



**UNIVERSITY OF LA VERNE**

**Survey of Data Providers:  
Culture of Evidence as They See It**

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**Conducted and reported by Office of Institutional research:**

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# Executive Summary

## Purpose

The purpose of surveying the data providers throughout the institution was to assess their experiences and perceptions regarding data and the culture of evidence at La Verne.

## Methods and Procedure

The survey was conducted during the month of May, 2011. A total of 56 individuals were identified throughout the university who were known to have had some role in gathering, analyzing, supporting, or providing data. The return rate was 68% (N = 38).

The survey was composed of 21 Likert-type questions dealing with resources, capabilities of staff, use of data for decision-making, and work environment. There were three open-ended questions regarding contribution to culture of evidence and barriers.

## Findings

The data providers indicated that they generally feel knowledgeable and competent to carry out their responsibilities, they feel appreciated by supervisors and data users, and that they are aware of increasing use of data for decision-making by the leadership. There is an overall feeling of being pressed for time, having less than adequate staffing, and hardware and software. Adequate communication among data providers, and between users and providers appears to be an issue. Incompatible data systems such as BiTech and Banner are seen as barriers, along with opportunities for training.

While they report contributing to the culture of evidence at La Verne in variety of ways, there are concerns about common data sharing and reporting standards and procedures. Making better use of Dashboards for on-demand, real-time, data gathering and decision-making appears to be an issue.

## Action Recommendations

1. Evaluate the need for hardware, software, and staffing
2. Provide opportunities for professional development and training especially in the use of MS Access and Banner
3. Inform data users about the way data is stored and pulled to help better clarify data requests
4. Create opportunities for communication among data providers and between providers and users
5. Disseminate overarching data more frequently to the larger community
6. Promote, train, and invest for the use of Dashboards to obtain real-time data

# Survey of Data Providers: Culture of Evidence as They See It

## Purpose

The purpose of surveying the data providers throughout the institution was to assess their experiences and perceptions regarding data and the culture of evidence at La Verne.

## Methods and Procedure

The survey was conducted during the month of May, 2011. A total of 56 individuals were identified throughout the university who were known to have had some role in gathering, analyzing, supporting, or providing data. Each was emailed a link to the online survey created with SNAP survey software and the responses were collected anonymously. The return rate was 68% (N = 38). [Appendix A](#) identifies the list of individuals who were emailed the survey. Table 1 shows the primary responsibilities, as well as the total length of employment and how long respondents have been in their current position at La Verne. Nearly half of the respondents (47%) were either campus directors or managers of particular units who work with data on an ongoing basis, while most of the other respondents (40%) directly generate data or provide data support. Only 13% responded that they deal with data in some “other” capacity.

Table 1: Demographic information of data providers (N = 38)

Demographic Information	%
1. How long have you worked at La Verne?	
1-5 years	39
6-10 years	16
11-15 years	24
16-20 years	11
Over 20 years	11
2. How long have you worked in current position?	
1-5 years	69
6-10 years	19
Over 10 years	13
3. What is your primary responsibility at La Verne?	
Data generator and/or analyst and/or supply data	29
Data Support (Database/enterprise mgt., info. tech.)	11
Director (Campus director or other administrative manager who works with data for a unit)	48
Other	13

## The Survey Form

The survey was composed of 21 questions grouped into four categories: a) Resources, b) Knowledge, Skills, and Abilities, c) Decision Making, and d) Leadership, Governance, and Organization. There were also three open-ended questions:

- a. How have you contributed to the growing culture of evidence on this campus?
- b. How do you think data can be more widely disseminated and utilized for decision-making?
- c. What barriers have you encountered in carrying out your data support responsibilities? The 21 questions were rated on a 5-point scale going from Strongly Disagree to Strongly Agree including “Neutral”, with an additional “Does not apply” option. See [Appendix B](#) for the complete form.

## Findings

Table 2 presents the “Agree,” “Strongly Agree,” and the combined responses to the 21 closed-ended items. In terms of **resources**, over half the respondents indicate that they are pressed for time to provide data requested, have less than adequate hardware or software, and do not have enough staff in their departments (Items 1, 2, and 3) .

