

Data and Decision-Making at College of the Redwoods: Final Report

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, 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.

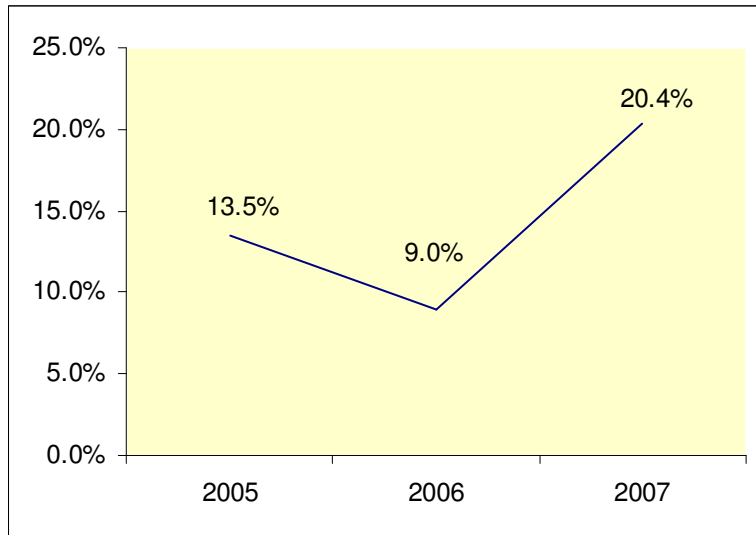
Sample Size:

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).¹ The data and decision-making survey had an estimated sample of 24.5% of the population.

¹ 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

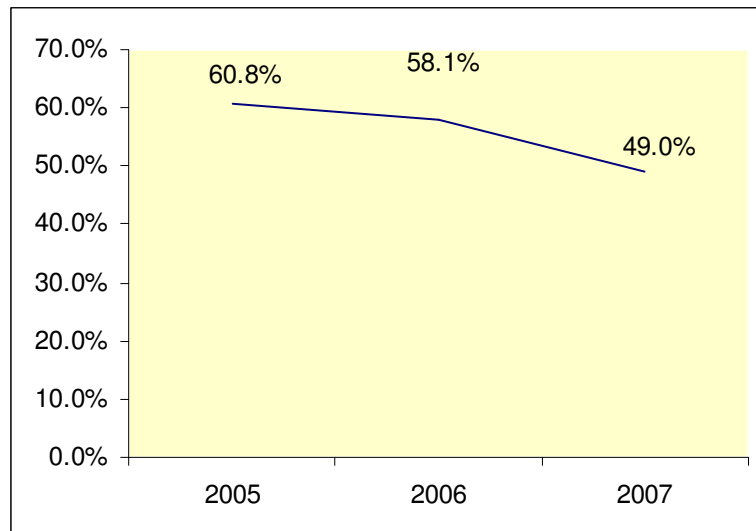


A minority of respondents agreed that CR uses reliable and objective data to support decision-making processes in 2007 (20.4%), yet this percentage was much higher than the percentage of respondents indicating this in 2005 (13.5%) and was more than double the percentage of respondents indicating this 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/managementⁱ 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%). Chi-square analysis revealed that the relationship between employee position and the perception of CR using reliable and objective data to support decision making was not significant, $X^2(6, N=157)=11.01, p<.005$. 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%). Chi-square analysis revealed that the relationship between employee years at CR and perception of CR using reliable and objective data to support decision making was not significant, $X^2(3, N=154)=1.94, p<.005$.

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 past practices to support decision making. In 2007, this percentage dropped to slightly less than half of respondents (49.0%) agreeing that CR relies on anecdotal information and 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 practices to support decision making comparison to

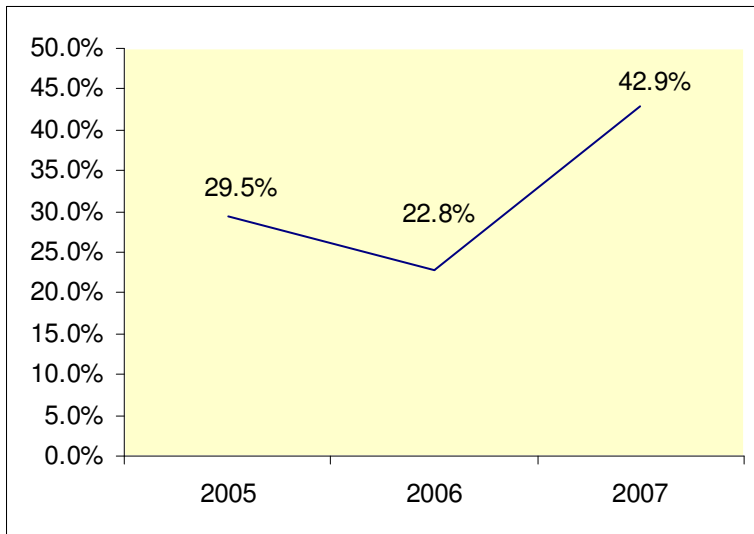


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administration/management (51.5%) and faculty (45.1%). Chi-square analysis revealed that the relationship between employee position at CR and perception of CR relying on anecdotal information and past practices to support decision making was not significant, $X^2(6, N=155)=11.12, p<.005$.

