

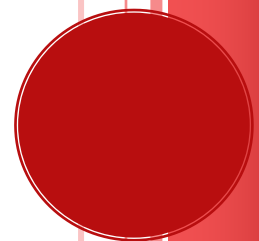
INSTITUTIONAL EFFECTIVENESS & PLANNING SURVEY

2015-16

Survey Results and Analysis

Office of Institutional Effectiveness

7/13/2016



INSTITUTIONAL EFFECTIVENESS & PLANNING SURVEY

2015-16

During 2015-16, the eight evaluation mechanisms of the strategic planning process at Norco College were assessed, and as a result some changes were made. One of these changes was to the COTW Survey. This survey was physically handed out at the last meeting of the Committee of the Whole (COTW) and was supposed to serve the purpose of assessing awareness, participation, and perceptions of the ranking processes involved in resource allocation by a representative sample of college constituencies. During assessment of the COTW Survey, it was decided that this mechanism did not adequately sample the institution in the areas cited above. Mostly this was due to the inadequacy of attendance (47 COTW respondents in 2015) and weaknesses in the instrument itself. To improve this evaluation mechanism, it was decided in the Institutional Strategic Planning Council (ISPC) that a new and more comprehensive instrument would be developed, and that this instrument (to be called the Institutional Effectiveness and Planning Survey) would be distributed to the entire institution. Coincidentally, there was a need to integrate the content of the accreditation survey into a regularly administered instrument. Since most of the content of the accreditation survey centered on institutional effectiveness, it was integrated into the Institutional Effectiveness & Planning (IEP) Survey. On May 23, 2016, the IEP Survey was sent out to all employees at Norco College including faculty, staff and management. One hundred forty-three respondents were described by the following employee characteristics:

Chart 1. Employee Classification



Chart 2. Part-Time or Full-Time Position

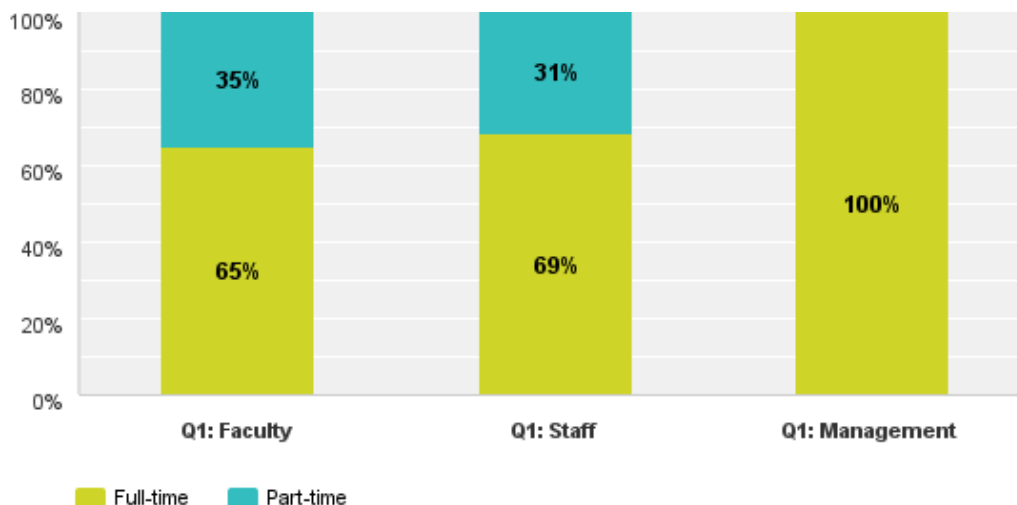
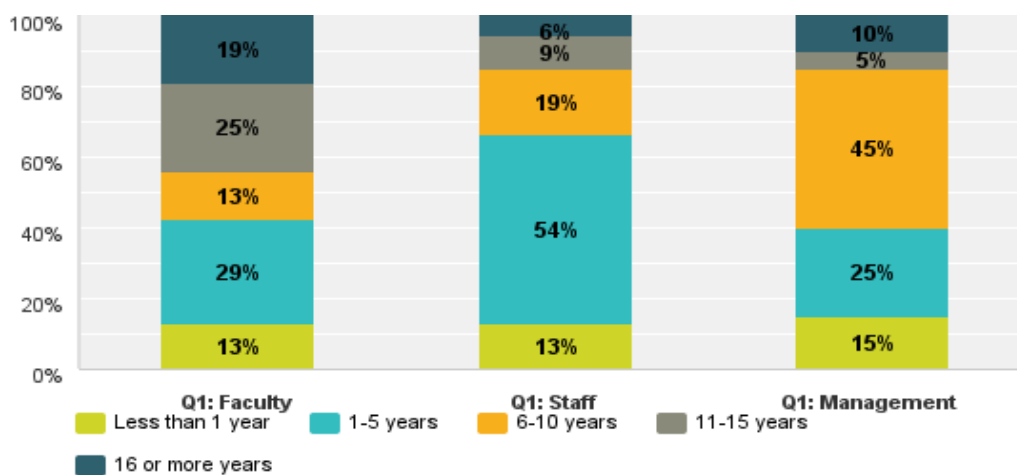