While about two out of three feel they and their colleges have the **knowledge and skills** in their areas of responsibility, less than half feel they have opportunities for professional development (Items 4, 5, 6, and 7). And while great majority of the respondents **feel appreciated** by their supervisors (Item 14, 92%), and by those for whom they provide data (Item 15, 71%), less than half (45%) feel they receive helpful feedback (Item 17).

About four out of five respondents have observed that University leadership has increasingly used data for **decision-making** (Items 8, 10, and 11), and more than two out of three feel informed about the reasons for data requests (Item 9). However, less than half of the respondents feel they receive adequate guidance from those who request data (Item 21, 42%), and that those who request data don’t always know how best to use them (Item 16, 45%).

Over half the respondents (55%) indicate they **interact** frequently enough with colleagues in other units who generate data (Item 12), and are familiar with their work (Item 13, 58%). However, only about one out of three indicate there is **adequate communication** among data generators and supporters (Item 19, 31%), and between data generators and users (Item 20, 37%).

**Table 2: Responses by data providers and supporters (N=38)**

<b>Item</b>	<b>% Agree</b>	<b>% Strongly Agree</b>	<b>total %</b>
<b>Resources:</b>			
1. I feel I have enough time to provide the data support requested in a timely fashion.	32	-	32
2. I feel I have adequate hardware and software to provide the requested data support.	45	3	48
3. I feel there is enough staff in my department to provide the requested data support.	29	-	29
<b>Knowledge, Skills, and Abilities:</b>			
4. I feel I have adequate knowledge and skills to provide the requested data support.	63	11	74
5. I feel that I have up-to-date knowledge to provide the requested data support.	50	8	58
6. I feel I have opportunities for professional development in my area of responsibility.	37	11	48
7. I feel that my colleagues are competent in their area of responsibility.	50	16	66
<b>Decision Making:</b>			
8. I am aware that the data support I have provided has been utilized for decision making.	53	24	77
9. I feel informed about the reasons for which the data support is being requested.	55	13	68
<b>Leadership , Governance, and Organization:</b>			
10. I have observed University leadership increasingly use data for decision-making.	68	13	81
11. I have noticed a growing tendency for University leadership to use data for decision-making.	71	13	84
12. I feel I work and interact frequently enough with colleagues from other departments/units who generate data.	52	3	55
13. I am familiar with the nature of the work my colleagues do who also provide data and/or data support.	53	5	58
14. I feel that my supervisor appreciates my work.	58	34	92
15. The people I have provided data support for appreciate my work.	55	16	71
16. I feel that those who request data don't always know how to best use them.	37	8	45
17. I receive helpful feedback about the quality of my work.	40	5	45
18. Data users I have served value my opinion about providing better data and data support for decision-making.	55	8	63

19. I feel there is adequate communication among data generating/data support staff.	26	5	31
20. I feel there is adequate communication between data generators/data support staff and data users.	32	5	37
21. I feel I receive adequate guidance from those who request data or data support from me.	37	5	42

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## Responses to Open-ended Questions

[Appendix C](#) presents all the unedited comments in response to the three open-ended questions. The following are highlights of themes present in comments:

### **Question 25: How do you think you have contributed to the growing culture of evidence on this campus (You may provide specific examples of data support you have provided)?**

- Provide timely and relevant data on enrollment and retention
- Encourage committees and individuals to make changes and take decisions based on data rather than anecdotal impressions
- Assist in program reviews, formulating learning outcomes, and conducting surveys
- Provide data and rationale for use of spaces and facilities, making operational changes, and campus events
- Make external reports and contribute to the Fact Book
- Provide data for public information and contribute to transparency

### **Question 26: How do you think data can be more widely disseminated and utilized for decision- making?**

- Make better use of online dashboards for real-time data generation, and for use as self-service data hub
- Prepare and publicize annual reports for each unit or department
- Make shared data more meaningful for everyone using condensed executive briefings and summaries that interpret data
- Create and use intranet for employees to share and disseminating reports
- Create campus-wide standards for reporting
- Have more joint interdepartmental data gathering projects/surveys including IR to avoid duplication
- Increase communication among offices that generate and use data

### **Question 27: What barriers have you encountered in carrying out your data support responsibilities?**

- Lack of staffing, updated hardware and software, and time
- Incompatible database system such as BiTech and Banner that don't "talk" to each other
- Few people on campus are trained to use Banner effectively
- Lack of training for MS Access