Findings, Accessibility of Data for Individual Use:

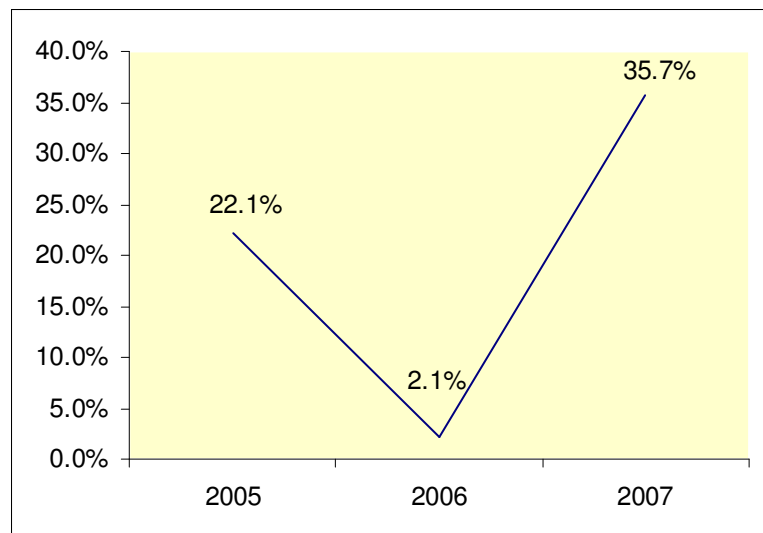
Graph 3: In my Role at CR, I Have Appropriate Access to the Data/Information I Need to Make Good Decisions, 2005-2007



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%). Chi-square analysis revealed that the relationship between employee position at CR and the perception that respondents have appropriate access to the data needed to make good

decisions was significant, $X^2(4, N=149)=11.66, p<.005$.²

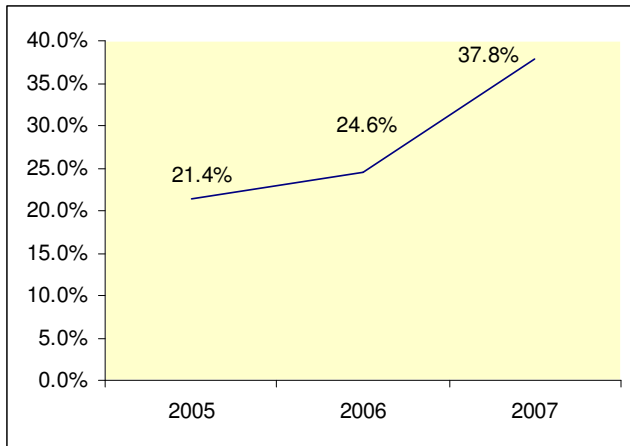
Graph 4: It is Easy to get Data I Need to Make Decisions



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%). Chi-square analysis revealed that the relationship between employee position at CR and ease of getting needed data to make decisions was not significant, $X^2(4, N=151)=8.26 p<.005$.

²“ Don’t know” responses were not included in the Chi-Square analysis for graphs 3-5. The “don’t know” responses were excluded in order to maintain the minimum of 5 observations for each individual cell.

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 2: Frequencies of Use of Data Sources by Position, All Postions

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%

Webadvisor was the most common used source of data reported by respondents (80.9%) with faculty reporting the highest frequencies of use (86.1%). Datatel was the second most common used source of data reported by respondents (53.5%) with administration/management reporting the highest frequencies of use (84.8%). Respondents also reported high frequencies of use for data sources including IR reports and publications (46.5%), program review documents (45.2%), other data IR/ITS (31.2%), and the Chancellor's Office Data Mart (20.4%). Administration/management reported a mean of use of 41.1% for all the listed data sources, staff reported a mean of use of 30.1% for all the listed data sources, and faculty reported a mean of use of 28.3% for all the listed data sources. Other data sources listed by respondents included ARCC, Blackboard, email, department data, county statistics, personal data, Trackit, and the XAP corporation website.

Table 3: Frequencies of Data Use by Type of Work, All Positions

	% of Use, all Positions	% of Use, Administration/ Management	% of Use, Faculty	% of Use, Staff
Academic Program Evaluation or Planning	38.9%	39.4%	58.3%	11.5%
Institutional Management	12.7%	33.3%	5.6%	9.6%
Fiscal Planning	12.1%	33.3%	6.9%	5.8%

Respondents reported using data for academic program evaluation or planning with the highest frequencies (38.9%). Faculty reported the highest frequencies (39.4%) of using data for academic program evaluation or planning. Respondents also reported using data for institutional management (12.7%) and fiscal planning (12.1%). Administration/management reported the highest frequencies of using data for institutional management (33.3%) and fiscal planning (33.3%).

Table 4: Percentage of Use by Data Source

	Academic Program Evaluation or Planning	Institutional Management	Fiscal Planning
Datatel	31.0%	21.4%	20.2%
WebAdvisor	40.9%	13.4%	11.8%
IR Reports and Publications	57.5%	21.9%	17.8%
Other IR/ITS Data	38.8%	16.3%	22.4%
Program Review Documents	57.7%	16.9%	12.7%
CCC Chancellor's data Mart	31.3%	31.3%	21.9%

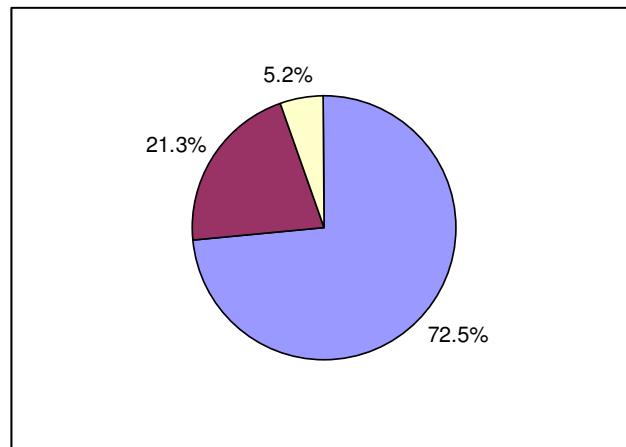
- Respondents who indicated using Datatel primarily used the data source for academic program evaluation or planning (31.0%) and nearly a fifth of respondent who used Datatel relied on the data source for work related to institutional management (21.4%) and fiscal planning (20.2%).
- Respondents who indicated using WebAdvisor primarily used the data source for academic program evaluation or planning (40.9%). Only a small percentage of respondents who used WebAdvisor reported using the source for institutional management (13.4%) or fiscal planning (11.8%).
- Respondents who indicated using IR reports and publications primarily used the data source for academic program evaluation or planning (57.5%). Over a fifth (21.4%) of respondents who used IR reports and publication used the data source for institutional management and a little less than a fifth (17.8%) of respondents who used IR reports and publications used the data source for fiscal planning.
- Respondents who indicated using other IR/ITS data primarily used the data sources for academic program evaluation or planning (38.8%). Over a fifth (22.4%) of respondents who used IR reports and publications used the data sources for fiscal planning and less than a fifth (16.3%) of respondents used IR reports and publications used the data for institutional management.
- Respondents who indicated using program review documents primarily used the data source for academic program evaluation or planning (57.7%). Less than a fifth of respondents used program review documents for institutional management (16.9%) and fiscal planning (12.7%).
- Respondents who indicated using the CCC Chancellor's Office Data Mart reported using the data equally for academic program evaluation or planning (31.3%) or institutional management (31.3%). A little over a fifth (21.9%) of respondents reported using the CCC Chancellor's Office Data Mart for data related to fiscal planning.

