

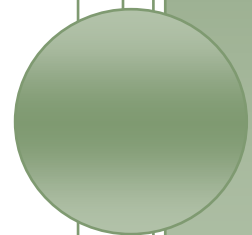
INSTITUTIONAL EFFECTIVENESS & PLANNING SURVEY

2016-17

Survey Results and Analysis

Office of Institutional Effectiveness

7/27/2017



INSTITUTIONAL EFFECTIVENESS & PLANNING SURVEY

2016-17

In the last review of the evaluation mechanisms, the Institutional Strategic Planning Council (ISPC) decided to replace the COTW survey with a new and more comprehensive instrument called the Institutional Effectiveness and Planning (IEP) Survey. This survey was to be distributed to the entire institution and addressed integrated planning and accreditation issues. On May 23, 2017, the IEP Survey was sent out to all employees at Norco College including faculty, staff and management. The format for this report will be to report out on each survey item disaggregated by employee type (faculty, staff, and management). One hundred five total respondents belonged to the following employee categories:

Chart 1. Employee Category

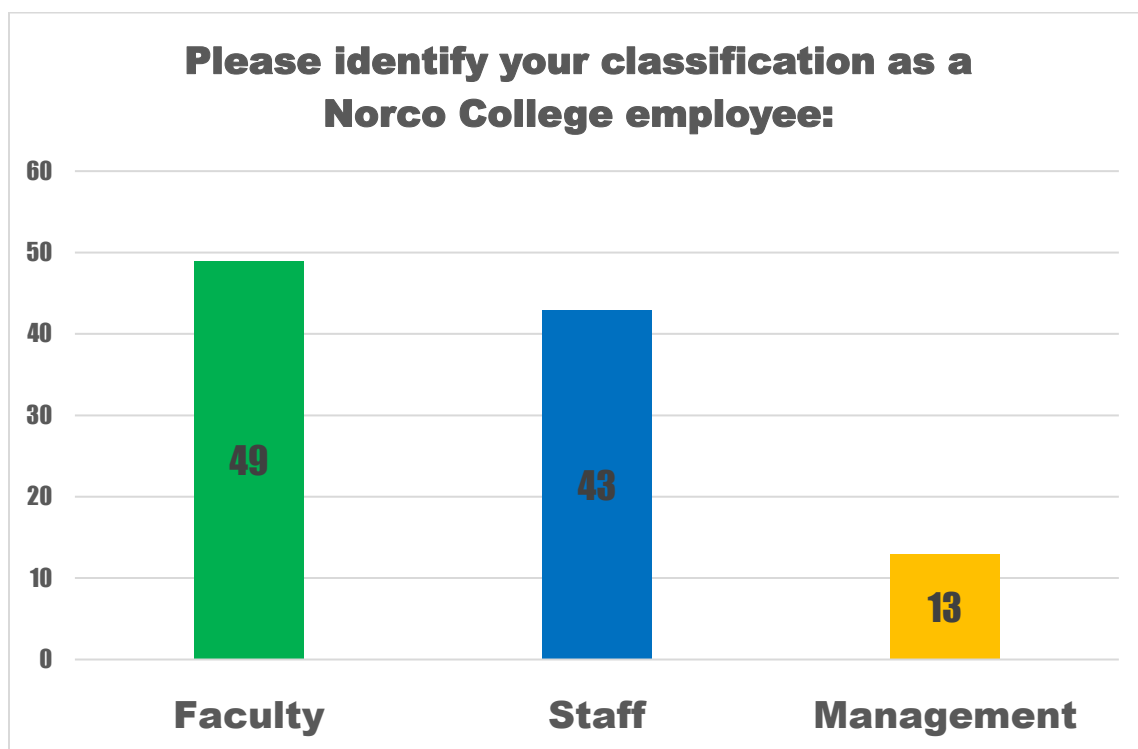


Chart 2. Part-Time or Full-Time Position

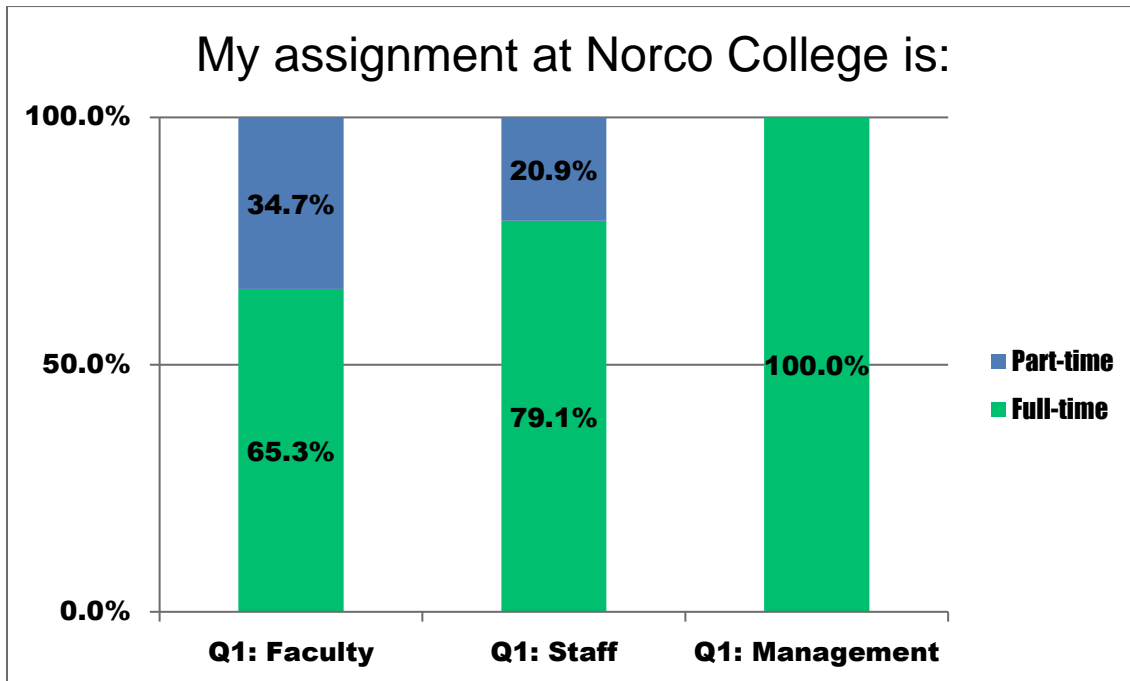


Table 3. Area of Employment

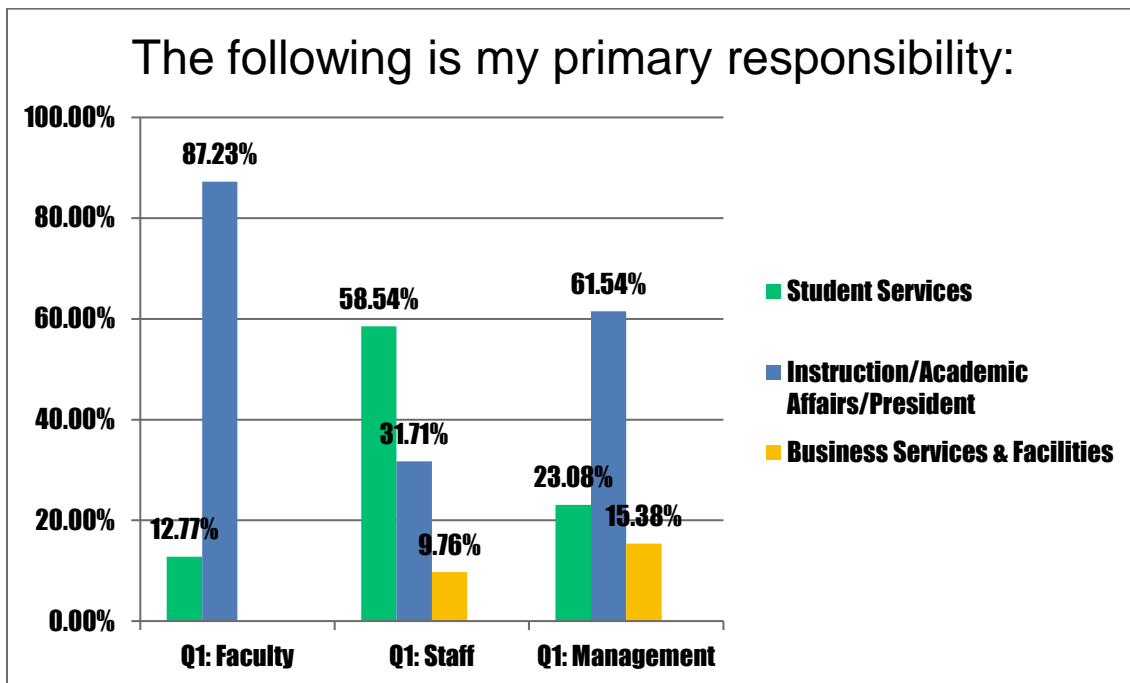
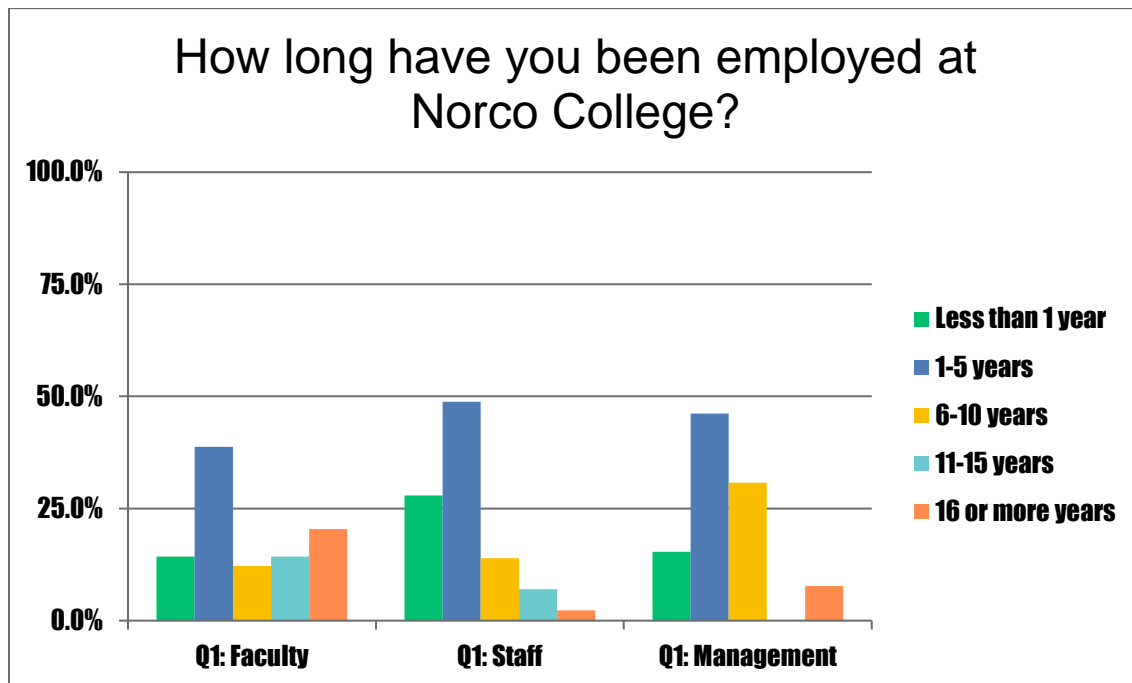


