



College of the Redwoods

Title III: Data and Decision-Making Survey Report

Year Analyzed: 2009

This Report Provided By
The Office of Institutional Research

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Introduction

The purpose of the Title III: Data and Decision-Making Survey (Title III Survey) is to measure the use of data and perceptions of the use of data in decision-making processes at College of the Redwoods. The survey also measures the utilization of and needs for data-related workshops. Finally, the survey measures the use of Institutional Research (IR) service requests and how the process might be improved.

Specific grant objectives to be measured by the 2009 Title III Survey include:

- The percentage of faculty who report the use of institutional data to plan and evaluate programs on an annual survey conducted by the Title III office and program review documents.
- The percentage of administrators who report the use of institutional data to plan and evaluate programs on an annual survey conducted by the Title III office, program review documents and supervisor's evaluations.
- The percentage of faculty and administrators who report on an annual survey that they have the training and skills they need to get the institutional information they want and training logs.

The Title III Survey results will be reported by the Institutional Research Department on behalf of the Title III office annually for the length of the grant, which expires in 2010.

Methodology

The 2009 Title III Survey was administered district-wide October 7 through October 28, 2009. College of the Redwoods (CR) employees were invited to participate in the survey through an email sent out on October 7, 2009 that detailed the reason for the survey and included a link to the online survey center FreeOnlineSurveys.com, as well as an attached Microsoft Word file. Follow up emails were sent out on October 14 and October 21 to serve as reminders to participate before the survey deadline on October 28.

The 2009 Title III Survey instrument was modeled directly from the 2008 Title III Survey with no alterations. By replicating the previous years' survey, changes in behaviors and/or opinions can be identified. Surveys from previous years were constructed through cooperation between Title III and Institutional Research staff.

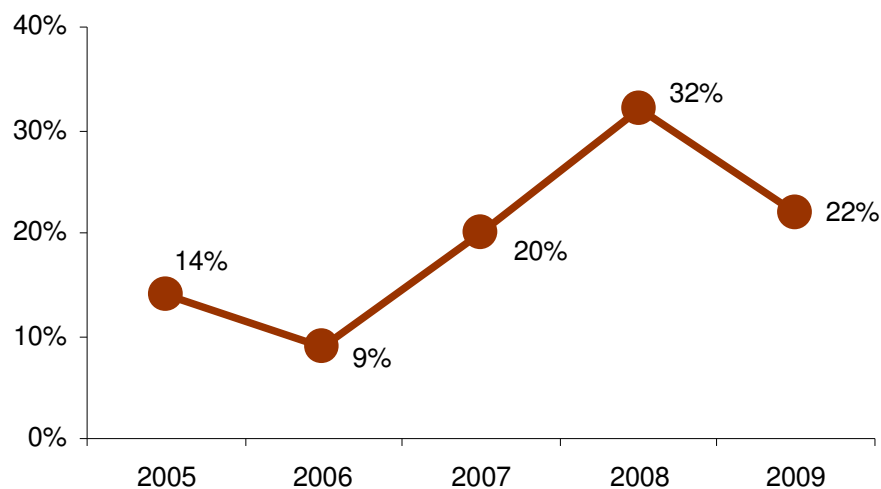
The 2009 Title III Survey utilized a mixed mode methodology including online surveys and hardcopy surveys. Online surveys were conducted using FreeOnlineSurveys.com and resulted in 127 responses. Hardcopy surveys were conducted through distribution by AOA and/or site coordinators and resulted in 20 responses. Survey results discussed in this report combine the results from online and hardcopy modes.

The 2009 Title III Survey resulted in 147 responses. During the time of survey administration, CR employed an estimated 574 employees. Thus the survey resulted in a sample of 26% of the CR population.

Findings

Data Application

Twenty-two percent of respondents agreed that College of the Redwoods (CR) uses reliable and objective data to support decision-making processes, a 10% decline from the previous year. Respondents indicated agreement of 32% in 2008, 20% in 2007, 9% in 2006 and 14% in 2005, as shown in Graph 1.



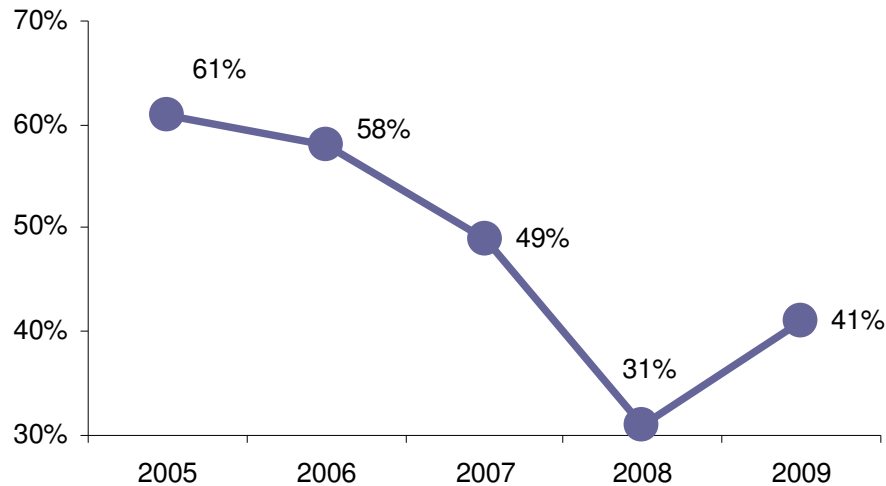
Graph 1: CR uses reliable and objective data to support decision-making processes, 2005-2009.

The majority of administration/management respondents indicated (54%) agreement that CR uses reliable and objective data to support decision-making processes. Faculty and staff agreed in lower percentages of 14% and 15% respectively. The number of respondents indicating agreement declined amongst all employee groups in comparison to 2008 responses. The largest difference occurred in staff who showed a 15% decline (from 30% in 2008), followed by administration/management and faculty, both with a 7% decline (from 61% and 21% in 2008, respectively).

For 2009, respondents who had worked at CR for 0 to 10 years agreed at the highest rate (25%) that CR uses reliable and objective data to support decision-making processes followed closely by respondents who had worked at CR for 11 to 20 years (21%). Respondents who had worked at CR for 21 or more years agreed at the lowest rate (7%) that CR uses reliable and objective data to support decision-making processes. In comparison to 2008, respondent perceptions decreased regardless of the number of years employed at CR. Opinions from respondents who had worked at

CR for 21 or more years declined by 24% followed by a 17% decline in respondents who had worked at CR for 11 to 20 years and a 4% decline in respondents who had worked at CR for 0 to 10 years.

Forty-one percent of respondents agreed that CR relies primarily on anecdotal information and past practices to support decision-making processes, a 10% increase from 2008. In comparison to the gradual decrease seen in the past four years (see Graph 2), this 2009 increase is cause for concern and should be examined.



Graph 2: CR relies on anecdotal information and past practices to support decision-making processes, 2005-2009.

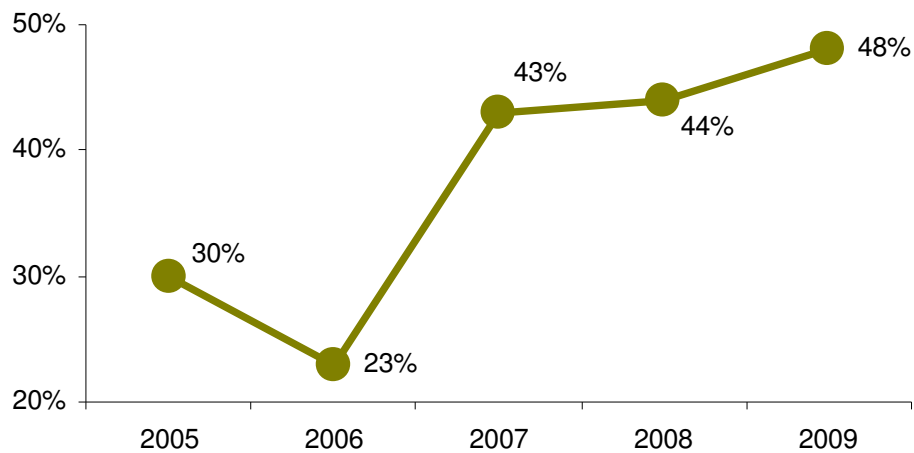
Faculty indicated the highest agreement (49%) that CR relies on anecdotal information and past practices to support decision-making processes. Staff indicated agreement (44%) in a slightly lower percentage than faculty, yet 30% higher than the 14% of administration/management in agreement. The number of faculty in agreement increased 24% from 2008, followed by a 1% increase in staff agreement. Administration/management was the only group to show a decrease from 26% in agreement in 2008 to 14% in agreement in 2009. Thus, while faculty and staff observed an increase in CR's reliance on anecdotal information and past practices to support decision-making processes, administration/management observed a decrease.

Nearly one half (47%) of respondents who had worked at CR for 21 or more years agreed that CR relies on anecdotal information and practices to support decision-making processes followed closely by respondents who had worked at CR for 11 to 20 years (44%) and 0 to 10 years (39%). In comparison to 2008, all respondent perceptions increased regardless of the number of years they had worked at CR. The largest increase (32%) occurred in respondents who had worked at CR for 21 or more years. Lower increases were seen in respondents who had worked at CR for 11 to 20 years (9%) and 0 to 10 years (7%).

Data Accessibility

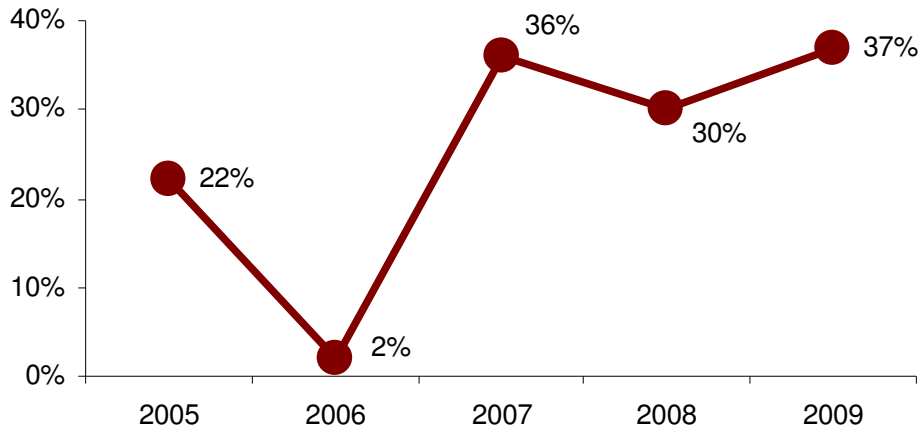
Respondents agreed (48%) that in their role, they have appropriate access to data needed to make decisions. Respondents in agreement have steadily increased each year since 2006 which saw 23% in agreement to 48% in agreement in 2009 (see Graph 3), with the largest occurring from 2006 (23%) to 2007 (43%), a 20% increase.

Administration/management indicated the highest agreement (82%) that in their role they have appropriate access to the data needed to make decisions, a 21% increase from 2008. Faculty respondents also indicated an increase (3%) in agreeing opinions, from 35% in 2008 to 38% in 2009. Staff indicated a small decrease (1%) in agreeing opinions, from 45% in 2008 to 44% in 2009.