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. Many topics were listed by respondents including accreditation, convocation trainings, data mining, budget, enrollment reports, data warehouse, institutional effectiveness, program review, survey data, finding data, understanding data indicators, strategic planning, and IR's role in decision-making.

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. A little less than half of the respondents (47.0%) had not attended a Title III and /or IR workshop(s)

Graph 6: In General, How Satisfied Were You With Title III and/or IR Workshop(s)



Administration/management reported the highest rates of satisfaction (87.5%) with workshop(s) offered by IR and/or Title III in contrast to faculty (75.0%) and staff (55.0%). Staff members reported the highest rate of having not attended an IR and/or Title III workshop(s) at 60.8%, in comparison to faculty (47.8%) and administration/management (22.6%). Part-time staff of all positions reported higher frequencies of not having attended an IR and/or Title III workshop(s) than full-time employees.

Table 5: In general, how satisfied were you with Title Three and/or IR workshop(s) by Position, 2007

		Position			Total
		Administration/ management	Faculty	Staff	
In general, how satisfied were you with Title Three and/or IR workshop(s)?	Satisfied	21	27	11	59
		87.5%	75.0%	55.0%	72.5%
	Neither satisfied nor dissatisfied	3	7	7	17
		12.5%	19.4%	35.0%	22.3%
	Don't know	0	2	2	4
		0.0%	5.6%	10.0%	5.2%
Total		24	36	20	80
		100.0%	100.0%	100.0%	100.0%

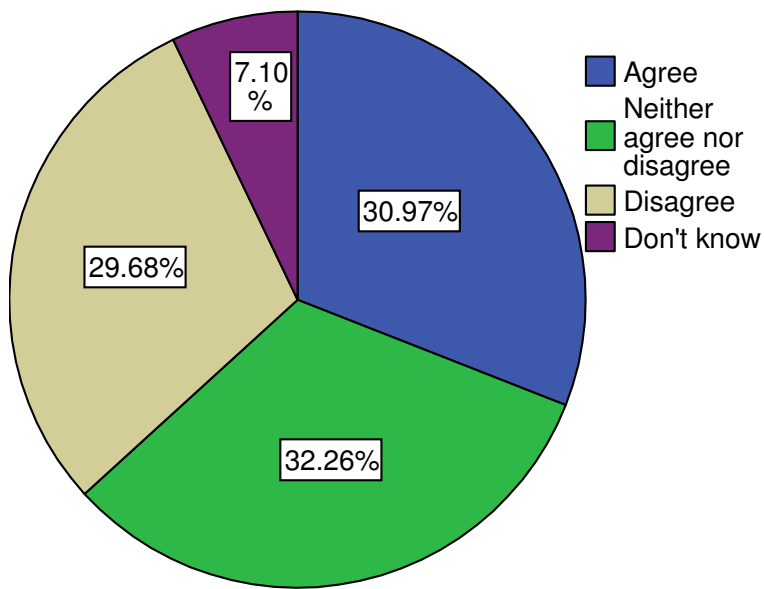
Table 6: Received Training and Interest in Future Training, 2007

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%

The majority of respondents had received training in the use of Datatel or WebAdvisor (52.5). Other common trainings that respondents participated in included program review (33.1%), the use of CR data sources (29.9%), the role of the IR (28.7%), the role of Title III (28.0%), accreditation standards (20.4%), and understanding enrollment data (19.7%). Few respondents had attended trainings related to institutional effectiveness (9.6%), conducting focus groups/qualitative research (5.1%), or conducting surveys/quantitative research (4.5%). Administration/management and staff members reported attending training on the use of Datatel/WebAdvisor at higher frequencies (63.6%) than any of the other trainings. Faculty members reported attending trainings related to program review (47.2%) at higher frequencies than any of the other trainings. Other trainings that respondents mentioned included Powerpoint, Blackboard, online classes, Subject Matter Expert, and public speaking.

Respondents predominantly expressed interest in trainings on the use of CR data sources (42.0%), assessment of student learning outcomes (40.8%), understanding student data indicators (38.9%), use of Datatel or WebAdvisor (34.4%), understanding enrollment data (34.4%), conducting surveys/quantitative research (29.9%), planning (29.3%), and institutional effectiveness (27.4%). Respondents reported low frequencies of interest for trainings concerning the role of the IR (15.9%), the role of Title III (15.9%), and accreditation standards (17.2%). Faculty members reported interest in training/further training concerning assessment of student learning outcomes at higher frequencies (58.3%) than other listed trainings. Administration/management reported interest in training/further training concerning conducting surveys/quantitative research at higher frequencies (48.5%) than other listed trainings. Staff members reported interest in training/further training concerning use of CR data sources at higher frequencies (40.4%) than other listed trainings. Other suggested topics included classroom technology, Excel and Blackboard, and budgeting.

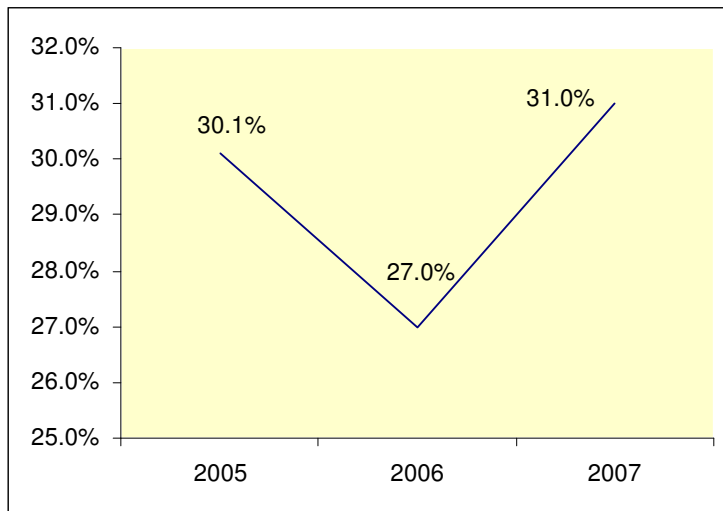
Graph 7: I Have the Training and Skills I Need to Get the Institutional Information I Want, 2007



Nearly a third of respondents (31.0%) agreed that they had the training and skills to get the institutional information that they want. Nearly a third (32.3%) or respondents indicated that they neither agreed nor disagreed that they could get they had the training and skills to get the institutional information they want. Nearly a third of respondents (29.7%) disagreed that they had the training and skills to get the institutional information that they want. A small percentage (7.1%) of respondents indicated that they did not know whether or not they had the training and skills to get the institutional information they want. Administration/management reported higher frequencies (41.9%) of having the skills and training to get institutional information in comparison to staff (28.8%)

and faculty (27.8%). Employees of full-time status agreed at higher frequencies (62.5%) about having training and skills they need to get institutional information they want in comparison to part-time employees (37.5%). Chi-square analysis revealed that the relationship between employee position at CR and having the skills and training to get institutional information was not significant, $X^2(6, N=155)=6.63, p<.005$.

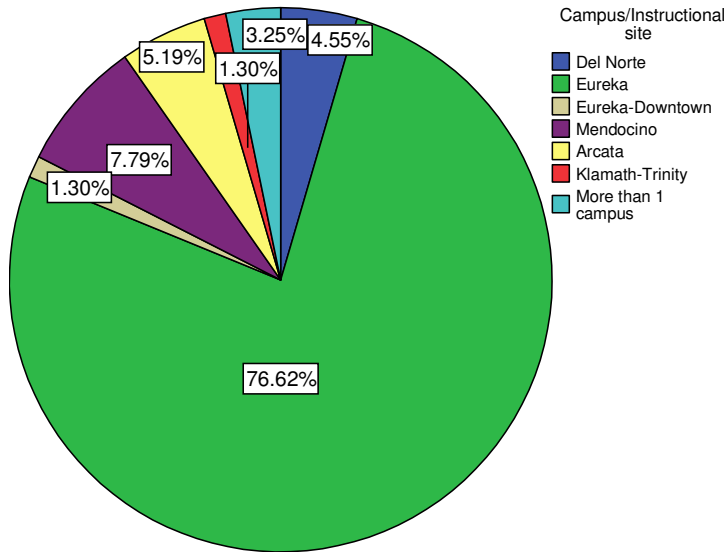
Graph 8: I Have the Training and Skills I Need to Get the Institutional Information I Want, 2005-2007



Over time respondents have agreed at nearly stable frequencies about having the training and skills needed to get the institutional information they want. The range of agreement regarding have the skills and training need to get wanted institutional information has not exceeded a range of 4.0%.

Demographic Data:

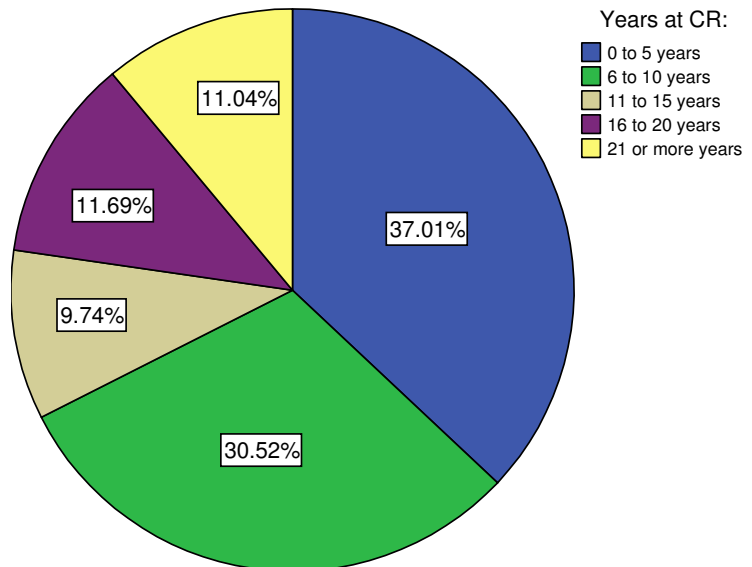
Graph 9: Respondents Campus/Instructional Site, 2007



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%).

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.

Graph 10: Respondents Years at CR, 2007



Appendix One: Survey Instrument

Title III: Data and Decision-Making Survey

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

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

Please use the scale on the right to indicate your responses to the following questions.	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
1. CR uses reliable (<i>consistent</i>) and objective (<i>unbiased</i>) 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 | <input type="checkbox"/> CCC Chancellor's Office Data Mart |
| <input type="checkbox"/> WebAdvisor | <input type="checkbox"/> National Center for Education Statistics (<i>IPEDS/COOL</i>) |
| <input type="checkbox"/> Institutional Research (IR) reports and publications | <input type="checkbox"/> Community College Study of Student Engagement |
| <input type="checkbox"/> Other data received from IR or ITS | <input type="checkbox"/> I have not used any CR data sources (SKIP TO #8) |
| <input type="checkbox"/> Program review documents | <input type="checkbox"/> Other/Specify _____ |
| <input type="checkbox"/> Learning Style Inventory (LASSI) scores | |

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 last two years?

- 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 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
Use of CR data sources	Yes	No	Yes	No
Use of Datatel or WebAdvisor	Yes	No	Yes	No
Understanding student data indicators	Yes	No	Yes	No
The role of IR	Yes	No	Yes	No
The role of Title III	Yes	No	Yes	No
Conducting focus group/qualitative research	Yes	No	Yes	No
Conducting surveys/quantitative research	Yes	No	Yes	No
Understanding enrollment data	Yes	No	Yes	No
Assessment of student learning outcomes	Yes	No	Yes	No
Program review	Yes	No	Yes	No
Using data and research in decision-making	Yes	No	Yes	No
Institutional effectiveness	Yes	No	Yes	No
Accreditation standards	Yes	No	Yes	No
Planning	Yes	No	Yes	No

Aside from the above list, did you receive other training at CR? If yes, please describe: _____

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

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

- Administration Faculty Management Staff

13. Employment status: Full-time Part-time

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

15. 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: _____

Appendix Two: 2007 Frequency Tables

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

		Frequency	Valid Percent	Cumulative Percent
Valid	Agree	32	20.4	20.4
	Neither agree nor disagree	36	22.9	43.3
	Disagree	58	36.9	80.3
	Don't know	31	19.7	100.0
	Total	157	100.0	

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

		Frequency	Valid Percent	Cumulative Percent
Valid	Agree	76	49.0	49.0
	Neither agree nor disagree	27	17.4	66.5
	Disagree	25	16.1	82.6
	Don't know	27	17.4	100.0
	Total	155	100.0	
Missing	System	2		
	Total	157		

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

		Frequency	Valid Percent	Cumulative Percent
Valid	Agree	67	42.9	42.9
	Neither agree nor disagree	48	30.8	73.7
	Disagree	34	21.8	95.5
	Don't know	7	4.5	100.0
	Total	156	100.0	
Missing	System	1		
	Total	157		

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

		Frequency	Valid Percent	Cumulative Percent
Valid	Agree	56	35.7	35.7
	Neither agree nor disagree	38	24.2	59.9
	Disagree	57	36.3	96.2
	Don't know	6	3.8	100.0
	Total	157	100.0	

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

		Frequency	Valid Percent	Cumulative Percent
Valid	Agree	59	37.8	37.8
	Neither agree nor disagree	49	31.4	69.2
	Disagree	40	25.6	94.9
	Don't know	8	5.1	100.0
	Total	156	100.0	
Missing	System	1		
Total		157		

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

		Frequency	Valid Percent	Cumulative Percent
Valid	Respondent mentioned this data source	84	53.5	53.5
	Respondent did not mention this data source	73	46.5	100.0
	Total	157	100.0	

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

		Frequency	Valid Percent	Cumulative Percent
Valid	Respondent mentioned this data source	127	80.9	80.9
	Respondent did not mention this data source	30	19.1	100.0
	Total	157	100.0	

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

		Frequency	Valid Percent	Cumulative Percent
Valid	Respondent mentioned this data source	73	46.5	46.5
	Respondent did not mention this data source	84	53.5	100.0
	Total	157	100.0	

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

		Frequency	Valid Percent	Cumulative Percent
Valid	Respondent mentioned this data source	49	31.2	31.2
	Respondent did not mention this data source	108	68.8	100.0
	Total	157	100.0	

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

		Frequency	Valid Percent	Cumulative Percent
Valid	Respondent mentioned this data source	71	45.2	45.2
	Respondent did not mention this data source	86	54.8	100.0
	Total	157	100.0	

In the past year I have used the following CR data sources: Learning Style Inventory (LASSI) scores

		Frequency	Valid Percent	Cumulative Percent
Valid	Respondent mentioned this data source	4	2.5	2.5
	Respondent did not mention this data source	153	97.5	100.0
	Total	157	100.0	

In the past year I have used the following CR data sources: CCC Chancellor's Office Data Mart

		Frequency	Valid Percent	Cumulative Percent
Valid	Respondent mentioned this data source	32	20.4	20.4
	Respondent did not mention this data source	125	79.6	100.0
	Total	157	100.0	

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

		Frequency	Valid Percent	Cumulative Percent
Valid	Respondent mentioned this data source	4	2.5	2.5
	Respondent did not mention this data source	153	97.5	100.0
	Total	157	100.0	

In the past year I have used the following CR data sources: Community college Study of Student Engagement

		Frequency	Valid Percent	Cumulative Percent
Valid	Respondent mentioned this data source	6	3.8	3.8
	Respondent did not mention this data source	151	96.2	100.0
	Total	157	100.0	

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

		Frequency	Valid Percent	Cumulative Percent
Valid	Respondent did not use any data sources	13	8.3	8.3
	Respondent used one or more data sources	144	91.7	100.0
	Total	157	100.0	

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	Valid Percent	Cumulative Percent
Valid	Respondent mentioned using data for this work	61	38.9	38.9
	Respondent did not mention using data for this work	96	61.1	100.0
	Total	157	100.0	

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

		Frequency	Valid Percent	Cumulative Percent
Valid	Respondent mentioned using data for this work	20	12.7	12.7
	Respondent did not mention using data for this work	137	87.3	100.0
	Total	157	100.0	

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

		Frequency	Valid Percent	Cumulative Percent
Valid	Respondent mentioned using data to inform this work	19	12.1	12.1
	Respondent did not mention using data to inform this work	138	87.9	100.0
	Total	157	100.0	

Have you attended any Title Three and/or IR workshops in the last two years?

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	48	34.8	34.8
	No	90	65.2	100.0
	Total	138	100.0	
Missing	99	19		
Total		157		

For each of the following, please indicate whether you have received training at CR: Use of CR data sources

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	47	29.9	29.9
	No	110	70.1	100.0
	Total	157	100.0	

For each of the following, please indicate whether you have received training at CR: Use of Datatel or WebAdvisor

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	82	52.2	52.2
	No	75	47.8	100.0
	Total	157	100.0	

For each of the following, please indicate whether you have received training at CR: Understanding student data indicators

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	18	11.5	11.5
	No	139	88.5	100.0
	Total	157	100.0	

For each of the following, please indicate whether you have received training at CR: The role of the IR

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	45	28.7	28.7
	No	112	71.3	100.0
	Total	157	100.0	

For each of the following, please indicate whether you have received training at CR: The role of the Title Three

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	44	28.0	28.0
	No	113	72.0	100.0
	Total	157	100.0	

For each of the following, please indicate whether you have received training at CR: **Conducting focus group/qualitative research**

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	8	5.1	5.1
	No	149	94.9	100.0
	Total	157	100.0	

For each of the following, please indicate whether you have received training at CR: **Conducting surveys/quantitative work**

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	7	4.5	4.5
	No	150	95.5	100.0
	Total	157	100.0	

For each of the following, please indicate whether you have received training at CR: **Enrollment data**

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	31	19.7	19.7
	No	126	80.3	100.0
	Total	157	100.0	

For each of the following, please indicate whether you have received training at CR: **Assessment of student learning outcomes**

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	24	15.3	15.3
	No	133	84.7	100.0
	Total	157	100.0	

For each of the following, please indicate whether you have received training at CR: **Program review**

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	52	33.1	33.1
	No	105	66.9	100.0
	Total	157	100.0	

For each of the following, please indicate whether you have received training at CR: **Using data and research in decision-making**

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	21	13.4	13.4
	No	136	86.6	100.0
	Total	157	100.0	

For each of the following, please indicate whether you have received training at CR: Institutional effectiveness

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	15	9.6	9.6
	No	142	90.4	100.0
	Total	157	100.0	

For each of the following, please indicate whether you have received training at CR: Accreditation standards

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	32	20.4	20.4
	No	125	79.6	100.0
	Total	157	100.0	

For each of the following, please indicate whether you have received training at CR: Planning

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	21	13.4	13.4
	No	136	86.6	100.0
	Total	157	100.0	

For each of the following, please indicate if you would like to receive training or receive further training: Use of CR data sources

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	66	42.0	42.0
	No	91	58.0	100.0
	Total	157	100.0	

For each of the following, please indicate if you would like to receive training or receive further training: Use of Datatel or WebAdvisor

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	54	34.4	34.4
	No	103	65.6	100.0
	Total	157	100.0	

For each of the following, please indicate if you would like to receive training or receive further training: Understanding student data indicators

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	61	38.9	38.9
	No	96	61.1	100.0
	Total	157	100.0	

For each of the following, please indicate if you would like to receive training or receive further training: **The role of the IR**

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	25	15.9	15.9
	No	132	84.1	100.0
	Total	157	100.0	

For each of the following, please indicate if you would like to receive training or receive further training: **The role of Title Three**

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	25	15.9	15.9
	No	132	84.1	100.0
	Total	157	100.0	

For each of the following, please indicate if you would like to receive training or receive further training: **Conducting focus group/qualitative research**

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	34	21.7	21.7
	No	123	78.3	100.0
	Total	157	100.0	

For each of the following, please indicate if you would like to receive training or receive further training: **Conducting surveys/quantitative research**

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	47	29.9	29.9
	No	110	70.1	100.0
	Total	157	100.0	

For each of the following, please indicate if you would like to receive training or receive further training: **Understanding enrollment data**

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	54	34.4	34.4
	No	103	65.6	100.0
	Total	157	100.0	

For each of the following, please indicate if you would like to receive training or receive further training: **Assessment of student learning outcomes**

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	64	40.8	40.8
	No	93	59.2	100.0
	Total	157	100.0	

For each of the following, please indicate if you would like to receive training or receive further training:
Program review

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	37	23.6	23.6
	No	120	76.4	100.0
	Total	157	100.0	

For each of the following, please indicate if you would like to receive training or receive further training:
Using data and research in decision making

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	55	35.0	35.0
	No	102	65.0	100.0
	Total	157	100.0	

For each of the following, please indicate if you would like to receive training or receive further training:
Institutional effectiveness

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	43	27.4	27.4
	No	114	72.6	100.0
	Total	157	100.0	

For each of the following, please indicate if you would like to receive training or receive further training:
Accreditation standards

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	27	17.2	17.2
	No	130	82.8	100.0
	Total	157	100.0	

For each of the following, please indicate if you would like to receive training or receive further training:
Planning

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	46	29.3	29.3
	No	111	70.7	100.0
	Total	157	100.0	

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

		Frequency	Valid Percent	Cumulative Percent
Valid	Agree	48	31.0	31.0
	Neither agree nor disagree	50	32.3	63.2
	Disagree	46	29.7	92.9
	Don't know	11	7.1	100.0
	Total	155	100.0	
Missing	System	2		
Total		157		

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

		Frequency	Valid Percent	Cumulative Percent
Valid	Satisfied	59	39.1	39.1
	Neither satisfied nor dissatisfied	17	11.3	50.3
	Don't know	4	2.6	53.0
	I did not attend Title Three and/or IR workshop(s)	71	47.0	100.0
	Total	151	100.0	
Missing	System	6		
Total		157		

Position

		Frequency	Valid Percent	Cumulative Percent
Valid	Administration/management	33	21.0	21.0
	Faculty	72	45.9	66.9
	Staff	52	33.1	100.0
	Total	157	100.0	

Employment status:

		Frequency	Valid Percent	Cumulative Percent
Valid	Full-time	109	70.8	70.8
	Part-time	45	29.2	100.0
	Total	154	100.0	
Missing	99	3		
Total		157		

Years at CR:

		Frequency	Valid Percent	Cumulative Percent
Valid	0 to 5 years	57	37.0	37.0
	6 to 10 years	47	30.5	67.5
	11 to 15 years	15	9.7	77.3
	16 to 20 years	18	11.7	89.0
	21 or more years	17	11.0	100.0
	Total	154	100.0	
Missing	99	3		
Total		157		

Campus/Instructional site

		Frequency	Valid Percent	Cumulative Percent
Valid	Del Norte	7	4.5	4.5
	Eureka	118	76.6	81.2
	Eureka-Downtown	2	1.3	82.5
	Mendocino	12	7.8	90.3
	Arcata	8	5.2	95.5
	Klamath-Trinity	2	1.3	96.8
	More than 1 campus	5	3.2	100.0
	Total	154	100.0	
Missing	99	3		
Total		157		

Appendix Three: Open-Ended Responses

The table below illustrates the comments offered by respondents when asked to add additional comments regarding their **ability as an individual** to make effective use of data for planning or decision-making. Responses were edited for spelling errors.