Chart 4. Length of Employment at Norco College



Based on the previous four charts, the response (in numbers) was greatest for faculty, followed by staff, and then management. This generally follows the proportion of faculty to staff to administrators in the overall population of Norco College employees. The part-time to full-time ratios within faculty and staff were approximately 1:2. This is not proportional to the actual ratios of part-time to full-time faculty. In fact, it may more likely be the inverse with 2 part-time faculty to every 1 full-time faculty member. Although representative percentages of the sample should usually reflect the population, it is helpful to have an over-representation of full-time employees since participation in planning and institutional efforts is usually more likely to occur with full-time employees. The distribution by area was highest for employees from Instruction/Academic Affairs ($n=62$) in comparison to the other areas. Finally, the sample was comprised of more recently employed rather than more seasoned employees. Staff had 77% of respondents with 5 or less years of employment, management had 62%, and faculty had 53%. Although the size of the sample was a little small (200 would have been closer to meeting a sample necessary for research purposes), it was adequate for the purposes of assessing the knowledge and perceptions of employees in planning and institutional effectiveness.

COLLEGE MISSION, ASSESSMENT OF STUDENT LEARNING & PROGRAM REVIEW

The next part of the survey delved quite deeply into the perception of impact made by the program or service in which the employee worked. The Norco College mission was printed at the top of the page and is as follows:

College Mission: Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration. We encourage an inclusive, innovative approach to learning and the creative application of emerging technologies. We provide foundational skills and pathways to transfer, career and technical education, certificates and degrees.

The mission was then broken down into component parts and respondents were asked to assess the level of impact on a four-point Likert scale from Strong Impact to No Impact At All. The following table shows the percent of respondents rating “Strong Impact” across Faculty, Staff, and Management categories.

Table 4. Strong Impact Ratings for College Mission

Answer Options	Faculty	Staff	Management	Total
Providing Educational Opportunities				
Strong Impact	84.1%	80.0%	91.7%	83.5%
Celebrating Diversity				
Strong Impact	72.7%	65.7%	58.3%	68.1%
Promoting Collaboration				
Strong Impact	62.8%	75.8%	91.7%	69.2%
Encouraging Inclusive, Innovative Approach to Learning				
Strong Impact	84.1%	65.7%	75.0%	75.8%
Encouraging Creative Application of Emerging Technologies				
Strong Impact	38.6%	48.6%	75.0%	47.3%
Providing Foundational Skills and Pathways				
Strong Impact	77.3%	57.1%	83.3%	70.3%

In general, it appears the majority of employees consider their respective programs/services to have a strong impact on the college mission. The two highest areas of mission impact were: Providing Educational Opportunities; and Encouraging an Inclusive, Innovative Approach to Learning with over three quarters of respondents indicating strong impact in both areas. The lowest area of mission impact was Encouraging Creative Application of Emerging Technologies at an overall strong impact rating at 47.3%. Reviewing by employee group, the highest and lowest rated areas of the mission were the same as overall for faculty and staff (Providing Educational Opportunities and Encouraging an Inclusive, Innovative Approach to Learning,

respectively). However, management's highest ratings of impact were Providing Educational Opportunities tied with Promoting Collaboration, and lowest rating was Celebrating Diversity. This seems to reveal a difference in perception of impact on the mission between managers and faculty or staff. This may be due to the nature of manager's job responsibilities, or it may have to do with the a small sample size. However, as mentioned before, ratings show the perception that most employees feel they are having a strong impact on the college mission, albeit in different areas.