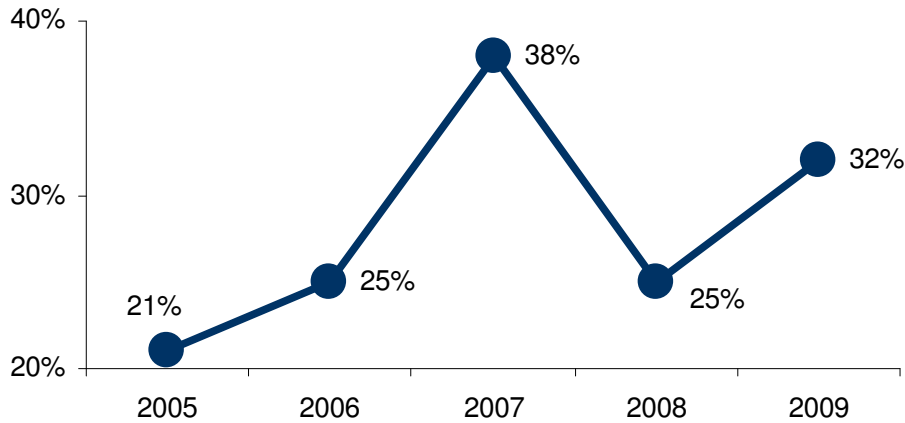
Graph 3: In my role at CR, I have appropriate access to the data I need to make decisions, 2005-2009.

As is displayed in Graph 4 (on the following page), respondents agreed that it is easy to get the data needed to make decisions at the highest rate (37%) since the Title III Survey was first implemented in 2005. All employee groups saw an increase in the number of respondents agreeing that it is easy to get necessary data. Staff experienced the largest increase (18%) from 28% in 2008 to 46% in 2009. Administration/management experienced an 8% increase (from 48% in 2008 to 56% in 2009) and faculty experienced a 2% increase (from 23% in 2008 to 25% in 2009).



Graph 4: It is easy for me to get data I need to make decisions, 2005-2009.

Thirty-two percent of respondents agreed that there are adequate staff and resources available at CR to help access and interpret data. Compared to 2008, this is a 7% increase in agreeing opinions yet falls short of the highest rate of 38% seen in 2007. Comparing the last five years indicates no clear pattern for opinions regarding the availability of adequate staff and resources to help access and interpret data (see Graph 5).



Graph 5: There are adequate staff and resources available at CR to help me access and interpret data, 2005-2009.

All employee groups indicated an increase in the number of respondents agreeing that there are adequate staff and resources available at CR to help access and interpret data. Administration/management reported the highest rate of agreement of 43% compared to 26% in agreement in 2008, a 17% increase. Staff reported an 8% increase (from 30% in 2008 to 38% in 2009) and faculty reported a 4% increase (from 21% in 2008 to 25% in 2009).

Data Sources

Respondents were asked to identify all sources of data they used throughout the year, as illustrated in Table 1. Eighty-six percent of respondents indicated using Datatel or WebAdvisor making it the most commonly used source of data. Staff reported the highest rate of use (90%), followed by administration/management (86%) and faculty (84%). Institutional Research Reports and Publications was the second most commonly used source of data reported by respondents (55%). Administration/management reported the highest rate of use (89%), followed by faculty (60%) and staff (27%).

Respondents also reported high rates of use for Program Review documents (53%), Other IR/ITS Data (34%) and CCC Chancellor's Office Data Mart (29%). Less cited for use were Trackit (14%) and National Center for Education Statistics (6%).

As a whole, all data sources were utilized by all respondents at a mean use of 40%, a 2% increase from the previous year. Administration/management reported a mean use of 56% for all data sources, a 1% increase from 2008. Faculty reported a mean use of 40% for all data sources, a 2% increase from 2008. Staff reported a mean use of 30% for all data sources, a fraction of a percent increase from 2009. Overall, the mean of utilizing all data sources from all respondents has increased from the previous year.

2009 Data Sources	% of Use All Positions	% of Use Admin/Mgmt	% of Use Faculty	% of Use Staff
Datatel or WebAdvisor	86%	86%	84%	90%
Institutional Research (IR) reports and publications	55%	89%	60%	27%
Trackit	14%	14%	13%	15%
Other data received from IR or ITS	34%	68%	24%	29%
Program review documents	53%	71%	66%	23%
CCC Chancellor's Office (e.g. Data Mart, ARCC)	29%	54%	23%	23%
National Center for Education Statistics (IPEDS/COOL)	6%	7%	9%	2%

Table 1: Data Sources Used by Employee Position

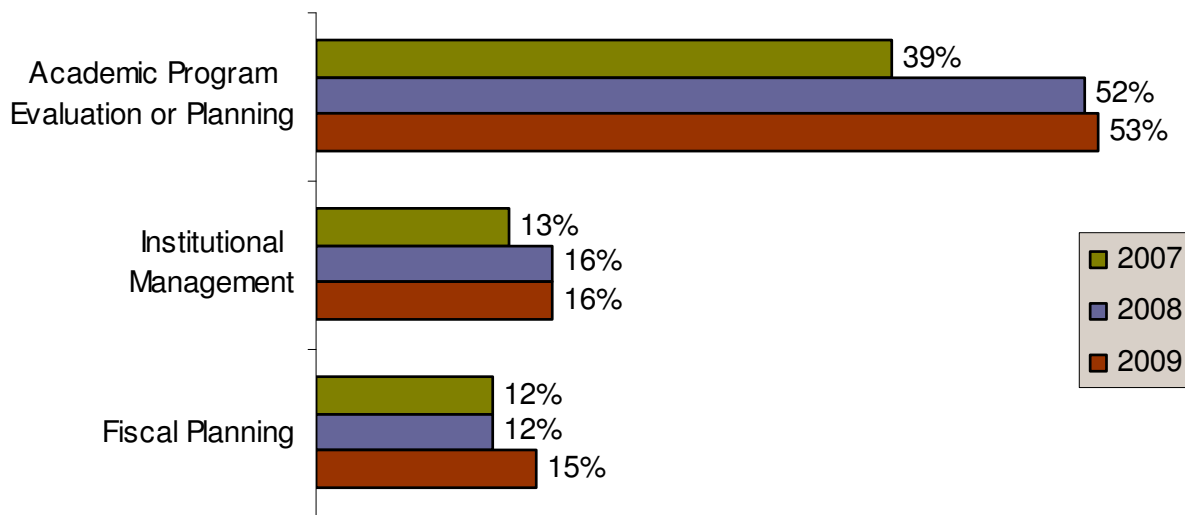
Over half of the respondents (53%) reported using data for Academic Program Evaluation and/or Planning. Sixteen percent of respondents reported using data for Institutional Management and 15% reported using data for Fiscal Planning. As illustrated in Table 2 (see following page), seventy percent of faculty report using data for Academic Program Evaluation and/or Planning, followed by more than half (57%) of administration/management and over a quarter (27%) of staff. Over half of

administration/management (54%) reported using data for Institutional Management followed by 9% of faculty and 6% of staff. Half of administration/management (50%) reported using data for Fiscal Planning followed by 10% of staff and 4% of faculty.

	% of Use All Positions	% of Use Admin/Mgmt	% of Use Faculty	% of Use Staff
Program Evaluation/Planning	53%	57%	70%	27%
Institutional Management	16%	54%	9%	6%
Fiscal Planning	15%	50%	4%	10%

Table 2: Data Uses by Employee Position

Comparing the use of data sources from 2007 to 2009 demonstrates small increases in the uses of data for Academic Program Evaluation and/or Planning, Institutional Management and Fiscal Planning (see Graph 6). The largest increase occurred in the use of data for Academic Program Evaluation and/or Planning between 2007 and 2008, a 13% increase. A 3% increase was seen between 2007 and 2008 for data used in Institutional Management and a 3% increase was seen between 2008 and 2009 for data used in Fiscal Planning.



Graph 6: Data Uses, 2007-2009.

To gain a better understanding of respondent's data uses, an assessment was conducted to evaluate respondents' use of data by sources of data as is shown in Table 3 on the following page. This information does not indicate a comprehensive assessment nor imply that these data sources were only used for these academic functions.

2009 Data Sources and Uses	Program Eval./Planning	Institutional Management	Fiscal Planning
Datatel or WebAdvisor	90%	92%	100%
Institutional Research (IR) reports and publications	74%	88%	73%
Trackit	13%	17%	18%
Other data received from IR or ITS	39%	67%	68%
Program review documents	72%	71%	59%
CCC Chancellor's Office (e.g. Data Mart, ARCC)	36%	61%	59%
National Center for Education Statistics (IPEDS/COOL)	9%	17%	14%

Table 3: Data Uses by Data Sources

Respondents indicated that Datatel or WebAdvisor was the primary data source used to inform Academic Program Evaluation and/or Planning (90%), Institutional Management (92%) and Fiscal Planning (100%).

Institutional Research Reports and Publications were utilized in high rates for Academic Program Planning and/or Evaluation (74%), Institutional Management (88%) and Fiscal Planning (73%). Also heavily utilized were Program Review Documents with 72% of respondents using them for Academic Program Evaluation and/or Planning, 71% for Institutional Management and 59% for Fiscal Planning.

Other Data received from Institutional Research (IR) or Information Technology Services (ITS) was cited as a common data source for use in Institutional Management (67%) and Fiscal Planning (68%). The CCC Chancellor's Office was also cited as a common data source for use in Institutional Management (61%) and Fiscal Planning (59%).

Respondents indicated that Trackit was a minor data source used to inform Academic Program Evaluation and/or Planning (13%), Institutional Management (17%) and Fiscal Planning (18%). Another minor data source used was the National Center for Education Statistics which respondents indicated using 9% for Academic Program Evaluation and/or Planning, 17% for Institutional Management and 14% for Fiscal Planning.

Workshop Utilization

Less than a quarter of respondents (23%) indicated attending at least one Title III and/or Institutional Research (IR) Workshop in the last year. Respondents noted

specific workshops attended throughout the year with Program Review being the most cited workshop followed by Data Resources and Interpretation and Accreditation. Respondent attendance of Title III and/or IR workshops decreased by 22% from the previous year.

While many respondents indicated they had not attended a Title III and/or IR Workshop in the past year (67%), those who had indicated high rates of satisfaction (50%). Less than a quarter of respondents (24%) indicated neither satisfaction nor dissatisfaction with Title III and/or IR Workshops and 17% of respondents indicated dissatisfaction with Title III and/or IR Workshops. Ten percent of respondents indicated they did not know their level of satisfaction.



Graph 7: Satisfaction with Title III and/or IR Workshops

Of the employees who did attend workshops, administration/management reported the highest rates of satisfaction (80%) with workshops offered by Title III/IR in contrast to faculty (33%) and staff (33%) as demonstrated in Table 4. Administration/management showed a 9% decline in satisfaction with Title III and/or IR Workshops from the previous year while faculty and staff showed larger declines of 36% and 23% respectively. Staff had the highest rate of non-attendance (85%) of Title III and/or IR Workshops followed by 66% of faculty who did not attend and 40% of administration/management. All respondents working at CR part-time indicated that they had not attended a Title III/IR Workshop compared to 71% of respondents working full-time at CR.

