

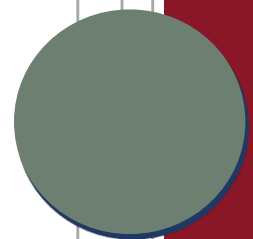
# INSTITUTIONAL EFFECTIVENESS & PLANNING SURVEY

*2019-20*

Survey Results and Analysis

Office of Institutional Effectiveness

7/17/2020



# INSTITUTIONAL EFFECTIVENESS & PLANNING SURVEY

2019-20

The Institutional Effectiveness and Planning (IEP) Survey is designed to be a means by which to assess 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 21, 2020, 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 145 respondents started the survey, but the majority of questions had between 99-109 respondents per question. Below is a chart showing the percentage distribution of respondents by different employee categories:

Chart 1. Employee Category

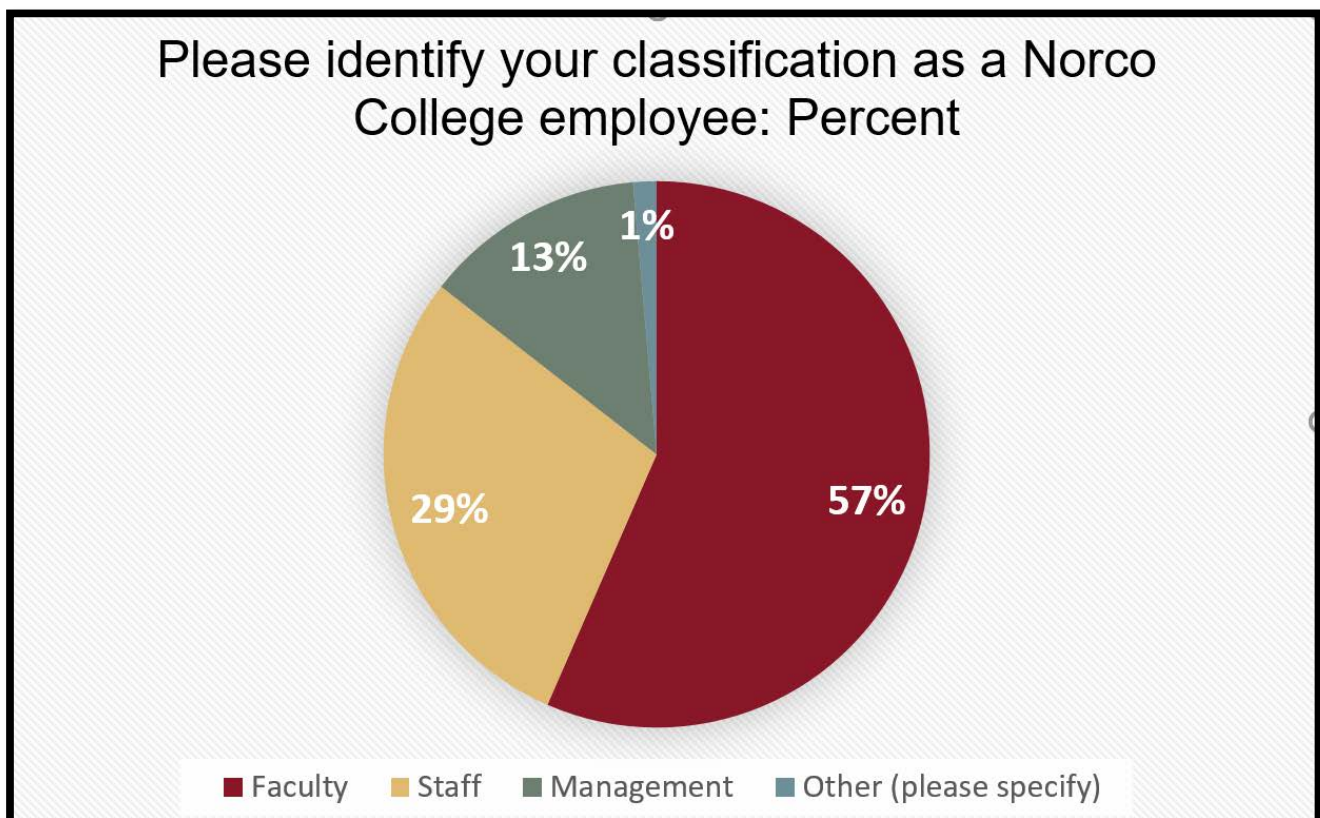


Chart 2. Part-Time or Full-Time Position

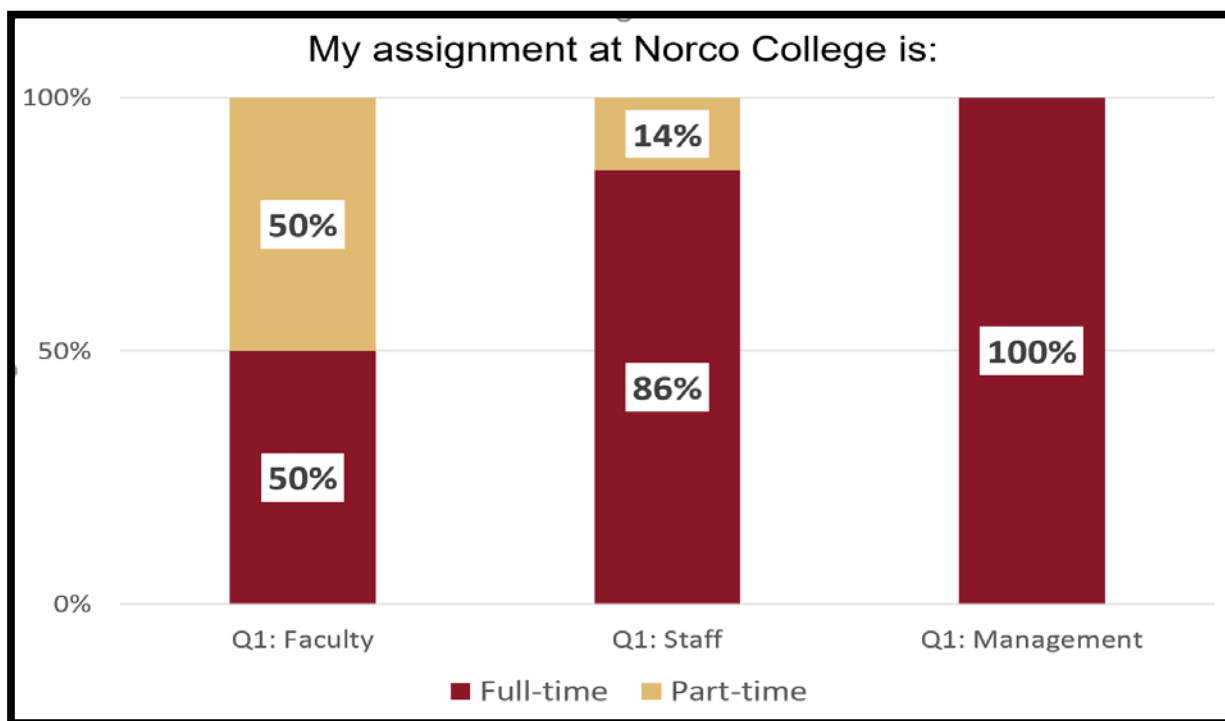


Chart 3. Area of Employment

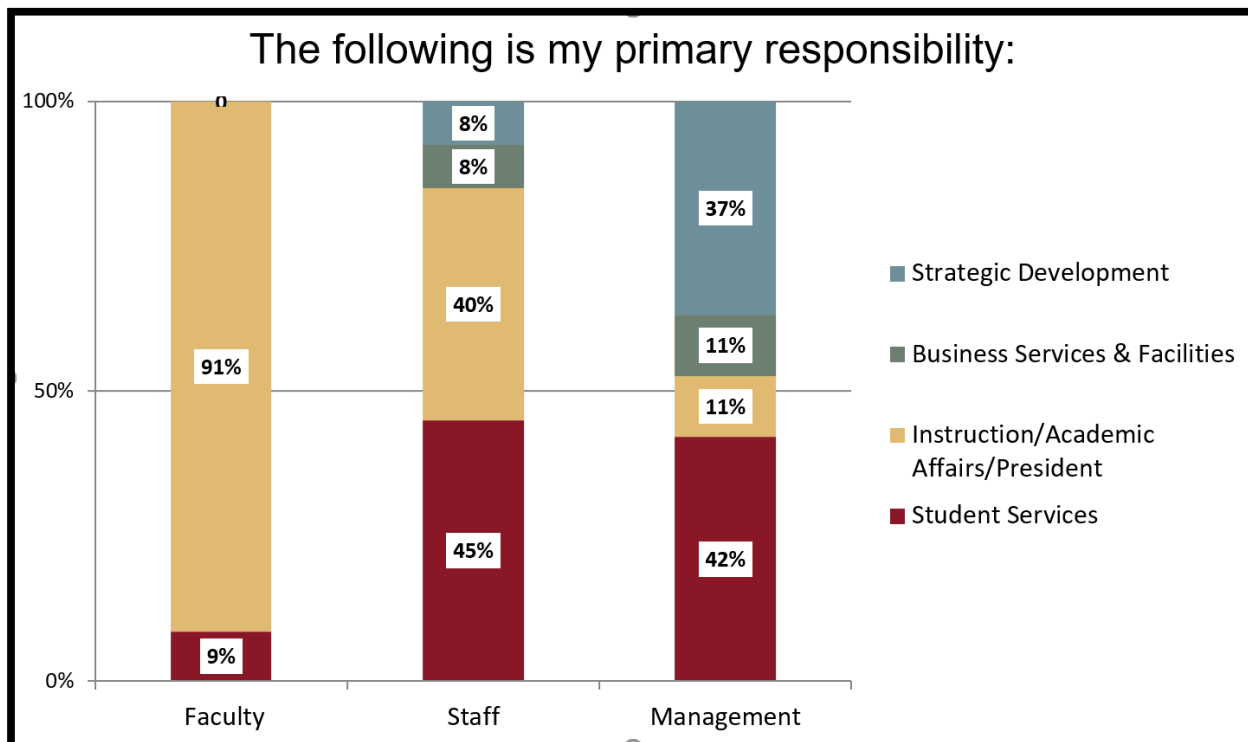
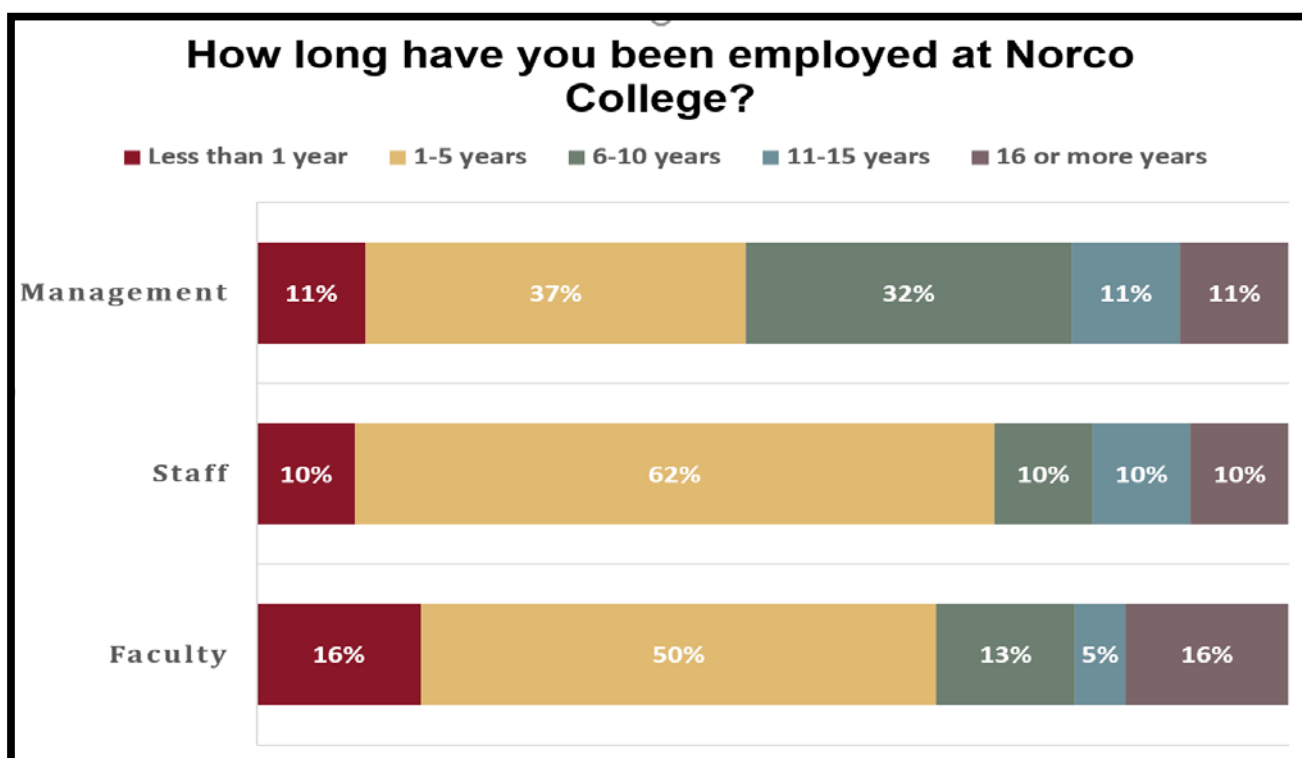


Chart 4. Length of Employment at Norco College



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 were primarily from Student Services and Strategic Development. Finally, the sample was comprised of more recently employed rather than more seasoned employees. Staff had 72% of respondents with 5 or less years of employment, management had 48%, and faculty had 76%. 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 investigated perceptions 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 1. Strong Impact Ratings for College Mission

Answer Options	Faculty	Staff	Management	Total
<b>Inspires a diverse student body by an inclusive innovative approach to learning</b>				
Strong Impact	74%	54%	56%	67%
<b>Pathways to transfer, professional, career and technical education, certificates, and degrees</b>				
Strong Impact	71%	48%	67%	65%
<b>A pivotal hub for scholarship, arts and culture, dynamic technologies, and partnerships.</b>				
Strong Impact	53%	21%	44%	44%
<b>Promotes and fosters self-empowerment</b>				
Strong Impact	67%	38%	65%	57%
<b>Dedicated to transforming the lives of our students</b>				
Strong Impact	75%	56%	78%	70%
<b>Dedicated to transforming the lives of our employees</b>				
Strong Impact	34%	28%	50%	35%
<b>Dedicated to transforming the lives of our community</b>				
Strong Impact	50%	32%	56%	46%

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 “Inspires a diverse student body by an inclusive innovative approach to learning” with respondents indicating strong impact at 70% and 67%, respectively. The lowest area of mission impact was “Dedicated to transforming the lives of our employees” with strong impact ratings at 35% 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. 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 2. Mission and Planning

		<i>Faculty</i>	<i>Staff</i>	<i>Management</i>	<i>Total</i>
<b><i>Norco's Mission Statement guides institutional planning.</i></b>					
<i>Strongly Agree</i>	Percent	52%	17%	47%	43%
	<i>n</i>	34	4	8	46
<i>Agree</i>	Percent	45%	63%	47%	49%
	<i>n</i>	29	15	8	52
<i>Disagree</i>	Percent	0%	16%	6%	5%
	<i>n</i>	0	4	1	5
<i>Strongly Disagree</i>	Percent	3%	4%	0%	3%
	<i>n</i>	2	1	0	3
<i>Total</i>	Percent	61%	22%	16%	100%
	<i>n</i>	65	24	17	107
<b><i>I believe that Norco College is achieving its mission.</i></b>					
<i>Strongly Agree</i>	Percent	43%	17%	41%	36%
	<i>n</i>	28	4	7	39
<i>Agree</i>	Percent	49%	63%	59%	53%
	<i>n</i>	32	15	10	57
<i>Disagree</i>	Percent	6%	16%	0%	7%
	<i>n</i>	4	4	0	8
<i>Strongly Disagree</i>	Percent	2%	4%	0%	2%
	<i>n</i>	1	1	0	2
<i>Total</i>	Percent	61%	22%	16%	100%
	<i>n</i>	65	24	17	107
<b><i>I am confident in the direction that Norco is planning for the future.</i></b>					
<i>Strongly Agree</i>	Percent	43%	20%	47%	39%
	<i>n</i>	29	5	8	42
<i>Agree</i>	Percent	41%	64%	47%	47%
	<i>n</i>	26	16	6	50
<i>Disagree</i>	Percent	13%	16%	0%	12%
	<i>n</i>	8	4	1	13
<i>Strongly Disagree</i>	Percent	2%	0%	0%	1%
	<i>n</i>	1	0	0	1
<i>Total</i>	Percent	60%	23%	16%	100%

	<i>Faculty</i>	<i>Staff</i>	<i>Management</i>	<i>Total</i>
<i>n</i>	64	25	17	107

There appears to be fairly strong agreement in total ratings on the three questions comprising this area. One item showed unanimous agreement for Management that Norco College is achieving its mission. Although total percentages showed agreement was high on all questions, there were higher disagreement ratings than other employee groups (sum of Disagree & Strongly Disagree percentages) by staff on all three questions. The highest levels of disagreement by staff was that the mission statement guides institutional planning and Norco is achieving its mission (both at 20%). 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 3. Program Review and Assessment Ratings

		<i>Faculty</i>	<i>Staff</i>	<i>Management</i>	<i>Total</i>
<b><i>We frequently engage in dialogue about data on student learning outcomes (SLOs/SAOs) in my area.</i></b>					
<i>Strongly Agree</i>	Percent	51%	17%	31%	39%
	<i>n</i>	33	4	5	42
<i>Agree</i>	Percent	37%	50%	57%	41%
	<i>n</i>	14	8	4	26
<i>Disagree</i>	Percent	17%	33%	13%	20%
	<i>n</i>	11	8	2	21
<i>Strongly Disagree</i>	Percent	5%	4%	6%	5%
	<i>n</i>	3	1	1	5
<i>Total</i>	Percent	61%	22%	15%	100%
	<i>n</i>	65	24	16	107
<b><i>Assessment of SLOs/SAOs is used to improve the courses/programs/services in my area.</i></b>					
<i>Strongly Agree</i>	Percent	40%	14%	25%	31%
	<i>n</i>	26	3	4	33
<i>Agree</i>	Percent	46%	50%	63%	48%
	<i>n</i>	30	11	10	51
<i>Disagree</i>	Percent	11%	27%	6%	13%
	<i>n</i>	7	6	1	14
<i>Strongly Disagree</i>	Percent	3%	9%	6%	5%
	<i>n</i>	2	2	1	5
<i>Total</i>	Percent	61%	21%	15%	100%
	<i>n</i>	65	22	16	107
<b><i>Assessment of SLOs/SAOs is meaningful to me</i></b>					
<i>Strongly Agree</i>	Percent	43%	27%	31%	36%
	<i>n</i>	28	6	5	39

<i>Agree</i>	Percent	42%	50%	50%	43%
	<i>n</i>	27	11	8	46
<i>Disagree</i>	Percent	11%	18%	19%	13%
	<i>n</i>	7	4	3	14
<i>Strongly Disagree</i>	Percent	5%	5%	0%	4%
	<i>n</i>	3	1	0	4
<i>Total</i>	Percent	61%	21%	15%	100%
	<i>n</i>	65	22	16	107

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

<i>Strongly Agree</i>	Percent	45%	21%	40%	37%
	<i>n</i>	29	5	6	40
<i>Agree</i>	Percent	43%	63%	33%	45%
	<i>n</i>	28	15	5	48
<i>Disagree</i>	Percent	9%	8%	27%	11%
	<i>n</i>	6	2	4	12
<i>Strongly Disagree</i>	Percent	3%	8%	0%	4%
	<i>n</i>	2	2	0	4
<i>Total</i>	Percent	61%	22%	14%	100%
	<i>n</i>	65	24	15	107

***Program review is meaningful to me.***

<i>Strongly Agree</i>	Percent	36%	33%	31%	34%
	<i>n</i>	23	8	5	36
<i>Agree</i>	Percent	47%	42%	50%	45%
	<i>n</i>	30	10	8	48
<i>Disagree</i>	Percent	9%	25%	19%	14%
	<i>n</i>	6	6	3	15
<i>Strongly Disagree</i>	Percent	8%	0%	0%	5%
	<i>n</i>	5	0	0	5
<i>Total</i>	Percent	60%	22%	15%	100%
	<i>n</i>	64	24	16	107

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 (80%), use assessment data to improve their area (79%), and find assessment meaningful (79%). 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 14% to 37% for these questions. Staff indicated the highest disagreement ratings in all statements with dialogue at 37%, followed by use of assessment for improvement at 36%, and then the lowest disagreement rating at 23% for meaningfulness. Management consistently showed the lowest disagreement ratings on these



questions with meaningfulness at 19%, followed by dialogue at 18%, and then the lowest disagreement rating at 12% for the use of 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 82% and 79%, respectively. The first question addressed the effectiveness of program review as a process. Agreement scores were high across the board with 88% agreement score in Faculty, 84% agreement in Staff, and 73% in Management. The second question addressed the meaningfulness of program review and responses were similar in agreement scores to the first question: Faculty at 83%, Staff at 75%, and Management at 79%.

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 4 below).

Table 4. Use of Data

		<i>Faculty</i>	<i>Staff</i>	<i>Management</i>	<i>Total</i>
<b><i>I use Norco College's Institution-Set Standards (ISS) in one or more aspects of my job.</i></b>					
<i>Strongly Agree</i>	Percent	30%	17%	13%	23%
	<i>n</i>	19	4	2	25
<i>Agree</i>	Percent	44%	46%	67%	46%
	<i>n</i>	28	11	10	49
<i>Disagree</i>	Percent	17%	33%	20%	21%
	<i>n</i>	11	8	3	22
<i>Strongly Disagree</i>	Percent	9%	4%	0%	7%
	<i>n</i>	6	1	0	7
<i>Total</i>	Percent	60%	22%	14%	100%
	<i>n</i>	64	24	15	107

		<i>Faculty</i>	<i>Staff</i>	<i>Management</i>	<i>Total</i>
<b><i>Q2. I use Norco College's strategic planning goals in one or more aspects of my job.</i></b>					
<i>Strongly Agree</i>	Percent	36%	21%	53%	35%
	<i>n</i>	23	5	9	37
<i>Agree</i>	Percent	48%	71%	35%	50%

<i>Disagree</i>	<i>n</i>	31	17	6	54
	Percent	8%	8%	12%	8%
<i>Strongly Disagree</i>	<i>n</i>	5	2	2	9
	Percent	8%	0%	0%	5%
<i>Total</i>	<i>n</i>	5	0	0	5
	Percent	60%	22%	16%	100%
	<i>n</i>	64	24	17	107

**Q3. Institutional planning decisions are based on data.**

<i>Strongly Agree</i>	Percent	45%	13%	31%	35%
	<i>n</i>	29	3	5	37
<i>Agree</i>	Percent	42%	63%	56%	48%
	<i>n</i>	27	15	9	51
<i>Disagree</i>	Percent	11%	21%	13%	13%
	<i>n</i>	7	5	2	14
<i>Strongly Disagree</i>	Percent	3%	4%	0%	3%
	<i>n</i>	2	1	0	3
<i>Total</i>	Percent	61%	22%	15%	100%
	<i>n</i>	65	24	16	107

**Q4. Norco College Strategic Planning goals are regularly assessed and results shared with campus constituencies.**

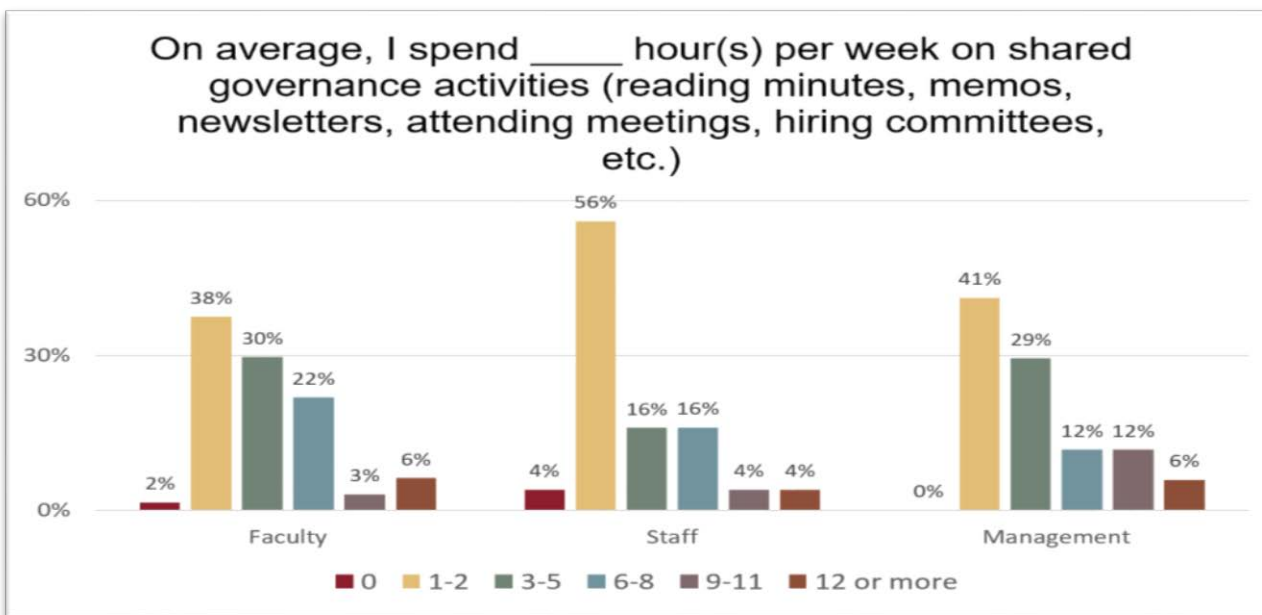
<i>Strongly Agree</i>	Percent	49%	17%	44%	40%
	<i>n</i>	32	4	7	43
<i>Agree</i>	Percent	37%	67%	50%	45%
	<i>n</i>	24	16	8	48
<i>Disagree</i>	Percent	11%	17%	6%	11%
	<i>n</i>	7	4	1	12
<i>Strongly Disagree</i>	Percent	3%	0%	0%	2%
	<i>n</i>	2	0	0	2
<i>Total</i>	Percent	61%	22%	15%	100%
	<i>n</i>	65	24	16	107

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 85%, 83%, and 85% for questions 2-4, respectively. However, the use of institution-set standards (ISS) is somewhat lower across the three employee groups with overall agreement ratings at 69%. This pattern for the ISS question is similar to previous years, however the agreement rating for 2019-20 at 69% represents a considerable increase in comparison to the agreement rating for the previous year at 57%.

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.

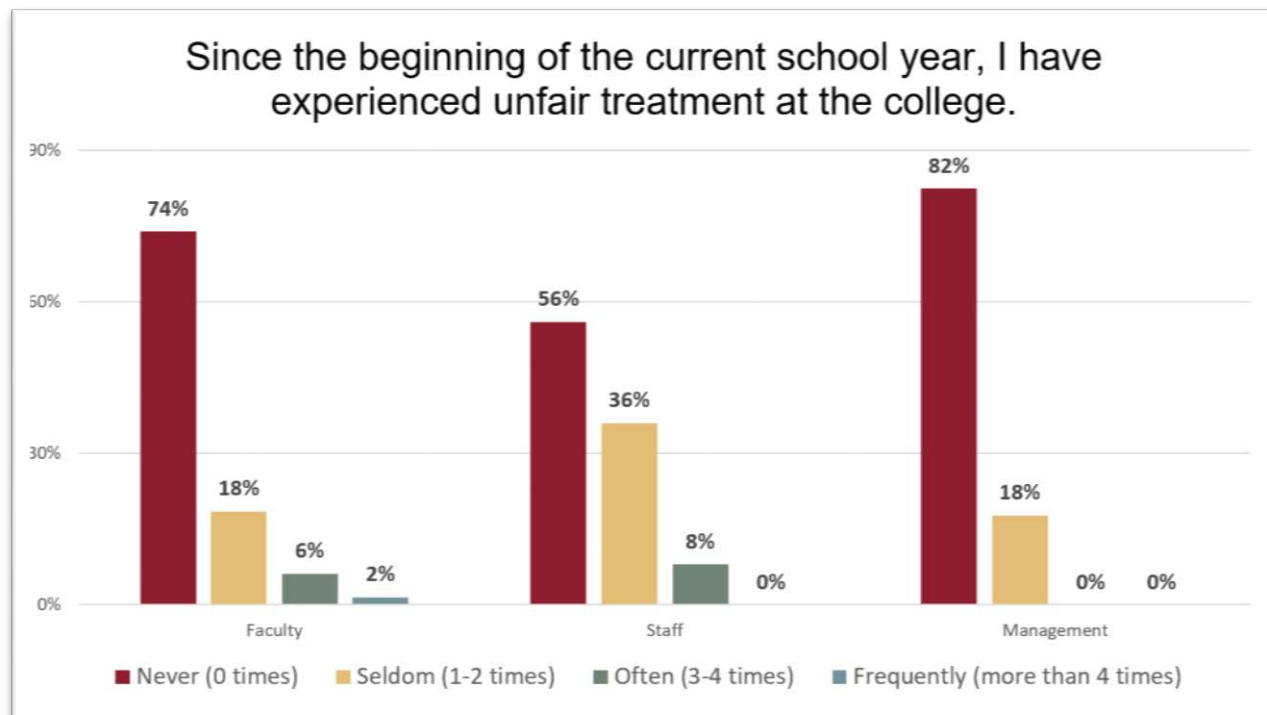
Chart 5. Hours per Week Allocated to Shared Governance Activities.



Most respondents indicated that they participate in some type of shared governance activity with some hours allocated per week. 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, and also had the same percentage of management and faculty with 12 or more hours a week on shared governance (6%). For staff, the majority (56%) 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 Chart 6.

Chart 6. Unfair Treatment at the College.

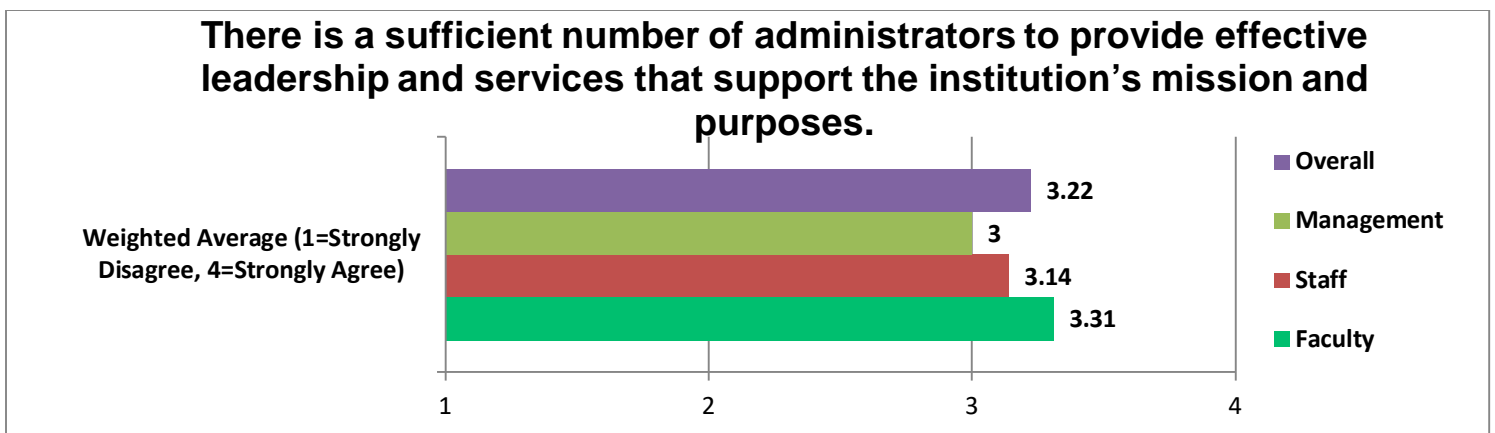
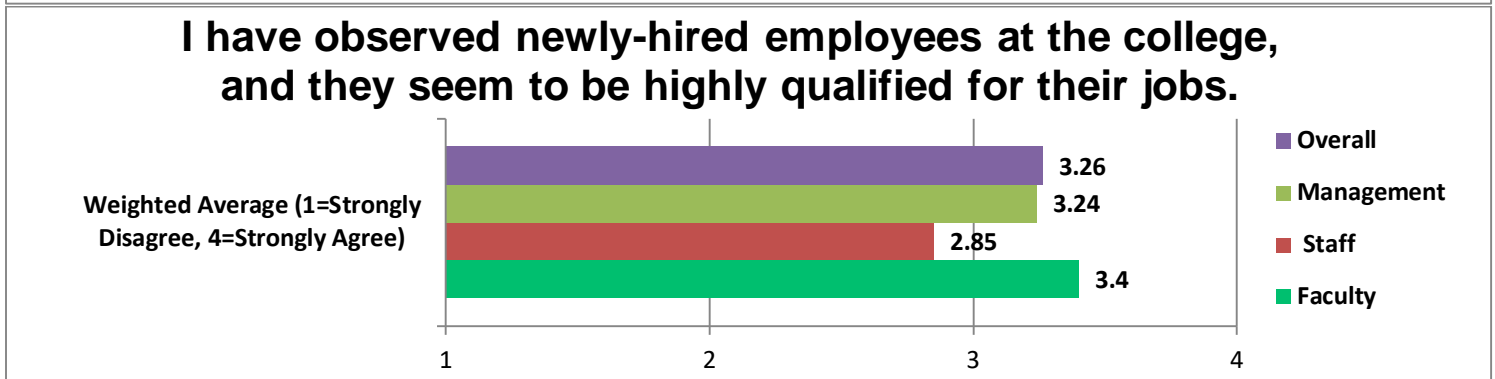
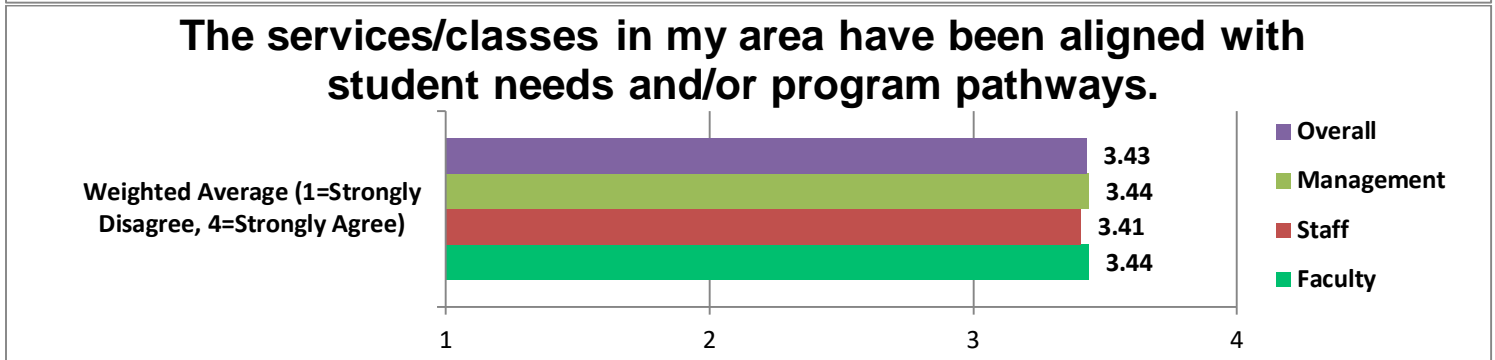
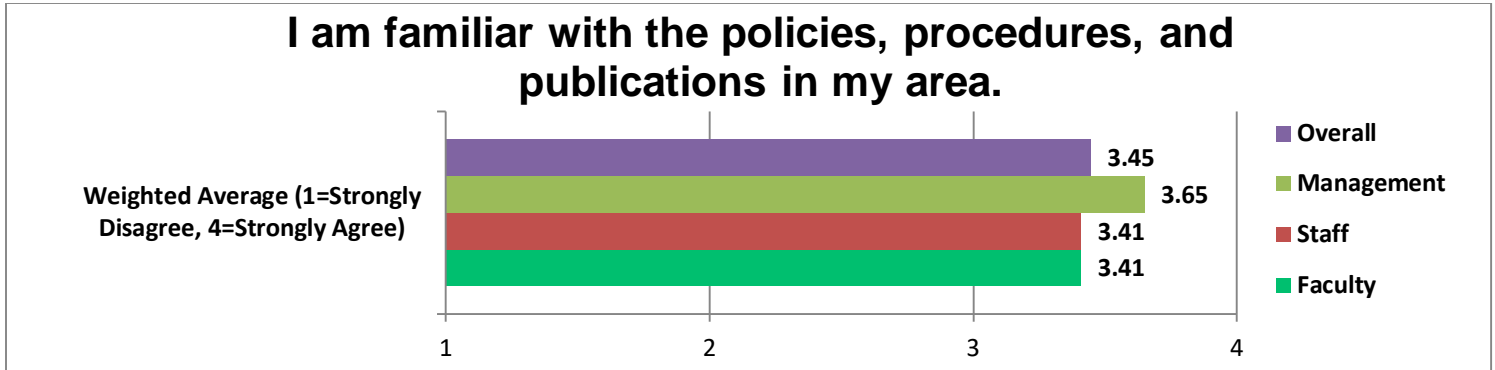


Experiencing unfair treatment is operationally defined as anyone indicating “Seldom (1-2 times)” through “Frequently (more than 4 times)” on this survey item. With this definition, 30% of employees overall reported experiencing unfair treatment during the 2019-20 academic year. This rate dropped somewhat from the previous year, which was at 45%. Perceptions of unfair treatment by employee group were 26%, 44%, and 18% 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 33 respondents who answered that they had experienced unfair treatment, 12 (36%) felt the unfairness was due to diversity related characteristics. This represents a modest increase from the previous year which was at 32%.

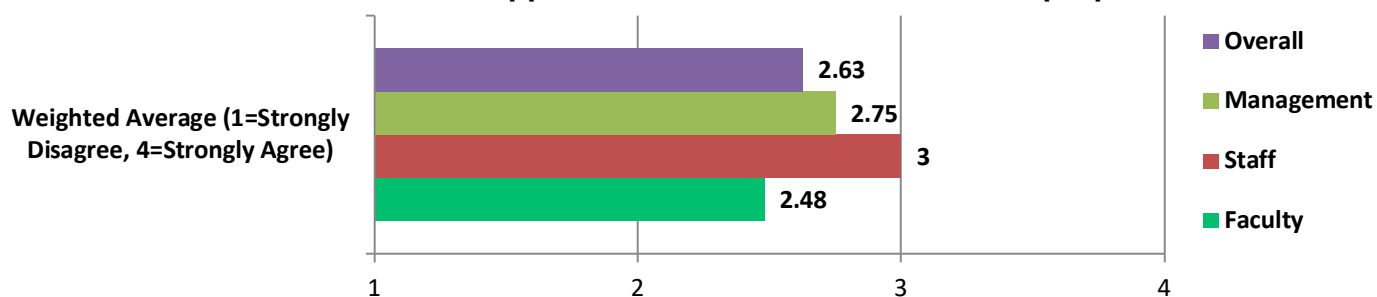
#### HUMAN/PHYSICAL RESOURCES, CAMPUS CLIMATE & RESOURCE ALLOCATION

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.

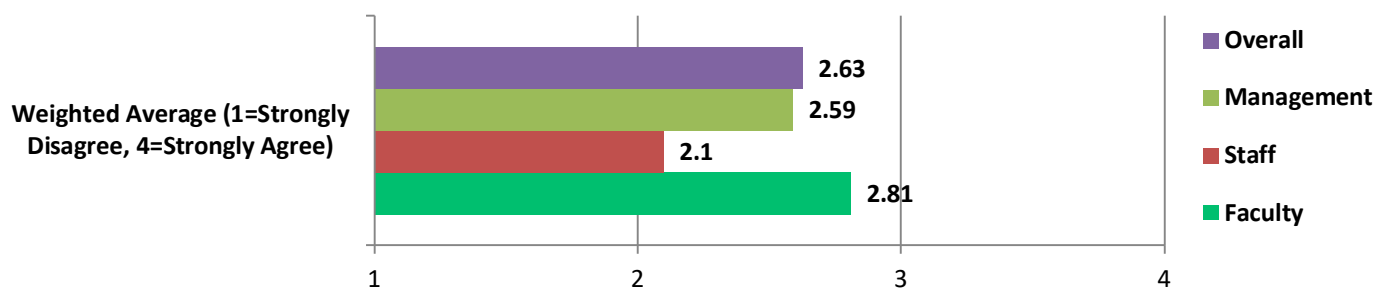
Chart 7. Human Resource Ratings



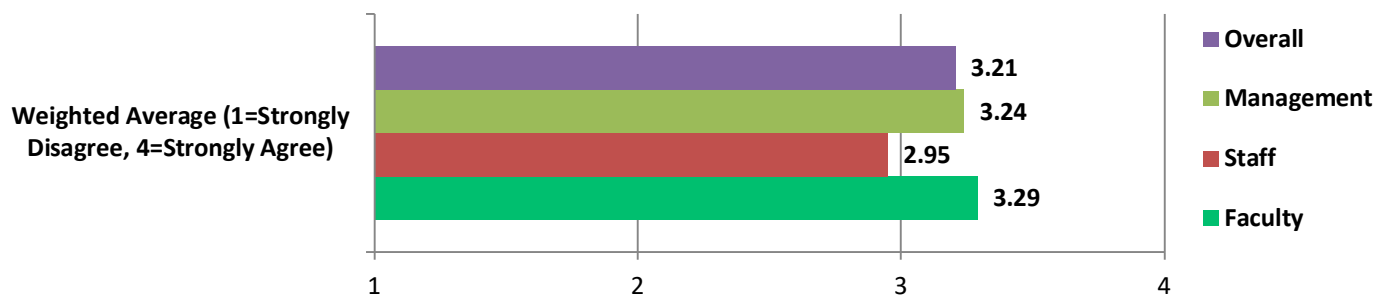
**There is a sufficient number of full-time faculty to assure fulfillment of responsibilities essential to the quality of educational programs and services that support the institutional mission and purposes**



**There is a sufficient number of staff to support effective educational, technological, physical, and administrative operations of the institution.**



**Norco College provides appropriate opportunities for my continued professional development.**



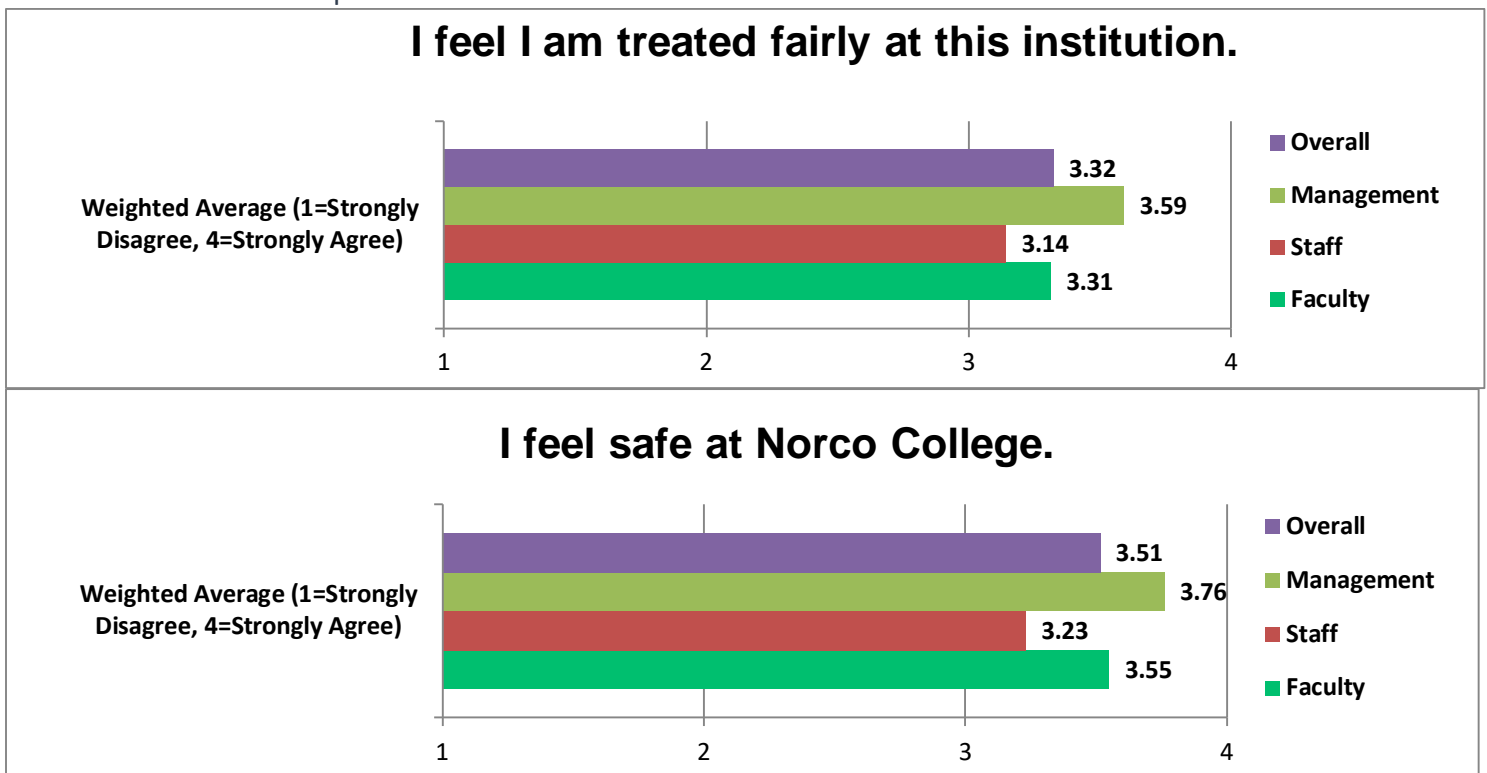
The first three statements focus on awareness of policies, alignment of service or classes with student needs and qualifications of new employees. The weighted average ratings across employee group ratings are all relatively high, with one exception. In the rating of newly-hired employees being highly qualified, staff ratings were noticeably lower. Faculty and management average agreement ratings were 3.4 and 3.24, respectively, whereas the staff rating was 2.85. 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 3.22. However, overall weighted average for sufficient numbers of faculty and staff were at 2.63 for both employee groups. 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 management (3.24) and faculty (3.29). However, staff had a noticeable gap in comparison to faculty on perceived professional development opportunities with a weighted average at 2.95. For management at 3.24, this represents a considerable increase from the previous year (2.86).

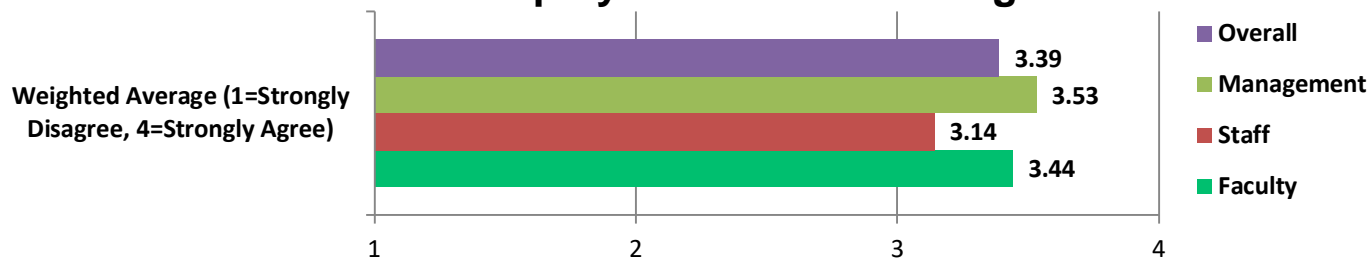
Overall, human resources processes are largely perceived to be positive by the three employee groups. However, two issues of concern emerge from these items: there are not sufficient numbers of faculty and staff, and professional development opportunities should be improved and/or made more visible for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

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

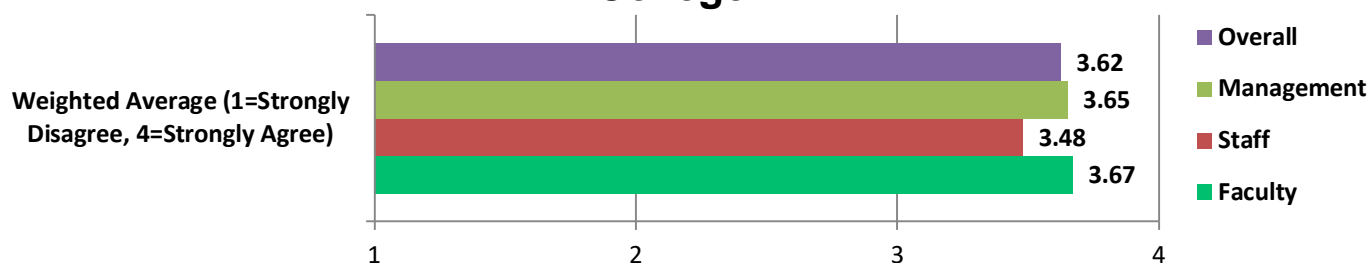
Table 11. Campus Climate.



