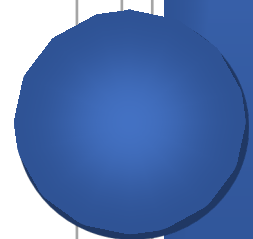# INSTITUTIONAL EFFECTIVENESS & PLANNING SURVEY

2018-19

Survey Results and Analysis

Office of Institutional Effectiveness

7/17/2019

INSTITUTIONAL EFFECTIVENESS & PLANNING SURVEY

2018-19

The Institutional Effectiveness and Planning (IEP) Survey is designed to be a means for assessing college constituencies' understanding of and satisfaction with planning, program review, resource allocation and decision making processes, and the extent to which these processes are effectively integrated. On May 20, 2019, 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). A total of seventy-five respondents participated in the survey and below is the percentage distribution of respondents by different employee categories:
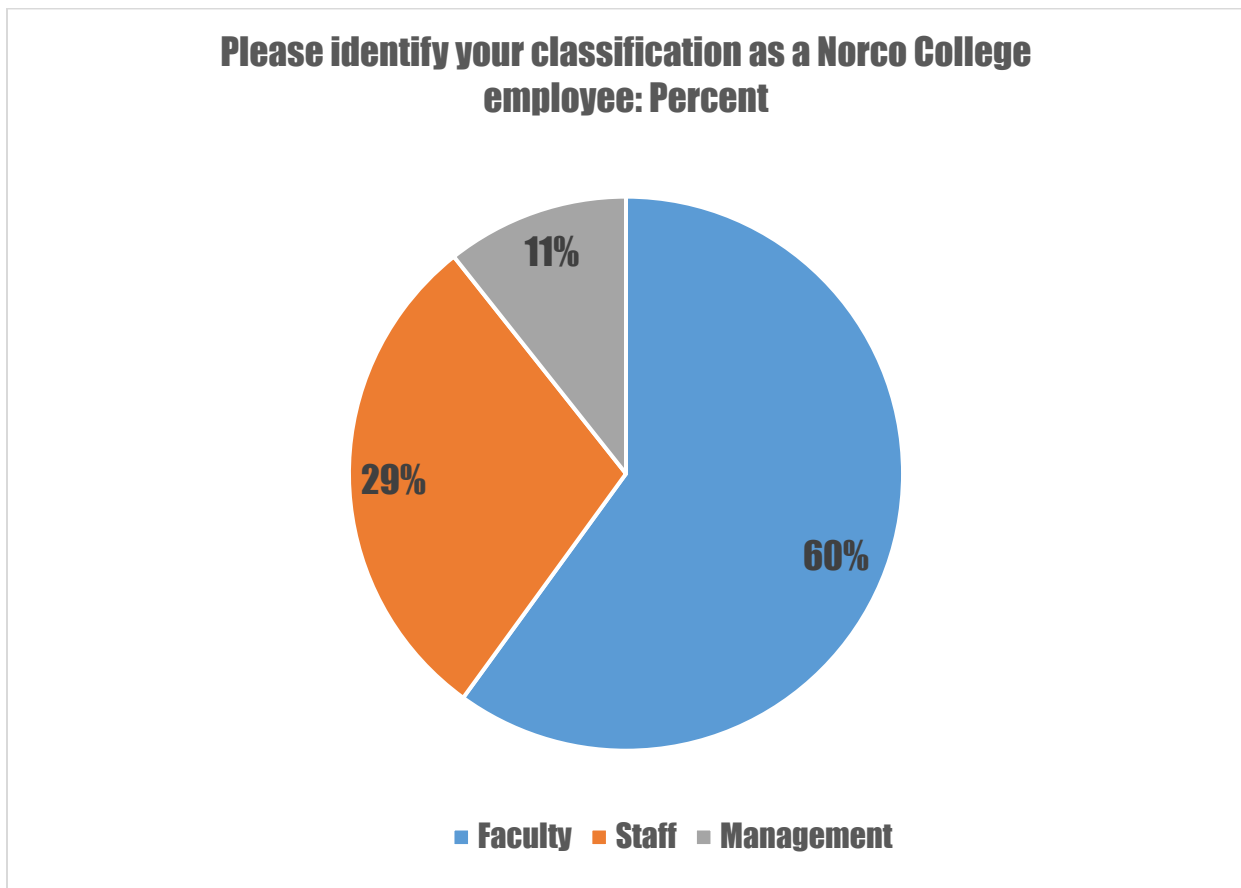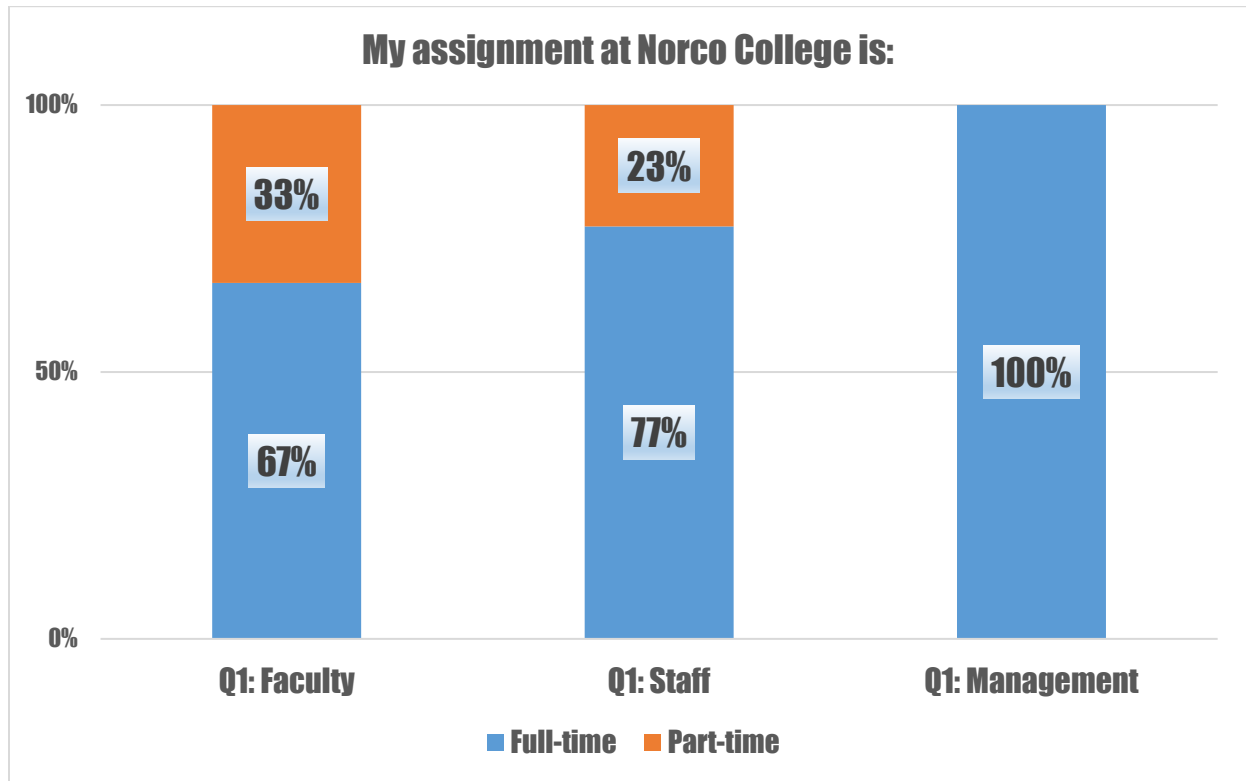
Chart 1. Employee Category

Please identify your classification as a Norco College employee: Percent

- Faculty
- Staff
- Management

Chart 2. Part-Time or Full-Time Position

My assignment at Norco College is:

	Full-time	Part-time
Q1: Faculty	67%	33%
Q1: Staff	77%	23%
Q1: Management	100%	

Table 3. Area of Employment

The following is my primary responsibility:

	Student Services	Instruction/Academic Affairs/President	Business Services & Facilities	Strategic Development
Faculty	16%	84%		
Staff	59%	23%	18%	
Management	38%	38%		25%
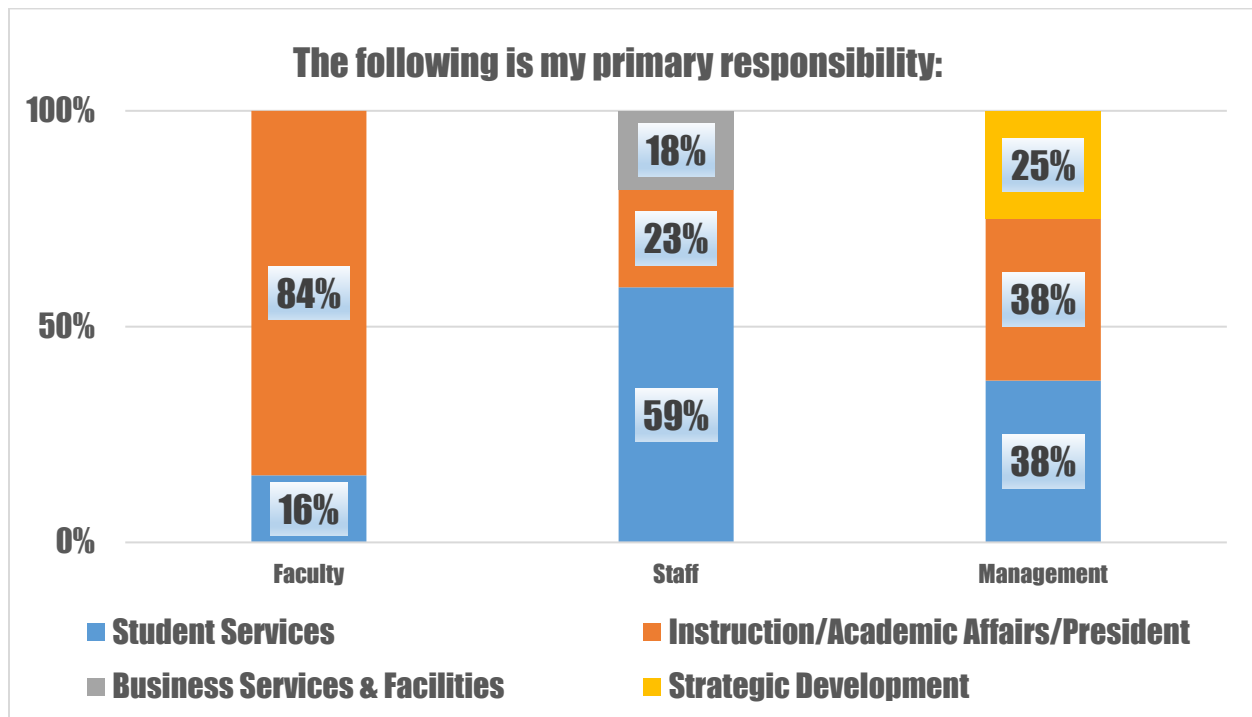
Chart 4. Length of Employment at Norco College

How long have you been employed at Norco College?

Category	Less than 1 year	1-5 years	6-10 years	11-15 years	16 or more years
Management	25%	50%	25%		
Staff	5%	64%	14%		18.18%
Faculty	9%	42%	11%	11%	26.67%

0%   100%

■ Less than 1 year   ■ 1-5 years   ■ 6-10 years   ■ 11-15 years   ■ 16 or more years
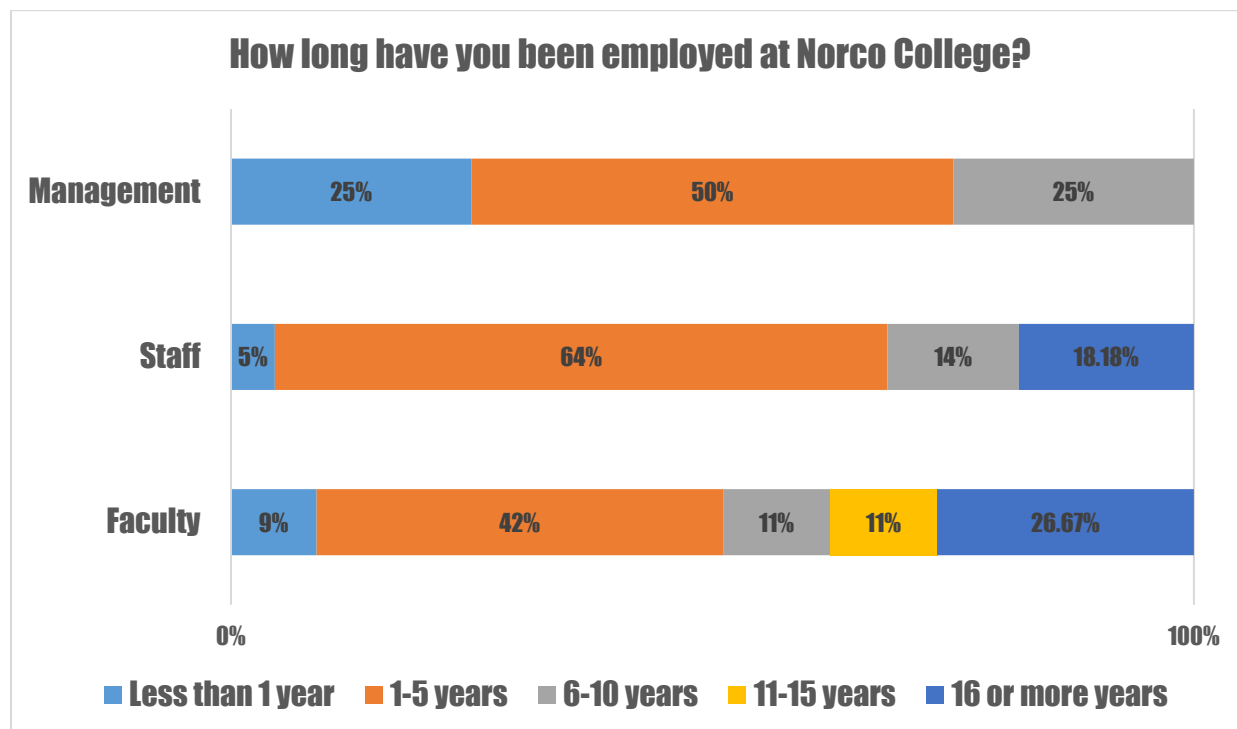
Response rates were highest for faculty, followed by staff, and then management. The ratios of full-time to part-time for faculty and staff were much higher than ratios that exist in the population. Although representative percentages of the sample should usually reflect the population, it is helpful 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. In Table 3, faculty were primarily from the Instruction/Academic Affairs/President area, but some came from Student Services which would probably correspond to counseling faculty. Staff were primarily from Student Services, and Management personnel showed an even split between Instruction and Student services as primary areas. Finally, the sample was comprised of more recently employed rather than more seasoned employees. Staff had 69% of respondents with 5 or less years of employment, management had 75%, and faculty had 51%. 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 presented to survey respondents as follows:

College Mission: Norco College inspires a diverse student body by an inclusive innovative approach to learning through its pathways to transfer, professional, career and technical education, certificates, and degrees. We are proud to be a pivotal hub for scholarship, arts and culture, dynamic technologies, and partnerships. Norco College promotes and fosters self-empowerment and is dedicated to transforming the lives of our students, employees, and community.

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	
Inspires a diverse student body by an inclusive innovative approach to learning					
Strong Impact	74%	50%	43%	63%	
Pathways to transfer, professional, career and technical education, certificates, and degrees					
Strong Impact	82%	56%	86%	75%	
A pivotal hub for scholarship, arts and culture, dynamic technologies, and partnerships.					
Strong Impact	50%	22%	43%	41%	
Promotes and fosters self-empowerment					
Strong Impact	74%	50%	57%	65%	
Dedicated to transforming the lives of our students					
Strong Impact	92%	67%	57%	81%	
Dedicated to transforming the lives of our employees					
Strong Impact	24%	28%	29%	25%	
Dedicated to transforming the lives of our community					
Strong Impact	51%	39%	57%	48%	

In general, it appears that close to the majority of employees consider their respective programs/services to have strong impact on the various components of the college mission. The two highest areas of mission impact were "Dedicated to transforming the lives of our students" and "Pathways to transfer, professional, career and technical education degrees, and certificates" with respondents indicating strong impact at 81% and 75%, respectively. The lowest area of mission impact was "Dedicated to transforming the lives of our employees" with strong impact ratings at 25% overall. Reviewing by employee group, management and faculty alternated in having the highest rating in each component. Staff rated their impact the lowest

of the three groups in all components except for Dedicated to transforming the lives of our employees (Faculty were lowest on this component). This seems to reveal a difference in perception of impact on the mission between managers and faculty, as compared to staff. Reasons for this may be due to the perceptions of power in staff as compared to management or faculty. Another possible explanation may have to do with relatively small sample sizes of each employee category. However, as mentioned before, survey ratings of college employees overall are that close to half or more perceive their job or service as having a strong impact on the college mission.

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

		Faculty	Staff	Management	Total
Norco's Mission Statement guides institutional planning.					
Strongly Agree	Percent	57%	6%	43%	41%
	n	21	1	3	25
Agree	Percent	43%	88%	57%	57%
	n	16	15	4	35
Disagree	Percent	0%	6%	0%	2%
	n	0	1	0	1
Strongly Disagree	Percent	0%	0%	0%	0%
	n	0	0	0	0
Total	Percent	59%	27%	11%	100%
	n	37	17	7	61
I believe that Norco College is achieving its mission.					
Strongly Agree	Percent	38%	6%	29%	28%
	n	14	1	2	17
Agree	Percent	54%	76%	71%	62%
	n	20	13	5	38
Disagree	Percent	8%	12%	0%	8%
	n	3	2	0	5
Strongly Disagree	Percent	0%	6%	0%	2%
	n	0	1	0	1
Total	Percent	59%	27%	11%	100%
	n	37	17	7	61
I am confident in the direction that Norco is planning for the future.					
Strongly Agree	Percent	50%	11%	57%	39%
	n	18	2	4	24
Agree	Percent	44%	56%	43%	48%
	n	16	10	3	29

Disagree	Percent	6%	28%	0%	11%
	n	2	5	0	7
Strongly Disagree	Percent	0%	6%	0%	2%
	n	0	1	0	1
Total	Percent	57%	29%	11%	100%
	n	36	18	7	61

There appears to be fairly strong agreement ratings on the three questions comprising this area. Management showed unanimous agreement on all three questions, and faculty was unanimous that Norco's mission statement guides institutional planning. Although total percentages showed agreement was high on all questions, there were higher disagreement ratings (sum of Disagree & Strongly Disagree percentages) by staff (18%) and faculty (8%) that Norco College is achieving its mission. The highest level of disagreement, however, was by staff (34%) on the item regarding the direction that Norco is planning for the future.

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

Table 6. Program Review and Assessment Ratings

		Faculty	Staff	Management	Total
We frequently engage in dialogue about data on student learning outcomes (SLOs/SAOs) in my area.					
Strongly Agree	Percent	47%	31%	14%	39%
	n	18	5	1	24
Agree	Percent	37%	50%	57%	43%
	n	14	8	4	26
Disagree	Percent	11%	19%	29%	15%
	n	4	3	2	9
Strongly Disagree	Percent	5%	0%	0%	3%
	n	2	0	0	2
Total	Percent	60%	25%	11%	100%
	n	38	16	7	61
Assessment of SLOs/SAOs is used to improve the courses/programs/services in my area.					
Strongly Agree	Percent	61%	6%	29%	43%
	n	23	1	2	26
Agree	Percent	34%	69%	43%	44%
	n	13	11	3	27
Disagree	Percent	5%	13%	29%	10%
	n	2	2	2	6
Strongly Disagree	Percent	0%	13%	0%	3%
	n	0	2	0	2

Total	Percent	60%	25%	11%	100%
	n	38	16	7	61

Assessment of SLOs/SAOs is meaningful to me

Strongly Agree	Percent	61%	13%	29%	44%
	n	23	2	2	27
Agree	Percent	26%	69%	43%	39%
	n	10	11	3	24
Disagree	Percent	11%	6%	29%	11%
	n	4	1	2	7
Strongly Disagree	Percent	3%	13%	0%	5%
	n	1	2	0	3
Total	Percent	60%	25%	11%	100%
	n	38	16	7	61

Program review processes are ongoing, systematic and used to assess and improve student learning and achievement.

Strongly Agree	Percent	47%	19%	43%	39%
	n	18	3	3	24
Agree	Percent	45%	63%	29%	48%
	n	17	10	2	29
Disagree	Percent	5%	0%	29%	7%
	n	2	0	2	4
Strongly Disagree	Percent	3%	19%	0%	7%
	n	1	3	0	4
Total	Percent	60%	25%	11%	100%
	n	38	16	7	61

Program review is meaningful to me.

Strongly Agree	Percent	35%	17%	14%	27%
	n	13	3	1	17
Agree	Percent	46%	61%	57%	52%
	n	17	11	4	32
Disagree	Percent	19%	11%	29%	18%
	n	7	2	2	11
Strongly Disagree	Percent	0%	11%	0%	3%
	n	0	2	0	2
Total	Percent	59%	29%	11%	100%
	n	37	18	7	62

The first three questions address assessment of student learning outcomes and agreement scores (sum of Strongly Agree and Agree percentages) on each question indicate most employees are in agreement that they engage in dialogue (82%), use assessment data to improve their area (87%), and find assessment meaningful (83%). Although there seems to be agreement that assessment has overall support across employee groups, some patterns of

disagreement are worth noting. The range of disagreement was 5% to 29% for these questions. Management indicated the highest disagreement ratings in all statements with a consistent 29% for each. This is due to the very low counts of managers responding to these questions at 7. With only 7 respondents, 2 registering disagreement brought the percentage to 29%. Statistical concerns notwithstanding, this is a big change from the previous year where Management showed no disagreement with any of the statements regarding assessment. Faculty consistently showed the lowest disagreement ratings on these questions with dialogue at 16%, followed by meaningfulness (14%), and then the lowest disagreement rating at 5% for the use assessment for improvement.

The last two questions assessed program review at the institution. Similar to the assessment questions, the majority of respondents rated program review questions favorably at Norco College with agreement scores at 87% and 79%, respectively. The first question addressed the effectiveness of program review as a process. Agreement scores were high across the board with 92% agreement score in Faculty, 82% agreement in Staff, and 72% in Management. The second question addressed the meaningfulness of program review and responses were similar in agreement scores to the first questions: Faculty at 81%, Staff at 78%, and Management at 71%. In the previous year, overall ratings for "Program Review is Meaningful to Me" were somewhat higher. One possible reason for this is that 2017-18 was the first year that program review moved from and annual to a triennial cycle that was completed via a new electronic platform (Nuventive Improve). The 2018-19 academic year didn't witness much program review activity except for updated resource requests. This lack of program review activity may account for some of the decrease in meaningfulness ratings.

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 below).

Table 7. Use of Data

		Faculty	Staff	Management	Total
1. I use Norco College's Institution-Set Standards (ISS) in one or more aspects of my job.					
Strongly Agree	Percent	24%	11%	29%	20%
	n	8	2	2	12
Agree	Percent	53%	17%	14%	37%
	n	18	3	1	22
Disagree	Percent	12%	50%	57%	29%
	n	4	9	4	17
Strongly Disagree	Percent	12%	22%	0%	14%
	n	4	4	0	8

Total	Percent	54%	29%	11%	100%
	n	34	18	7	59

		Faculty	Staff	Management	Total

2. I use Norco College's strategic planning goals in one or more aspects of my job.

		Faculty	Staff	Management	Total
Strongly Agree	Percent	41%	11%	29%	31%
	n	15	2	2	19
Agree	Percent	43%	56%	71%	50%
	n	16	10	5	31
Disagree	Percent	14%	28%	0%	16%
	n	5	5	0	10
Strongly Disagree	Percent	3%	6%	0%	3%
	n	1	1	0	2
Total	Percent	59%	29%	11%	100%
	n	37	18	7	62

3. Institutional planning decisions are based on data.

|		Faculty	Staff	Management	Total
Strongly Agree	Percent	51%	6%	29%	35%
	n	18	1	2	21
Agree	Percent	40%	50%	57%	45%
	n	14	9	4	27
Disagree	Percent	9%	33%	14%	17%
	n	3	6	1	10
Strongly Disagree	Percent	0%	11%	0%	3%
	n	0	2	0	2
Total	Percent	56%	29%	11%	100%
	n	35	18	7	60

4. Norco College Strategic Planning goals are regularly assessed and results shared with campus constituencies.

		Faculty	Staff	Management	Total
Strongly Agree	Percent	53%	17%	43%	41%
	n	18	3	3	24
Agree	Percent	41%	50%	57%	46%
	n	14	9	4	27
Disagree	Percent	3%	28%	0%	10%
	n	1	5	0	6
Strongly Disagree	Percent	3%	6%	0%	3%
	n	1	1	0	2
Total	Percent	54%	29%	11%	100%
	n	34	18	7	59

It appears that agreement ratings on use and sharing of strategic planning goals data, as well as these data being the basis for decision-making are fairly consistent at 81%, 80%, and 87% for questions 2-4, respectively. However, the use of institution-set standards is somewhat lower across the three employee groups with overall agreement ratings at 57%. 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.

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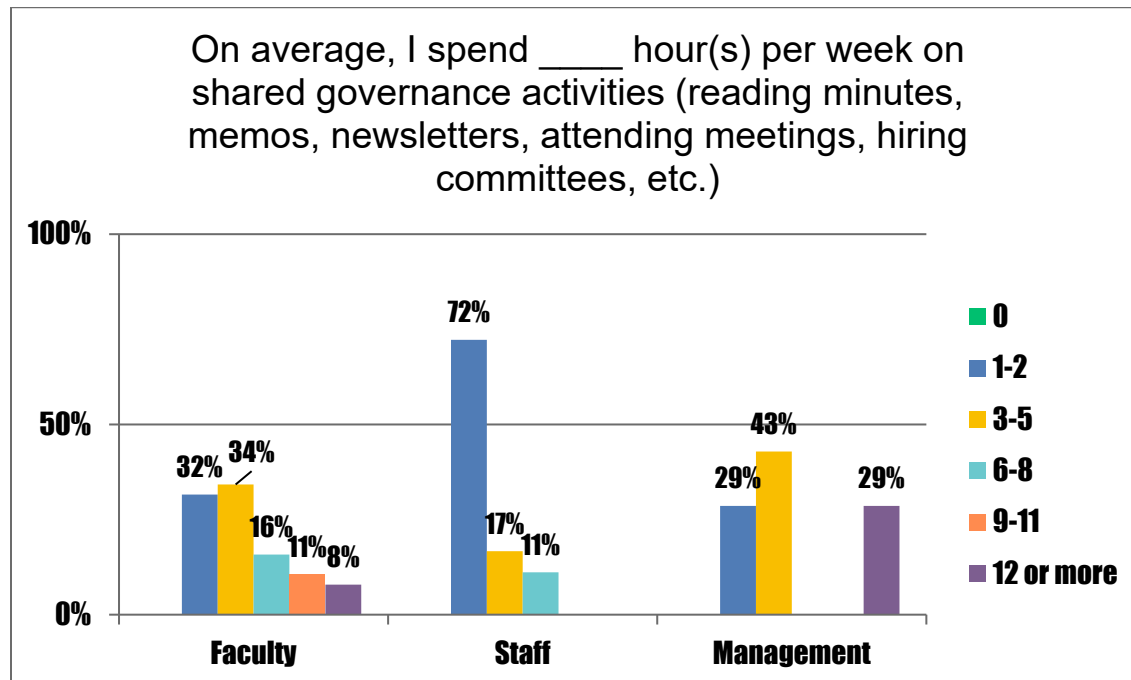

All respondents indicated that they participate in some type of shared governance activity in reporting one or more hours per week devoted to these type of activities. However, allocations by employee group show that faculty, staff, and management have somewhat differing levels of participation in shared governance activities. Adding hour categories together until summing to

a majority showed faculty and management put in 3-5 hours or less per week on average, though significantly larger percentage of management (29%) than faculty (8%) put in 12 or more hours a week on shared governance. For staff, the majority (72%) reported 1-2 hours per week. These time allocations per employee group make sense when considering the limits or freedom that are inherent to the jobs for each group.

Question 8 on the IEP Survey assesses the percentage of employees who experience unfair treatment based on diversity-related characteristics (Strategic Planning Goal 7.3). Perceptions of unfair treatment overall and by employee group are displayed below in Table 9.
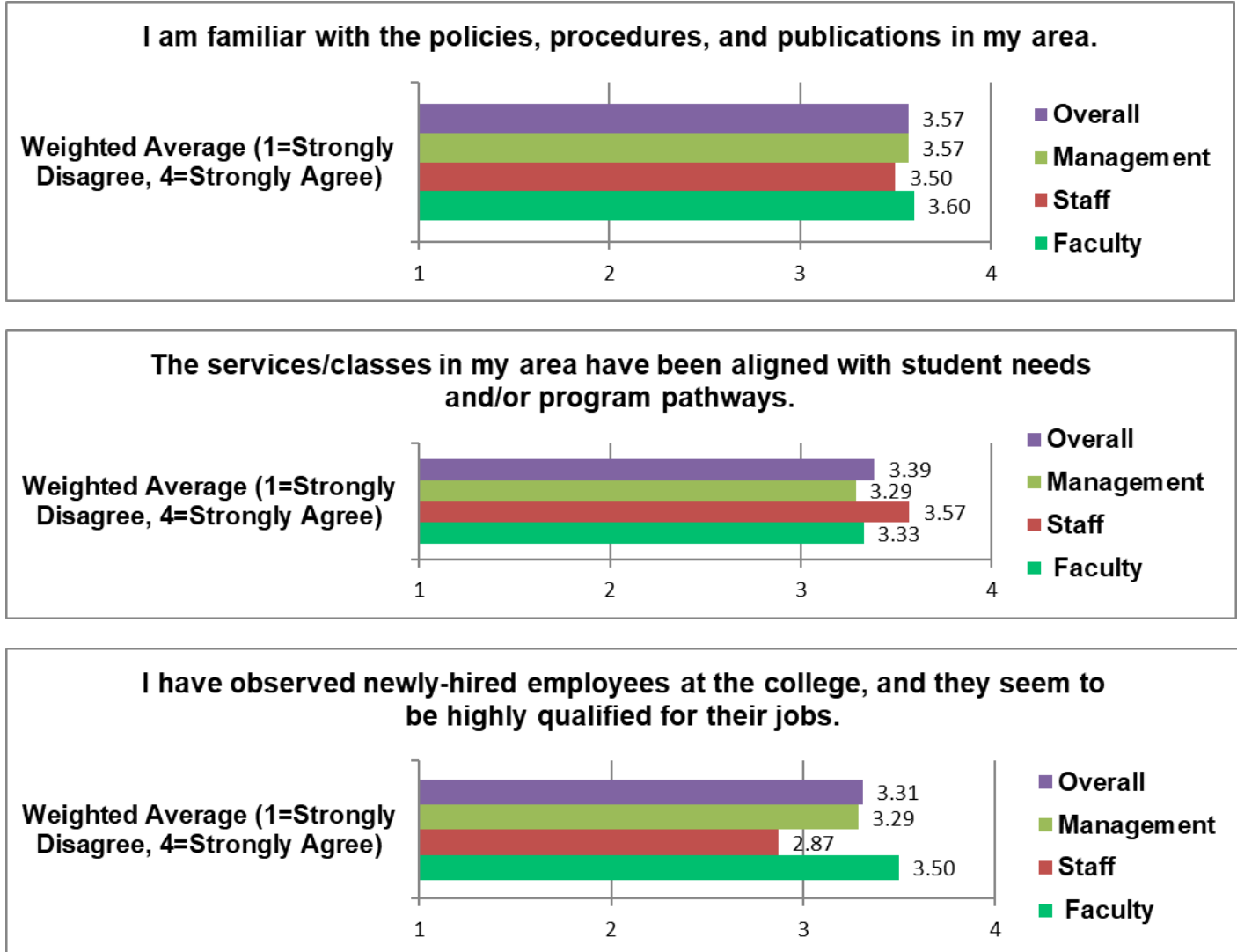
Chart 9. Unfair Treatment at the College.
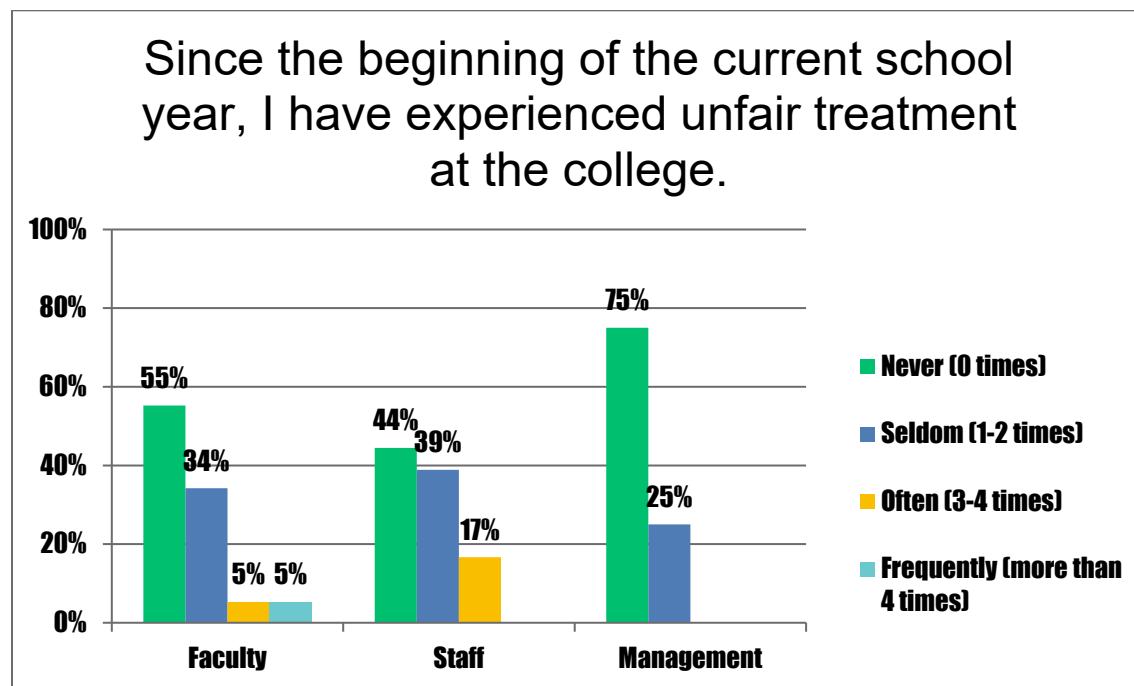
Experiencing unfair treatment is operationally defined as anyone indicating "Seldom (1-2 times)" through "Frequently (more than 4 times)" on this survey item. With this definition, 45% of employees overall reported experiencing unfair treatment during the 2017-18 academic year. This rate rose somewhat from the previous year, which was at 35%.   Perceptions of unfair treatment by employee group were 45%, 56%, and 25% for faculty, staff, and management, respectively. Managers who perceived unfair treatment were only in the "Seldom" category, whereas faculty registered this at all three levels (Seldom, Often & Frequently). Although Staff reported a higher percentage of unfair treatment, the frequency reported was only in the "Seldom" or "Often" categories. Respondents that indicated they experienced any level of unfair treatment were given a follow up question asking if they felt the unfair treatment was due to diversity-related characteristics. Of the 29 respondents who answered that they had experienced unfair treatment, 9 (32%) felt the unfairness was due to

diversity related characteristics. This is a considerable drop from the previous year which was at 50%. The distribution across employee categories was 44%, 20%, and 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 charts below present all of the items related to human or physical resources. The numbers listed next to the bars are the average ratings on the 1-4 scale overall and by each employee group.

Chart 10a. Human Resource Ratings

I am familiar with the policies, procedures, and publications in my area.

Weighted Average (1=Strongly Disagree, 4=Strongly Agree)

- Overall: 3.57
- Management: 3.57
- Staff: 3.50
- Faculty: 3.60

The services/classes in my area have been aligned with student needs and/or program pathways.

Weighted Average (1=Strongly Disagree, 4=Strongly Agree)

- Overall: 3.39
- Management: 3.29
- Staff: 3.57
- Faculty: 3.33

I have observed newly-hired employees at the college, and they seem to be highly qualified for their jobs.

Weighted Average (1=Strongly Disagree, 4=Strongly Agree)

- Overall: 3.31
- Management: 3.29
- Staff: 2.87
- Faculty: 3.50

There is a sufficient number of administrators to provide effective leadership and services that support the institution's mission and purposes.