	Admin/Mgmt	Faculty	Staff
Satisfied	80%	33%	33%
Neither	20%	24%	33%
Dissatisfied	0%	29%	17%
Don't Know	0%	14%	17%

Table 4: Workshop Satisfaction by Employee Position

The majority of respondents indicated they had not received training in the specified training categories of Interpreting CR Data, Conducting Quantitative/Qualitative Research, Accreditation Standards or the Role of IR/Title III. Responses provide evidence that employees have not received training in these areas yet the majority of employees are interested in receiving training in each of these categories as is illustrated in Table 5 (see following page).

Respondents reported the highest rate of receiving training (42%) on Accreditation Standards including planning, program review and assessment of student learning outcomes. A quarter of respondents (25%) indicated training was received on Interpreting CR Data including enrollment, Accountability Reporting for the Community Colleges (ARCC) indicators, and basic skills. A lower rate of respondents indicated having received training on the Role of IR/Title III (9%) and Conducting Quantitative/Qualitative Research (4%). Respondents indicated attending other trainings including MyCR/Sakai, Datatel and Assessment of Student Learning Outcomes (SLO's).

	Received This Training	Would Like to Receive This Training
Interpreting CR's data	25%	63%
Conducting research	4%	59%
Accreditation standards	42%	66%
Role of IR/Title III	9%	56%

Table 5: Received Training and Would Like To Receive Training

Administration/management (85%) and faculty (48%) reported high rates of receiving training on Accreditation Standards as displayed in Table 6. Staff reported receiving training on Accreditation Standards in a lower rate of 9%. Administration/management also reported a high rate (41%) of receiving training on Interpreting CR Data, followed by faculty with 27% and staff with 14%. The Role of Title III/IR was indicated as training received by 28% of administration/management yet faculty and staff indicated receiving training on the Role of IR/Title III in lower rates (6% and 5% respectively). Administration/management reported the highest combined rate of receiving training in comparison to faculty and staff.

	Received This Training		
	Admin/Mgmt	Faculty	Staff
Interpreting CR's data	41%	27%	14%
Conducting research	8%	6%	0%
Accreditation standards	85%	48%	9%
Role of IR/Title III	28%	6%	5%

Table 6: Received Training By Employee Position

The majority of respondents would like to receive training in each of the specified training categories of Interpreting CR Data, Conducting Quantitative/Qualitative Research, Accreditation Standards and/or the Role of IR/Title III. The highest rate of respondents (66%) would like to receive training on Accreditation Standards followed closely by the 63% who would like to receive training on Interpreting CR Data. Fifty-nine percent of respondents would like to receive training on Conducting

Quantitative/Qualitative Research and 56% would like to receive training on the Role of IR/Title III. Respondents indicated a desire to attend other trainings not listed above including MyCR/Sakai, Program Review, Budgeting, Datatel, Communication Management, Classroom-based Research, Assessment of SLO's, Student Services, Software (PowerPoint and Excel), and Human Resources issues (benefits, rules and regulations, job duties).





Regardless of employee position, respondents indicated a desire for more training in each of the specified training categories of Interpreting CR Data, Conducting Quantitative/Qualitative Research, Accreditation Standards and the Role of IR/Title III (see Table 7). Administration/management indicated the greatest desire to attend training on Conducting Quantitative/Qualitative Research (82%), followed closely by training on Accreditation Standards (78%). Administration/management also showed strong interest in attending trainings on Interpreting CR Data (69%) and the Role of IR/Title III (56%). Faculty indicated the greatest desire to attend training on Accreditation Standards (75%), followed closely by training on Interpreting CR Data (73%). Faculty also showed strong interest in attending trainings on Conducting Quantitative/Qualitative Research (65%) and the Role of IR/Title III (59%). Staff indicated the greatest desire to attend training on the Role of IR/Title III (51%). Staff also showed interest in receiving training on Accreditation Standards (49%), Interpreting CR Data (44%) and Conducting Quantitative/Qualitative Research (39%).

	Would Like to Receive This Training		
	Admin/Mgmt	Faculty	Staff
Interpreting CR's data	69%	73%	44%
Conducting research	82%	65%	39%
Accreditation standards	78%	75%	49%
Role of IR/Title III	56%	59%	51%

Table 7: Would Like To Receive Training By Employee Position

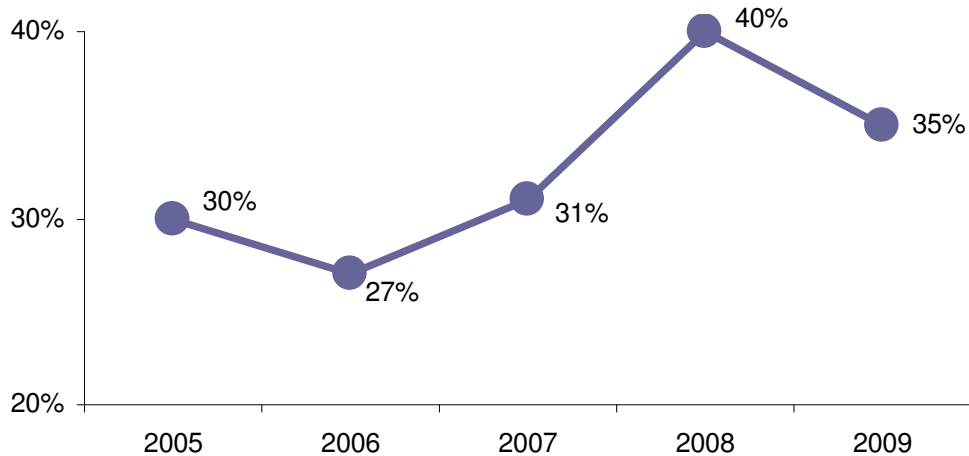
More than one third (35%) of respondents indicated having the training and skills necessary to get the desired institutional information as demonstrated in Graph 8 on the following page. More than one third (35%) of respondents indicated that they neither agreed nor disagreed to having the training and skills necessary to get the desired institutional information. Less than one third (27%) of respondents indicated they did not have the training and skills necessary to get the desired institutional information. A small percentage of respondents (3%) indicated not knowing whether they had the training and skills necessary to get the desired institutional information.

Administration/management indicated higher rates (61%) of having the training and skills necessary to get the desired institutional information compared to 29% of staff and 27% of faculty. Regardless of employee status, respondents working at CR full-time (36%) and part-time (32%) agreed at similar rates to having the training and skills necessary to get the desired institutional information.

Agree	35%	
Neither	35%	
Disagree	27%	
Don't Know	3%	

Graph 8: I have the training and skills I need to get the institutional information I want.

More than one third of respondents (35%) indicated that they have the training and skills necessary to get the desired institutional information, a 5% decline from the previous year but still within the range seen over past years (see Graph 9). Over the five year grant period, respondents have agreed at a fairly stable rate to having the training and skills necessary to get the desired institutional information.



Graph 9: I have the training and skills I need to get the institutional information I want, 2005-2009.

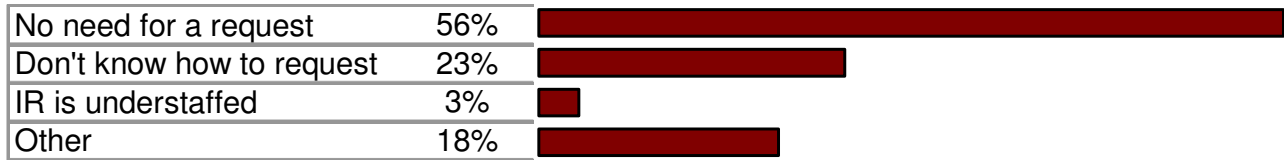
Service Request Utilization

Less than one quarter of respondents (21%) indicated submitting an Institutional Research (IR) Service Request. Over one half of administration/management (52%) indicated making an IR Service Request, followed by 19% of faculty and 6% of staff. Of the employees who did submit an IR Service Request, over half (58%) submitted their request online and less than a quarter (24%) submitted their request through email (see Graph 10). Small percentages of respondents indicated their requests were submitted through other methods such as in-person (12%) or by phone (6%).

Online	58%	
Phone	6%	
Email	24%	
Other	12%	

Graph 10: Service Request Submission Method

More than three quarters of respondents (79%) indicated that they had not submitted an IR Service Request. When offering further explanation, over half of respondents reported that they had no need for an IR Service Request as illustrated in Graph 11. Almost one quarter of respondents (23%) indicated their reason for not submitting a request was due to not knowing how to make an IR Service Request while a small percentage (3%) felt IR was understaffed to meet their needs. Eighteen percent of respondents noted other reasons for not submitting an IR Service Request including lack of confidence in IR data, unawareness of available data, reliance upon other staff members to gain data, and lack of knowing they could submit a request.



Graph 11: Reason for Non-submission of a Service Request

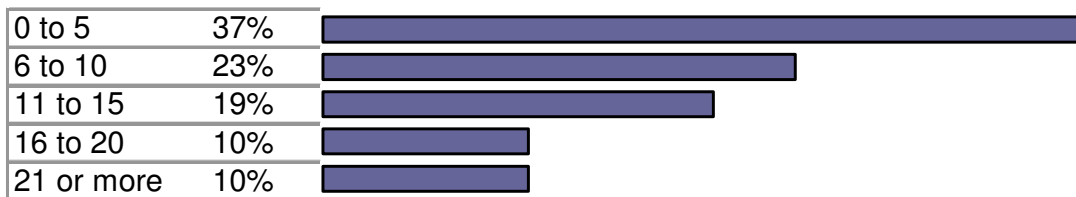
Respondent Demographics

The total survey population was comprised of 147 respondents. Of the respondents, a little less than half (48%) were faculty, one third (33%) were staff and almost one fifth (19%) were administration/management (see Graph 12). More than three quarters (77%) of respondents were full-time employee while less than one quarter (23%) were part-time employees.



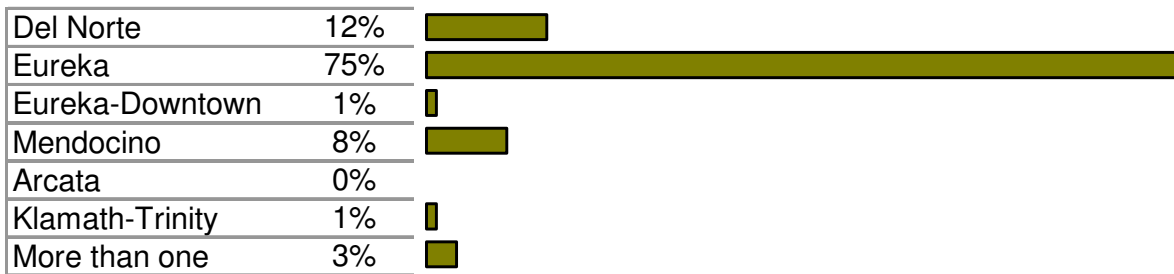
Graph 12: Employee Position

Of the 147 respondents, over one third (37%) have been employed by CR for 0 to 5 years as is displayed in Graph 13. Less than one quarter (23%) of respondents have been employed by CR for 6 to 10 years and almost one fifth (19%) have been employed 11-15 years. Ten percent of respondents indicated being employed by CR for 16 to 20 years and 10% indicated being employed at CR for 21 or more years. Over half of all respondents (60%) have been employed by CR for ten years or less.