- Last minute data requests with low clarity on what is needed or appropriate
- Lack of understanding by data users about how data is stored, entered, or coded
- Lack of proper reporting tools and changing deadlines
- Not having a well-staffed politically neutral office to handle all data generation and reporting

## **Action Recommendations**

1. Evaluate the need for hardware, software, and staffing
2. Provide opportunities for professional development and training especially in the use of MS Access and Banner
3. Inform data users about the way data is stored and pulled to help better clarify data requests
4. Create opportunities for communication among data providers and between providers and users
5. Disseminate overarching data more frequently to the larger community
6. Promote, train, and invest for the use of dashboards to obtain real-time data

## Appendix A

### List of individuals who received the survey

Last name	First name	Title
Ashcroft	Joanne	Director of Asset Management and Business Operations
Bergovoy	Pamela	Assistant Dean, RCA and Director, Center for Educators
Best	Brian	Instructional Administrator
Black	Cheri	Registrar Systems Administrator
Britton	Todd	Director of Enterprise App. Serv. & Info. Security Officer
Cao	Yingxia	Director of Institutional Research
Cervantes	Carlos	Associate Dean, Academic Support & Retention Services
Chu	Vivian	Senior Accountant - Fiscal Analyst
Houston Brown	Clive	Associate Vice President of Facility & Technology Services & CIO
Colley	Barbara	Coordinator, ULV Online
Courcy	Jane	Director I, Regional Campus, RCA
Davies	Marilyn	Registrar
Calderon-Morales	Debra	Development Director
Demsey	Jamie	Regional Campus Director I
D'Monte	Loreto	Director of Technology Services
Dominguez	Nora	Director I, Regional Campus, RCA
Elzarka	Sammy	Director of Assessment and Accreditation, CEOL
Henson	Judy	Associate Director, Teacher Education Programs
Hofer	Phil	Director, International & Study Abroad Center
Irwin	Jim	Financial Operations Manager
Johnson	Juli	Information Systems Specialist I
Joines	Christie	Athletics Office Coordinator
Kazman	Nelley	Director II, Regional Campus, RCA
Kerker	Aleta	Executive Assistant to the Librarian
Kirkwood	Margaret	Student Accounts Representative
Laack	Kevin	Regional Campus Director I
Laskar	Saju	Senior Systems Accountant
Lesniak	Steve	Dean, RCA
Luna	Matt	Coordinator of Admission Operations
Martinez	Xochitl	Director of Student Accounts
Matzaganian	Mark	Associate Professor of Education
Milligan	Pamela	Data and Systems Coordinator
Montano-Cordova	Ruby	Associate Dean, Student Affairs
Mulligan	Barbara	Director of Student Life
Murray	Colleen	Registrar, College of Law Ontario Campus
Noreen	Patti	Director II, Regional Campus, RCA
Pluth	Andrea	Student Accounts Systems Specialist
Ramos	Fernando	Assistant Director, Financial Aid Office
Regalado	Juan	Assistant Dean, Student Affairs & Director of Student Housing & Residential Education



Roberts	Juli	Director, Regional Campus
Sadik	Nabil	Finance Systems Manager
Saghian	Rosine	Database Administrator
Schirmer	James	Senior Research Associate
Schmitt	Brett	HR Technical Services Manager
Stillwell	Judi	Director of Property, Budget & Financial Information
Stout	Allan	Director I, Regional Campus, RCA
Tripuraneni	Vinaya	University Librarian
Velasco	Amy	Director of Sponsored Research
Verdugo	Paula	Director of Career Services
Vincent	Kitt	Director I, Central Coast Campus & Ventura
Vo	Nga	Supervising Programmer Analyst
Waite	Doug	Associate Director, Campus Center
Walker	Cheryl	Departmental Business Manager I
West	Chip	Senior Director of Central Services and Capital Planning
Yang	Debbie	International Advisor

Appendix B  
Survey Form

**Opinion Survey of La Verne Employees Who provide  
Data and Data Support for Decisions-Making**

The following questionnaire explores some of your thoughts, feelings, and experiences providing data or data support for the University of La Verne. This survey is intended for all University staff who report data or provide data support for the University of La Verne. Please be honest. Your participation in this survey is voluntary and much appreciated. Responses will be confidential, and results will only be reported in aggregate form through the Office of Institutional Research and Assessment. Findings will be used to help inform the University about the current climate among staff who work to provide data support for the University community and leadership. If you have questions about the survey please contact James Schirmer, Senior Research Associate at [jschirmer@laverne.edu](mailto:jschirmer@laverne.edu), or Dr. Aghop Der-Karabetian, Associate VP for University Assessment at [ader-karabetian@laverne.edu](mailto:ader-karabetian@laverne.edu).