The next portion of the survey contains items that address other areas related to college mission and planning. The items are on a four-point Likert scale weighted from 4- Strongly Agree to 1-Strongly Disagree and are as follows:

Table 5. Mission and Planning

Answer Options	Faculty		Staff		Management		Sample Percent	Sample Total
Norco's Mission Statement guides institutional planning.								
Strongly Agree	20	46.5%	14	41.2%	8	66.7%	47.2%	42
Agree	21	48.8%	19	55.9%	4	33.3%	49.4%	44
Disagree	1	2.3%	1	2.9%	0	0.0%	2.2%	2
Strongly Disagree	1	2.3%	0	0.0%	0	0.0%	1.1%	1
Employee Total	43	100.0%	34	100.0%	12	100.0%	100.0%	89
I believe that Norco College is achieving its mission.								
Strongly Agree	18	41.9%	12	34.3%	9	75.0%	43.3%	39
Agree	22	51.2%	23	65.7%	3	25.0%	53.3%	48
Disagree	2	4.7%	0	0.0%	0	0.0%	2.2%	2
Strongly Disagree	1	2.3%	0	0.0%	0	0.0%	1.1%	1
Employee Total	43	100.0%	35	100.0%	12	100.0%	100.0%	90
I am confident in the direction that Norco is planning for the future.								
Strongly Agree	22	50.0%	19	54.3%	10	83.3%	56.0%	51
Agree	21	47.7%	13	37.1%	2	16.7%	39.6%	36
Disagree	0	0.0%	3	8.6%	0	0.0%	3.3%	3
Strongly Disagree	1	2.3%	0	0.0%	0	0.0%	1.1%	1
Employee Total	44	100.0%	35	100.0%	12	100.0%	100.0%	91

There appears to be fairly strong agreement on the three questions comprising this area. Management was unanimous in agreement on all three questions, and staff was unanimous that Norco College is achieving its mission. Although overall agreement was clearly high on all questions, there was a slightly elevated level of staff disagreement specifically on the direction that Norco is planning for the future (8.6%).

Program review and assessment of student learning were the next content areas assessed by the survey. The following questions were weighted on the same four-point scale as referenced above:

Table 6. Program Review and Assessment Ratings

Answer Options	Faculty		Staff		Management		Sample Percent	Sample Total
We frequently engage in dialogue about data on student learning outcomes (SLOs/SAOs) in my area.								
Strongly Agree	17	39.5%	6	17.1%	6	50.0%	32.2%	29
Agree	17	39.5%	17	48.6%	4	33.3%	42.2%	38
Disagree	8	18.6%	6	17.1%	2	16.7%	17.8%	16
Strongly Disagree	1	2.3%	6	17.1%	0	0.0%	7.8%	7
Employee Total	43	100.0%	35	100.0%	12	100.0%	100.0%	90
Assessment of SLOs/SAOs is used to improve the courses/programs/services in my area.								
Strongly Agree	20	47.6%	7	20.6%	7	63.6%	39.1%	34
Agree	17	40.5%	16	47.1%	2	18.2%	40.2%	35
Disagree	4	9.5%	6	17.7%	1	9.1%	12.6%	11
Strongly Disagree	1	2.4%	5	14.7%	1	9.1%	8.0%	7
Employee Total	42	100.0%	34	100.0%	11	100.0%	100%	87
Assessment of SLOs/SAOs is meaningful to me.								
Strongly Agree	22	52.4%	9	26.5%	6	54.5%	42.5%	37
Agree	15	35.7%	16	47.1%	5	45.5%	41.4%	36
Disagree	5	11.9%	7	20.6%	0	0.0%	13.8%	12
Strongly Disagree	0	0.0%	2	5.9%	0	0.0%	2.3%	2
Employee Total	42	100.0%	34	100.0%	11	100.0%	100%	87
Program review processes are ongoing, systematic and used to assess and improve student learning and achievement.								
Strongly Agree	18	42.9%	16	48.5%	8	66.7%	48.3%	42
Agree	19	45.2%	14	42.4%	4	33.3%	42.5%	37
Disagree	4	9.5%	1	3.0%	0	0.0%	5.7%	5
Strongly Disagree	1	2.4%	2	6.1%	0	0.0%	3.4%	3
Employee Total	42	100.0%	33	100.0%	12	100.0%	100%	87
Program review is meaningful to me.								
Strongly Agree	15	34.9%	11	31.4%	8	66.7%	37.8%	34
Agree	20	46.5%	15	42.9%	3	25.0%	42.2%	38
Disagree	6	14.0%	8	22.9%	1	8.3%	16.7%	15
Strongly Disagree	2	4.7%	1	2.9%	0	0.0%	3.3%	3
Employee Total	43	100.0%	35	100.0%	12	100.0%	100%	90

The first three questions address assessment of student learning outcomes and agreement scores (sum of Strongly Agree and Agree) on each question indicate most employees are in agreement that they engage in dialogue (74.4%), use assessment data to improve their area (79.3%), and find assessment meaningful (83.9%). So although there seems to be overall agreement that assessment has overall support across employee groups, some patterns of disagreement between groups are worth noting. First of all, staff seemed to have the highest percentages of disagreement across all three questions. The range of disagreement was between 26.5% and 34.2% for these questions. Faculty and management had similarly low levels of disagreement for each of these questions.

The last two questions assessed program review at the institution. Again, the majority of respondents rated program review favorably at Norco College with agreement scores at 90.7% and 80.0%, respectively. The first question addressed the effectiveness of program review as a process. Agreement scores were high across the board with a 100% agreement score in Management, 90.9% agreement with staff, and 88.1% with faculty. The second question addressed the meaningfulness of program review and there was a drop in agreement scores. Looking at it from the other side, there seemed to be a clear level of disagreement in the staff and faculty groups that program review was meaningful to them (25.8% and 18.7%, respectively). Management disagreement ratings for this question were less significant at a total of 8.3%. So, it appears that program review processes are perceived to be effective, but not as meaningful for Norco College employees, especially faculty and staff.