Graph 13: Years at CR

The majority of respondents (75%) indicated the main Eureka campus as their primary campus or instructional site (see Graph 14). Respondents from Del Norte (12%) and Mendocino (8%) made up the next highest rate of respondents. Smaller percentages of respondents indicated working at more than one campus (3%), the Eureka-Downtown location (1%) and the Klamath-Trinity location (1%). No responses were received from respondents identifying the Arcata location as their primary campus or instructional site.



Graph 14: Primary Campus or Instructional Site

Qualitative Comments

In the past year I have used the following CR data sources:

- Internal software for childcare management.
- Program designed for our department by ITS to use for our multiple needs.
- Other external reports (LMID, Center of Excellence, Targets of Opportunity).
- Most documents and meeting materials brought to campus by ACCJC, CC League and State Academic Senate.
- AS building plans.
- I usually do my own research into position papers and Chancellor's Office and State Academic Senate sites. It seems as though the data provided by IR is agenda driven and I have not heard inaccurate figures reported in public meeting by the IR Director. This does not inspire confidence.
- Public Folders where applicable.
- Census data.
- Accuplacer local survey results.
- Regulation of the Board of Governors of the California Community Colleges.
- Internal data generated within the department.
- SARS.
- WIB-Workforce Investment Board and EDD-Employment Development Department
- With coaching from our competent staff and faculty, I have been able to find what I have needed. People have been very willing to help me find what I need.

In the past year I have used one or more CR data sources to inform my work related to:

- I'm a part-time professor, so I don't use these sources.
- Student resources through Datatel.
- Grant reporting.
- N/A.
- Teaching.
- Teaching.
- Curriculum committee work.
- People who work in the offices I need help from, if I know I need help.
- Coordinated Planning Committee.
- Program Review Committee member (trends committee).
- Facilities Committee.
- Transfer Center Statistics.
- Curriculum Planning, schedule building.
- Program and service planning within department.
- HR.
- Financial aid services.
- Institutional program review and Chancellor's Office program plans.

If you have attended any Title III and/or IR workshops in the past year, please list the general topic(s) of the workshop(s) you recall having attended.

- IR Data Resources workshop.
- I have not heard about any.
- PR workshop.
- Presentation to EMPC.
- Program review.
- N/A.
- Program Review Training Session.
- How to use data as a resource.
- Assessment at convocation.
- On accreditation; on Program Review; Data Interpretation (enrollment, success, etc.)
- Basic Skills Initiative workshops in 2008-09.
- Program Review.
- I don't recall.
- Understanding Success and Retention reports.
- Program review workshop for flex hours.
- Program Review.
- Presentations to Board of Trustees on ARCC data, master plan.
- N/A.
- Info Source Review.
- Wiki Training, EMP review, accreditation.
- Program Review.
- Data usage.
- Accessing IR data, reading reports, how to request a custom report.
- Baseline data for CR's strategic plan. I don't believe there have been Title III workshops in the last year, and there needs to be more IR workshops.
- I attended a workshop on how to access and use IR supplied data to do a program review. The workshop did not help me one bit. I am a doctoral level research methodologist.
- I did not know that any workshops had been offered. I don't recall hearing of any.
- Program review.
- Program review.
- Program review.
- It was last year while in another role and I can't remember.
- I don't remember.

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

- Sakai.
- Assessment workshop (related to SLOs).

- MyCR.
- MyCR.
- Datatel and training related to Campus Security.
- None.
- Datatel, Creating Budget Summaries, Budget Amendments, using C-Card.
- 3 training sessions covering a wide variety of subjects.
- Program review workshops.
- Students in crisis training, college academic regulation.
- MyCR training.
- N/A other than DUG.
- MyCR, Curriculum.
- Brown Act, AB-1725.
- Spring Associate Faculty Training, MyCR training.
- MyCR.
- Martha Davis gave an excellent presentation at an extended cabinet meeting earlier this summer.
- I have not received any training other than what I have sought to teach myself.
- How to play disc golf.
- Pesticide usage, disc golf.
- Self-study accreditation training and technical assistance.
- MyCR training.
- Sakai - 2 very basic sessions.
- How to use MyCR from Geoff Cain.
- Using Sakai.
- SLO and Assessment training.
- Why I like you, why I don't.
- Optimath.
Math Lab Tutoring.
- Why I like you/Why I don't work shop.
- MyCR training and short sessions at convocation on course evaluation.
- Gary Sokolow, Ron Waters, Dr. Maggy Lynch, along with my fellow PRC members, Dr. Fred Trapp.
- No.
- MyCR LMS.
- Datatel, Webadvisor, MIS.
- A why I like you (not) lecture.
- Financial aid & enrollment services.
- Weekly "tailgate" safety meetings. Three safety classes.
- MyCR, management orientation, sexual harassment, program review.
- None.
- Dialogue and training in using data to inform decision making are sorely lacking at CR.
- None.

- Privacy Act, Emergency Procedures, Datatel, Budget Training, HSU Information Training.
- None.
- I have received training about how to use MyCR. There is a huge problem with how training is offered at CR. Perhaps because this is a small campus, offering one workshop once on one topic seems to constitute training. If I have a class time conflict with that one workshop on a topic relevant to my function, I am out of luck. As a new faculty member, I am not only un-socialized about processes at this institution, but I also do not have access (or, if I do, I don't know about it), to the manuals or documents I would need in order to figure things out by myself.
- Shared governance.
- Use of MyCR.
- I'm a new employee and love working at CR. However, most of my "training" has been by fire, on the job, not by training.
- None.
- No training.
- MyCR.
- Blackboard.
- SS Program Review Document Change meetings; Shared Governance/Participatory Governance. One meeting at EDTN and one in Forum Theatre; Sexual Harassment Prevention Training; more but I can't think of them.
- Budget training.

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

- More Sakai.
- A workshop specifically on the Program Review forms and how to interpret the data.
- Paid training.
- Further Security related training.
- MyCR.
- None.
- CR policies and procedures, All of the above.
- Assessment training.
- Training on retention strategies. Academics.
- Not sure.
- Nothing that involves my current work.
- How to read data on program review documents.
- Power point, active teaching strategies.
- Use of student data and how students are placed in courses.
- I'm open to any training on requesting, analyzing and applying data in decision-making.

- Active Directory Intermediate/Advanced training. Windows 7 Server. Advanced Networking Training. To prep for future implementations.
- More disc golf.
- Much more distance ed training.
- More detail.
- SLO and PLO assessment best practices.
- Program and Degree assessment.
- There has never been an active effort to have the necessary discussion about what we want our data to do. We either expect data to speak, though it can't, it needs to be interpreted, or we look for data to support conclusions we have already arrived at. It's used very poorly and, I believe, inaccurately here.
- Covey.
- MyCR, WebAdvisor, Disabilities and Special Services, Testing Center, Printing Services.
- Sigh... what have you got! I even did a curriculum proposal with no training. I was guided through the process by instructors, curriculum committee personnel and my supervisor.
- To be honest, I am only part-time, Associate Faculty, currently, I am managing the Basic Police Academy, and actively participating in the PRC trends, subcommittee - so just one more thing - And I will need to see Dr. Blair. I would like more training - but my current schedule is killing me! Enough said. Thanks.
- Budget planning and entry, employee management, new technologies.
- ESOL, DSPS, curriculum evaluation and development.
- Interpreting ed. code and district policies.
- I would like assistance in creating classroom assessment.
- From the looks of the conflict between administration and staff, it would be good to have mediation training for us all. Maybe yoga/meditation would be good too. :)
- MORE SAFETY TRAINING!!!
- See #10 above.
- Running queries in Datatel.
- Workshop on Excel basics.
- CPR.
- Training needed:
 - 1- Basic HR things. I am unfamiliar with my benefits, with the rules and regulations at this institution as they are related to everything from what to do when I call in sick, to the laws and duties which pertain to my position here.
 - 2- I keep hearing about SLOs and measurement. I was asked on a program review feedback sheet to explain the lack of SLO measurement in my department. I am the department. I've figured out what an SLO is and have started brainstorming ideas about how I might measure them, but I don't know what my institution wants to needs from that process. The one training opportunity I have heard of conflicts with a class obligation.
 - 3- Administrative functions. I am, I think, technically, an arm of this institution

that has me functioning as the "boss" (or first point of administrative contact) for PT teachers. I need training on their contract, related employment laws, and an understanding of how my superiors would like me to handle this role. I also need to understand what is being expected of me as a program administrator. I keep hearing about things on a 3 day turnaround cycle and it has seriously impacted my teaching.

- Classroom based research; process of how CR uses program reviews to inform planning and budgeting.
- How to utilize MyCR effectively for contacting students and instructors.
- It would be helpful for new employees to have an introduction into Datatel, and general processes such as renting facilities, travel policies, submitting work orders, ordering supplies, etc.
- Maybe more training with Datatel. Working with the budget seems vague and mysterious sometimes. There should be a person who will inform you when and why a budget request was not funded. Last year we were not informed of a budget cut until after purchases were made.
- How to generate reports from Datatel data. Training in MyCR from a staff perspective/student services approach.
- More Datatel training: communications management, for example. How to complete Program Review Documents.
- More specific budget training.

How did you submit your IR service request?

- Phone and email.
- I don't even know how to submit an IR service request if I needed to.
- I need to know why IR is here and what they are responsible for doing before I start hitting them up for things.
- In person.

If you have not submitted an IR service request, why not?

- Don't know what one is.
- I'm an associate professor.
- I.R. lacks credibility. The data that I retrieve is inaccurate.
- Request was made through area coordinator.
- Did not know till now that I could.
- Do not know what I can have requested.
- Not sure what is available or how they could help me.
- Not sure what is involved or what it covers - would articulation of my online class be something I could use here?
- Not sure what it encompasses.
- PRC committee after reviewing several dozen programs wonders if some of the data is inaccurate or somehow is stated; The English Department is but one example.
- LAZY!
- Other staff members have submitted.

- Not sure what IR stands for?
- I don't trust the information to be correct. I have heard too many stories on how the data was gathered.
- Try to avoid _____.
- I am very part time adjunct faculty.
- I have no confidence in the data coming out of IR.
- Not sure if it applies.
- I don't really know what is available to me.
- Data isn't being utilized in decision making.
- Not aware of how to do it, the purpose for it and the biggest reason is branch campus location.

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

- I fill out the survey every year and it's never any clearer to me what this data is, where it is, and why/how I would want to use it. I cannot believe I am the only one.
- McKinleyville Site is not listed in #18. Certainly, teaching on these new sites makes getting data and/or services more difficult, i.e. no clear process for referring students to DSPS.
- As an associate faculty member, I have not been asked to use data for planning, but I feel I could if I were asked.
- Training sessions should take place the week before classes start, as well as throughout the year.
- Would like access to data on student satisfaction of campus programs and services.
- I'm learning.
- Need to develop trust in a process that is transparent, collegial and gets results!
- N/A.
- Need cohort data!
- I have the necessary training to get the information to carry out the days objectives.
- Hold trainings at Del Norte.
- I am not in a decision-making role.
- I am glad data is beginning to be utilized- but I would like further assistance in this area.
- _____ has ignored advice I have given him, so I no longer waste my time.
- Would really like to know more about what data is available to faculty.
- Having a responsive IR department is necessary and greatly appreciated. Thank you!
- In my lab I look to data integrity issues all the time, it is some times hard to tell if there is sufficient resources to contain the data of the student and faculty, and keep all the systems up and running, smoothly from semester to semester. The Cadd Field is Rather Robust and then the GIS is integrated as

well so massive volumes can begin to be needed in the future. I believe that this should be prepared for. Also machines to run the software that maps and creates VR modeling of whatever the mind can imagine, construction specs for buildings, fabrication details of parts and much more, is not ever going to stop getting more robust and more hardware intensive to be more user friendly with "better" features, so Bi-yearly an upgrade of 1 core CADD lab should routinely take place. (26 - 30) Machines once ever 2 years and hand down the machines that have down 26 - 30 machines to another department.