**Demographic**

How long have you worked at the University of La Verne? \_\_

How long have you worked in your current position? \_\_

What is your primary responsibility at La Verne?

- a. *Data generator and /or analyst (generate, analyze, and/or supply data)*
- b. *Data support (database/enterprise management, information technology)*
- c. *Director (Campus director or other administrative manager who works with data for their particular unit)*
- d. Other

**Resources:**

1. I feel I have enough time to provide the data support requested in a timely fashion.

*Strongly Disagree    Disagree    Neutral    Agree    Strongly Agree*  
*Does not Apply*

2. I feel I have adequate hardware and software to provide the requested data support.

*Strongly Disagree    Disagree    Neutral    Agree    Strongly Agree*  
*Does not Apply*

3. I feel there is enough staff in my department to provide the requested data support.

*Strongly Disagree*   *Disagree*   *Neutral*   *Agree*   *Strongly Agree*  
*Does not Apply*

**Knowledge, Skills, and Abilities:**

4. I feel I have adequate knowledge and skills to provide the requested data support.

*Strongly Disagree*   *Disagree*   *Neutral*   *Agree*   *Strongly Agree*  
*Does not Apply*

5. I feel that I have up-to-date knowledge to provide the requested data support.

*Strongly Disagree*   *Disagree*   *Neutral*   *Agree*   *Strongly Agree*  
*Does not Apply*

6. I feel I have opportunities for professional development in my area of responsibility.

*Strongly Disagree*   *Disagree*   *Neutral*   *Agree*   *Strongly Agree*  
*Does not Apply*

7. I feel that my colleagues are competent in their area of responsibility.

*Strongly Disagree*   *Disagree*   *Neutral*   *Agree*   *Strongly Agree*  
*Does not Apply*

**Decision Making:**

8. I am aware that the data support I have provided has been utilized for decision making.

*Strongly Disagree*   *Disagree*   *Neutral*   *Agree*   *Strongly Agree*  
*Does not Apply*

9. I feel informed about the reasons for which the data support is being requested.

*Strongly Disagree*   *Disagree*   *Neutral*   *Agree*   *Strongly Agree*  
*Does not Apply*

**Leadership, Governance, and Organization:**

10. I have observed University leadership increasingly use data for decision-making.

*Strongly Disagree*   *Disagree*   *Neutral*   *Agree*   *Strongly Agree*  
*Does not Apply*

11. I have noticed a growing tendency for University leadership to use data for decision-making.

*Strongly Disagree*   *Disagree*   *Neutral*   *Agree*   *Strongly Agree*  
*Does not Apply*

12. I feel I work and interact frequently enough with colleagues from other departments/units who generate data.

*Strongly Disagree*   *Disagree*   *Neutral*   *Agree*   *Strongly Agree*  
*Does not Apply*

13. I am familiar with the nature of the work my colleagues do who also provide data and/or data support.

*Strongly Disagree*   *Disagree*   *Neutral*   *Agree*   *Strongly Agree*  
*Does not Apply*

14. I feel that my supervisor appreciates my work.

*Strongly Disagree*   *Disagree*   *Neutral*   *Agree*   *Strongly Agree*  
*Does not Apply*

15. The people I have provided data support for appreciate my work.

*Strongly Disagree*   *Disagree*   *Neutral*   *Agree*   *Strongly Agree*  
*Does not Apply*

16. I feel that those who request data don't always know how to best use them.

*Strongly Disagree*   *Disagree*   *Neutral*   *Agree*   *Strongly Agree*  
*Does not Apply*

17. I receive helpful feedback about the quality of my work.

*Strongly Disagree*   *Disagree*   *Neutral*   *Agree*   *Strongly Agree*  
*Does not Apply*

18. Data users I have served value my opinion about providing better data and data support for decision-making.

*Strongly Disagree*   *Disagree*   *Neutral*   *Agree*   *Strongly Agree*  
*Does not Apply*