- As a part-time faculty member, I do not need the data in my daily teaching. However, I know it is vital in planning and decision making, and those involved in governing the college need the data.
- As a part-time faculty, I have no student advisees - however, there is no full-time faculty in my area. Tim Baker advises all Ag students that come to him - but most are "free agents" here at CR - they need to be seeing an academic advisor - I can't advise but I share everything I can that might be useful.
- Data has become much more available and, more important, I trust it.
- Despite all the effort of the IR staff, the data for past years is still incomplete. Hopefully, there will be more meaningful and complete data available in future years.
- Generally irrelevant to me.
- I'd like to learn more, figure out what we need, engage in a discussion of how best to get it, and be included in what we decide to do.
- I've filled out this survey as things stand to date. I recognize that we're starting to use data to make decisions but, for the most part, data are still hard to find or missing and many decisions are still being made based on anecdotal evidence/ instincts.
- I already have strong statistical-analytical training, so am not representative.
- I am so glad that this data is finally becoming available to everyone. The former administration often treated institutional data with guarded secrecy. I used to wonder if given that we are a public institution whether this was even legal.
- I believe I have the ability, but need updated training on accessing data sources, and then the time to collaborate with others to make decisions and give informed input.
- I believe I use the necessary data in order to plan for my discipline, but would like to expand to all areas.
- I believe that with a little training, I could begin to both gather data and interpret it. I would like to do this because I am skeptical about some claims I hear made concerning effectiveness, etc.
- I believe we are building an effective process for gathering data, but I have very little/no time to spend looking for it. Once we become familiar with how to access it we will use it more, the easier it is to access the more it will be used.
- I can (have) usually figure things out for myself, particularly with an example from which to work!
- I feel I have learned about how important it is to use data for decision-making, and have been given some tools to do that.
- I have more access to data then I did a year ago. Turn around time for the data I want is a little long.
- I have the ability to do more in datatel for enrollment services and financial aid areas but am not receiving the training to do so. I catch on to new things easily and prefer to do things myself w/o having to rely on others to "tell me" what to do or do it for me.
- I just need to know how data can help me. I don't have time or desire to LEARN and fully UNDERSTAND the process. I just need the basics to do my job.

- I KNOW THE USE OF ADDITIONAL INFORMATION WOULD ENHANCE THE DECISIONS WE MAKE IN OUR DEPARTMENT FOR THE LONG HAUL AND HELP TO MAKE OUR DECISIONS MORE TEAM EFFECTIVE.
- I know who to ask.
- I looked for mental health stats, but couldn't find them.
- Information is still a commodity here at C.R. "He who has the gold, makes the rules."
- It's mostly a matter of time. I could spend 24 hrs per day accessing the data (via email, internet, etc....) but I don't want to, & I don't have the time, as a p/t teacher here. Most effective would be access to data pertaining specifically to teaching classes in my dept.
- it could be very good if we knew for instance what time would work best for students when offering courses each semester, which content to cover, etc.
- It seems like this is the first semester we have data available. I am new, but I know the work of IR and the number crunching for program review will be very helpful in making data driven decisions
- It would be interesting to know what measures are used to evaluate student and faculty satisfaction and perception of learning outcomes and how this can be used to develop teaching/learning strategies that reach a wide range of students with various learning styles.
- Most of the issue in using data for decision making is ACCESS to the data. Could this take the form of an Institutional Data Flow Chart? The other thing that would help with this process would be help developing pertinent questions that would be relevant to my problem and for which there could/should/is data available. Often I feel I need some coaching in identifying these questions: I know there is a problem but I'm not sure what question/data would help me understand or solve it better.
- My needs involve working directly with students in accomplishing educational goals
- O
- The College may want to make this a focus, but resources for training go to a few, who then return to campus and try to share. What needs doing is training of large groups on campus by professionals outside - e.g. SLO's and assessment.
- Teaching is my primary job. Data search, gathering, entry, interpretation, synthesizing, and then watching administration leadership disregard any input and faculty expertise is difficult to comprehend.
- The college is working very diligently to develop reliable data - I would like to know more about how it can help me as faculty do my job better. I'm very interested in data as it related to SLO and accreditation required outcomes as a way of evaluating our program.
- The lack of data (or at least reliable, trustworthy data) has greatly impeded the decision-making of the people I work with and support. They've done the best they could with the data they had, but they've often been very frustrated by the lack of good information.
- THE NUMBERS AND CATEGORIES PRESENTED BY IR THUS FAR SEEM TO HAVE NO RELEVANCE TO ANYTHING EXCEPT THE CHANCELLORS OFFICE BUREAUCRATS.
- This is my first semester teaching at CR, so I am not really involved in the decision-making process.
- Training sessions could be more readily available/attended if they targeted specific groups and coordinated scheduling with each group. Much of the training I need has not been offered at a time I could attend. Additionally, the few sessions/discussions I could attend were dominated by certain aggressive and vocal faculty making it difficult to get answers to my questions.
- We need to have some method of making decisions...with data to back it up...it is hopeful that the institution will implement, improve, and with the data as an indicator.

The table below illustrates the comments offered by respondents when asked to add additional comments regarding their **perceptions of the institutional use of data and research** to make in decision-making at CR. Responses were edited for spelling errors.