Weighted Average (1=Strongly Disagree, 4=Strongly Agree)

- Overall: 3.29
- Management: 2.43
- Staff: 3.19
- Faculty: 3.5
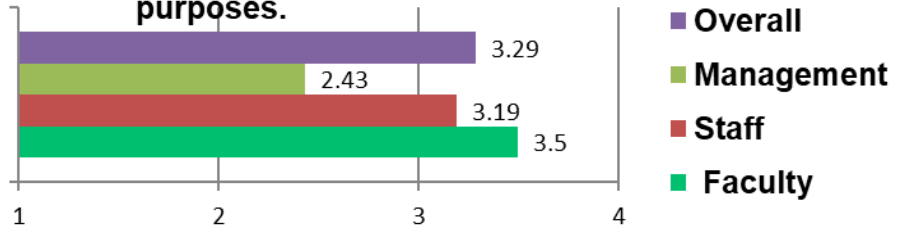
There is a sufficient number of full-time faculty to assure fulfillment of responsibilities essential to the quality of educational programs and services that support the institutional mission and purposes

Weighted Average (1=Strongly Disagree, 4=Strongly Agree)

- Overall: 2.21
- Management: 2.00
- Staff: 2.67
- Faculty: 2.06
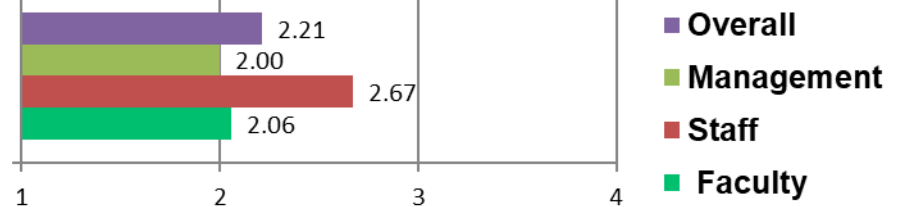
There is a sufficient number of staff to support effective educational, technological, physical, and administrative operations of the institution.

Weighted Average (1=Strongly Disagree, 4=Strongly Agree)

- Overall: 2.37
- Management: 1.86
- Staff: 2.06
- Faculty: 2.61
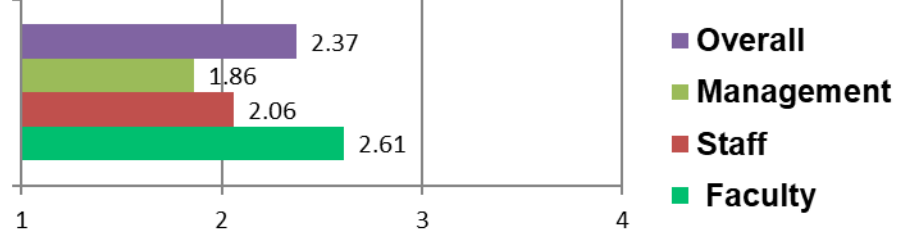
Norco College provides appropriate opportunities for my continued professional development.

Weighted Average (1=Strongly Disagree, 4=Strongly Agree)

- Overall: 3.05
- Management: 2.86
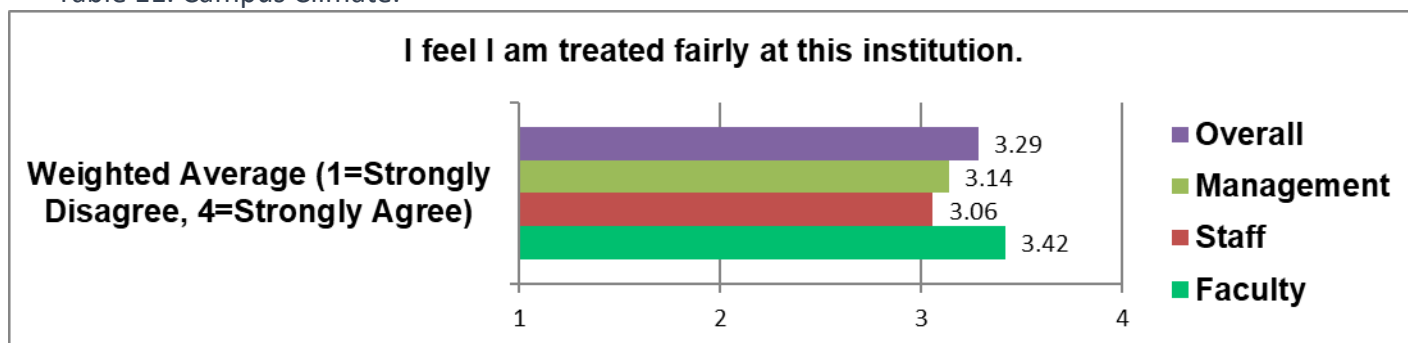- Staff: 2.69
- Faculty: 3.25
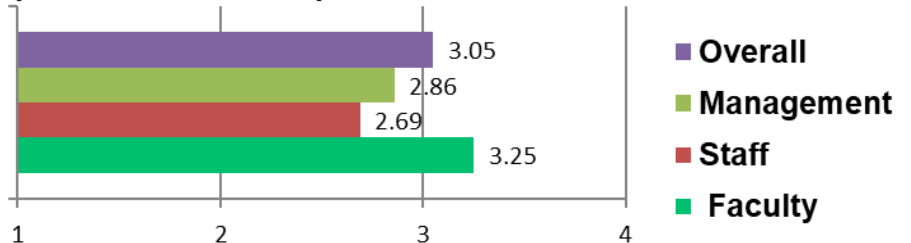
The first three statements focus on awareness of policies, alignment of service or classes with student needs and qualifications of new employees. The weighted average ratings across employee group ratings are all relatively high, with one exception. In the rating of newly-hired employees being highly qualified, staff ratings were noticeably lower. Faculty and management average agreement ratings were 3.57 and 3.29, respectively, whereas the staff rating was 2.87. The next three items in the chart rated sufficiency in numbers of administrators, faculty and staff at the college. The highest agreement that sufficient numbers existed was for administrators with an overall weighted average at 3.29. However, overall weighted average for sufficient numbers of faculty and staff were at 2.14 and 2.37, respectively. These numbers indicate respondents had more ratings toward disagreement that there are sufficient number of these employee groups, and that the college should consider this issue. The last statement in the above table addresses opportunities for professional development. According to the weighted averages, there is solid agreement that professional development opportunities are provided to faculty (3.25). However, management and staff had a noticeable gap in comparison to faculty on perceived professional development opportunities with weighted averages at 2.86 and 2.69, respectively. For management, this represents a considerable drop from the previous year (3.67).

Overall, human resources processes are largely perceived to be positive by the three employee groups. However, two issues of concern emerge from these items: there are not sufficient numbers of faculty and staff, and professional development opportunities should be improved and/or made more visible for staff and management.

The next four questions assess aspects of campus climate at Norco College and they are in the table below.
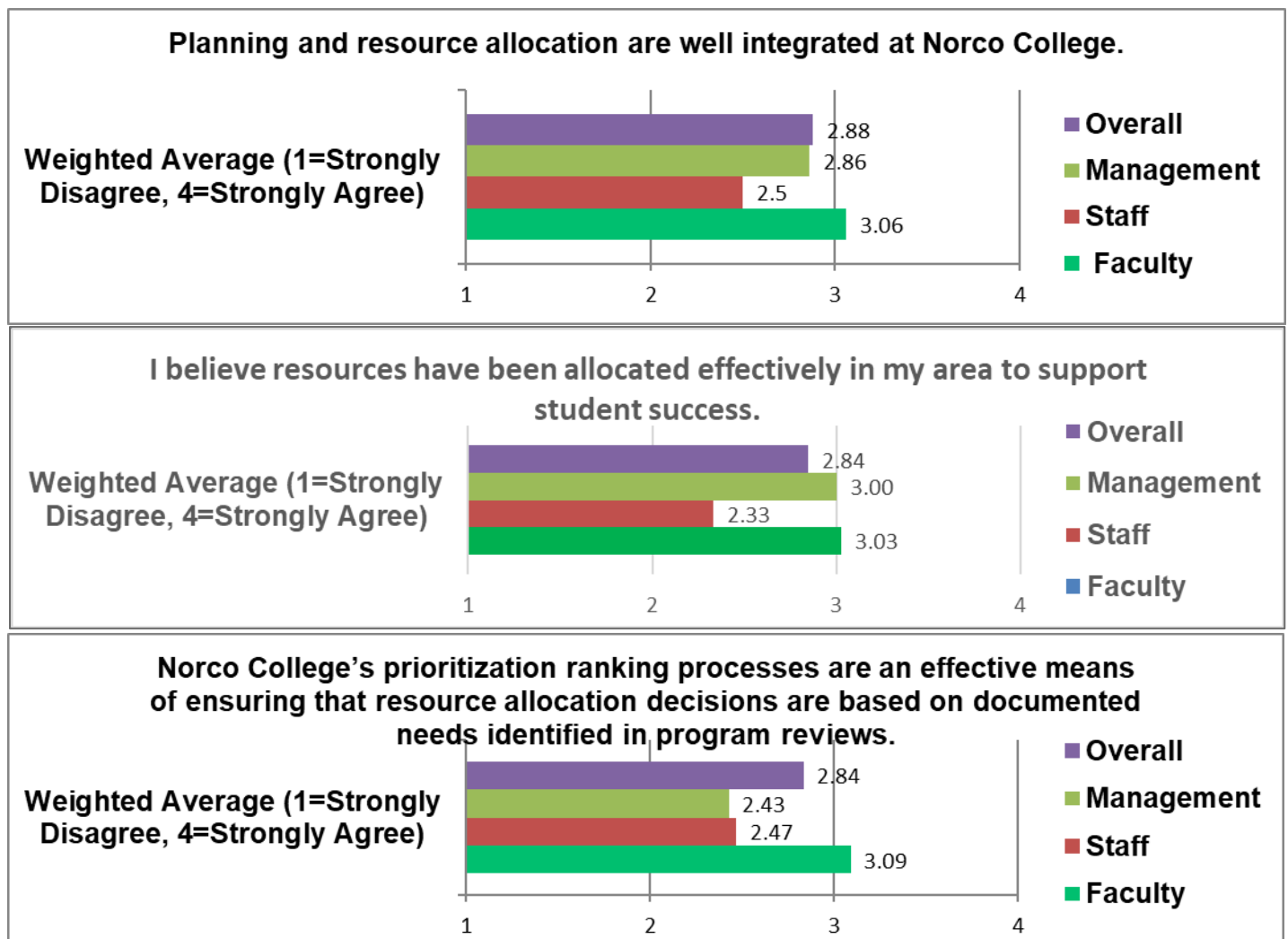
Table 11. Campus Climate.

I feel I am treated fairly at this institution.	
Weighted Average (1=Strongly Disagree, 4=Strongly Agree)	Overall 3.29
	Management 3.14
	Staff 3.06
	Faculty 3.42

I feel safe at Norco College.

Weighted Average (1=Strongly Disagree, 4=Strongly Agree)

- Overall: 3.52
- Management: 3.57
- Staff: 3.25
- Faculty: 3.64
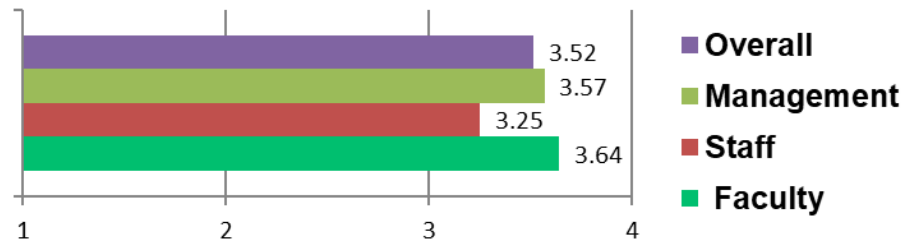
I feel accepted as an individual by the faculty, staff and other employees at Norco College.

Weighted Average (1=Strongly Disagree, 4=Strongly Agree)

- Overall: 3.47
- Management: 3.29
- Staff: 3.19
- Faculty: 3.64
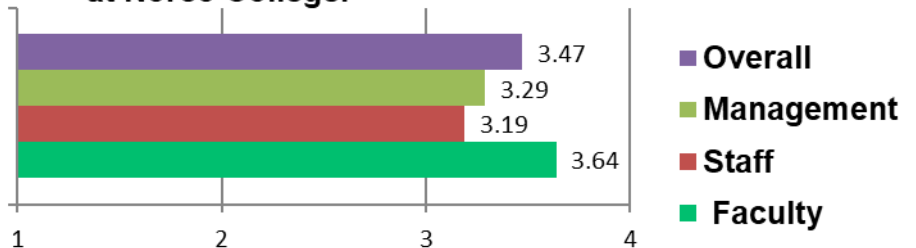
I feel accepted as an individual by students at Norco College.

Weighted Average (1=Strongly Disagree, 4=Strongly Agree)

- Overall: 3.62
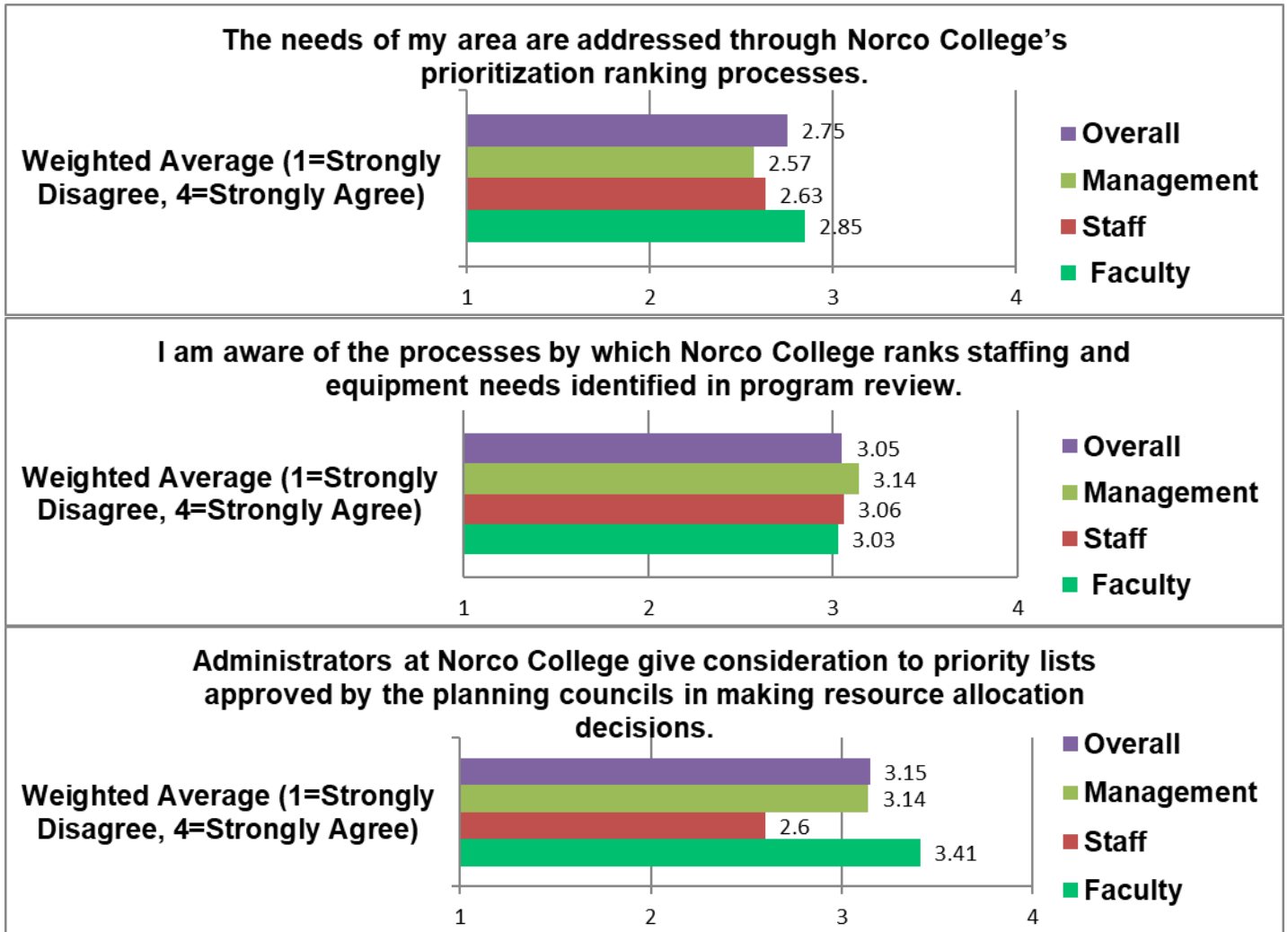- Management: 3.57
- Staff: 3.4
- Faculty: 3.72
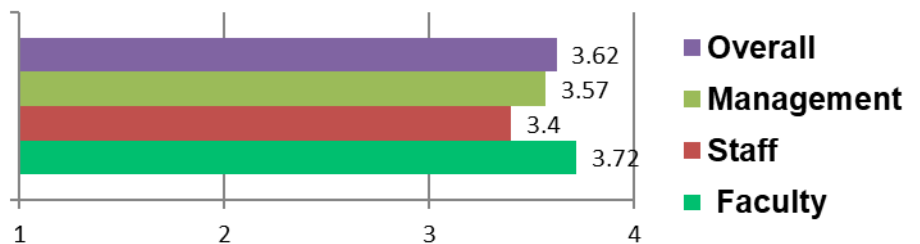
Campus climate as described by these questions seemed to be perceived as quite positive by all employee groups. The first statement assesses the climate related to perceptions of being treated fairly. This is related to the previous survey item (see Table 9) assessing the frequency of times experiencing unfair treatment, but it assesses perceptions of the institution in general rather than whether any unfair treatment has occurred. With a range of weighted averages between 3.06-3.42 across employee groups, most respondents rated this between Agree and Strongly Agree. In looking at responses in aggregate, 43/59 (73%) agreed or strongly agreed that they were treated with fairness at Norco College. In combination with the previous data on unfair treatment (see Table 9), this would infer that though 45% of employees have experienced some unfair treatment at the institution, those experiences weren't profound enough to shift their perceptions of Norco College being a fair institution overall. The second statement is a general assessment of feeling safe at Norco. This item was one of the two highest overall weighted averages of all campus climate items (3.52), which 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. Inclusivity defined as acceptance coming from employees displayed a fairly high overall weighted averages (3.47), but acceptance from students was even higher (3.62) and similarly high across all employee categories for that item. If we calculate the inclusivity of Norco College as the mean of overall weighted averages on both items, Norco College has an inclusivity score of 3.55 on a four-point scale. Last year, the inclusivity score was exactly the same score as this year so Norco College's climate of inclusivity seems to remain relatively strong.

The final portion of the survey included items assessing planning and resource allocation processes. It was comprised of six statements 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

The needs of my area are addressed through Norco College's prioritization ranking processes.

Weighted Average (1=Strongly Disagree, 4=Strongly Agree)

- Overall: 2.75
- Management: 2.57
- Staff: 2.63
- Faculty: 2.85

(Scale: 1, 2, 3, 4)

I am aware of the processes by which Norco College ranks staffing and equipment needs identified in program review.

Weighted Average (1=Strongly Disagree, 4=Strongly Agree)

- Overall: 3.05
- Management: 3.14
- Staff: 3.06
- Faculty: 3.03

(Scale: 1, 2, 3, 4)

Administrators at Norco College give consideration to priority lists approved by the planning councils in making resource allocation decisions.

Weighted Average (1=Strongly Disagree, 4=Strongly Agree)

- Overall: 3.15
- Management: 3.14
- Staff: 2.6
- Faculty: 3.41

(Scale: 1, 2, 3, 4)

The first item addresses the integration between planning and resource allocation. At an overall weighted average of 2.88, the general sentiment of employee groups was moderate agreement that processes were integrated. However, when examining specific employee subgroups' responses, the strongest disagreement on this item came from staff with 50% of the respondents registering either Disagree or Strongly Disagree. The next three items in the table above are related to effectiveness of resource allocation processes. These three items had the lowest overall weighted averages of any items in this area (2.84, 2.84, 2,75, respectively) indicating considerable level of disagreement 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 weighted averages in the Resource Allocation and Planning Area at 3.05 and 3.15, respectively. When viewing responses by employee subgroup, these two items showed an interesting pattern of agreement emerging: staff feel a similar level of awareness of ranking processes to other employee groups, however they do not feel administrators give consideration to priority lists emerging from these processes.

In summary, this survey at 75 respondents had a similar response to the previous year at 73 respondents, but much lower response numbers than previous years (2017 – 105 respondents, 2016 – 143 respondents). Due to the smaller sample size, variance in response rates may register as larger percentage swings. For example, since there were only eight managers that responded, one manager's response would sway the results by 11%. In some questions, not all managers responded so this phenomenon was even more exaggerated. With this in mind, results for the current year should be interpreted with the caveat that large changes in data from previous years might be due to the sample size though this shouldn't be the only explanation of the data. With that in mind, there are certain conclusions that can be made from the current IEP Survey data.   Data suggested that college constituencies (especially management and faculty) felt they had a strong impact on the institutional mission, and that there was confidence that the mission guides institutional planning. Assessment and program review received relatively agreeable ratings, with similar levels of disagreement across items. 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. A little under half 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 relatively effective for the most part, but there was some disagreement as to whether the needs of the institution were adequately met.

In comparison to the 2018 IEP survey, most of the patterns of response across employee groups stayed fairly consistent in the 2019 survey.   There was some movement downward in levels of overall agreement for management in comparison to the previous year, but the sample size will need to be considered as one possible reason for this, though not the only explanation. During 2019-20, the new strategic plan will be approved and all of the processes related to assessing planning will be evaluated. The IEP Survey has historically been used as one of the comprehensive evaluations of the planning and resource allocation process. Because of this, it will remain as one of the evaluation procedures, but frequency of delivery may be changed. This is still in process and will be solidified during the next academic year.