10.7	98.4
	Don't know	2	1.6	1.6	100.0
	Total	122	98.4	100.0	
Missing	99	2	1.6		
Total		124	100.0		

There are adequate staff and resources available at CR to access and interpret data

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	4	3.2	3.3	3.3
	Agree	26	21.0	21.5	24.8
	Neither agree nor disagree	21	16.9	17.4	42.1
	Disagree	46	37.1	38.0	80.2
	Strongly disagree	18	14.5	14.9	95.0
	Don't know	6	4.8	5.0	100.0
	Total	121	97.6	100.0	
Missing	99	3	2.4		
Total		124	100.0		

In the past year, I have used the following data sources: Datatel or WebAdvisor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	106	85.5	86.2	86.2
	No	17	13.7	13.8	100.0
	Total	123	99.2	100.0	
Missing	99	1	.8		
Total		124	100.0		

In the past year, I have used the following data sources: IR reports and publications

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	65	52.4	52.8	52.8
	No	58	46.8	47.2	100.0
	Total	123	99.2	100.0	
Missing	99	1	.8		
Total		124	100.0		

In the past year, I have used the following data sources: Trackit

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	15	12.1	12.2	12.2
	No	108	87.1	87.8	100.0
	Total	123	99.2	100.0	
Missing	99	1	.8		
Total		124	100.0		

In the past year, I have used the following data sources: Other data received from IR or ITS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	29	23.4	23.6	23.6
	No	94	75.8	76.4	100.0
	Total	123	99.2	100.0	
Missing	99	1	.8		
Total		124	100.0		

In the past year, I have used the following data sources: Program Review Documents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	71	57.3	57.7	57.7
	No	52	41.9	42.3	100.0
	Total	123	99.2	100.0	
Missing	99	1	.8		
Total		124	100.0		

In the past year, I have used the following data sources: CCC Chancellor's Office (Data Mart, ARCC)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	33	26.6	26.8	26.8
	No	90	72.6	73.2	100.0
	Total	123	99.2	100.0	
Missing	99	1	.8		
Total		124	100.0		

In the past year, I have used the following data sources: National Center for Educational Statistics (IPEDS/COOL)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3	2.4	2.4	2.4
	No	120	96.8	97.6	100.0
	Total	123	99.2	100.0	
Missing	99	1	.8		
Total		124	100.0		

In the past year, I have used the following data sources: No CR data sources

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	8	6.5	6.5	6.5
	No	115	92.7	93.5	100.0
	Total	123	99.2	100.0	
Missing	99	1	.8		
Total		124	100.0		

In the past year, I have used the following data sources: Other data source

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	5	4.0	4.1	4.1
	No	118	95.2	95.9	100.0
	Total	123	99.2	100.0	
Missing	99	1	.8		
Total		124	100.0		

In the past year, I have used the following data sources to inform my work: Academic program evaluation or planning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	64	51.6	52.0	52.0
	No	51	41.1	41.5	93.5
	Have not used CR data sources	8	6.5	6.5	100.0
	Total	123	99.2	100.0	
Missing	99	1	.8		
Total		124	100.0		

In the past year, I have used the following data sources to inform my work: Institutional management

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	20	16.1	16.3	16.3
	No	95	76.6	77.2	93.5
	Have not used CR data sources	8	6.5	6.5	100.0
	Total	123	99.2	100.0	
Missing	99	1	.8		
Total		124	100.0		

In the past year, I have used the following data sources to inform my work: Fiscal planning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	15	12.1	12.2	12.2
	No	100	80.6	81.3	93.5
	Have not used CR data sources	8	6.5	6.5	100.0
	Total	123	99.2	100.0	
Missing	99	1	.8		
Total		124	100.0		

In the past year, I have used the following data sources to inform my work: Other data to inform my work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7	5.6	5.7	5.7
	No	108	87.1	87.8	93.5
	Have not used CR data sources	8	6.5	6.5	100.0
	Total	123	99.2	100.0	
Missing	99	1	.8		
Total		124	100.0		

