

# Data and Decision-Making at College of the Redwoods: Executive Summary

## Introduction:

The purpose of the data and decision making survey is to measure the use of data by staff, faculty, and management/administration at CR and the perception of the use of data 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. Specific grant objectives to be measured by the data and decision-making survey and reported by Title III for the 2006-2007 year include:

- Percentage of faculty, administration, and staff who report using data to plan and evaluate programs and quantitative change measured from 2005 and 2006 surveys.
- Faculty, administration, and staff who report they have the training and skills they need to get the institutional information they want and quantitative change measured from 2005 and 2006 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 2007 data and decision-making survey retained many of the same items as the 2005 and 2006 surveys to facilitate the ability to track changes in behaviors 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. The survey research project was directed by Adrian Chevraux-Fitzhugh, CR's Temporary Survey Research Manager, in collaboration with Title III staff.

The 2007 data and decision-making survey was administered between October 29, 2007 and November 16, 2007. The survey was announced by email to all regular (non-work study) staff and faculty on October 29, 2007 and included both a link to the survey, available on the internet at [freeonlinesurveys.com](http://freeonlinesurveys.com), as well as an attached Microsoft Word file. In addition, hard copies of the survey instrument and a cover letter with an introduction and instructions for returning completed surveys were sent to each division and campus location.

## Sample Size:

There were 157 completed 2007 data and decision making surveys, compared to 170 in 2006 and 163 in 2005. Of the 2007 data and decision making surveys, 115 were completed through the online survey link and 42 were completed as hard copies. As an estimate, College of the Redwoods employed 641 people in 2007 for the survey population (N).<sup>1</sup> The data and decision-making survey had an estimated sample of 24.5% of the population.

---

<sup>1</sup> Human Resources collect temporary and student workers as an aggregate. As student workers did not participate in the survey, the number of temporary employees was estimated to be 1/3 of the 350 temporary workers which included student workers.

## Findings, CR Use of Data:

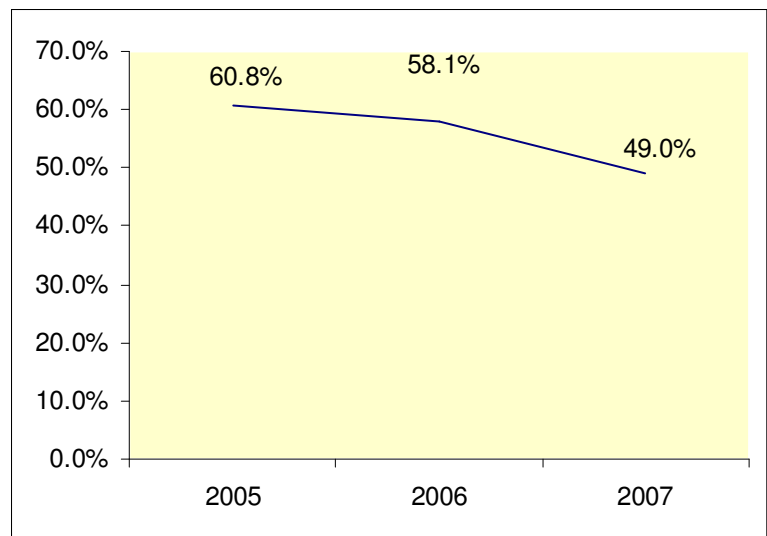
**Graph 1: CR Uses Reliable & Objective Data to Support Decision-Making Processes, 2005-2007**



A minority of respondents agreed that CR uses reliable and objective data to support decision-making processes in 2007 (20.4%), yet this percentage was much higher than the percentage of respondents indicating this in 2005 (13.5%) and was more than double the percentage of respondents indicating this in 2006 (9.0%). From 2005 to 2006, the number of respondents who agreed that CR uses reliable and objective data to support decision-making processes had decreased from 13.5% to 9.0%, a change of -4.5%. In 2007, administration/management<sup>i</sup> agreed that CR uses reliable and objective data to support decision making with the highest frequencies (27.3%) in comparison to staff

(25.0%) and faculty (13.9%). For 2007, respondents who had worked at CR for 21 or more years agreed with lower frequencies (11.8%) about CR's use of reliable and objective data to support decision-making processes than respondents who worked at the college for 20 years or less (22.4%).