- Thank you for your hard work and general concern for the betterment of CR.
- Enrollment targets are not effective data for planning schedules if they are not from an objective and independent source. CR's administration cannot simply make up enrollment targets using insufficient (or even anecdotal) data and expect to keep our institution financially and pedagogically healthy. Also: enrollment targets do not have a substantial place in Integrated Planning decisions.
- Data based decision making needs program consistency from year to year. When programs are not consistent the data becomes less meaningful and relevant.
- Although I have not been trained formally as a researcher, I feel I can interpret the data for planning or decision-making effectively.
- I honestly don't know exactly what the role of IR is or whom to contact if I have any IR related questions.
- I need some help with articulation of the class I'm teaching to other institutions, especially other JC's. I need help with determining how much attrition is appropriate for a new online class that is not required. I need some help with how to know whether my online students are having trouble accessing the materials I expect them to use and the quizzes and assignments I need them to complete.
- Honestly, from what I have seen from the PRC point of view, most of the data appears accurate; but some of it has been challenged by both English and Math dept presenters & staff.
- It would be nice if the decisions that I make based on the data actually led to some action. Right now it's more like, well yes the data shows that you need this but we don't have the budget to get it for you. However, the president gets what he wants because he wants it and does not have to justify it with data.
- I am capable of using data if it is available and I understand its source.
- I have 32 years full-time teaching experience at the community college so I'm up on more than the average part time faculty.
- I'm unable to make budget decisions because I am never given a budget. Semester after semester, I just hope that there's enough money to cover expenses. Sometimes there is. Sometimes there isn't. That's not data driven decision making.
- Due to inter/intra-departmental animosity and personal conflicts, opportunities to participate have been denied.
- Skills and knowledge ok, but data inconsistent and/or incomplete.

- The only interpretation available to part time faculty off campus is either our dean, or trying to get on the website. If the off campus faculty is on dialup, access is extremely limited.
- Though IR is very adept at providing "typical" reports, such as the ones they must send to the State or Federal government, they are not as adept at providing custom reports. I also do not have a sense that they have the personnel or expertise to do any statistical analysis beyond basic analysis of variance. I also believe IR is hampered by the quality of the data. I'm unsure if the data is entered incorrectly or if there has been no good audit of Datatel to determine if there are needs for additional fields and tracking that will allow the data to be analyzed more effectively. Most helpful for me would be the availability of a statistician to do correlations, regressions, T-tests and such on survey data. That will help me to determine validity, reliability, and make better decisions.
- The data demanded by Program Review and provided by IR is often not helpful. Success rates are deflated and retention rates are inflated because of the way they are collected. As such, they don't provide information helpful to teaching and learning. What's more, it is unclear how concerns about data are made or heard.
- With the abundance of administrative positions, I am baffled by the need for this kind of work to be done by staff.
- I am a trained researcher who has utilized statistics regularly for professional functions. The data analysis that seems required for me to do a good job on the program review (the only document I've negotiated which requires data) is very involved. I do not have (or haven't found, don't know where to look for) the contextual info that I would need to be able to articulate what is happening numerically on the various spreadsheets I've interfaced with.
- I'm super confused about my role at this institution in relation to the collection and analysis of data for institutional goals/needs/etc
- I have been provided IR on student success by my supervisor. Fortunately, my department uses IR services; however, I would like to know how what is available and how to access this information individually.
- My ability to make effective use of data for planning would work if CR administrators rely on data for decision making. When will data-driven decision making actually begin at CR?
- The decision making process regarding budgeting, planning, and resource allocation is constantly revised and incomprehensible to the lay person who actually does the work of the college, teaching and training students. The planning process needs to be transparent, data driven, and consistent, with published outcome reports and timed annual cycles.
- I use data everyday to make informed decisions.

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

- I find the emailed reports/notices to be overly wordy and dry...perhaps the answers to my questions are there, but not in a format I am willing to spend wading through.
- Senior Management/Administrators talk a lot about data driven decisions but that is all it seems to be. It's rare to actually see the data behind these decisions.
- CR has not based educational decisions on data in the past because institutional research was abandoned under the past administration.
- My perception is that IR data is inaccurate and that data is not used in the decision making process.
- I do not think CR collects data prior to implementing changes.
- Both qualitative and quantitative data are needed to make informed decisions.
- Data needs to speak for itself and not given spin!
- The data lets us know what is working and what is not working to help CR succeed.
- Should my job requirements change, I would possibly need additional training.
- I lack great confidence in the quality of CR's data. Data validation and checks and/or a data warehouse, documentation of how data are managed, regular data backups, etc. would increase confidence.
- The last time we were visited by Eureka and data was explained to us, many of us observed that some basic information was incorrect. E.g. not including some areas as being "ours" when they are a population we do not actually serve, and thinking that others are not "ours" when indeed those areas do add to our student population.
- What does IR indicate about faculty and administrative roles and division of labor for maximum student benefit?
- _____ does as he pleases regardless of data.
- My workload allows for very little extra training as questioned.
- Actually- there is adequate staff to help me access and interpret data- I doubt they would do it for me. I have tried recently to get information on students' placement scores unsuccessfully.
- CR has shifted from using qualitative to using quantitative data and yet, still appropriate values the historic information that brought us to this point in the college's evolution.
- Looking into the type of projects students design in this department, if they were given creative thinking type of assignments could take many avenues in the decision making at CR...how we advertise...what type of new buildings we put up...new types of courses that become more specific to the students.
- Data and research are only used to support a decision than an administrator wants anyway. Data is not incorporated into our integrated planning process, our personnel or site expansion decisions. Frankly, it appears that data and research (if there is any) are wholly or partially ignored in most decision-making processes at CR.
- There is word all over campus that salaries unrelated to institutional research are being covered by Title III funds. I have heard that if this practice does not

stop immediately, then we (as an institution) are in jeopardy of losing this grant money altogether. I have heard that the salaries of _____, _____, and _____ are being paid (at least in part) by Title III monies. Could someone look into this (and if this is true) please stop this practice immediately.

- A little overboard right now.
- For the past three years the use of data has gradually become a practice at CR. Since the Institutional Research was re-instated, and as data has been gathered and provided the Administration and faculty are basing their decision on the available data.
- As a fairly new employee, it would be beneficial to receive orientation on each department, what they are providing as appropriate, and how they interrelate between departments.
- There is no obvious link to the IR website from the main CR web page. Once there, it is difficult to navigate. I wanted to find the curriculum committee's "stoplight" form, and it was a nightmare of sublayers to go through to find. I never would have found it without Peter Blakemore's guidance. Such important information should have a direct link in "staff and faculty links" from the main web page AND be in public folders on Outlook.
- I'm not sure my concerns are what IR can help with. I also suspect that many of us don't really understand the purpose and would like to have IR do a lot more than they are expected to in most cc's.
- PRC COMMITTEE IS WORKING PATIENTLY BUT THOROUGHLY REVIEWING STUDENT ENROLLMENT, SUCCESS RATES, FTES, RETENTION, ETC. F/T FACULTY HAVE RAISED VALID QUESTIONS REGARDING DATA. Some Faculty believe some data is inaccurate; Our English Dept. has raised this very issue this past week. We have directed that they contact Martha Davis directly, and work it out, or get it straight from the source but it has to be accurate for proper evaluations of our colleges programs in preparation for ACCJC review. Hope this makes sense. _____
- I think IR is doing a great job of providing info to staff and faculty that allows them to engage in data-informed decision making. I'm sure IR makes data available as well to the president and his cabinet, but it is extremely difficult to see evidence of that in the decisions that are made. They seem based not on past practice, but on anecdotal evidence (which sometimes, frankly, seems made up) or simply in accordance with agendas. What data, for example, was used to develop the new thick layer of upper level administration? And where, aside from the 20 emails Truett presented at a board meeting, is the data that indicates the Garberville site is a wise and needed investment of our limited resources?
- Please note that I am no longer in administration but answered on that basis for the last year.
- I know that there is a lot of data that is used, but generally don't understand the terminology and source of the data.

- I have confidence in the administration/staff at College of the Redwoods Mendocino Coast campus!
- Data driven decisions including budgets are supposed to be “transparent.” Usually they're not even apparent.
- In my opinion, there is never "a reason" given for what the college is doing. Or else, the information is not trickling down to classified staff.
- Sounds nice, looks pretty, but that's all.
- Decision-making is based upon whim.
- My perception is that we as an institution are good at generating data but that important decisions are made independent of these data. In other words, I have not seen the integration of data into the everyday practices of the institution.
- Data is interpreted by this Administration to justify what they want to do, not necessarily what the data actually shows.
- It seems to me, coming from the outside that decisions are being made by a small number of people. It would be great to give a voice to all staff and administrators AND take everyone's voice into consideration when making decisions. From what I can see of the back and forth email rants (including those from the president of the college, himself!), this is not the case yet....
- CR still seems to be running on the "good ol' boy system". This needs to be stopped and into its place an up-to-date, comprehensive system that can take the college well into the future.
- The IR Office is not a neutral service; it clearly operates with an anti-faculty bias. Decisions at CR are not based on either data or program reviews but rather on President's vision of the college, regardless of data or opposing views held by other institutional stakeholders.
- The decision to purchase Garberville was not data driven (quoting 1984 statistics on class needs was not good data). The decision to include moving fine woodworking building to the CRMC campus was not data driven (no one asked the fine woodworking faculty). The perception that if we have an IR department it means our decisions are data driven is inaccurate.
- I'm new to the institution so I don't know what has happened in the past. My perception is that decision-making in the past has not been data driven but now the institution is putting in place a process to make it data driven. I don't believe that process has been completed, nor is there a complete understanding of that process on the part of all departments.
- Title III and IR need to have a more prominent presence on campus. Sharing information and dialogue about data-informed decision making among various constituencies at the college is not happening enough.
- Unproductive paper pushing.
- I don't know anything about it.
- It appears as if the college's push toward data-informed decision making has taken a backseat to the current administration's need to drive their decision making regardless of what the data may indicate. The administration appears

to decide what to do and then either ignore the existing data or to create the illusion that there is credible "data" that supports their decision.