Table 7. Use of Data

Answer Options	Faculty		Staff		Management		Sample Percent	Sample Total
1. I use Norco College's Institution-Set Standards (ISS) in one or more aspects of my job.								
Strongly Agree	9	21.4%	8	24.2%	7	58.3%	27.6%	24
Agree	21	50.0%	16	48.5%	2	16.7%	44.8%	39
Disagree	7	16.7%	6	18.2%	1	8.3%	16.1%	14
Strongly Disagree	5	11.9%	3	9.1%	2	16.7%	11.5%	10
Employee Total	42	100.0%	33	100.0%	12	100.0%	100.0%	87
2. I use Norco College's strategic planning goals in one or more aspects of my job.								
Strongly Agree	13	31.0%	6	18.2%	10	83.3%	33.3%	29
Agree	21	50.0%	19	57.6%	2	16.7%	48.3%	42
Disagree	6	14.3%	6	18.2%	0	0.0%	13.8%	12
Strongly Disagree	2	4.8%	2	6.1%	0	0.0%	4.6%	4
Employee Total	42	100.0%	33	100.0%	12	100.0%	100.0%	87
3. Institutional planning decisions are based on data.								
Strongly Agree	12	28.6%	11	33.3%	8	66.7%	35.6%	31
Agree	22	52.4%	19	57.6%	4	33.3%	51.7%	45
Disagree	5	11.9%	2	6.1%	0	0.0%	8.0%	7
Strongly Disagree	3	7.1%	1	3.0%	0	0.0%	4.6%	4
Employee Total	42	100.0%	33	100.0%	12	100.0%	100.0%	87
4. Norco College Strategic Planning goals are regularly assessed and results shared with campus constituencies.								
Strongly Agree	16	38.1%	8	24.2%	8	66.7%	36.8%	32
Agree	24	57.1%	20	60.6%	4	33.3%	55.2%	48
Disagree	1	2.4%	5	15.2%	0	0.0%	6.9%	6
Strongly Disagree	1	2.4%	0	0.0%	0	0.0%	1.1%	1
Employee Total	42	100.0%	33	100.0%	12	100.0%	100.0%	87

The last of the questions in this part of the survey assesses the use of data in Norco College's planning processes through the use of institution-set standards (ISS), strategic planning goals, and other data in general (see Table 7 above).

It appears that the use and sharing of data (whether strategic planning goals, or data in general) are fairly consistent with agreement ratings at 81.6%, 87.3%, and 92.0% for questions 2-4, respectively. However, the use of institution-set standards is somewhat lower across the three employee groups with agreement ratings at 72.4%. This is due in large part to the fact that ISS are a relatively new data metric at Norco College compared to strategic planning goals. This, however, does not negate the need to continue to expose the college community to ISS and thereby increase awareness over time.

The next question on the IEP Survey addresses the average number of hours per week that are devoted to shared governance activities such as attending meetings, hiring committees, and reading materials related to those meetings. The table below displays the percentage of respondents in each employee group by the number of hours they reported devoted to these type of activities.

Table 8. Hours per Week Allocated to Shared Governance Activities.

Answer Options	Faculty		Staff		Management		Response Percent	Response Count
	Count	Percentage	Count	Percentage	Count	Percentage		
0	5	11.4%	4	11.4%	0	0.0%	9.9%	9
1-2	9	20.5%	24	68.6%	3	25.0%	39.6%	36
3-5	12	27.3%	14	11.4%	3	25.0%	20.9%	19
6-8	14	31.8%	1	2.9%	2	16.7%	18.7%	17
9-11	3	6.8%	1	2.9%	1	8.3%	5.5%	5
12 or more	1	2.3%	1	2.9%	3	25.0%	5.5%	5
TOTAL	44	100.0%	35	100.0%	12	100.0%	100.0%	91

Overall, a large percentage of respondents indicated that they participate in some type of shared governance activity with 90.2% indicating 1 or more hours per week allocated to this area. However, allocations by employee group show that faculty, staff, and management have somewhat differing levels of participation in shared governance activities. For faculty, the majority indicated 3-5 hours or less per week on average; for staff, 1-2 hours or less per week; and for management, responses were equally distributed across 3-5 and 1-2 hours per week. This aligns with the requirements and availability inherent in the jobs for each of these employee groups.

Question 8 on the IEP Survey assesses Strategic Planning Goal 7.3-Decrease the percentage of employees who experience unfair treatment based on diversity-related characteristics. Due to the anonymity of the survey, demographic information regarding diversity-related characteristics was not able to be ascertained. However, perceptions of unfair treatment overall and by employee group are displayed below.

Table 9. Unfair Treatment at the College.