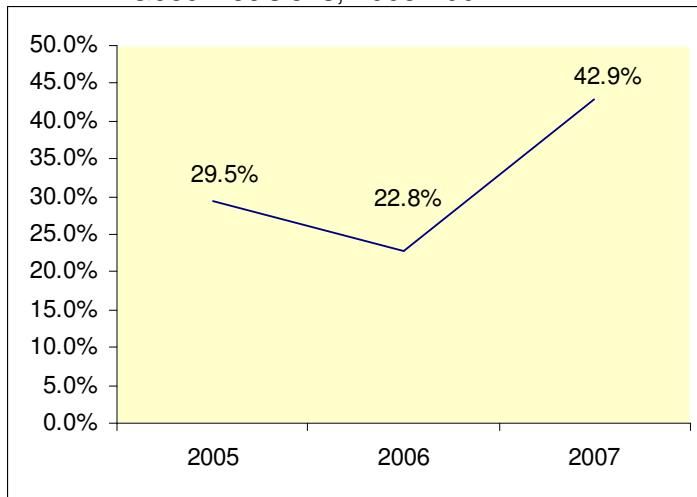
**Graph 2: CR Relies on Anecdotal Information & Past Practices to Support Decision-Making, 2005 -2007**



In 2005 (60.8%) and 2006 (58.1%), the majority of respondents agreed that CR relies on anecdotal and past practices to support decision making. In 2007, this percentage dropped to slightly less than half of the respondents (49.0%) agreeing that CR relies on anecdotal information and past practices to support decision-making. This represents a decrease of 11.8% from 2005 and a decrease of 9.1% from 2006. In 2007, staff members agreed with the highest frequency (52.9%) that CR relies on anecdotal information and past practices to support decision making in comparison to administration/management (51.5%) and faculty (45.1%).

## Findings, Accessibility of Data for Individual Use:

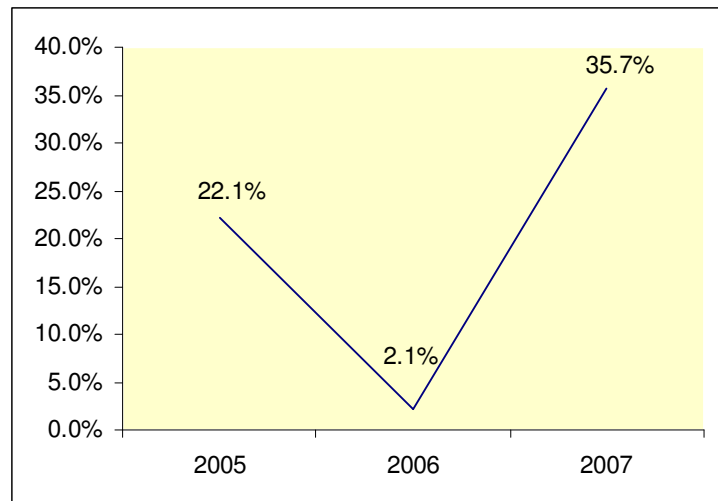
**Graph 3:** In my Role at CR, I Have Appropriate Access to the Data/Information I Need to Make Good Decisions, 2005-2007



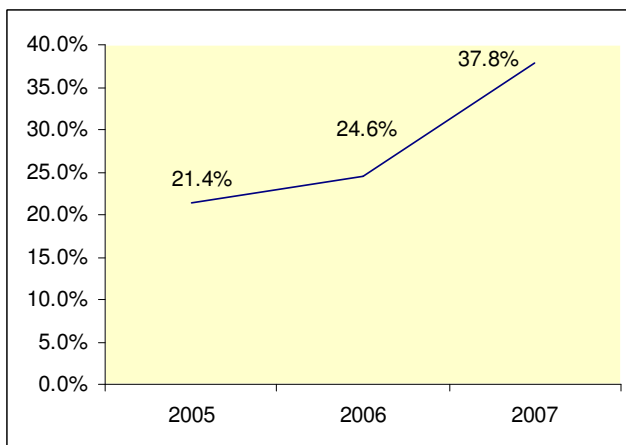
Respondents in 2007 agreed that in their role at CR, they had appropriate access to the data/information that they need to make good decisions at higher frequencies (42.9%) than respondents from 2005 (29.5%) and 2006 (22.8%). Frequencies of agreement for 2007 were 13.4% higher than in 2005 and 20.1% higher than 2006 frequencies. In 2007, administration/management agreed with the highest frequency (63.6%) that they had access to the data they needed in their role to make good decisions in comparison to staff (49.0%) and faculty (29.2%).

**Graph 4:** It is Easy to get Data I Need to Make Decisions

Respondents in 2007 were much more likely to agree that it is easy to get data they need to make decisions (35.7%) than respondents from 2005 (22.1%) and 2006 (2.1%). Frequencies of agreement for 2007 were a +13.6% increase from 2005 and a +33.6% increase from 2006. In 2007, administration/management agreed with the highest frequencies (51.5%) that it was easy to get the data they need to make decision in comparison to staff (40.4%) and faculty (25.0%).



**Graph 5:** There are Adequate Staff and Resources Available To Help Access and Interpret Data/Information



Respondents in 2007 agreed that there are adequate staff and resources to help access and interpret data/information at higher frequencies (37.8%) than respondents from 2005 (21.4%) and 2006 (24.6%). Frequencies of agreement for 2007 increased by 13.5% from 2005 and 33.6% from 2006. In 2007, administration/management agreed with the highest frequencies (54.5%) that it was easy to get the data they need to make decision in comparison to staff (33.3%) and faculty (33.3%).

## Findings, Source and Purpose for Data Use:

**Table 1:** Frequencies of Use of Data Sources by Position, All Positions

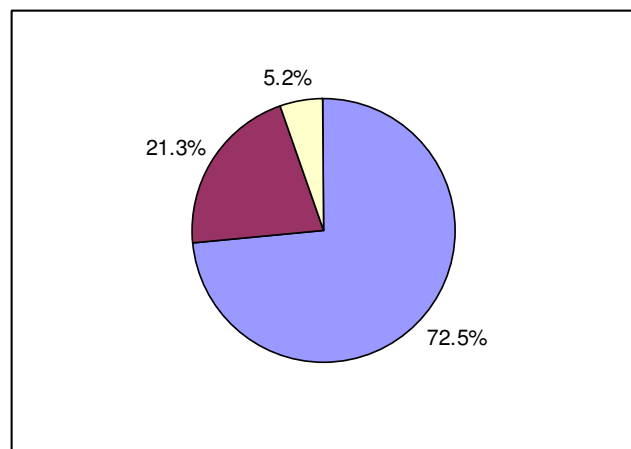
Data Source	% of Use, all Positions	% of Use, Administration/ Management	% of Use, Faculty	% of Use, Staff
WebAdvisor	80.9%	72.7%	86.1%	71.2%
Datatel	53.5%	84.8%	26.4%	71.2%
IR Reports and Publications	46.5%	66.7%	43.1%	38.5%
Program Review Documents	45.2%	60.6%	52.8%	25.0%
Other Data from IR/ITS	31.2%	39.4%	25.0%	34.6%
CCC Chancellor's Office Data Mart	20.4%	33.3%	15.3%	19.2%
Community College Study of Student Engagement	3.8%	6.1%	4.2%	1.9%
National Center for Education Statistics (IPEDS/COOL)	2.5%	6.1%	0.0%	3.8%
Learning Style Inventory (LASSI)	2.5%	0.0%	1.4%	5.8%

Table 1, above, shows the data sources reported by respondents, in order by those most commonly used overall. The first column shows the percentage of respondents who reported use of each data source, and the second, third, and fourth columns show the percentage of respondents in each employee category who reported use of that data during the past year.

## Findings, Title III/IR Workshop(s):

Over a third of respondents (34.8%) had attended a Title III and/or IR workshop in the last two years. Graph 6 (see top of next page) describes respondent's satisfaction level with Title III and/or IR workshop(s). Respondents indicated high frequencies (72.5%) of satisfaction with Title III and/or IR workshop(s) in comparison to over a fifth of respondents (22.3%) who were neither satisfied nor dissatisfied. A small percentage (5.2%) of respondents who attended Title III and/or IR workshop(s) indicated that they did not know their level of satisfaction.

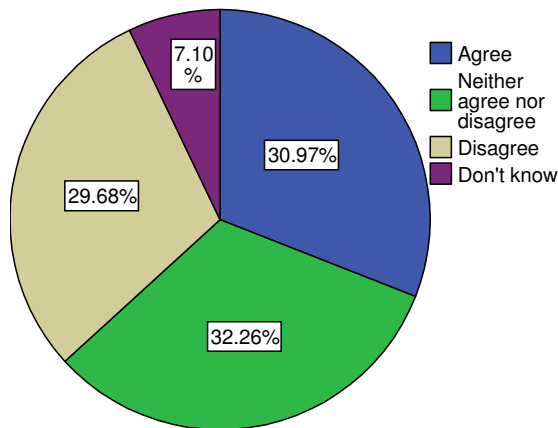
**Graph 6:** In General, How Satisfied Were You With Title III and/or IR Workshops