19. I feel there is adequate communication among data generating/data support staff.

*Strongly Disagree*   *Disagree*   *Neutral*   *Agree*   *Strongly Agree*  
*Does not Apply*

20. I feel there is adequate communication between data generators/data support staff and data users.

*Strongly Disagree*   *Disagree*   *Neutral*   *Agree*   *Strongly Agree*  
*Does not Apply*

21. I feel I receive adequate guidance form those who request data or data support from me.

*Strongly Disagree*   *Disagree*   *Neutral*   *Agree*   *Strongly Agree*  
*Does not Apply*

**Open Ended:**

How have you contributed to the growing culture of evidence on this campus?

How do you think data can be more widely disseminated and utilized for decision-making?

What barriers have you encountered in carrying out your data support responsibilities?

## Appendix C

### Responses to Open-ended Questions

Q25
1. How do you think you have contributed to the growing culture of evidence on this campus (you may provide specific examples of data support you have provided)
Conducting surveys, program reviews etc - and in general using data rather than anecdotes to support decisions.
I provide data as needed to help the university gauge the amount of students each year.
I collected data for the CEOL accreditation visit by CCTC and NCATE.
In my capacity, I challenge program chairs to justify program changes based on evidence, whether or not it is produced by my team.
Working with spaces
Providing quarterly/semi-annual/annual reports assists with decision making in department. Currently working toward refining information requirements and ways to present real time.
I don't know that I have contributed. Although I submit reports, I am not sure what is done with them, or if they have contributed to any change.
Our department is taking steps to keep up with the campus climate by employing Twitter and Facebook as a means of communication with students by using the communication tools the student use the most. We already use email on a daily basis to interact with students and colleagues to provide the data needed. We also keep a timeline to guide us when certain data must be collected and provided to students and colleagues alike.
I believe I've contributed to La Verne's development as a data-driven institution in the areas of enrollment management, retention, persistence, and graduation, including decision and policy-making.
Working with staff to create departmental level learning outcomes Working with departments on different aspects of program review Helping department create assessment instruments
By suggesting developing various reports.
By providing up to the second data whenever desired through multiple means. Most people are just stuck in the one and only way they understand they can get the data.
I don't think I've contributed much.
I provide data on utilization of spaces and space assignments on campus; provide data related to capital planning projects for senior directors; provide rationale for operational changes within University departments including outsourcing campus operations; utilization and rates for scheduling and campus events; data on work orders for facility and technology services; and data related to retail operations.
Encourage any committee/individuals that I work with to request data to support their issues. Unfortunately getting the specific data can be difficult to obtain

by providing library holdings and user data to the ACRL, ALS, the University Librarian and various other departments for book purchasing, database purchasing and usage and user trends.
I think I have contributed to the growth of the main campus student population. I feel my reports and understanding of data I am working with helps me express concerns and critical thinking points for senior decision makers and lower level decision makers like myself.
I think the university is on the right track, especially with the leadership under [redacted].
An example of two cultures of evidence would be surveys both nationally and statewide that measure the University of La Verne. Examples are IPEDS, PACCON, the La Verne Fact Book.
By reaching out and being proactive in building relationships on main campus.
General increase in number and substance of reports I'm providing at the university. Increased online presence and information available to the public providing more data and transparency about the University.
Implementing Dashboard contributed to the growing culture of evidence on this campus. It allows Administrators, Faculty, and Staff to access real time up-to the minute reports which will help them make an informed decision.
I have recently begun to provide data to certain users and feel that, even with my limited knowledge in data extraction, I have been able to provide information that assists users to move forward with other important tasks that contribute to the success of the University as a whole.
The data support I've provided has not really had much impact on the culture of evidence on campus. At least, not yet. I can state that I have completed many surveys this year, but I'm not sure if/how these may have contributed to the culture of evidence on campus and/or decision making. Many surveys gauge the climate on campus, but there is often no clear indication that after the climate is known, anything is done to address issues that this knowledge may raise.
I prepare and create gpa reports that coaches and administrators can use for the betterment of their programs and support of our student-athletes. I also collect, prepare and generate roster reports that helps with matriculation, recruiting and retention.

Q26
<b>2. How do you think data can be more widely disseminated and utilized for decision making?</b>
It would depend on how sensitive the data is and to whom it would be sent.
We still have groups on campus that continue to use anecdotal evidence and first-person opinion in lieu of data to generate broad generalizations about certain student populations or groups in order to push, delay, or obstruct decisions and policy-making. Enrollment management has a stranglehold on data that is controlled by a single individual. Requests for data are sometimes withheld or delayed simply on the mood of the day or how busy it is.

<p>I think it's more about taking the data and condensing it to meaningful exec briefings. I see the data sometimes being shared and the question comes up ... "how is this meaningful to me" I think energy should be spent on assessing what information people need and helping them make meaning out of it... especially if they are not used to it. The other way is to try to create a self service data hub.... find a way to allow people to get data that they need by plugging variables into a self service web page</p>
<p>Via an intranet designed specifically for employees.</p>
<p>Dashboards, web based information</p>
<p>Information needs to get to everyone at the same time instead of trickled down.</p>
<p>There should be a campus-wide standard in data collection. At the very least, each department should submit an "end-of-the-year report" each year that could be collected and put online...the culture of this campus is not to "assess" and especially decision makers (in my opinion) only ask for data when they are unsure of a decision when in reality data should guide all our decision making. Decisions that are 'given's' should also have data support.</p>
<p>We need to follow through with the purchase/implementation of software that will assist those who are charged to pull data easier access and support</p>
<p>Department leads should be held responsible for submitting the data required and/or requested and held to deadlines established.</p>
<p>I think there needs to be standardized reporting. It does not matter who runs the report, there needs to be consistent standards. Data must be made available and used productively and not with animosity.</p>
<p>More communication and dissemination, more joint projects and collaborations among different departments, especially administrative departments and IR</p>
<p>If we had one central repository that we could pull data from would help provide a more streamlined analysis of the data for decision making. Currently when different departments are pulling the same data, results may vary because we are going against a live database and depending when the reports are run could have a varying data set between the two offices or data extracts.</p>
<p>Have all parties that will be affected by the decisions at the table. This will create buy-in on all levels and parties will effectively implement and communicate the results.</p>
<p>More communication between offices of what data is available, current, and valid.</p>
<p>We have the tool to disseminate the data in a form of various Click, Drag, and Drill (CDD) reports on Dashboard which can be utilized for decision making.</p>
<p>We need more individuals who are capable of providing data to the University community. Right now, there are a limited number of individuals who are knowledgeable about pulling data accurately and providing the information users need to make decisions.</p>



I would like to see more of the analysis of the data and what that means to the department/unit/University. Too often, I've received data from a unit on campus, and I'm left to wonder, "So what?" I'd like to know how that data is being used to predict future needs, assess impacts on facilities use, direct support services, allocate financial resources, etc.
Information about recruiting efforts could be utilized when making decisions about budgets, staffing and other support to our department.
Provide a annual report of sorts of service areas and how they support the educational mission. Also if there is coordination of the various surveys being sent out - for example, a survey on technology use by faculty can benefit multiple units - CTL, OIT, Library, etc. Get units together to construct a survey so all can benefit from one survey.
A better understanding of how the data is gathered and a clear understanding of what the person is looking for.
Above all. the assessment and analysis community must collaborate much more, formally and informally. Also, we need dashboard systems with varying levels of sophistication (data analyses) that are supported by all needed parties. UI's should be user-friendly and aligned with the varying frequencies of data collection (weekly/monthly key assessments, enrollment/course grades by term, financial data annually, etc.).
reports
Web page listing of all data resources available and ways to order such data. Of course, there would need to be need to know protocols and levels of approval for more sensitive information.
Possibly publish both the data and the outcome from the data. How is the university using the data to improve service?
By having user friendly reporting tools data can be more widely disseminated.

Q27
<b>3. What barriers have you encountered in carrying out your data support responsibilities?</b>
Lack of support in connecting the various campus dots has been an issue. Folks in OIT, Enrollment Management, Admissions offices and the colleges all have hands in Banner which impacts data integrity. Perhaps a "Chief Data Officer" role would help to ensure data needs are met while maintaining common management of data.
Updating software
In many instances it would be very helpful to be able to run reports from Banner, using Oracle Access, but I have not been able to receive the necessary training or access.
Appropriate electronic tools for storing data for real time access and report generation.

Time commitment in addition to everyday responsibilities.

Having the proper reporting tools has been and continues to be a challenge when extracting data from our application systems.

I would like additional training in MS Access which is a great tool to use to extract data from Banner. I do not know that piece of software well enough to be proficient.

Data control and dissemination should be handled by Institutional Research or another entity on campus that is politically neutral. More specifically, data-mining capabilities should be managed by an objective office such as IR or the Registrar. IR is understaffed and lacks the resources and access to be able to manage this role. It is inconceivable to me that IR sometimes depend on Enrollment Management to obtain student data. Institutional Research should be staffed and supported to be La Verne's own Congressional Budget Office, a non-partisan office for data analyzes mining for academic or business offices around campus.

Time, staff support, time, technology I'm wondering if they university has access to survey creating technology (alal survey monkey). I've found that this is a great tool for departments who need to create, distribute and interpret data quickly and efficiently.

Software often doesn't work. Extraction not always reliable. Data not reliable. Changing deadlines. Questions are ignored and never answered. Other employees not answering their E-mail. Data generating staff ignore my need/requests for specific reports required by the government.

The data requestors do not understand the nature of the data and the way the data is being stored because of business decisions made in the business units. They then ask for data that appears easy to them, however, requires much data manipulation for accurate reporting.

Time. Other duties often infringe upon data support duties.

We are "data rich" and "decision-poor" at the university. There is lots of data that is collected out there, but there are not departments or services that look at the overarching departments/materials shared and communicated. Institutional Research should have a sufficient level of staffing and support to not only collect and disseminate they collect from various campus departments - they should also have the resources to analyze it...we should have a "best practices" at the University for staff/faculty/administrators on data collection...there should be awards for work that is done in this area bringing greater attention to this to our University community.

Limited individuals that know the system/data elements well enough to accurately understand how to pull the requested data.

inability to acquire data requested from various departments in order to compile and analyze data for accurate and timely reports. Most ignore requests and reminders and I end up having to spend the extra time to research and retrieve the data myself.

Software and hardware. I do not believe workstations are built to allow data managers to be productive and work to the max potential. In addition, self trainings and independent workshops would be nice to attend. Software training is great, but I would prefer to revisit statistics and SPSS analysis trainings. I would also like to see how other schools and organizations are using data and how they achieved those standards.

Staffing, communication

<p>Unintegrated systems. An example, Bi-Tech and Banner. The systems are not connected so at times I find myself taking extra steps to manipulate the data to ensure they are tied to the right record in the corresponding system.</p>
<p>Not at the table when decisions are made regarding how we will be affected or not enough details regarding the procedure(s) that need to be implemented.</p>
<p>Lack of professional development training; lack of opportunities to connect regularly with key professionals on main campus</p>
<p>Limited time and resources. Multiple data warehouses at the university with limited training and access to each of them.</p>
<p>Evidence and feedback from the users on how to read and apply budget reports.</p>
<p>At times, I am asked to perform duties for which I have little or no training, and when I point this out, I am frequently told to just do my best. Unfortunately, the lack of training and resources at the University are extremely problematic, and often result in employees underperforming through no fault of their own.</p>
<p>Time and the need for more clarification. Too often, data requests come at the last minute without sufficient detail or explanation to provide a useful report. When you need to follow up two and three times to get a clear picture of the data need, it becomes frustrating. I would rather someone send a request that states the question/issue they are trying to address, the data they think they need, and the deadline for receiving that data. Then it would be much easier for me to provide guidance, support, or advice to ensure that they receive the data they need for that particular purpose. A good portion of the time, the data requested won't help them answer the question/issue they need to address, and they become frustrated because they perceive that I've given them the wrong data; not incorrect data, just inappropriate for their needs.</p>
<p>Not having the means to run reports that are specific to my needs. I have to collect information one person at a time.</p>
<p>Staffing, hardware and software support. We have been "doing" for so long, we need to fit in infrastructure support to not just do but also to assess and reflect and ultimately improve what we "do".</p>
<p>At this point and time I have not had any barriers when carrying out my data support responsibilities.</p>
<p>Getting Banner data is not easy. Few have the ability to create Access reports to download directly from Banner. Those who don't have the ability to create the reports must request the report to be written by others, who don't have the time to write the report.</p>