Since the beginning of the current school year, I have experienced unfair treatment at the college.								
Please identify your classification as a Norco College employee:								
Answer Options	Faculty		Staff		Management		Total Percent	Total Count
Never (0 times)	30	68.2%	26	74.3%	11	91.7%	73.6%	67
Seldom (1-2 times)	12	27.3%	4	11.4%	1	8.3%	18.7%	17
Often (3-4 times)	1	2.3%	3	8.6%	0	0.0%	4.4%	4
Frequently (more than 4 times)	1	2.3%	2	5.7%	0	0.0%	3.3%	3
TOTAL	44	100%	35	100%	12	100%	100%	91

Experiencing unfair treatment is operationally defined as anyone indicating “Seldom (1-2 times)” through “Frequently (more than 4 times)” on this survey item. With this definition, 26.4% of employees reported experiencing unfair treatment during the 2016-17 academic year. This rate dropped modestly from the previous year which was at 31.7%. Perceptions of unfair treatment by employee group were 31.8%, 25.7%, and 8.3% for faculty, staff, and management, respectively. Managers who perceived unfair treatment were only in the “Seldom” category, whereas faculty and staff were distributed across all three categories indicating unfair treatment (i.e. Seldom, Often, Frequently). For those staff members that did indicate they experienced unfair treatment, a follow up question was added asking if they felt the unfair treatment was due to diversity-related characteristics. Twenty-five percent of the respondents (6/24) answered that they did feel it was due to diversity related characteristics. The distribution across employee categories was 28.6%, 22.2%, and 0.0% for faculty, staff, and managers, respectively, for this follow up question.

HUMAN/PHYSICAL RESOURCES, CAMPUS CLIMATE & RESOURCE ALLOCATION

The final section of the survey was a matrix of items dealing with various aspects of resources (both human and physical) and how effectively those resources are distributed. Respondents were asked to rate their agreement with statements using a four-point scale weighted from 4-Strongly Agree to 1-Strongly Disagree. The table below presents all of the items related to human or physical resources. The actual counts and percentages for each scale are listed with mean rating scores by each employee group and overall.

Table 10. Human Resource Ratings

Answer Options	Faculty		Staff		Management		Response Percent	Response Count
I am familiar with the policies, procedures, and publications in my area.								
Strongly Agree	27	62.8%	17	51.5%	10	83.3%	61.4%	54
Agree	13	30.2%	15	45.5%	2	16.7%	34.1%	30
Disagree	3	7.0%	0	0.0%	0	0.0%	3.4%	3
Strongly Disagree	0	0.0%	1	3.0%	0	0.0%	1.1%	1
	43	100.0%	33	100.0%	12	100.0%	100.0%	88
The services/classes in my area have been aligned with student needs and/or program pathways.								
Strongly Agree	32	72.7%	16	48.5%	9	75.0%	64.0%	57
Agree	10	22.7%	15	45.5%	3	25.0%	31.5%	28
Disagree	1	2.3%	2	6.1%	0	0.0%	3.4%	3
Strongly Disagree	1	2.3%	0	0.0%	0	0.0%	1.1%	1
	43	100.0%	32	100.0%	12	100.0%	100.0%	87
I have observed newly-hired employees at the college, and they seem to be highly qualified for their jobs.								
Strongly Agree	19	44.2%	7	21.9%	9	75.0%	40.2%	35
Agree	22	51.2%	17	53.1%	3	25.0%	48.3%	42
Disagree	2	4.7%	5	15.6%	0	0.0%	8.0%	7
Strongly Disagree	0	0.0%	3	9.4%	0	0.0%	3.4%	3
	43	100.0%	32	100.0%	12	100.0%	100.0%	87
There is a sufficient number of administrators to provide effective leadership and services that support the institution's mission and purposes.								
Strongly Agree	15	34.9%	10	30.3%	5	41.7%	34.1%	30
Agree	20	46.5%	17	51.5%	2	16.7%	44.3%	39
Disagree	4	9.3%	4	12.1%	4	33.3%	13.6%	15
Strongly Disagree	4	9.3%	2	6.1%	1	8.3%	8.0%	7
	43	100.0%	33	100.0%	12	100.0%	100.0%	87
There is a sufficient number of full-time faculty to assure fulfillment of responsibilities essential to the quality of educational programs and services that support the institutional mission and purposes								
Strongly Agree	3	6.8%	3	9.1%	3	25.0%	10.1%	9
Agree	8	18.2%	17	51.5%	5	41.7%	33.7%	30
Disagree	20	45.5%	9	27.3%	3	25.0%	36.0%	32
Strongly Disagree	13	29.6%	4	12.1%	1	8.3%	20.2%	18
	44	100.0%	33	100.0%	12	100.0%	100.0%	87
There is a sufficient number of staff to support effective educational, technological, physical, and administrative operations of the institution.								
Strongly Agree	2	4.8%	2	6.1%	2	16.7%	6.9%	6
Agree	19	45.2%	9	27.3%	2	16.7%	34.5%	30
Disagree	12	28.6%	11	33.3%	7	58.3%	34.5%	30
Strongly Disagree	9	21.4%	11	33.3%	1	8.3%	24.1%	21
	42	100.0%	33	100.0%	12	100.0%	100.0%	87
Norco College provides appropriate opportunities for my continued professional development.								
Strongly Agree	15	34.1%	10	31.3%	10	83.3%	39.8%	35
Agree	20	45.5%	16	50.0%	1	8.3%	42.0%	37
Disagree	8	18.2%	5	15.6%	1	8.3%	15.9%	14
Strongly Disagree	1	2.3%	1	3.1%	0	0.0%	2.3%	2
	44	100.0%	32	100.0%	12	100.0%	100.0%	88