- I am more and more disappointed, frustrated, and disgusted by the unilateral, top down decision-making that come directly from the President, with little or no collegial consultation and no clear rationale or data to inform or support the demanded changes. Faculty, staff, and manager's experience and expertise is not considered "data" and is not included in any planning. There really isn't any planning- We have only one decision maker here now.
- Especially since Fall 2009 it would appear that CR uses "decision driven data making" instead of "data driven decision making."
- Poorly used and unprofessional standards in the use of data and research in decision making at CR.
- The institution mines data to support the whims of administrations that come and go while ignoring glaring evidence of deferred maintenance that has reached the critical mass stage and diminishing classroom support services and resources, then in classic academia doublespeak we like to refer to ourselves as "student oriented".
- Ironically, faculty have demanded, rightfully so, to have access to data in order for the college to make "data-driven" (I hate that term; let's use "data-informed) decisions. Yet, when the college now has that resource many faculty disagree with the data. I find that sadly ironic. I know that we cannot always have perfect data, the data is entered by human beings, but gee whiz, let's be adult about data. Just because one doesn't like the outcome doesn't mean the data are wrong.
- My perception is that CR is moving toward data-driven decision-making, but falls back, from time to time, on past practice and anecdotal evidence. The current rift between constituent groups and administration makes any decision making even more laborious and challenging. I think the current administration is very data-driven in making decisions, but is fought at every turn by faculty (mostly) and classified staff (to some extent) when the status quo might be altered by those decisions.

Frequency Distributions

1. CR uses reliable (consistent) and objective data to support decision-making processes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	32	21.8	21.8	21.8
	Neither A or D	31	21.1	21.1	42.9
	Disagree	42	28.6	28.6	71.4
	Strongly Disagree	27	18.4	18.4	89.8
	Don't Know	15	10.2	10.2	100.0
	Total	147	100.0	100.0	

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	5	3.4	3.4	3.4
	Agree	55	37.4	37.4	40.8
	Neither A or D	31	21.1	21.1	61.9
	Disagree	30	20.4	20.4	82.3
	Strongly Disagree	11	7.5	7.5	89.8
	Don't Know	15	10.2	10.2	100.0
	Total	147	100.0	100.0	

3. 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	12	8.2	8.2	8.2
	Agree	58	39.5	39.7	47.9
	Neither A or D	33	22.4	22.6	70.5
	Disagree	23	15.6	15.8	86.3
	Strongly Disagree	15	10.2	10.3	96.6

	Don't Know	5	3.4	3.4	100.0
	Total	146	99.3	100.0	
Missing	System	1	.7		
Total		147	100.0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	7	4.8	4.8	4.8
	Agree	47	32.0	32.4	37.2
	Neither A or D	32	21.8	22.1	59.3
	Disagree	32	21.8	22.1	81.4
	Strongly Disagree	22	15.0	15.2	96.6
	Don't Know	5	3.4	3.4	100.0
	Total	145	98.6	100.0	
Missing	System	2	1.4		
Total		147	100.0		

5. There are adequate staff and resources available at CR to help me access and interpret data.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	5	3.4	3.4	3.4
	Agree	42	28.6	28.8	32.2
	Neither A or D	34	23.1	23.3	55.5
	Disagree	32	21.8	21.9	77.4
	Strongly Disagree	27	18.4	18.5	95.9
	Don't Know	6	4.1	4.1	100.0
	Total	146	99.3	100.0	
Missing	System	1	.7		
Total		147	100.0		

6a. In the past year I have used the following CR data sources: Datatel or WebAdvisor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	126	85.7	85.7	85.7
	No	21	14.3	14.3	100.0
	Total	147	100.0	100.0	

6b. In the past year I have used the following CR data sources: Institutional Research (IR) reports and publications

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	80	54.4	54.4	54.4
	No	67	45.6	45.6	100.0
	Total	147	100.0	100.0	

6c. In the past year I have used the following CR data sources: Trackit

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	20	13.6	13.6	13.6
	No	127	86.4	86.4	100.0
	Total	147	100.0	100.0	

6d. In the past year I have used the following CR data sources: Other data received from IR or ITS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	50	34.0	34.0	34.0
	No	97	66.0	66.0	100.0
	Total	147	100.0	100.0	

6e. In the past year I have used the following CR data sources: Program review documents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	77	52.4	52.4	52.4
	No	70	47.6	47.6	100.0
	Total	147	100.0	100.0	

6f. In the past year I have used the following CR data sources: CCC Chancellor's Office (i.e. Data Mart, ARCC)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	42	28.6	29.0	29.0
	No	103	70.1	71.0	100.0
	Total	145	98.6	100.0	
Missing	System	2	1.4		
Total		147	100.0		

6g. In the past year I have used the following CR data sources: National Center for Education Statistics (IPEDS/COOL)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	9	6.1	6.1	6.1
	No	138	93.9	93.9	100.0
	Total	147	100.0	100.0	

6h. In the past year I have used the following CR data sources: I have not used any CR data sources

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	10	6.8	6.8	6.8
	No	137	93.2	93.2	100.0
	Total	147	100.0	100.0	

7a. In the past year I have used one or more CR data sources to inform my work related to:

Academic Program Evaluation or Planning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	78	53.1	53.1	53.1
	No	69	46.9	46.9	100.0
	Total	147	100.0	100.0	

7b. In the past year I have used one or more CR data sources to inform my work related to:

Institutional Management

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	24	16.3	16.3	16.3
	No	123	83.7	83.7	100.0
	Total	147	100.0	100.0	

7c. In the past year I have used one or more CR data sources to inform my work related to:

Fiscal Planning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	22	15.0	15.0	15.0
	No	125	85.0	85.0	100.0
	Total	147	100.0	100.0	

7d. In the past year I have used one or more CR data sources to inform my work related to:

Other/Please specify

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		130	88.4	88.4	88.4
	Curriculum planning, schedule building	1	.7	.7	89.1

Coordinated Planning Committee	1	.7	.7	89.8
Curriculum committee work	1	.7	.7	90.5
Facilities Committee	1	.7	.7	91.2
Financial aid services	1	.7	.7	91.8
Grant reporting	1	.7	.7	92.5
HR	1	.7	.7	93.2
I'm a part-time professor, so I don't use these sources.	1	.7	.7	93.9
Institutional program review and Chancellor's Office program plans	1	.7	.7	94.6
N/A	1	.7	.7	95.2
People who work in the offices I need help from, if I know I need help	1	.7	.7	95.9
Program and service planning within department	1	.7	.7	96.6
Program Review Committee member (trends committee)	1	.7	.7	97.3
Student resources through Datatel	1	.7	.7	98.0
Teaching	1	.7	.7	98.6
Teaching	1	.7	.7	99.3
Transfer Center Statistics	1	.7	.7	100.0
Total	147	100.0	100.0	

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

	Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Yes	32	21.8	23.0	23.0
	No	107	72.8	77.0	100.0
	Total	139	94.6	100.0	
Missing	System	8	5.4		
Total		147	100.0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	2	1.4	1.6	1.6
	Satisfied	19	12.9	14.8	16.4
	Neither	10	6.8	7.8	24.2
	Dissatisfied	5	3.4	3.9	28.1
	Very Dissatisfied	2	1.4	1.6	29.7
	Don't Know	4	2.7	3.1	32.8
	Did Not Attend	86	58.5	67.2	100.0
	Total	128	87.1	100.0	
Missing	System	19	12.9		
Total		147	100.0		

10a. For each of the following, please indicate whether you have received training in the last year at CR: Interpreting CR's data (e.g. enrollment, ARCC indicators, and basic skills)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	36	24.5	25.4	25.4
	No	106	72.1	74.6	100.0
	Total	142	96.6	100.0	
Missing	System	5	3.4		
Total		147	100.0		

10b. For each of the following, please indicate whether you have received training in the last year at CR: Conducting quantitative and qualitative research

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6	4.1	4.4	4.4
	No	131	89.1	95.6	100.0
	Total	137	93.2	100.0	
Missing	System	10	6.8		
Total		147	100.0		

10c. For each of the following, please indicate whether you have received training in the last year at CR: Accreditation standards (e.g. planning, program review, and assessment of student learning outcomes)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	59	40.1	42.1	42.1
	No	81	55.1	57.9	100.0
	Total	140	95.2	100.0	
Missing	System	7	4.8		
Total		147	100.0		

10d. For each of the following, please indicate whether you have received training in the last year at CR: The role of IR/Title III

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	13	8.8	9.5	9.5
	No	124	84.4	90.5	100.0
	Total	137	93.2	100.0	
Missing	System	10	6.8		
Total		147	100.0		

10e. For each of the following, please indicate whether you would like to receive training or further training: Interpreting CR's data (e.g. enrollment, ARCC indicators, and basic skills)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	82	55.8	62.6	62.6
	No	49	33.3	37.4	100.0
	Total	131	89.1	100.0	
Missing	System	16	10.9		
Total		147	100.0		

10f. For each of the following, please indicate whether you would like to receive training or further training: **Conducting quantitative and qualitative research**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	76	51.7	59.4	59.4
	No	52	35.4	40.6	100.0
	Total	128	87.1	100.0	
Missing	System	19	12.9		
Total		147	100.0		

10g. For each of the following, please indicate whether you would like to receive training or further training: **Accreditation standards (e.g. planning, program review and assessment of student learning outcomes)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	87	59.2	66.4	66.4
	No	44	29.9	33.6	100.0
	Total	131	89.1	100.0	
Missing	System	16	10.9		
Total		147	100.0		

10h. For each of the following, please indicate whether you would like to receive training or further training: **The Role of IR/Title III**

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Yes	70	47.6	55.6	55.6
	No	56	38.1	44.4	100.0
	Total	126	85.7	100.0	
Missing	System	21	14.3		
Total		147	100.0		

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.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	7	4.8	4.8	4.8
	Agree	44	29.9	29.9	34.7
	Neither A or D	51	34.7	34.7	69.4
	Disagree	32	21.8	21.8	91.2
	Strongly Disagree	8	5.4	5.4	96.6
	Don't Know	5	3.4	3.4	100.0
Total		147	100.0	100.0	

12. Have you submitted an IR service request?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	30	20.4	21.0	21.0
	No	113	76.9	79.0	100.0
	Total	143	97.3	100.0	
Missing	System	4	2.7		
Total		147	100.0		

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

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Online	19	12.9	17.4	17.4
	Phone	2	1.4	1.8	19.3
	Email	8	5.4	7.3	26.6
	Not Applicable	80	54.4	73.4	100.0
	Total	109	74.1	100.0	
Missing	System	38	25.9		
Total		147	100.0		

14a. If you have not submitted an IR service request, why not?: No need for an IR service request

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	65	44.2	44.2	44.2
	No	82	55.8	55.8	100.0
	Total	147	100.0	100.0	

14b. If you have not submitted an IR service request, why not?: Don't know how to make an IR service request

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	27	18.4	18.4	18.4
	No	120	81.6	81.6	100.0
	Total	147	100.0	100.0	

14c. If you have not submitted an IR service request, why not?: IR is understaffed to meet my needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	2.7	2.7	2.7
	No	143	97.3	97.3	100.0
	Total	147	100.0	100.0	

14d. If you have not submitted an IR service request, why not?: Not Applicable-I have submitted an IR service request

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	19	12.9	12.9	12.9
	No	128	87.1	87.1	100.0
	Total	147	100.0	100.0	

14e. If you have not submitted an IR service request, why not?: Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	147	100.0	100.0	100.0