Attended any Title III and/or IR workshops in the last year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	54	43.5	44.6	44.6
	No	67	54.0	55.4	100.0
	Total	121	97.6	100.0	
Missing	99	3	2.4		
Total		124	100.0		

Satisfaction with Title III and/or IR workshops

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	13	10.5	11.9	11.9
	Satisfied	31	25.0	28.4	40.4
	Neither satisfied nor dissatisfied	9	7.3	8.3	48.6
	Dissatisfied	3	2.4	2.8	51.4
	Very Dissatisfied	2	1.6	1.8	53.2
	Don't Know	4	3.2	3.7	56.9
	I did not attend workshops	47	37.9	43.1	100.0
	Total	109	87.9	100.0	
Missing	99	15	12.1		
Total		124	100.0		

Have received training in: Interpreting CR's data (enrollment, ARCC indicators and basic skills) training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	38	30.6	31.4	31.4
	No	83	66.9	68.6	100.0
	Total	121	97.6	100.0	
Missing	99	3	2.4		
Total		124	100.0		

Have received training in: Conducting qualitative and quantitative research training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7	5.6	5.8	5.8
	No	113	91.1	94.2	100.0
	Total	120	96.8	100.0	
Missing	99	4	3.2		
Total		124	100.0		

Have received training in: Accreditation standards training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	52	41.9	43.7	43.7
	No	67	54.0	56.3	100.0
	Total	119	96.0	100.0	
Missing	99	5	4.0		
Total		124	100.0		

Have received training in: The role of IR/Title III training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	24	19.4	20.0	20.0
	No	96	77.4	80.0	100.0
	Total	120	96.8	100.0	
Missing	99	4	3.2		
Total		124	100.0		

Would like to receive: More training for interpreting CR's data

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	53	42.7	44.5	44.5
	No	66	53.2	55.5	100.0
	Total	119	96.0	100.0	
Missing	99	5	4.0		
Total		124	100.0		

Would like to receive: More training in conducting qualitative and quantitative research

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	51	41.1	42.5	42.5
	No	69	55.6	57.5	100.0
	Total	120	96.8	100.0	
Missing	99	4	3.2		
Total		124	100.0		

Would like to receive: More training in accreditation standards

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	43	34.7	36.8	36.8
	No	74	59.7	63.2	100.0
	Total	117	94.4	100.0	
Missing	99	7	5.6		
Total		124	100.0		

Would like to receive: More training in the role of IR/Title III

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	26	21.0	22.2	22.2
	No	91	73.4	77.8	100.0
	Total	117	94.4	100.0	
Missing	99	7	5.6		
Total		124	100.0		

I have the training and skills I need to get the institutional information I want

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	3	2.4	2.5	2.5
	Agree	45	36.3	37.2	39.7
	Neither agree nor disagree	32	25.8	26.4	66.1
	Disagree	33	26.6	27.3	93.4
	Strongly disagree	4	3.2	3.3	96.7
	Don't know	4	3.2	3.3	100.0
	Total	121	97.6	100.0	
Missing	99	3	2.4		
Total		124	100.0		

I have submitted an IR service request

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	26	21.0	24.5	24.5
	No	80	64.5	75.5	100.0
	Total	106	85.5	100.0	
Missing	99	18	14.5		
Total		124	100.0		

How did you submit your IR service request

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Online	17	13.7	16.0	16.0
	Phone	1	.8	.9	17.0
	Email	6	4.8	5.7	22.6
	Other	2	1.6	1.9	24.5
	Have not submitted a request	80	64.5	75.5	100.0
	Total	106	85.5	100.0	
Missing	99	18	14.5		
Total		124	100.0		

Why have you not submitted an IR service request: no need

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	45	36.3	36.9	36.9
	No	77	62.1	63.1	100.0
	Total	122	98.4	100.0	
Missing	99	2	1.6		
Total		124	100.0		

Why have you not submitted an IR service request: don't know how

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	28	22.6	23.0	23.0
	No	94	75.8	77.0	100.0
	Total	122	98.4	100.0	
Missing	99	2	1.6		
Total		124	100.0		

Why have you not submitted an IR service request: IR is understaffed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	13	10.5	10.7	10.7
	No	109	87.9	89.3	100.0
	Total	122	98.4	100.0	
Missing	99	2	1.6		
Total		124	100.0		

Why have you not submitted an IR service request: not applicable

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	8	6.5	6.6	6.6
	No	114	91.9	93.4	100.0
	Total	122	98.4	100.0	
Missing	99	2	1.6		
Total		124	100.0		

Why have you not submitted an IR service request: other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	15	12.1	12.3	12.3
	No	107	86.3	87.7	100.0
	Total	122	98.4	100.0	
Missing	99	2	1.6		
Total		124	100.0		

Position at CR

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Administration	10	8.1	8.3	8.3
	Faculty	58	46.8	47.9	56.2
	Management	13	10.5	10.7	66.9
	Staff	40	32.3	33.1	100.0
	Total	121	97.6	100.0	
Missing	99	3	2.4		
Total		124	100.0		

Employee status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full time	94	75.8	77.0	77.0
	Part time	28	22.6	23.0	100.0
	Total	122	98.4	100.0	
Missing	99	2	1.6		
Total		124	100.0		

Number of years employed at CR

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 to 5 years	39	31.5	32.5	32.5
	6 to 10 years	27	21.8	22.5	55.0
	11 to 15 years	24	19.4	20.0	75.0
	16 to 20 years	16	12.9	13.3	88.3
	21 or more years	14	11.3	11.7	100.0
	Total	120	96.8	100.0	
Missing	99	4	3.2		
Total		124	100.0		

Campus/Instructional site

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Del Norte	12	9.7	9.9	9.9
	Eureka	95	76.6	78.5	88.4
	Eureka downtown	1	.8	.8	89.3
	Mendocino	9	7.3	7.4	96.7
	Arcata	1	.8	.8	97.5
	Klamath-Trinity	1	.8	.8	98.3
	More than 1 campus	2	1.6	1.7	100.0
	Total	121	97.6	100.0	
Missing	99	3	2.4		
Total		124	100.0		

Recoded: CR uses reliable and objective data to support decision making processes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	39	31.5	32.0	32.0
	neither agree nor disagree	31	25.0	25.4	57.4
	disagree	37	29.8	30.3	87.7
	don't know	15	12.1	12.3	100.0
	Total	122	98.4	100.0	
Missing	99	2	1.6		
Total		124	100.0		

Recoded: In my role at CR, I have appropriate access to the data I need to make decisions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	54	43.5	44.3	44.3
	neither agree nor disagree	25	20.2	20.5	64.8
	disagree	40	32.3	32.8	97.5
	don't know	3	2.4	2.5	100.0
	Total	122	98.4	100.0	
Missing	99	2	1.6		
Total		124	100.0		

Recoded: There are adequate staff and resources available at CR to access and interpret data

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	30	24.2	24.8	24.8
	neither agree nor disagree	21	16.9	17.4	42.1
	disagree	64	51.6	52.9	95.0
	don't know	6	4.8	5.0	100.0
	Total	121	97.6	100.0	
Missing	99	3	2.4		
Total		124	100.0		

Recoded: CR relies primarily on anecdotal information and past practices to support decision making processes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	38	30.6	31.1	31.1
	neither agree nor disagree	42	33.9	34.4	65.6
	disagree	26	21.0	21.3	86.9
	don't know	16	12.9	13.1	100.0
	Total	122	98.4	100.0	
Missing	99	2	1.6		
Total		124	100.0		

Recoded: It is easy for me to get data I need to make decisions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	36	29.0	29.5	29.5
	neither agree nor disagree	33	26.6	27.0	56.6
	disagree	51	41.1	41.8	98.4
	don't know	2	1.6	1.6	100.0
	Total	122	98.4	100.0	
Missing	99	2	1.6		
Total		124	100.0		