**Table 2:** Received Training and Interest in Future Training, 2007

Topic	Have Received this Training	Would Like to Receive This Training
Use of Datatel or WebAdvisor	52.5%	34.4%
Program Review	33.1%	23.6%
Use of CR Data Sources	29.9%	42.0%
The Role of the IR	28.7%	15.9%
The Role of the Title III	28.0%	15.9%
Accreditation Standards	20.4%	17.2%
Understanding Enrollment Data	19.7%	34.4%
Assessment of Student Learning Outcomes	15.3%	40.8%
Using Data and Research in Decision-Making	13.4%	35.0%
Planning	13.4%	29.3%
Understanding Student Data Indicators	11.5%	38.9%
Institutional Effectiveness	9.6%	27.4%
Conducting Focus Group/Qualitative Research	5.1%	21.7%
Conducting Surveys/Quantitative Research	4.5%	29.9%

Table 2, above, indicates whether respondents have received training in each of the areas indicated, and whether respondents would like to receive training in each area.

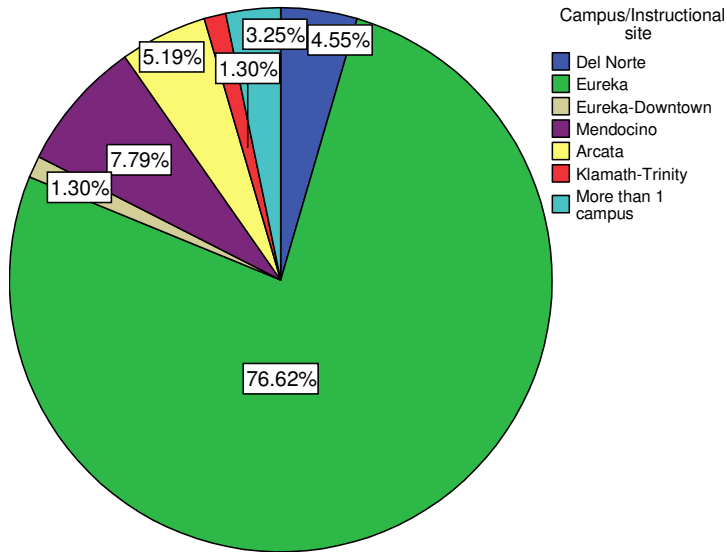


**Graph 7:** I Have the Training and Skills I Need to get the Institutional Information I Want, 2007

Graph 7 indicates the percentage of respondents who agreed that they had the training and skills to get the institutional information that they want (31%). Over time, respondents have agreed at nearly stable frequencies about having the training and skills needed to get the institutional information they want (27% in 2006 and 30% in 2005).

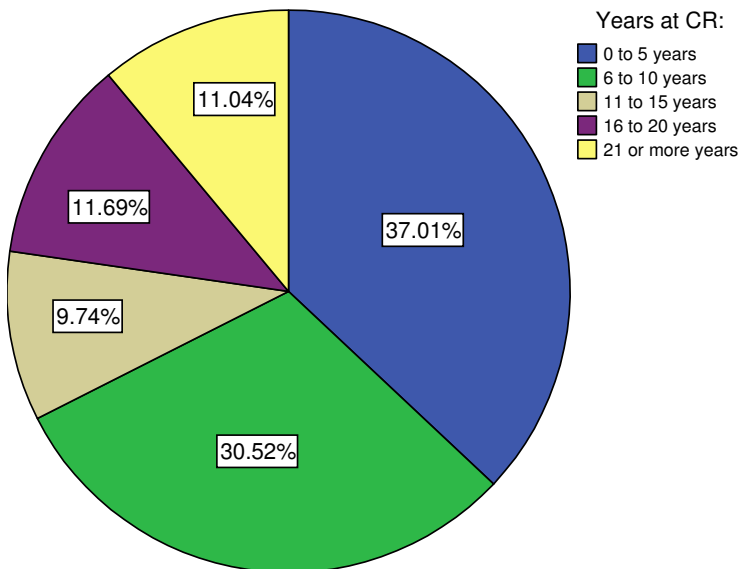
## Demographic Data:

**Graph 8:** Respondents Campus/Instructional Site, 2007



The majority of respondents were from Eureka (76.6%) for the 2007 survey. Other respondents were from Mendocino (7.8%), Arcata (5.2%), Del Norte (4.6%), more than 1 campus (3.3%), Klamath-Trinity (1.3%), and Eureka-Downtown (1.3%).

**Graph 9:** Respondents Years at CR, 2007



Respondents working at CR for 0-5 years completed the survey with the most frequency (37.0%). Respondents who had been at the college for 6-10 years also took the survey at high frequencies (30.5%). Over a fifth of respondents (22.7%) had been at CR for over 16 years