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Administration	11	7.5	7.5	7.5
	Faculty	70	47.6	47.9	55.5
	Management	17	11.6	11.6	67.1
	Staff	48	32.7	32.9	100.0
	Total	146	99.3	100.0	
Missing	System	1	.7		
Total		147	100.0		

16. Employment status:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full-time	111	75.5	76.6	76.6
	Part-time	34	23.1	23.4	100.0
	Total	145	98.6	100.0	
Missing	System	2	1.4		

16. Employment status:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full-time	111	75.5	76.6	76.6
	Part-time	34	23.1	23.4	100.0
	Total	145	98.6	100.0	
Missing	System	2	1.4		
Total		147	100.0		

17. Years at CR:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5	54	36.7	37.2	37.2
	6-10	33	22.4	22.8	60.0
	11-15	28	19.0	19.3	79.3
	16-20	15	10.2	10.3	89.7
	21 or more	15	10.2	10.3	100.0
	Total	145	98.6	100.0	
Missing	System	2	1.4		
Total		147	100.0		

18. Campus/Instructional Site (please mark only one box)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Del Norte	17	11.6	11.6	11.6
	Eureka	110	74.8	75.3	87.0
	Eureka Downtown	2	1.4	1.4	88.4
	Mendocino	12	8.2	8.2	96.6
	Klamath-Trinity	1	.7	.7	97.3
	More than one campus	4	2.7	2.7	100.0
	Total	146	99.3	100.0	
Missing	System	1	.7		

18. Campus/Instructional Site (please mark only one box)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Del Norte	17	11.6	11.6	11.6
	Eureka	110	74.8	75.3	87.0
	Eureka Downtown	2	1.4	1.4	88.4
	Mendocino	12	8.2	8.2	96.6
	Klamath-Trinity	1	.7	.7	97.3
	More than one campus	4	2.7	2.7	100.0
	Total	146	99.3	100.0	
Missing	System	1	.7		
Total		147	100.0		

Crosstabulations

Q1 * Q15 Crosstabulation

1. CR uses reliable and objective data to support decision-making processes.

15. Position of employment

			Q15				
			Administration	Faculty	Management	Staff	Total
Q1	Agree	Count	7	10	8	7	32
		% within Q15	63.6%	14.3%	47.1%	14.6%	21.9%
	Neither A or D	Count	2	11	4	13	30
		% within Q15	18.2%	15.7%	23.5%	27.1%	20.5%
	Disagree	Count	2	21	4	15	42
		% within Q15	18.2%	30.0%	23.5%	31.2%	28.8%
	Strongly Disagree	Count	0	18	1	8	27
		% within Q15	.0%	25.7%	5.9%	16.7%	18.5%
	Don't Know	Count	0	10	0	5	15
		% within Q15	.0%	14.3%	.0%	10.4%	10.3%
Total		Count	11	70	17	48	146
		% within Q15	100.0%	100.0%	100.0%	100.0%	100.0%

Q2 * Q15 Crosstabulation

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

15. Position of employment

			Q15				
			Administration	Faculty	Management	Staff	Total
Q2	Strongly Agree	Count	0	3	0	2	5
		% within Q15	.0%	4.3%	.0%	4.2%	3.4%
	Agree	Count	2	31	2	19	54
		% within Q15	18.2%	44.3%	11.8%	39.6%	37.0%
	Neither A or D	Count	2	14	3	12	31
		% within Q15	18.2%	20.0%	17.6%	25.0%	21.2%
	Disagree	Count	7	7	8	8	30

	% within Q15	63.6%	10.0%	47.1%	16.7%	20.5%
Strongly Disagree	Count	0	2	4	5	11
	% within Q15	.0%	2.9%	23.5%	10.4%	7.5%
Don't Know	Count	0	13	0	2	15
	% within Q15	.0%	18.6%	.0%	4.2%	10.3%
Total	Count	11	70	17	48	146
	% within Q15	100.0%	100.0%	100.0%	100.0%	100.0%

Q3 * Q15 Crosstabulation

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

15. Position of employment

			Q15				
			Administration	Faculty	Management	Staff	Total
Q3	Strongly Agree	Count	1	3	4	4	12
		% within Q15	9.1%	4.3%	23.5%	8.3%	8.3%
	Agree	Count	7	23	11	17	58
		% within Q15	63.6%	33.3%	64.7%	35.4%	40.0%
	Neither A or D	Count	2	18	0	12	32
		% within Q15	18.2%	26.1%	.0%	25.0%	22.1%
	Disagree	Count	1	13	1	8	23
		% within Q15	9.1%	18.8%	5.9%	16.7%	15.9%
	Strongly Disagree	Count	0	9	1	5	15
		% within Q15	.0%	13.0%	5.9%	10.4%	10.3%
	Don't Know	Count	0	3	0	2	5
		% within Q15	.0%	4.3%	.0%	4.2%	3.4%
Total	Count	11	69	17	48	145	
	% within Q15	100.0%	100.0%	100.0%	100.0%	100.0%	

Q4 * Q15 Crosstabulation

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

15. Position of employment

			Q15				
			Administration	Faculty	Management	Staff	Total
Q4	Strongly Agree	Count	2	1	2	2	7
		% within Q15	18.2%	1.4%	12.5%	4.2%	4.9%
	Agree	Count	2	16	9	20	47
		% within Q15	18.2%	23.2%	56.2%	41.7%	32.6%
	Neither A or D	Count	4	17	2	8	31
		% within Q15	36.4%	24.6%	12.5%	16.7%	21.5%
	Disagree	Count	3	20	1	8	32
		% within Q15	27.3%	29.0%	6.2%	16.7%	22.2%
	Strongly Disagree	Count	0	12	2	8	22
		% within Q15	.0%	17.4%	12.5%	16.7%	15.3%
	Don't Know	Count	0	3	0	2	5
		% within Q15	.0%	4.3%	.0%	4.2%	3.5%
Total		Count	11	69	16	48	144
		% within Q15	100.0%	100.0%	100.0%	100.0%	100.0%

Q5 * Q15 Crosstabulation

5. There are adequate staff and resources available at CR to help me access and interpret data.

15. Position of employment

			Q15				
			Administration	Faculty	Management	Staff	Total
Q5	Strongly Agree	Count	0	2	0	3	5
		% within Q15	.0%	2.9%	.0%	6.2%	3.4%
	Agree	Count	5	15	7	15	42
		% within Q15	45.5%	21.7%	41.2%	31.2%	29.0%
	Neither A or D	Count	3	14	6	10	33
		% within Q15	27.3%	20.3%	35.3%	20.8%	22.8%
	Disagree	Count	2	17	3	10	32
		% within Q15	18.2%	24.6%	17.6%	20.8%	22.1%
	Strongly Disagree	Count	1	16	1	9	27

	% within Q15	9.1%	23.2%	5.9%	18.8%	18.6%
Don't Know	Count	0	5	0	1	6
	% within Q15	.0%	7.2%	.0%	2.1%	4.1%
Total	Count	11	69	17	48	145
	% within Q15	100.0%	100.0%	100.0%	100.0%	100.0%

Q6a * Q15 Crosstabulation

6a. In the past year I have used the following CR data sources: Datatel or WebAdvisor

15. Position of employment

			Q15				
			Administration	Faculty	Management	Staff	Total
Q6a	Yes	Count	8	59	16	43	126
		% within Q15	72.7%	84.3%	94.1%	89.6%	86.3%
	No	Count	3	11	1	5	20
		% within Q15	27.3%	15.7%	5.9%	10.4%	13.7%
Total		Count	11	70	17	48	146
		% within Q15	100.0%	100.0%	100.0%	100.0%	100.0%

Q6b * Q15 Crosstabulation

6b. In the past year I have used the following CR data sources: Institutional Research (IR) reports and publications

15. Position of employment

			Q15				
			Administration	Faculty	Management	Staff	Total
Q6b	Yes	Count	11	42	14	13	80
		% within Q15	100.0%	60.0%	82.4%	27.1%	54.8%
	No	Count	0	28	3	35	66
		% within Q15	.0%	40.0%	17.6%	72.9%	45.2%
Total		Count	11	70	17	48	146
		% within Q15	100.0%	100.0%	100.0%	100.0%	100.0%

Q6c * Q15 Crosstabulation

6c. In the past year I have used the following CR data sources: Trackit

15. Position of employment

			Q15				
			Administration	Faculty	Management	Staff	Total
Q6c Yes	Count		2	9	2	7	20
	% within Q15		18.2%	12.9%	11.8%	14.6%	13.7%
No	Count		9	61	15	41	126
	% within Q15		81.8%	87.1%	88.2%	85.4%	86.3%
Total	Count		11	70	17	48	146
	% within Q15		100.0%	100.0%	100.0%	100.0%	100.0%

Q6d * Q15 Crosstabulation

6d. In the past year I have used the following CR data sources: Other data received from IR or ITS

15. Position of employment

			Q15				
			Administration	Faculty	Management	Staff	Total
Q6d Yes	Count		8	17	11	14	50
	% within Q15		72.7%	24.3%	64.7%	29.2%	34.2%
No	Count		3	53	6	34	96
	% within Q15		27.3%	75.7%	35.3%	70.8%	65.8%
Total	Count		11	70	17	48	146
	% within Q15		100.0%	100.0%	100.0%	100.0%	100.0%

Q6e * Q15 Crosstabulation

6e. In the past year I have used the following CR data sources: Program review documents

15. Position of employment

			Q15				
			Administration	Faculty	Management	Staff	Total
Q6e Yes	Count		10	46	10	11	77
	% within Q15		90.9%	65.7%	58.8%	22.9%	52.7%
No	Count		1	24	7	37	69

	% within Q15	9.1%	34.3%	41.2%	77.1%	47.3%
Total	Count	11	70	17	48	146
	% within Q15	100.0%	100.0%	100.0%	100.0%	100.0%

Q6f * Q15 Crosstabulation

6f. In the past year I have used the following CR data sources: CCC Chancellor's Office (i.e. Data Mart, ARCC)

15. Position of employment

			Q15				
			Administration	Faculty	Management	Staff	Total
Q6f	Yes	Count	7	16	8	11	42
		% within Q15	63.6%	23.2%	47.1%	23.4%	29.2%
	No	Count	4	53	9	36	102
		% within Q15	36.4%	76.8%	52.9%	76.6%	70.8%
Total		Count	11	69	17	47	144
		% within Q15	100.0%	100.0%	100.0%	100.0%	100.0%

Q6g * Q15 Crosstabulation

6g. In the past year I have used the following CR data sources: National Center for Education Statistics (IPEDS/COOL)

15. Position of employment

			Q15				
			Administration	Faculty	Management	Staff	Total
Q6g	Yes	Count	1	6	1	1	9
		% within Q15	9.1%	8.6%	5.9%	2.1%	6.2%
	No	Count	10	64	16	47	137
		% within Q15	90.9%	91.4%	94.1%	97.9%	93.8%
Total		Count	11	70	17	48	146
		% within Q15	100.0%	100.0%	100.0%	100.0%	100.0%

Q6h * Q15 Crosstabulation

6h. In the past year I have used the following CR data sources: I have not used any CR data sources