Recoded: I have the training and skills I need to get the institutional information I want

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	48	38.7	39.7	39.7
	neither agree nor disagree	32	25.8	26.4	66.1
	disagree	37	29.8	30.6	96.7
	don't know	4	3.2	3.3	100.0
	Total	121	97.6	100.0	
Missing	99	3	2.4		
Total		124	100.0		

Recoded: In general, how satisfied were you with Title III and/or IR workshops

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	satisfied	44	35.5	40.4	40.4
	neither satisfied nor dissatisfied	9	7.3	8.3	48.6
	dissatisfied	5	4.0	4.6	53.2
	don't know	4	3.2	3.7	56.9
	did not attend workshops	47	37.9	43.1	100.0
	Total	109	87.9	100.0	
Missing	99	15	12.1		
Total		124	100.0		

Recoded: In general, how satisfied were you with Title III and/or IR workshops (only respondents who attended)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	satisfied	44	35.5	71.0	71.0
	neither satisfied nor dissatisfied	9	7.3	14.5	85.5
	dissatisfied	5	4.0	8.1	93.5
	don't know	4	3.2	6.5	100.0
	Total	62	50.0	100.0	
Missing	99	62	50.0		
Total		124	100.0		

Recoded: Employee position (combined administration and management)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	administration and management	23	18.5	19.0	19.0
	faculty	58	46.8	47.9	66.9
	staff	40	32.3	33.1	100.0
	Total	121	97.6	100.0	
Missing	99	3	2.4		
Total		124	100.0		

Recoded: Employee position (Combined administration, management and faculty)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	admin/man/fac	81	65.3	66.9	66.9
	staff	40	32.3	33.1	100.0
	Total	121	97.6	100.0	
Missing	99	3	2.4		
Total		124	100.0		

Recoded: Years employed at CR

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-10 years	66	53.2	55.0	55.0
	11-20 years	40	32.3	33.3	88.3
	21 or more years	14	11.3	11.7	100.0
	Total	120	96.8	100.0	
Missing	99	4	3.2		
Total		124	100.0		

Recoded: How did you make an IR service request (without no requests made)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Online	17	13.7	65.4	65.4
	Phone	1	.8	3.8	69.2
	Email	6	4.8	23.1	92.3
	Other	2	1.6	7.7	100.0
	Total	26	21.0	100.0	
Missing	System	98	79.0		
Total		124	100.0		

November 12, 2008

RE: Annual Title III Survey

The goal of the Title III grant is to develop and integrate a sustainable institutional research function throughout the district that positively impacts all aspects of college decision-making. We need your honest opinions about the use of data in decision-making at CR in order to track the progress of the grant objectives.

Your participation in the survey is important, regardless of your role at CR, and no matter what your perceptions are about the use of data in decision-making. This survey is being distributed in both a web-based format *and* this paper-based format. Please complete the survey only once. You may complete the paper-based survey and either put it in the envelope provided for collection (there's one in each Division Office) or return it to Karen Nelson in the IR Office through campus mail. Alternatively, you can complete the survey via the internet at:

http://FreeOnlineSurveys.com/rendersurvey.asp?sid=4j27wwau916d58i493118

Thank you in advance for your participation in this survey!

Sincerely,

Roxanne Metz

Title III: Data and Decision-Making Survey

Thank you for participating in this survey; it should take no more than 10 minutes to complete. The survey is being administered to gather information about your individual use of data for decision-making and your perceptions of how CR as an institution uses data for decision-making. All responses to the survey are confidential and no individual will be associated with their responses. Please do not disclose any personal information when answering the open-ended questions. Please do your best to answer all questions completely and honestly.