The first three statements focus on training, qualifications, and alignment of service area or classes with student needs. The overall average ratings and employee group ratings are all relatively high, with one exception. In the rating of newly-hired employees being highly qualified, staff ratings were noticeably lower. Faculty and management agreement ratings were 95.4% and 100.0%, respectively, whereas the staff rating was 75.0%. The next three items in the table rated sufficiency of staffing of administrators, faculty and staff at the college. The highest agreement rating that numbers were sufficient was for administrators with an overall rating of 78.4%. However, the agreement ratings for faculty and staff at 43.8% and 41.4%, respectively, was actually clear disagreement with the sufficiency of faculty and staff numbers to support the institution. The last statement in the above table addresses opportunities for professional development. There seems to be solid support for this by all employee groups with administrators at highest agreement (91.6%), followed by staff (81.3%), and finally by faculty (79.6%).

Overall, human resources processes are largely perceived to be positive by the three employee groups. The two themes that seemed to run consistently across these items was that staff perceived newly hired employees to be less qualified for their jobs, and that faculty and staff were not at sufficient numbers to support the institution effectively.

The next four questions assess aspects of campus climate at Norco College and they are in the table below.

Table 11. Campus Climate.

Answer Options	Faculty		Staff		Management		Response Percent	Response Count
I feel I am treated fairly at this institution.								
Strongly Agree	27	62.8%	10	31.3%	11	91.7%	55.2%	48
Agree	15	34.9%	19	59.4%	1	8.3%	40.2%	35
Disagree	0	0.0%	3	9.4%	0	0.0%	3.4%	3
Strongly Disagree	1	2.3%	0	0.0%	0	0.0%	1.1%	1
	43	100.0%	32	100.0%	12	100.0%	100.0%	87
I feel safe at Norco College.								
Strongly Agree	28	63.6%	14	36.4%	11	91.7%	59.6%	53
Agree	14	31.8%	18	51.5%	1	8.3%	37.1%	33
Disagree	1	2.3%	0	12.1%	0	0.0%	1.1%	1
Strongly Disagree	1	2.3%	1	0.0%	0	0.0%	2.3%	2
	44	100.0%	33	100.0%	12	100.0%	100.0%	89

Table 11. Campus Climate (Cont.)

Answer Options	Faculty		Staff		Management		Response Percent	Response Count
I feel accepted as an individual by the faculty, staff and other employees at Norco College.								
Strongly Agree	29	65.9%	12	36.40%	9	75.0%	56.2%	50
Agree	14	31.8%	17	51.5%	3	25.0%	38.2%	34
Disagree	1	2.3%	4	12.1%	0	0.0%	5.6%	5
Strongly Disagree	0	0.0%	0	0.0%	0	0.0%	0.0%	0
	44	100.0%	33	100.0%	12	100.0%	100.0%	89
I feel accepted as an individual by students at Norco College.								
Strongly Agree	33	75.0%	17	51.5%	9	75.0%	66.3%	59
Agree	11	25.0%	15	45.5%	3	25.0%	32.6%	29
Disagree	0	0.0%	1	3.0%	0	0.0%	1.1%	1
Strongly Disagree	0	0.0%	0	0.0%	0	0.0%	0.0%	0
	44	100.0%	33	100.0%	12	100.0%	100.0%	89

Campus climate as described by these questions seemed to be perceived as quite positive by all employee groups. The first statement assesses the climate related to perceptions of being treated fairly. This is related to the previous survey item (see Table 9) querying the frequency of times experiencing unfair treatment, but it assesses perceptions of the institution in general rather than whether any unfair treatment has occurred. Of all respondents, 83/87 (95.4%) rated Norco College as being characterized by fairness. In combination with the data on unfair treatment, this would infer that though 26.4% of employees have experienced some unfair treatment at the institution (see Table 9), those experiences weren't profound enough to shift their perceptions of fairness at Norco College overall. The second statement is a general assessment of safety at Norco. This was the second highest agreement rating in the campus climate items (96.7%), and is consistent with previous surveys that have assessed safety at Norco College. The last two statements were selected to assess the inclusivity of the Norco College climate. Acceptance by employees was quite high (94.4%), but acceptance from students was even higher (98.9%). If we calculate the inclusivity of Norco College as the aggregate agreement (% of Strongly Agree and Agree) on both items, Norco College has an inclusivity score of 96.6%. As compared to the campus climate survey items in 2016 (94.4%), this score is modest, but noteworthy improvement.

The final portion of the survey included items assessing planning and resource allocation processes. It was comprised of six statements that were rated on the same four-point agreement scale as preceding items. Table 12 summarizes the counts and mean rating scores for each employee group and overall.

Table 12. Planning and Resource Allocation Processes

Answer Options	Faculty		Staff		Management		Response Percent	Response Count
Planning and resource allocation are well integrated at Norco College.								
Strongly Agree	13	29.6%	9	29.0%	8	66.7%	34.5%	30
Agree	23	52.3%	15	48.4%	3	25.0%	47.1%	41
Disagree	7	15.9%	7	22.6%	1	8.3%	17.2%	15
Strongly Disagree	1	2.3%	0	0.0%	0	0.0%	1.1%	1
	44	100%	33	100%	12	100%	100%	87
I believe resources have been allocated effectively in my area to support student success.								
Strongly Agree	11	25.0%	9	13.5%	8	66.7%	31.5%	28
Agree	24	54.6%	15	56.8%	3	25.0%	47.2%	42
Disagree	6	13.6%	8	16.2%	1	8.3%	16.9%	15
Strongly Disagree	3	6.8%	1	13.5%	0	0.0%	4.5%	4
	44	100%	33	100%	12	100%	100%	89
Norco College's prioritization ranking processes are an effective means of ensuring that resource allocation decisions are based on documented needs identified in program reviews.								
Strongly Agree	16	39.0%	7	22.6%	10	83.3%	39.3%	33
Agree	18	43.9%	14	45.2%	2	16.7%	40.5%	34
Disagree	6	14.6%	10	32.3%	0	0.0%	19.0%	16
Strongly Disagree	1	2.4%	0	0.0%	0	0.0%	1.2%	1
	4	100%	33	100%	12	100%	100%	84
The needs of my area are addressed through Norco College's prioritization ranking processes.								
Strongly Agree	14	34.2%	4	13.3%	7	58.3%	30.1%	25
Agree	19	46.3%	16	53.3%	3	25.0%	45.8%	38
Disagree	6	14.6%	8	26.7%	1	8.3%	18.1%	15
Strongly Disagree	2	4.9%	2	6.7%	1	8.3%	6.0%	5
	41	100%	30	100%	12	100%	100%	83
I am aware of the processes by which Norco College ranks staffing and equipment needs identified in program review.								
Strongly Agree	19	44.2%	10	31.3%	9	75.0%	43.7%	38
Agree	18	41.9%	15	46.9%	3	25.0%	41.4%	36
Disagree	4	9.3%	6	18.8%	0	0.0%	11.5%	10
Strongly Disagree	2	4.7%	1	3.1%	0	0.0%	3.4%	3
	43	100%	32	100%	12	100%	100%	87
Administrators at Norco College give consideration to priority lists approved by the planning councils in making resource allocation decisions.								
Strongly Agree	17	43.6%	6	19.4%	9	75.0%	39.0%	32
Agree	17	43.6%	16	51.6%	3	25.0%	43.9%	36
Disagree	4	10.3%	9	29.0%	0	0.0%	15.9%	13
Strongly Disagree	1	2.6%	0	0.0%	0	0.0%	1.2%	1
	39	100%	33	100%	12	100%	100%	82

The first item addresses the integration between planning and resource allocation. At an overall agreement rating of 81.6%, the general sentiment of employee groups was moderate agreement that processes were integrated. However, when examining specific employee subgroups sequence from highest to lowest a broader range could be found in the data with 91.7% (administrators), 81.9% (faculty), and 77.4% (staff). The

next three items in the table above are related to effectiveness of resource allocation processes. These three items had the lowest overall agreement ratings of any items in this area which indicates a modest level of disagreement (range 20.2%-24.1%) that our processes are effective and address the needs of the institution. The last two items assess awareness and consideration given to ranked priority lists. These two items had the highest overall agreement ratings in the Resource Allocation and Planning Area at 85.1% and 82.9%, respectively. When viewing responses by employee subgroup, these two items showed a similar wide dispersion of agreement ratings. Administrators were clearly most optimistic (and possibly not completely unbiased) with agreement ratings at 100% for both questions. Faculty were moderately optimistic with agreement ratings for each question at 86.1% and 87.2%, respectively; and staff had the lowest agreement ratings at 78.2% and 71%, respectively.

Overall, this survey suggested that college constituencies felt they had a strong impact on the institutional mission, and that there was confidence that the mission is moving institutional planning in the right direction. Assessment and program review received relatively agreeable ratings, with some disagreement in the meaningfulness of these activities, especially with faculty. Data use appears to be high at Norco College, but awareness of ISS needs to increase. Overall, there was high participation in shared governance with faculty and administrators devoting the most time in hours per week as compared to staff. Close to 1/4 of respondents had at least one instance of unfair treatment in the previous year, but this did not result in the perception that the institution in general was unfair. Human resources processes were perceived to be positive for all constituencies with some indication that training and professional development could be improved. Campus climate including items on fairness, safety, and inclusiveness contained some of the highest mean scores which was an indication of a positive climate at Norco College. Lastly, planning and resource allocation processes were rated as effective for the most part, but there was some disagreement as to whether the needs of students or areas were adequately met.

In comparison to the 2016 IEP survey, most of the patterns of response across employee groups stayed fairly consistent in the 2017 survey. There may have been some movement toward higher levels of agreement overall in comparison to the previous year, but most of that movement was modest. There was positive movement (i.e. decrease) in reports of unfair treatment, and both assessment and program review seemed to climb in ratings regarding effectiveness and meaningfulness. These data will be monitored in the successive year to determine if the movement is a trend or mere fluctuation due to year-to-year variance.