15. Position of employment

			Q15				
			Administration	Faculty	Management	Staff	Total
Q6h	Yes	Count	0	5	0	4	9
		% within Q15	.0%	7.1%	.0%	8.3%	6.2%
	No	Count	11	65	17	44	137
		% within Q15	100.0%	92.9%	100.0%	91.7%	93.8%
Total		Count	11	70	17	48	146
		% within Q15	100.0%	100.0%	100.0%	100.0%	100.0%

Q7a * Q15 Crosstabulation

7a. In the past year I have used one or more CR data sources to inform my work related to: Academic Program Evaluation or Planning

15. Position of employment

			Q15				
			Administration	Faculty	Management	Staff	Total
Q7a	Yes	Count	9	49	7	13	78
		% within Q15	81.8%	70.0%	41.2%	27.1%	53.4%
	No	Count	2	21	10	35	68
		% within Q15	18.2%	30.0%	58.8%	72.9%	46.6%
Total		Count	11	70	17	48	146
		% within Q15	100.0%	100.0%	100.0%	100.0%	100.0%

Q7b * Q15 Crosstabulation

7b. In the past year I have used one or more CR data sources to inform my work related to: Institutional Management

15. Position of employment

			Q15				
			Administration	Faculty	Management	Staff	Total
Q7b	Yes	Count	7	6	8	3	24
		% within Q15	63.6%	8.6%	47.1%	6.2%	16.4%
	No	Count	4	64	9	45	122
		% within Q15	36.4%	91.4%	52.9%	93.8%	83.6%

Total	Count	11	70	17	48	146
	% within Q15	100.0%	100.0%	100.0%	100.0%	100.0%

Q7c * Q15 Crosstabulation

7c. In the past year I have used one or more CR data sources to inform my work related to: Fiscal Planning

15. Position of employment

			Q15				
			Administration	Faculty	Management	Staff	Total
Q7c	Yes	Count	5	3	9	5	22
		% within Q15	45.5%	4.3%	52.9%	10.4%	15.1%
	No	Count	6	67	8	43	124
		% within Q15	54.5%	95.7%	47.1%	89.6%	84.9%
Total		Count	11	70	17	48	146
		% within Q15	100.0%	100.0%	100.0%	100.0%	100.0%

Q7d * Q15 Crosstabulation

7d. In the past year I have used one or more CR data sources to inform my work related to: Other/Please specify

15. Position of employment

			Q15				
			Administration	Faculty	Management	Staff	Total
Q7d	No	Count	11	70	17	48	146
		% within Q15	100.0%	100.0%	100.0%	100.0%	100.0%
Total		Count	11	70	17	48	146
		% within Q15	100.0%	100.0%	100.0%	100.0%	100.0%

Q9 * Q15 Crosstabulation

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

15. Position of employment

			Q15				
			Administration	Faculty	Management	Staff	Total
Q9	Very Satisfied	Count	1	1	0	0	2

	% within Q15	11.1%	1.6%	.0%	.0%	1.6%
Satisfied	Count	4	6	7	2	19
	% within Q15	44.4%	9.7%	43.8%	5.0%	15.0%
Neither	Count	1	5	2	2	10
	% within Q15	11.1%	8.1%	12.5%	5.0%	7.9%
Dissatisfied	Count	0	4	0	1	5
	% within Q15	.0%	6.5%	.0%	2.5%	3.9%
Very Dissatisfied	Count	0	2	0	0	2
	% within Q15	.0%	3.2%	.0%	.0%	1.6%
Don't Know	Count	0	3	0	1	4
	% within Q15	.0%	4.8%	.0%	2.5%	3.1%
Did Not Attend	Count	3	41	7	34	85
	% within Q15	33.3%	66.1%	43.8%	85.0%	66.9%
Total	Count	9	62	16	40	127
	% within Q15	100.0%	100.0%	100.0%	100.0%	100.0%

Q10a * Q15 Crosstabulation

10a. For each of the following, please indicate whether you have received training in the last year at CR:
Interpreting CR's data (e.g. enrollment, ARCC indicators, and basic skills)

15. Position of employment

		Q15				
		Administration	Faculty	Management	Staff	Total
Q10a Yes	Count	6	19	5	6	36
	% within Q15	54.5%	27.1%	31.2%	13.6%	25.5%
No	Count	5	51	11	38	105
	% within Q15	45.5%	72.9%	68.8%	86.4%	74.5%
Total	Count	11	70	16	44	141
	% within Q15	100.0%	100.0%	100.0%	100.0%	100.0%

Q10b * Q15 Crosstabulation

10b. For each of the following, please indicate whether you have received training in the last year at CR:
Conducting quantitative and qualitative research

15. Position of employment

		Q15				
		Administration	Faculty	Management	Staff	Total
Q10b Yes	Count	1	4	1	0	6
	% within Q15	10.0%	6.0%	6.7%	.0%	4.4%
No	Count	9	63	14	44	130
	% within Q15	90.0%	94.0%	93.3%	100.0%	95.6%
Total	Count	10	67	15	44	136
	% within Q15	100.0%	100.0%	100.0%	100.0%	100.0%

Q10c * Q15 Crosstabulation

10c. For each of the following, please indicate whether you have received training in the last year at CR:
Accreditation standards (e.g. planning, program review, and assessment of student learning outcomes)

15. Position of employment

		Q15				
		Administration	Faculty	Management	Staff	Total
Q10c Yes	Count	9	33	13	4	59
	% within Q15	90.0%	47.8%	81.2%	9.1%	42.4%
No	Count	1	36	3	40	80
	% within Q15	10.0%	52.2%	18.8%	90.9%	57.6%
Total	Count	10	69	16	44	139
	% within Q15	100.0%	100.0%	100.0%	100.0%	100.0%

Q10d * Q15 Crosstabulation

10d. For each of the following, please indicate whether you have received training in the last year at CR:
The role of IR/Title III

15. Position of employment

		Q15				
		Administration	Faculty	Management	Staff	Total
Q10d Yes	Count	3	4	4	2	13

	% within Q15	30.0%	6.0%	26.7%	4.5%	9.6%
No	Count	7	63	11	42	123
	% within Q15	70.0%	94.0%	73.3%	95.5%	90.4%
Total	Count	10	67	15	44	136
	% within Q15	100.0%	100.0%	100.0%	100.0%	100.0%

Q10e * Q15 Crosstabulation

10e. For each of the following, please indicate whether you would like to receive training or further training: Interpreting CR's data (e.g. enrollment, ARCC indicators, and basic skills)

15. Position of employment

		Q15				
		Administration	Faculty	Management	Staff	Total
Q10e Yes	Count	7	44	11	20	82
	% within Q15	77.8%	73.3%	64.7%	44.4%	62.6%
No	Count	2	16	6	25	49
	% within Q15	22.2%	26.7%	35.3%	55.6%	37.4%
Total	Count	9	60	17	45	131
	% within Q15	100.0%	100.0%	100.0%	100.0%	100.0%

Q10f * Q15 Crosstabulation

10f. For each of the following, please indicate whether you would like to receive training or further training: Conducting quantitative and qualitative research

15. Position of employment

		Q15				
		Administration	Faculty	Management	Staff	Total
Q10f Yes	Count	8	37	14	17	76
	% within Q15	80.0%	64.9%	82.4%	38.6%	59.4%
No	Count	2	20	3	27	52
	% within Q15	20.0%	35.1%	17.6%	61.4%	40.6%
Total	Count	10	57	17	44	128
	% within Q15	100.0%	100.0%	100.0%	100.0%	100.0%

Q10g * Q15 Crosstabulation

10g. For each of the following, please indicate whether you would like to receive training or further training: Accreditation standards (e.g. planning, program review and assessment of student learning outcomes)

15. Position of employment

		Q15				
		Administration	Faculty	Management	Staff	Total
Q10g Yes	Count	6	44	15	22	87
	% within Q15	60.0%	74.6%	88.2%	48.9%	66.4%
No	Count	4	15	2	23	44
	% within Q15	40.0%	25.4%	11.8%	51.1%	33.6%
Total	Count	10	59	17	45	131
	% within Q15	100.0%	100.0%	100.0%	100.0%	100.0%

Q10h * Q15 Crosstabulation

10h. For each of the following, please indicate whether you would like to receive training or further training: The Role of IR/Title III

15. Position of employment

		Q15				
		Administration	Faculty	Management	Staff	Total
Q10h Yes	Count	5	32	9	24	70
	% within Q15	55.6%	59.3%	56.2%	51.1%	55.6%
No	Count	4	22	7	23	56
	% within Q15	44.4%	40.7%	43.8%	48.9%	44.4%
Total	Count	9	54	16	47	126
	% within Q15	100.0%	100.0%	100.0%	100.0%	100.0%

Q11 * Q15 Crosstabulation

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.

15. Position of employment

		Q15				
		Administration	Faculty	Management	Staff	Total

Q11	Strongly Agree	Count	4	3	0	0	7
		% within Q15	36.4%	4.3%	.0%	.0%	4.8%
	Agree	Count	5	16	8	14	43
		% within Q15	45.5%	22.9%	47.1%	29.2%	29.5%
	Neither A or D	Count	2	28	4	17	51
		% within Q15	18.2%	40.0%	23.5%	35.4%	34.9%
	Disagree	Count	0	15	4	13	32
		% within Q15	.0%	21.4%	23.5%	27.1%	21.9%
	Strongly Disagree	Count	0	5	1	2	8
		% within Q15	.0%	7.1%	5.9%	4.2%	5.5%
	Don't Know	Count	0	3	0	2	5
		% within Q15	.0%	4.3%	.0%	4.2%	3.4%
	Total	Count	11	70	17	48	146
		% within Q15	100.0%	100.0%	100.0%	100.0%	100.0%

Q12 * Q15 Crosstabulation

12. Have you submitted an IR service request?

15. Position of employment

			Q15				
			Administration	Faculty	Management	Staff	Total
Q12	Yes	Count	8	13	6	3	30
		% within Q15	72.7%	19.1%	37.5%	6.4%	21.1%
	No	Count	3	55	10	44	112
		% within Q15	27.3%	80.9%	62.5%	93.6%	78.9%
	Total	Count	11	68	16	47	142
		% within Q15	100.0%	100.0%	100.0%	100.0%	100.0%

Survey Instrument

October 6, 2009

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 Title III office through campus mail. Alternatively, you can complete the survey via the internet at:

<http://FreeOnlineSurveys.com/rendersurvey.asp?sid=vx4ceff7of7mdm2650016>

Please note the survey may only be taken once from the same computer. If more than one employee shares a computer, please use a different computer to fill out the survey or complete a paper survey.

Thank you in advance for your participation in this survey!

Sincerely,
Karen Nelson
Title III Activities Director

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 Karen Nelson at 476-4136 or by email at Karen-Nelson@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)*

- | | |
|---|---|
| <input type="checkbox"/> Datatel or WebAdvisor
<input type="checkbox"/> Institutional Research (IR) reports and publications
<input type="checkbox"/> Trackit
<input type="checkbox"/> Other data received from IR or ITS
<input type="checkbox"/> Program review documents | <input type="checkbox"/> CCC Chancellor's Office (e.g. Data Mart, ARCC)
<input type="checkbox"/> National Center for Education Statistics (IPEDS/COOL)
<input type="checkbox"/> I have not used any CR data sources (Skip to #8)
<input type="checkbox"/> 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	
	Yes	No	Yes	No
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:
