Planning & Research Program Plan

1. Introduction

This is a ‘year-zero’ plan, describing the Planning and Research Office (PRO) today, prepared by staff with recommendations for the new Director. The intention is that the first proper six-year plan will be completed during the coming year.

Section One: Program Overview

2. Background and history- brief overview

The Planning and Research Office (PRO) provides essential information for the college community and to the various external agencies to which the college reports and collaborates. PRO generates virtually all of the quantitative data gathered, analyzed and reported by Cabrillo College, and thus serves as the official office of record for the college. PRO provides student, staff and faculty survey and program data for all instructional and administrative programs, proactively and upon request, for departments undergoing the program planning process. PRO provides data in support of Accreditation, enrollment management, Strategic Planning, Program Review, grant application and evaluation. PRO staff are frequent presenters at FLEX week.

PRO produces the Cabrillo College Fact Book, maintains the PRO website, and responds to ad hoc requests for information from internal, and occasionally external requesters. The Fact Book, presented annually to the Governing Board, may be the deliverable the Cabrillo College community most closely associates with the Planning and Research Office.

In support of sustainable practices, not to mention reduced cost as well as greater accessibility by users, PRO now prints only a handful of copies of the Fact Book\(^1\). Additionally, distribution of research studies and reports is accomplished thorough the PRO website.

Background - PRO Structure and Staffing

Originally called the Office of Institutional Research, staffing through mid-1999 consisted of one full-time Director, a half-time hourly office assistant, and one or more student helpers each semester. Due to growing demands, in December 2000, a full-time Institutional Research Specialist (IRS) position was created to handle office management and data gathering, replacing the half-time assistant. The IRS job was aligned with Cabrillo’s Program Specialist classification, at salary range 36. In fall of 1999, a full-time Institutional Research Technician position was established to assist with data, research and studies. The Technician position was revised and re-classified in 2001 to Institutional Research Analyst (IRA), eventually placed at a range 53, the highest on the Classified Employee Salary Schedule.

\(^1\) The printed copies are for Library archives, the Cabrillo Foundation, for the PRO Office, and for each member of the Governing Board and Cabinet. This may change.
This staffing level – **3.0 FTE** for institutional research – was maintained for only three years. During this period, the Director and Analyst shared responsibility for all data analysis. With budget cuts that occurred in 2003, the Analyst position was reduced to 50%\(^2\), taking PRO to **2.5 FTE**. The ramifications from this reduction have been felt ever since. Other transitions have had an effect on tasks and responsibilities. The Analyst position was vacant (due to a resignation) for eight months in 2005-06. When a replacement was hired in early 2006, the new 1.0 FTE IRA assumed both the PRO Analyst duties as well as those performed by the (then) 50% Instruction Analyst. Thus, while the PRO office personnel could now be counted as 3.0 FTE, an agreement that the Vice President of Instruction could prioritize 50% of the IRA’s work resulted in no net increase in PRO office capacity beyond **2.5 FTE**.

The Director position was vacant for eight months in 2006-07, and recently for 14 months in 2012-13. In recognition of institutional need, and in order to keep the PRO office functioning at each of these junctures, tasks and responsibilities migrated. For example, starting in 2006, the IRA stepped up to handle survey design and to perform first-level analysis of survey responses. Similarly, responsibilities have been transferred from the Director to the IRA, first in 2006, and again in 2012-13.

Reinstatement of the 0.5 FTE Analyst position, lost in 2003, was approved in 2008. With the addition of research staff, it was possible to complete analysis of a backlog of CTE Completer/Leaver survey response data. The position was relatively short-lived, however, as budget cuts reduced (in 2010), and then eliminated (in 2012) this funding. The Analyst was retained to perform research through a tri-grant-funded position. As this work was now dedicated to grant analysis and evaluation, the capacity of the PRO office returned to 2003 levels.

Meanwhile, in 2010, Title V (Hispanic Serving Institution) funding was secured by the college for a five-year grant period. An IRS position was created to support research associated with this grant, and the grant calls for the researcher to transition from grant funding to base funding over time. Research and analysis has focused on evaluation of the STARS (Students Transitioning in Academics: Reaching Success) classroom interventions and curricular innovations. In addition, Title V, PRO & IT collaborated on the development of a self-service faculty inquiry data system known as SOFIA (Student Outcomes for Faculty Inquiry and Analysis), and the Title V IRS served as project manager for the development. While Title V-related research work has enriched local understanding of issues related to the target population (first-year under-prepared students), the capacity of the PRO office to serve the needs of the institution has essentially not expanded beyond 2003 levels.

A visual of the ins and outs of PRO staffing for the past 13 years is included in the Appendix.

3. **Mission & purpose:**

The mission of PRO is to secure and manage high quality data while transforming it into knowledge that can be used to inform and support planning decisions, improve student learning, and promote institutional effectiveness.

---

\(^2\) The affected employee found work, taking a separate 50% Analyst position (which also had been reduced from a 100% position) in the Office of Instruction. This fact is relevant here, inasmuch as these Instruction Office reporting responsibilities and committee assignments transition to PRO, in 2006.
The above department mission statement is featured on the “About” page of the PRO website. The mission of PRO, in other words, is to support and inform those who are working on the front lines of furthering the institutional mission.

4. Whom do you serve? (Include statistical data & trends)

The Planning & Research office serves the entire college community. PRO collaborates with various departments and programs who have need of information. It may assist any department or program with relevant data and provide support for evaluation. PRO works closely with Division Deans and Program Chairs in responding to requests for information. In addition, PRO has maintained relations with the community at large, including Santa Cruz County municipalities, school districts, County Office of Education, and a variety of agencies and businesses.

The following chart demonstrates one area of PRO’s growth in demand for data and research: surveys and evaluation instruments, and their analysis. One example, online survey and evaluation instruments, highlighted below.

![Growth in Online Surveys and Evaluations Produced by PRO, 1959 to 2012](chart)

Note: Paper, phone, mail and in-class surveys not included in above chart.

For all of this work, the PRO department is dependent on data, of which the Cabrillo IT Department is primary custodian. The PRO department’s relations with IT deserve special mention. One has shared a manager with the other during two different periods of time in recent years. After the departure of the IT manager in 2010, the PRO Director supervised IT operations for approximately 18 months during 2010 and 2011. Later, with the resignation of the PRO Director in June 2012, the new Director of IT assumed management responsibility for PRO for 14 months. Relations with IT will be further discussed in the context of the issues surrounding data sources.
1. **New directions**

**Legacy data sources (MIS)**

Traditionally, the PRO department has relied on the MIS-based data warehouse for reporting and analysis. Essentially, a copy of the MIS final submission files, both term and annual types, are kept locally, and from these a database has been maintained, which contains a local copy of MIS data going back to the start of MIS collection, around 1993. The database has been maintained in a Microsoft Access MDB database file.

The MIS Data Warehouse has been of immense value over the years. It has served as the source for official institutional measures, such as headcount, course success, etc. It has successfully been used in developing longitudinal studies of student progress. However, it suffers three major shortcomings, which have become more obvious and more important in recent years.

First, the Microsoft Access MDB is at near capacity\(^3\), which suggests that this system is nearing the end of its useful life. Non-MIS data (which used to co-reside in the same MDB file) has mostly been moved into separate MDB files to make room for the growing MIS data files, which by themselves, now take up nearly all available capacity. Second, an Access database is at best a department-level resource. It does not store data in a way such that it supports enterprise-level reporting. Third, MIS data are retrospective by definition, and may require a few weeks to extract and process. There is always an information gap. Knowledge of enrollments in the current term or of the schedule of a future term is not included. Finally, due to the generic nature of the MIS data system, local nuance is often lost. The way to solve these problems is discussed in the next section:

**Transition to new data sources**

Starting in late 2010, PRO staff were allowed direct access into the Datatel Colleague Student system data by way of a klunky tool (provided by Datatel) known as Query Builder. One Analyst was able to locate and utilize data from three areas unavailable through MIS. For the first time, PRO had direct access to Assessment scores, faculty hours, and local detail regarding student awards. These efforts improved reporting capability in these areas, and the analyst gained some understanding of the Datatel table system, which is organized and structured very differently from the MIS data tables.

The real solution, however, lay with the development of the SQL Data Warehouse. The Datatel Unidata tables do a good job of supporting individual *transactions*, such as student registration or an instructor grade. However, the system does not lend itself well to reporting. The data structures are not well suited to answering queries that require access to a lot of data all at once. The solution was to ‘port’ (make a copy) data from the Colleague student system into a system designed for reporting.

---

\(^3\) An MDB file will become ‘full’ when it reaches about 2Gig in size. The limit is actually about the total number of data cells, rather than specifically related to file size. Spurious behavior occurs when attempting to import additional data beyond a certain point. “Compact & Repair” is only a temporary help. Moving some files into separate MDB files is one workaround.
While this sounds simple, there are several steps. The first phase was purchase, training and implementation of a data porting solution from Kore Technologies called Kourier, which is a product designed specifically for moving data from Unidata to SQL. Data are copied from Colleague on a schedule - anywhere from each night, or as frequently as every five minutes, depending on the nature of the data in question - into a Microsoft SQL database system. Now, Colleague tables are located in a system that can be queried, and potentially be reachable by data consumers from anywhere in the enterprise.

The second phase involves re-structuring and massaging the raw transactional data into tables that support knowledge. This occurs in partnership between PRO and IT. On the IT side, a Database Administrator (DBA) position was created, and filled, and the DBA is working closely with PRO staff to start to map out data models that support strategic measures.

The challenge for the PRO team will be to transition from the old data source to the new, without breaking the continuity of strategic reporting streams (such as the queries that support Fact Book reports). This will entail “swapping out” the back-end data sources, and reconnecting with new data sources, as the models mature. There is potential added value. Static pages, which currently require manual updates, can be converted to dynamic, automatically updated reports. This conversion will be considered, page by page, report by report, and may take two years or more to complete.

Section Two: Planning and Outcomes

1. Administrative Unit Outcomes (AUO)

The Cabrillo Community (administration, faculty, staff, students and board members) will utilize and interpret data and data tools provided by the Planning and Research Office to make informed decisions and plans to enhance programs and services.

PRO staff developed this AUO late in 2012. Development of specific objectives in support of this AUO as well as development of methods for assessing this AUO will occur during the 2013-14 year.

2. AUO Assessment and results

The quality of programs and services provided by PRO are measured in a variety of ways, from ongoing informal feedback from staff, faculty and students to more formal methods of gathering feedback such as self-studies and surveys.

Surveys are generally administered online via an email invitation to all staff, faculty, administrators and governing board, including an online survey link. The most recent PRO survey was administered in spring 2012 (prior to the development of the above AUO).

When asked “What improvements would you like to see in the functioning of the Planning and Research Office?” the following summarizes respondents’ most commonly expressed themes:

- 38% of respondents want improved access to data.
- Nearly one in three (29%) responded to this question with accolades for PRO.
14% want improved response time.
10% want to see the focus of research expanded.
10% feel the college makes biased use of data.

Q4. What improvements would you like to see in the functioning of the Planning & Research Office?
Section Three: Goals and Recommendations

1. **Staffing:**
   a. Hire PRO Director, and increase Analyst FTE.
   b. Additional 1.5 FTE Institutional Research Analyst.
      i. 0.5 FTE to handle Instruction Office tasks brought into PRO in 2006
   c. FTE to handle expanding needs related the Student Success Initiative, and for dealing with backlog of incomplete analysis (Campus Climate survey results, Completer Leaver)
   d. Reinstate Student Assistant.
   e. Re-classification of IRS position in recognition of analysis or shift such tasks back to Analyst/Directors

2. **Physical space:**
   a. Consolidate team workspace, so sitting adjacent with one another.
   b. Consider relocation. While there are clearly advantages to physically mixing with IT colleagues (proximity invites communication), the research team could benefit from its own space. PRO could effectively utilize:
   c. Better space for temporary and/or student worker(s).
   d. Dedicated white-board space for brainstorming and group planning.
   e. A smart conference room (like the IT “Situation Room”)

3. **Data infrastructure and process.**
   a. Continue to Participate with IT on the development of data models for SQL reporting.
   b. Complete the switchover from reliance on legacy MIS data backend to utilization of the SQL data warehouse.
   c. Identify, coordinate and consolidate (where appropriate) Cabrillo survey and evaluation instruments administered to students, staff and faculty, both in class and online.
   d. Examine and improve the research request process.

4. **Relations with Campus Community**
   a. Stronger research partnership with Student Services. Possibly, an Analyst specializing in data related to the Student Success Initiative, Counseling, Financial Aid (including Gainful Employment reporting) and the alignment with related data: Majors, Programs (Degrees and Certificates.)
b. Consider revision of the PRO mission statement to include “data coaching” as part of the mission.

c. Reconstitute the Research Advisory Committee (last met in 2011). Consider the development of a college-wide research theme. Reach out to Faculty Senate for inclusion in setting the research agenda.

d. Increase outreach efforts to educate and inform the college community about where to access college data, and how to interpret it, such as: Regularly scheduled “All” emails with links to data/websites; presentations and workshops during Flex Week, at All College Day, Governing Board meetings and at shared governance group meetings such as the College Planning Council (CPC).

e. Make data more easily available to the college community

f. Empower the college community by increasing the culture of inquiry.

5. Budget

a. Budget augmentation, to properly support staff development/conference attendance.

b. OT budget in recognition of scope-creep, deadlines. Result will be some increase research capacity.
APPENDIX

PRO’s website, maintained by the Research Analyst, is designed to provide the college community with tools to access data independently, or in collaborate with, PRO staff. The following links are regularly updated and promoted:

- **About PRO** – http://www.cabrillo.edu/services/pro/
- **Contact Information** – http://babyface.cabrillo.edu/salsa/peoplefinder.jsp?searchType=program&searchValue=243
- **Making a Research Request** – http://www.cabrillo.edu/services/pro/request/index.html
- **Fact Book** – http://www.cabrillo.edu/services/pro/factbook/
- **Enrollment Tracker** – http://pro.cabrillo.edu/tracker2009/tracker.php
- **Program Planning Support** – http://www.cabrillo.edu/services/pro/programPlanning/
- **Census Reports** – http://www.cabrillo.edu/services/pro/census_reports/census.html
- **Studies & Reports** – http://www.cabrillo.edu/services/pro/reports/index.html
- **Strategic Planning** – http://pro.cabrillo.edu/cmp/
- **Cabrillo Educational Master Plan** – http://www.cabrillo.edu/services/pro/masterPlan/
- **Local interpretation of the Score Card** – http://www.cabrillo.edu/services/pro/scoreCard/
- **Basic Skills Initiative Support** – http://www.cabrillo.edu/services/pro/basicSkills/index.html

The following were formerly managed by PRO:

- **Accreditation** – http://www.cabrillo.edu/services/pro/accred/index.html
- **Student Learning Outcomes** – http://pro.cabrillo.edu/slos/
Institutional Research Specialist

✓ PRO administrative assistant, office and budget management
✓ Oversee, prioritize, monitor and conduct ad hoc reports and requests for data from the college community
✓ Provide support and data for external agencies
✓ Update, administer and analyze staff-faculty accreditation surveys
✓ Administer Instructional Planning Student Surveys in class and online annually (at a minimum); enter and analyze open-ended text results and provide to the Office of Instruction for Program Planning Binders
✓ Administer bi-annual Campus Climate Student Survey in‐class and online; input, analyze, standardize and code open-ended text.
✓ Coordinate/gather Assessment Test Validation data from faculty and students; input, organize and code data.
✓ Assist with planning functions, including strategic plan (formerly called master plan) strategies, objectives, action plans, and key performance indicators
✓ Conduct CCONA Occupational Needs Assessment) labor market studies for prospective new programs
✓ Create, administer and analyze Nursing graduate evaluations
✓ Create, administer and analyze Nursing Levels 1-4 evaluations each semester
✓ Create and analyze online & paper surveys for departmental and division program review
✓ Create and update Cabrillo Climate Action Plan report and research, update and analyze data for Cabrillo’s CO2 Emissions Inventory, required by the Presidents’ Climate Commitment
✓ Gather departmental data for inclusion in Analyst’s census reports (Veterans, FTTW, etc.)
✓ Gather annual Career/Technical Education Student Follow-up Survey data; input/standardize/code data.
✓ Gather and update Fact Book data/pages
✓ Maintain Cabrillo Organizational Chart
✓ Create and disseminate online Faculty Evaluation links and analyses
✓ Create and disseminate Program Chair online evaluation links and analyses
✓ Update Instruction’s Faculty Handbook data pages

Institutional Research Analyst (Rick Fillman)

✓ Update and upgrade PRO website, including Accreditation, Strategic Planning, and Student Learning Outcome sites
✓ Data support for Cabrillo divisions, departments, programs/program review, and individual staff and faculty, including:
  ✓ Accreditation
  ✓ Educational Master Plan and Strategic Plan
  ✓ Program Planning
✓ Data support for external agencies and programs, including Santa Cruz County College Commitment (S4C), National Postsecondary Student Aid Study (NPSAS), Student Transcript Enhanced Placement, Global Education, and Lumina Foundation
✓ IPEDS Key Holder – Student Right to Know (SRTK)
✓ SQLDW 2.0 project
✓ Creation and maintenance of Enrollment Tracker
✓ Member of college committees and professional organizations, as appropriate
✓ Maintains the college data warehouse
✓ Survey sample development and preparation
✓ Preparation of Census Report for Governing Board, each semester
✓ Update Fact Book pages; assemble Book and post on PRO website
✓ Office of Instruction functions including the following:
  ✓ Section-level data ‘cubes’ (once known as Curriculum Alignment Tables)
  ✓ Program Reductions and Elimination Matrix
  ✓ CCFS 320 Apportionment report analysis, detail analysis.
✓ Released Time Report
Planning and Research Office Staffing history

<table>
<thead>
<tr>
<th>Year</th>
<th>Director 1.0 FTE</th>
<th>Analyst 1.0 FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>Willett</td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>Borden</td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>Borden</td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td>Borden</td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td>Borden</td>
<td>Willett</td>
</tr>
<tr>
<td>2004</td>
<td>Luan</td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>Luan</td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>Luan</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>Luan</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>Luan</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>Luan</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>Fillman</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>Fillman</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>Fillman</td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>Fillman</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>Fillman</td>
<td></td>
</tr>
</tbody>
</table>

Tasks / funding Stream

Instruction

ACE

CTE

Title V

STEM

ACE grant ends June 2015

STEM grants ends June 2015

TM to be 75%

ACE grant reduces to 25% in Jan. 2014

ACE grant ends Jan. 2015
4. Please rate your perceptions of Cabrillo College as they relate to Accreditation Standard I: Improving Institutional Effectiveness. For your reference, here is our mission statement: Cabrillo College is a dynamic, diverse and responsive educational community dedicated to helping all students achieve their academic, career, and personal development goals.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Don’t know</th>
<th>Rating Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cabrillo’s mission statement guides institutional planning.</td>
<td>2.5% (4)</td>
<td>2.5% (4)</td>
<td>52.1% (85)</td>
<td>38.0% (62)</td>
<td>4.9% (8)</td>
<td>163</td>
</tr>
<tr>
<td>Cabrillo is committed to continuous improvement of the student learning process.</td>
<td>1.8% (3)</td>
<td>3.0% (5)</td>
<td>35.4% (58)</td>
<td>59.8% (98)</td>
<td>0.0% (0)</td>
<td>164</td>
</tr>
<tr>
<td>College Master Plan goals, strategies and objectives are regularly assessed and the results shared with campus constituencies.</td>
<td>2.5% (4)</td>
<td>7.4% (12)</td>
<td>49.7% (81)</td>
<td>27.6% (45)</td>
<td>12.9% (21)</td>
<td>163</td>
</tr>
<tr>
<td>Planning processes are reviewed to identify needed areas of improvement.</td>
<td>1.8% (3)</td>
<td>7.9% (13)</td>
<td>45.7% (75)</td>
<td>32.9% (54)</td>
<td>11.6% (19)</td>
<td>164</td>
</tr>
<tr>
<td>Institutional planning decisions are based on research data.</td>
<td>1.8% (3)</td>
<td>4.9% (8)</td>
<td>47.2% (77)</td>
<td>19.6% (32)</td>
<td>26.4% (43)</td>
<td>163</td>
</tr>
<tr>
<td>Institutional planning decisions are based on personal opinion.</td>
<td>4.9% (8)</td>
<td>43.2% (70)</td>
<td>18.5% (30)</td>
<td>8.0% (13)</td>
<td>25.3% (41)</td>
<td>162</td>
</tr>
<tr>
<td>The information from the Planning and Research Office (Fact Book, web site, and planning and research reports) is helpful in getting the information I need.</td>
<td>3.7% (6)</td>
<td>6.7% (11)</td>
<td>44.5% (73)</td>
<td>25.6% (42)</td>
<td>19.5% (32)</td>
<td>164</td>
</tr>
</tbody>
</table>

answered question 164

skipped question 0
4. Please rate your perceptions of Cabrillo College as they relate to Accreditation Standard I: Improving Institutional Effectiveness. For your reference, here is our mission statement: Cabrillo College is a dynamic, diverse and responsive educational community dedicated to helping all students achieve their academic, career, and personal development goals.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Don't Know</th>
<th>Rating Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cabrillo’s mission statement guides institutional planning.</td>
<td>1.7% (2)</td>
<td>5.2% (6)</td>
<td><strong>48.7% (56)</strong></td>
<td>29.6% (34)</td>
<td>14.8% (17)</td>
<td>115</td>
</tr>
<tr>
<td>Cabrillo is committed to continuous improvements of the student learning process.</td>
<td>1.7% (2)</td>
<td>2.6% (3)</td>
<td><strong>52.2% (60)</strong></td>
<td>40.0% (46)</td>
<td>3.5% (4)</td>
<td>115</td>
</tr>
<tr>
<td>College Master Plan goals are regularly assessed and results shared with campus constituencies.</td>
<td>3.5% (4)</td>
<td>15.7% (18)</td>
<td><strong>50.4% (58)</strong></td>
<td>13.9% (16)</td>
<td>16.5% (19)</td>
<td>115</td>
</tr>
<tr>
<td>Planning processes are reviewed to identify needed areas of improvement.</td>
<td>0.9% (1)</td>
<td>20.0% (23)</td>
<td><strong>47.8% (55)</strong></td>
<td>13.9% (16)</td>
<td>17.4% (20)</td>
<td>115</td>
</tr>
<tr>
<td>Institutional planning decisions are based on research data.</td>
<td>1.8% (2)</td>
<td>9.6% (11)</td>
<td><strong>50.0% (57)</strong></td>
<td>11.4% (13)</td>
<td>27.2% (31)</td>
<td>114</td>
</tr>
<tr>
<td>Institutional planning decisions are based on personal opinion.</td>
<td>3.5% (4)</td>
<td><strong>34.5% (39)</strong></td>
<td>31.0% (35)</td>
<td>8.0% (9)</td>
<td>23.0% (26)</td>
<td>113</td>
</tr>
<tr>
<td>The information from the Planning and Research Office (Fact Book, PRO web site, and planning and research reports) is helpful in getting the information I need.</td>
<td>1.8% (2)</td>
<td>5.4% (6)</td>
<td><strong>38.4% (43)</strong></td>
<td>27.7% (31)</td>
<td>26.8% (30)</td>
<td>112</td>
</tr>
</tbody>
</table>

answered question 115

skipped question 1