- My perception is that, coming in new to the institution, I don't know what specifics this data/research/decision making addresses. These terms are very general and, thus, confusing. Please be more specific about this relationship. What kinds of research problems (examples)? What kinds of data (examples)? What kinds of decisions (examples)?
- "I believe C/R is moving towards research based decision making but, we have much work yet to do. An integral piece of that equation is Institutional Effectiveness which seems to be currently mired in mission statements. I would offer this advice to that group, It doesn't have to be perfect, it has to be running by Thursday. We can always improve as we go. We need systems up and running yesterday.
- "It appears we are heading in the right direction this year, collecting and using data in decision-making.
- "To date, I feel a poor job done by CR management team. Maybe this is a good time for change. If students are held accountable for their lessons, faculty for their preparation and professional development... then why does the administration leadership not hold themselves the same?
- A lot of data and research can come directly from faculty, staff, dept chairs, division heads - teachers know firsthand what enrollment levels are, how students are progressing or where struggling - Institutional Researchers (and especially administration personnel who collect data & make decisions affecting students) should take time to visit classrooms & see what goes firsthand.)
- CR is starting to use data; but my answers to 1 & 2 are based on what we have been doing up to this time, as we have not really fully integrated data as yet.
- During the past 6 years, there has been very little use of data and research in CR's decision-making. However, things have changed drastically this year, and I am sure the situation will continue to improve.
- Finally we are on track, and proud of it. The teamwork that is being displayed is gratifying.
- From what I've seen this fall semester, I believe that institutional use of data and research in decision making at CR will become the norm in the future.
- Has not been in place long enough to assess.
- I've been here 18 years and I see a big shift in how we conduct ourselves. I believe the right questions will be asked and answered before we make a decision.
- I am new here this semester
- I answered some of these questions based on my perception of where we are heading and not so much as where we have been
- I believe in the last 4 months, CR as an institution has made strong progress in many areas, including institutional use of data and research in decision-making.
- I do not feel adequate when making such decisions. Would like to empower myself. Maybe getting involved & practicing data applications to expand teaching opportunities.
- I DO THINK WE HAVE COME A LONG WAY IN JUST A SHORT WHILE WITH TOM HARRIS HERE AND I HOPE WE KEEP GOING EVEN AFTER HE IS GONE.
- I don't understand what info you are gathering that I can make use of, like above. I find it's easier to simply ask my students directly.
- I have yet to see any realistic results

- I see the college attempting to use data more often to make decisions. There is still not an integrated way to use the data to tie all the various planning and funding decisions together. However, I see that there is work going on to do this in the near future.
- I see the effective use of data and research greatly improving at CR, but there is still a long way to go before data is fully incorporated into our planning and decision-making. I will be glad to see the day when program review (facilitated by good data) is an integral element in facilities, financial, and technology planning; hiring (faculty, staff and administrators); and district-wide long-term planning and goal-setting.
- I still do not feel that the senior administrators are making decisions based on data or research. I think that there is an attempt being made to collect data for program review, but consulting with staff, faculty, or student groups on issues that directly affect them is not happening on any kind of regular basis.
- I think we need to be making enrollment management decisions based on data. Then we need to create a schedule of classes and stand by it as it is the college's commitment to our students and the community. I think we should be creating programs, not deleting them, based on what our students and the community wants us to teach. I think we should be graduating skilled potential employees above gen ed transfers, have a real career center, and populate the area with trained students who leave the institution with real jobs.
- I think we will have to want to use this data and research and by research, I also mean looking OUTSIDE of CR and it's traditional, nostalgia-based culture toward other research sources and ideas in our disciplines before we can really expect the culture here to change. You've got to be willing to reflect to get meaningful feedback from interpretation of data. You have to be willing to engage in frank, open, non-confrontational discussion to make the move to research-based planning.
- In answering questions 1-3, I feel that the use of IR at CR is changing and on the cusp of a major transition, but because that change has only just begun to happen, I can't say in all honesty that CR NOW uses data, that we have optimal access to data, or that decision-making is fully informed by data. We are moving in that direction.
- In my opinion, numerous past decisions have been made without any regard for negative feedback received nor were knowledgeable individuals consulted prior to decisions being made!
- In the past, it has felt that institutional information was protected and available only to Senior Staff. This appears to be changing, with the process becoming more collaborative, transparent and evidence-driven.
- In the recent past, it seems some decisions have been made based only on personal whim not data-driven, and not based on anecdotal evidence.
- It's about time!! Other colleges all use institutional research to justify curriculum, plan, make changes and generally to know how we are doing!!! Health Occupations have been doing these things.
- It appears that we are on a positive approach with data and decision making. Something that has been lacking in the past few years. Time will verify this and we need more time and continuing work towards this endeavor.
- It appears to be getting better but there is still work to do.
- It is difficult to get face to face training on topics of interest that does not completely conflict w/my job schedule.
- NO comment
- O
- The college is finally becoming more transparent and data driven thank god! Thanks for all your hard work in the IR department!

- There has been a lot of discussion about don't think we are actually at a place yet where most decisions are based on data. Hopefully, we will continue to work towards being able to use data frequently.
 - There is as yet no link between Program Review and the budget process.
 - These comments refer to previous administrations. Dr. Harris gives me hope that communication is improving.
 - This is a very positive process - we must base our decisions on fact to be effective.
 - This is my first semester teaching at CR, so I am not really involved in the decision-making process.
 - Time spent on navigating Byzantine processes is time spent away from our primary purpose: education.
 - Too early to say, since no decisions have flowed from them yet.
 - We're just beginning to use data and research effectively and it will take constant monitoring to prevent back-sliding.
 - We've come a long way - and we got a long way yet to go.
 - We've come a long way and I salute those that have been working so hard to create access to data. However, as I complete my comprehensive program review, I see that we still have a long way to go.
 - We are moving in the right direction, but we are not there yet.
 - WE NEED MARKET RESEARCH TO PROJECT HOW WE ARE GOING TO EXPEND OUR DWINDLING RESOURCES. ALSO THERE NEEDS TO BE CLEAR ATTRITION DATA PRESENTED SO THAT TEACHING STYLES CAN BE MORE EFFECTIVE IN HELPING WITH RETENTION.
 - We seem to be getting better at this, but we've still got a long way to go. Thanks for your hard work.
-
-