### I feel accepted as an individual by the faculty, staff and other employees at Norco College.



### I feel accepted as an individual by students at Norco College.

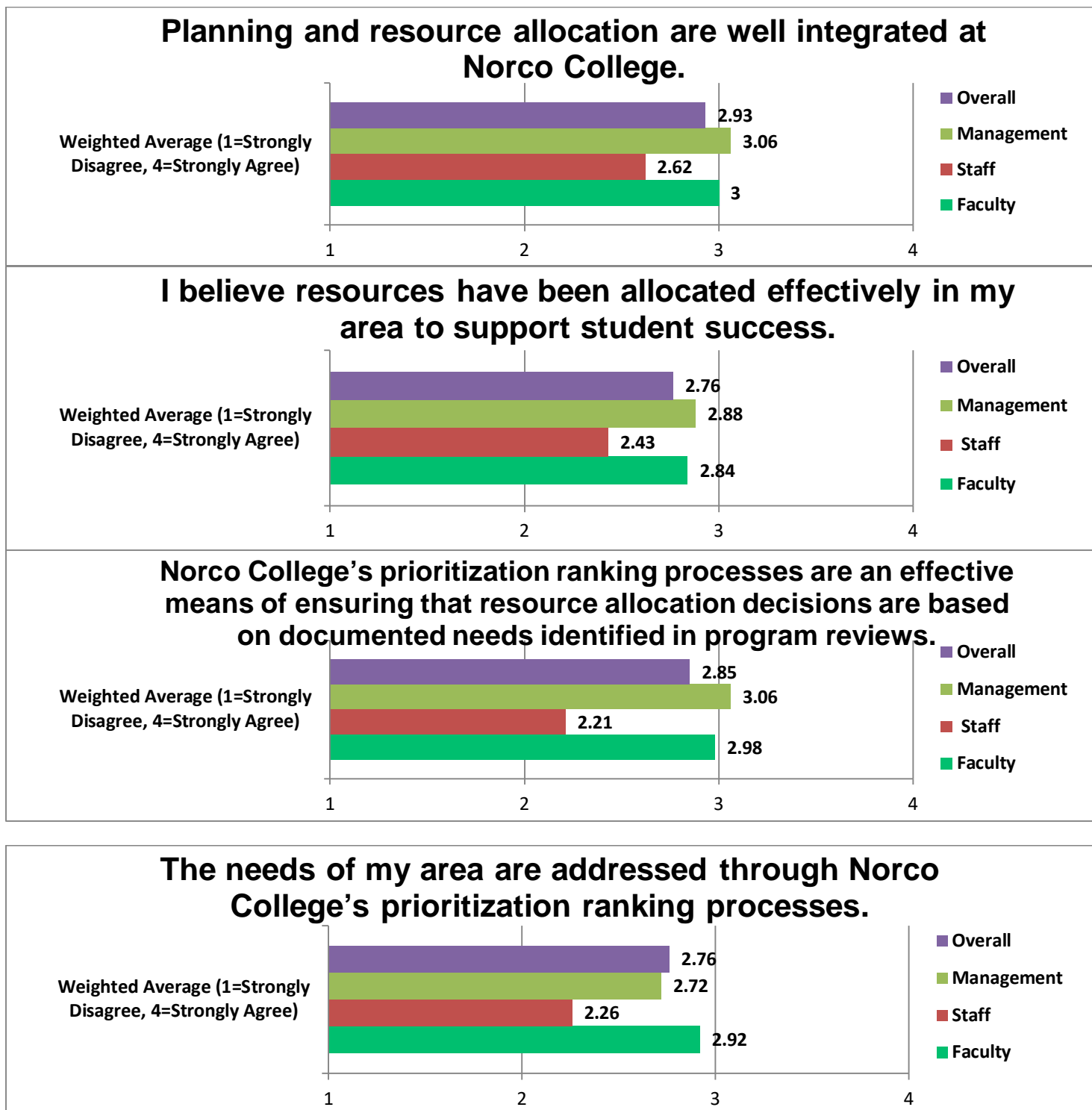


Campus climate as described by these questions seemed to be perceived as quite positive by all employee groups. The first statement assesses the climate related to perceptions of being treated fairly. This is related to the previous survey item (see Chart 6) assessing the frequency of times experiencing 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 3.14-3.59 across employee groups, most respondents rated this between Agree and Strongly Agree. In looking at responses in aggregate, 91/103 (88%) agreed or strongly agreed that they were treated with fairness at Norco College. In combination with the previous data on unfair treatment (see Chart 6), this would infer that though 30% 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 the second highest overall weighted average of all campus climate items (3.51), 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 average (3.39), 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 3.51 on a four-point scale. Last year, the inclusivity score was 3.55 so Norco College's climate of inclusivity seems to remain relatively strong.

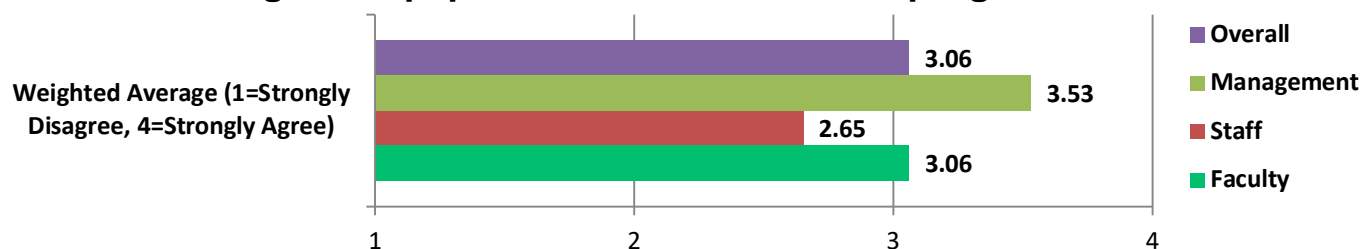


The final portion of the survey included items assessing planning and resource allocation processes. It was comprised of six statements rated on the same four-point agreement scale as preceding items. Table 12 summarizes the counts and mean rating scores for each employee group and overall.

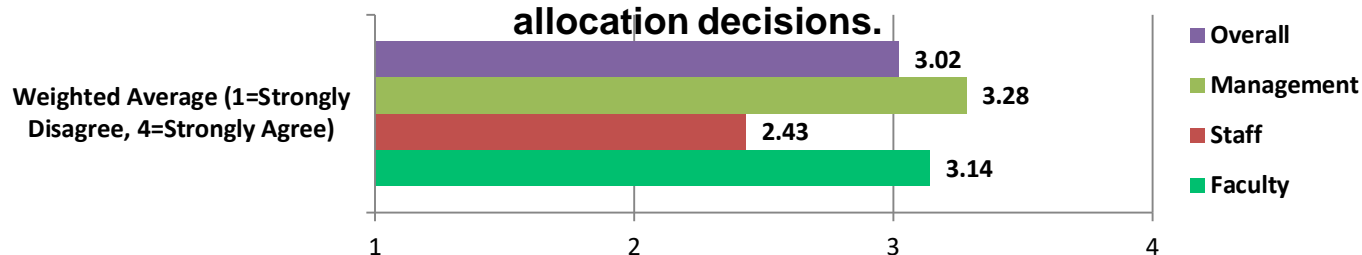
Table 12. Planning and Resource Allocation Processes



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



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



The first item addresses the integration between planning and resource allocation. At an overall weighted average of 2.93, the general sentiment of employee groups was in moderate agreement that processes were integrated. 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 (2.76, 2.85, 2.76, 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 3.06 and 3.02, respectively. When viewing responses by employee subgroup, staff were considerably lower than the other two groups.

In summary, this survey at 145 respondents had a dramatic increase in response to the previous year at 75 respondents. From these data, there are certain conclusions that can be made from the current year's 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 in terms of use and meaningfulness. 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. Thirty percent 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 2018-19 IEP survey, most of the patterns of response across employee groups stayed fairly consistent in the 2019-20 survey. There was some movement upward in levels of overall agreement for management in comparison to the previous year, but the sample size of last year should be considered as one possible reason for this, though not the only explanation. During 2020-21, 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.