This survey was constructed by the IR Department in collaboration with Title III. If you need assistance or have questions please contact Roxanne Metz at 476-4569 or by email at roxanne-metz@redwoods.edu

Please use the scale on the right to indicate your responses to the following questions.	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
1. CR uses reliable *(consistent)* and objective *(unbiased)* data to support decision-making processes.	1	2	3	4	5	6
2. CR relies primarily on anecdotal information and past practices to support decision-making processes.	1	2	3	4	5	6
3. In my role at CR, I have appropriate access to the data I need to make decisions.	1	2	3	4	5	6
4. It is easy for me to get data I need to make decisions	1	2	3	4	5	6
5. There are adequate staff and resources available at CR to help me access and interpret data.	1	2	3	4	5	6

6. In the past year I have used the following CR data sources: (*Please check all that apply*)

☐ Datatel or WebAdvisor
☐ Institutional Research (IR) reports and publications
☐ Trackit
☐ Other data received from IR or ITS
☐ Program review documents

☐ CCC Chancellor's Office (e.g. Data Mart, ARCC)
☐ National Center for Educational Statistics (IPEDS/COOL)
☐ I have not used any CR data sources **(Skip to # 8)**
☐ Other/Specify_____

7. In the past year I have used one or more CR data sources to inform my work related to:
    (*Please check all that apply*)

☐ Academic Program Evaluation or Planning
☐ Institutional Management
☐ Fiscal Planning
☐ Other/Please Specify:
_____

8. Have you attended any Title III and/or IR workshops in the past year?

☐ Yes *(Please list the general topic(s) of the workshop(s) you recall having attended)*
_____
☐ No

9. In general, how satisfied were you with Title III and/or IR workshop(s)?

☐ Very satisfied   ☐ Satisfied   ☐ Neither satisfied nor dissatisfied   ☐ Dissatisfied   ☐ Very dissatisfied

☐ Don't know   ☐ I did not attend Title III and/or IR workshop(s)

10. For each of the following, please indicate whether you have received training in the last year at CR and whether you would like to receive training or further training.	I have received this training		I would like training/further training	
Interpreting CR's data (e.g. enrollment, ARCC indicators, and basic skills)	Yes	No	Yes	No
Conducting quantitative and qualitative research	Yes	No	Yes	No
Accreditation standards (e.g. planning, program review, and assessment of student learning outcomes)	Yes	No	Yes	No
The role of IR/Title III	Yes	No	Yes	No

Aside from the above list, please describe other training you received in the past year at CR:
_____

Aside from the above list, please describe any further training you would like to receive:
_____

11. Please indicate the extent to which you agree or disagree with the following statement:

      I have the training and skills I need to get the institutional information I want.

☐ Strongly agree   ☐ Agree   ☐ Neither agree nor disagree   ☐ Disagree   ☐ Strongly Disagree

☐ Don't know

12. Have you submitted an IR service request? ☐ Yes   ☐No **(Please skip to question # 14)**

13. If you have submitted an IR service request, how did you submit your IR service request?

☐ Online   ☐ Phone   ☐ Email   ☐ Other/Please Specify: _____

14. If you have not submitted an IR service request, why not? *(Please check all that apply)*

        ☐ No need for an IR service request
        ☐ Don't know how to make an IR service request
        ☐ IR is understaffed to meet my needs
        ☐ Not Applicable: I have submitted an IR service request
        ☐ Other/Please Specify:_____

15. Position: *(Please mark only one box- if you hold more than one position, indicate the predominate position)*

      ☐Administration   ☐ Faculty   ☐Management   ☐ Staff

16. Employment status: ☐ Full-time   ☐ Part-time

17. Years at CR: ☐ 0 to 5 years   ☐ 6 to 10 years   ☐11 to 15 years   ☐ 16 to 20 years   ☐21 or more years

18. Campus/Instructional Site: *(Please mark only one box)*

      ☐ Del Norte   ☐ Arcata
      ☐ Eureka   ☐ Klamath-Trinity
      ☐ Eureka- Downtown   ☐ More than 1 campus
      ☐ Mendocino

Please add any additional comments regarding your ability as an individual to make effective use of data for planning or decision-making:_____
_____

Please add any additional comments regarding your perceptions of the institutional use of data and research in decision-making at CR: _____
_____