

De Anza College Office of Institutional Research and Planning

To: Andrew LaManque, Executive Director of Institutional Research and Planning

From: Mallory Newell, De Anza Researcher
Aleksandra Evert, Student Assistant

Date: 11/7/2012

Subject: FHDA Institutional Research and Planning AUO Survey

This survey serves as an assessment tool for the Administrative Unit Outcomes for the FHDA Office of Institutional Research and Planning. The survey was sent in September 2012 to all individuals that requested data in 2010-11. The AUOs are as follows:

- Articulate 3 questions important to ask when starting a research project at FHDA.
- Interpret and draw correct conclusions from a cross tabulation of descriptive statistics such as course success rates by ethnicity.
- Using data provided by the IR office, identify and describe 3 key attributes of students served by the employees assigned work unit.
- Utilize data provided by the IR office to enhance programs and services.

The results show:

- 76% of respondents have taken a statistics class; 24% have not.
- 86% of respondents spent a total of 2 or more hours discussing/reviewing the results from the IR data requests with others in the campus community while 14% spent 30-120 (2 hours) minutes.
- 52% of respondents spent 2 or more hours discussing/reviewing the results from the IR data requests with IR staff compared to 48% spent 30-120 (2 hours) minutes.
- 100% of respondents indicated that they used the data provided by the IR office by discussing the results with others, 86% used the data to inform decision making, 81% used the data for planning purposes and establishing goals and/or benchmarks.
- 76% of respondents were able to indicate that the least important question to ask when starting a research project is 'How much time it will take to complete?'
- 52% of respondents stated they prefer to receive this professional development in a small group meeting.
- 62% of respondents were able to identify the 3 key variables that need to be included in a research request to answer the question: What is the success rate of students in college level English who start at one level below college level English?
- 71% of respondents were able to pick the 3 most appropriate conclusions while referring to a table about ethnicity and financial aid.

- 38% of respondents were able to pick the 3 most appropriate conclusions based on the data provided in regards to success rates of the targeted and non-targeted groups from 2011 to 2012.

Evaluation and Reflection

The Institutional Research and Planning office met on 11/1/12 to discuss the results from the survey. Based upon the results they had the following reflections and changes to their AUOs:

- When using cross tabulations to present data they need to be one dimensional, when we present too much information it becomes confusing to our clients. The results showed that individuals were able to correctly interpret a cross tabulation when only one year of data was presented but when it was multi-dimensional it was more difficult to interpret correctly. We might also consider presenting year to year trend data from left to right rather than up and down (one year below the other).
- Our clients would like us to provide professional development in the areas of interpreting data and discussing results in small group meetings. We will begin to incorporate these areas into our small group meetings on a regular basis.
- We decided to remove our third AUO statement as it does not provide us with any data that we can use for improvement purposes.
- We would also like to review and revise our satisfaction survey this year as part of our assessment process.

1. What is your classification?

	Respondents	Percent
Administrator	12	57%
Classified Staff	3	14%
Full-time Faculty	6	29%
Part-time Faculty		
Total	21	100%

2. Have you ever taken a statistics class?

	Respondents	Percent
Yes	16	76%
No	5	24%
Total	21	100%

3. Over the course of the past year, how much total time did you spend discussing/reviewing the results from Institutional Research and Planning data requests with others in the campus community?

	Respondents	Percent
None		
1-15 minutes		
16-30 minutes		
30-120 (2 hours) minutes	3	14%
2 hours or more	18	86%
Total	21	100%

4. Over the course of the past year, how much total time did you spend discussing/reviewing the results from Institutional Research and Planning data requests with IR staff?

	Respondents	Percent
None		
1-15 minutes		
16-30 minutes		
30-120 (2 hours) minutes	10	48%
2 hours or more	11	52%
Total	21	100%

5. Please indicate how you have used data provided by the IR office. Select all that apply.

	Respondents	Percent
Discussed the results with others	21	100%
Developed additional questions to explore based on the results	16	76%
Made changes to a program or service	10	48%
Used the data to inform decision making	18	86%
Applied for a grant or grant reporting	6	28%
Used the data for planning purposes	17	81%
Used the data to establish goals and/or benchmarks	17	81%
Used the data to evaluate the costs and benefits of a program	9	43%
Developed interventions or strategies to help students	9	43%
Other	1	5%
Total	21	100%

Other:

	Respondents	Percent
Worked closely with Andrew to analyze enrollment data and reports	1	5%

6. Select the question least important to ask when starting a research project:

	Respondents	Percent
How much time it will take to complete?	16	76%

*Out of 21 total respondents

7. Identify 3 key variables you need to include in a research request to answer the following question: What is the success rate of students in college level English who start at one level below college level English?

	Respondents	Percent
Starting term of the cohort of students at one level below		
Number of quarters students will be tracked	13	62%
The grade students received in the course one level below		

*Out of 21 total respondents

8. Based on data you requested/received from the IR office, describe three key attributes of students served by your work unit.

	Respondents	Percent
1. Demonstrates intellectual engagement 2. Passion and dedication for children and families 3. Flexible and adaptable	1	5%
ALL CTE Students - enrolled in programs with designated TOP codes and courses with SAM codes A-D.	1	5%
Better retention Higher success Stronger connection	1	5%
Depends on the data requested	1	5%
Gender educational goal success rate	1	5%
Not applicable; my work unit does not serve students directly	1	5%
Not directly applicable to my area.	1	5%
State residence success including drops ethnicity	1	5%
Success rates in current course Success rates in subsequent course(s)	1	5%
Transfer rates		
Targeted student population groups	1	5%
Their success rate (less than we'd like) Their persistence rate (less than we'd like) (These seem to be the two attributes that we repeatedly consider.)	1	5%
Underrepresented population Basic Skills Veterans	1	5%
Underserved, low-income,	1	5%
All	1	5%
	7	33%
Total	21	100%

9. Based on the data below, please pick 3 of the most appropriate conclusions.

	Respondents	Percent
Among Cambodian students, a higher percentage receives financial aid compared to those who receive no aid.		
Chinese, Indian, Japanese and Korean students receive financial aid at a much lower rate compared to the other Asian student groups.	15	71%
Japanese students receive the lowest rate of financial aid among all Asian groups.		

*Out of 21 total respondents

10. Based on the data below, please pick 3 of the most appropriate conclusions.

	Respondents	Percent
The course success rates of the targeted group did not change from 2011 to 2012.		
The course success rates of all groups increased one percentage point from 2011 to 2012.	8	38%
Students in the targeted group withdraw at a higher rate than students in the non-targeted group.		

*Out of 21 total respondents

11. What additional professional development could the IR office provide to help facilitate the use of data within your work unit?

	Respondents	Percent
Developing research questions	7	33%
Interpreting data	9	43%
Discussing results	9	43%
Developing follow-up questions	2	9%
Other	6	28%

Other:

	Respondents	Percent
Not accepting more than one answer here.	1	5%
Self-service reporting tool training	1	5%
Understanding the 'stock' data available already.	1	5%
Providing raw data in SPSS or Excel format	1	5%
As we work on projects, it's good to know what IR can and cannot collect in the way of data	1	5%

12. What format would you prefer to receive this professional development?

	Respondents	Percent
One-on-one	3	14%
Small group meeting	11	52%
Department meeting	3	14%
Division meeting		
Other	1	5%
Total	19	90%

Other:

	Respondents	Percent
It depends. For example, if Mallory met with all the Stu Svcs managers to discuss the CORE project, that might be a way of discussing the research more broadly and getting to next steps, interventions, and outcomes.. Staff levels of research and stats analysis probably varies quite a bit.	1	5%

FHDA Institutional Research and Planning AUO Survey

As a frequent user of institutional research services we are hoping that you can take a few minutes to provide us some feedback. As we engage you with the data we view our role partly as an educator, teaching you about how to ask questions and interpret the data. Our outcomes are listed below.

With that in mind, please take our survey / test to help us improve our services!

Andrew LaManque
Elaine Kuo
Mallory Newell
Lourdes Del Rio-Parent

After working with Institutional Research staff on projects requiring at least 2 hours of discussion, Faculty and Staff at FHDA will be able to:

- Articulate 3 questions important to ask when starting a research project at FHDA.
 - Interpret and draw correct conclusions from a cross tabulation of descriptive statistics such as course success rates by ethnicity.
 - Using data provided by the IR office, identify and describe 3 key attributes of students served by the employees assigned work unit.
 - Utilize data provided by the IR office to enhance programs and services.
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1. What is your classification?

- Administrator
- Classified Staff
- Full-time Faculty
- Part-time Faculty

2. Have you ever taken a statistics class?

- Yes
- No

3. Over the course of the past year, how much total time did you spend discussing/reviewing the results from Institutional Research and Planning data requests with others in the campus community?

- None
- 1-15 minutes
- 16-30 minutes
- 30-120(2 hrs) minutes
- 2 hours or more

4. Over the course of the past year, how much total time did you spend discussing/reviewing the results from Institutional Research and Planning data requests with IR staff?

- None
- 1-15 minutes
- 16-30 minutes

30-120(2 hrs) minutes

2 hours or more

5. Please indicate how you have used data provided by the IR office. Select all that apply.

- Discussed the results with others
- Developed additional questions to explore based on the results
- Made changes to a program or service
- Used the data to inform decision making
- Applied for a grant or grant reporting
- Used the data for planning purposes
- Used the data to establish goals and/or benchmarks
- Used the data to evaluate the costs and benefits of a program
- Developed interventions or strategies to help students
- Other

Other _____

6. Select the question least important to ask when starting a research project:

- What time frame should be included in my request?
- What are the student/employee characteristics that define my population?
- What question do I hope the research project will answer?
- How much time it will take to complete?

7. Identify 3 key variables you need to include in a research request to answer the following question: What is the success rate of students in college level English who start at one level below college level English?

- Starting term of the cohort of students at one level below
- Number of quarters students will be tracked
- The grade students received in the course one level below
- The Santa Clara County high school the student graduated from

8. Based on data you requested/received from the IR office, describe three key attributes of students served by your work unit.

9. Based on the data below, please pick 3 of the most appropriate conclusions.

- Among Cambodian students, a higher percentage receives financial aid compared to those who receive no aid.
- Chinese, Indian, Japanese and Korean students receive financial aid at a much lower rate compared to the other Asian student groups.
- Every Asian student group receives financial aid at a higher rate than the All Other group of students.
- Japanese students receive the lowest rate of financial aid among all Asian groups.

	Financial Aid		No Financial Aid		Total	
	Students	Percent	Students	Percent	Students	Percent
Cambodian	69	59%	47	41%	116	100%
Chinese	906	18%	4,114	82%	5,020	100%
Indian	285	13%	1,989	87%	2,274	100%
Japanese	44	8%	493	92%	537	100%
Korea	218	16%	1,116	84%	1,334	100%
Laotian	13	48%	14	52%	27	100%
Other Asian	204	24%	647	76%	851	100%
Vietnamese	1,617	52%	1,518	48%	3,135	100%
All Others	7,282	29%	17,787	71%	25,069	100%
Total	10,638	28%	27,725	72%	38,363	100%

10. Based on the data below, please pick 3 of the most appropriate conclusions.

The course success rates of the targeted group did not change from 2011 to 2012.

- The course success rates of all groups increased one percentage point from 2011 to 2012.
The number of students in the non-targeted group increased from 2011 to 2012 while students in the targeted group decreased.
- Students in the targeted group withdraw at a higher rate than students in the non-targeted group.

	Success		Non-Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
2012 Targeted	39,864	68%	10,910	19%	7,553	13%	58,327	100%
2012 Non Targeted	107,406	79%	15,310	11%	13,540	10%	138,256	100%
2012 Total	149,270	76%	26,220	13%	21,093	11%	196,583	100%
2011 Targeted	35,864	68%	9,816	18%	7,401	14%	53,081	100%
2011 Non Targeted	115,797	78%	16,999	11%	15,024	10%	147,820	100%
2011 Total	151,661	75%	26,815	13%	22,425	11%	200,901	100%

Targeted includes: African American, Pacific Islander and Latino/a

11. What additional professional development could the IR office provide to help facilitate the use of data within your work unit?

- Developing research questions
- Interpreting data
- Discussing results
- Developing follow-up questions
- Other

Other _____

12. What format would you prefer to receive this professional development?

- One-on-one
- Small group meeting

- Department meeting
- Division meeting
- Other

Other

Submit