Table 3. Area of Employment

	Student Services	Instruction/Academic Affairs/President	Business Services & Facilities	Other (please specify)	Total
Q1: Faculty	7% 5	88% 60	1% 1	3% 2	48% 68
Q1: Staff	60% 32	26% 14	8% 4	6% 3	38% 53
Q1: Management	35% 7	45% 9	15% 3	5% 1	14% 20
Total Respondents	44	83	8	6	141

Chart 4. Length of Employment at Norco College



The profile of respondents overall showed that faculty responded in the greatest numbers, 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 equivalent proportionality is desirable, it is probably helpful to have a higher full-time response since participation in planning and institutional efforts is usually more likely to occur with full-time employees. The distribution of employees in Student Services, Instruction/Academic Affairs, and Business Services & Facilities showed a high number of respondents from Instruction/Academic Affairs in comparison to the other areas. Comments for those who identified in the “Other” category were helpful to reassign to the other areas if appropriate. For those who had marked themselves as Faculty, comments were conclusive that all of them were actually part of the Instruction/Academic Affairs area. For “Other” who had also marked their employee group as Staff, comments were clear that all should have been categorized as Business Services & Facilities. The one “Other” response in Management was ambiguous so reassignment to an area wasn’t possible. Finally, the sample appeared to have employees were more experienced at Norco College, rather than being newer employees. The Management group had 60% with 6 or more years of employment, Faculty had 58%, and staff had 28% with the same years of employment. Overall, the sample was strong in terms of experience and full-time employment. This showed that respondents were probably knowledgeable regarding the issues of planning and shared governance. 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 weighted from 3-Strong Impact to 0-No Impact At All. The following table shows the impact ratings broken down across Faculty, Staff, and Management categories.

Table 4. Impact Ratings for College Mission

Answer Options	Faculty		Staff		Management		Rating Average	Response Count
Providing educational opportunities								
Strong Impact	51	82.3%	28	68.3%	13	72.2%		
Medium Impact	9	14.5%	7	17.1%	5	27.8%		
Little Impact	1	1.6%	4	9.8%	0	0.0%		
No Impact At All	1	1.6%	2	4.9%	0	0.0%		
Mean Rating	2.77		2.49		2.72		2.67	121
Celebrating diversity								
Strong Impact	36	58.1%	25	61.0%	10	55.6%		
Medium Impact	17	27.4%	11	26.8%	6	33.3%		
Little Impact	6	9.7%	5	12.2%	2	11.1%		
No Impact At All	3	4.8%	0	0.0%	0	0.0%		
Mean Rating	2.39		2.49		2.44		2.43	121
Promoting collaboration								
Strong Impact	36	58.1%	24	64.9%	14	82.4%		
Medium Impact	20	32.3%	8	21.6%	2	11.8%		
Little Impact	4	6.5%	4	10.8%	1	5.9%		
No Impact At All	2	3.2%	1	2.7%	0	0.0%		
Mean Rating	2.45		2.49		2.76		2.51	116
Encouraging inclusive, innovative approach to learning								
Strong Impact	38	61.3%	22	53.7%	8	44.4%		
Medium Impact	18	29.0%	11	26.8%	8	44.4%		
Little Impact	5	8.1%	6	14.6%	2	11.1%		
No Impact At All	1	1.6%	2	4.9%	0	0.0%		
Mean Rating	2.50		2.29		2.33		2.40	121
Encouraging creative application of emerging technologies								
Strong Impact	23	37.7%	21	51.2%	8	44.4%		
Medium Impact	31	50.8%	12	29.3%	9	50.0%		
Little Impact	6	9.8%	5	12.2%	1	5.6%		
No Impact At All	1	1.6%	3	7.3%	0	0.0%		
Mean Rating	2.25		2.24		2.39		2.27	120
Providing foundational skills and pathways to transfer, career and technical education, certificates and degrees								
Strong Impact	48	78.7%	24	58.5%	11	61.1%		
Medium Impact	9	14.8%	10	24.4%	5	27.8%		
Little Impact	3	4.9%	6	14.6%	2	11.1%		
No Impact At All	1	1.6%	1	2.4%	0	0.0%		
Mean Rating	2.70		2.39		2.50		2.57	120

Through the use of mean scores of impact ratings, the overall impact and impact by employee group can be ascertained for each area of the mission. In general, it appears that employees consider their respective programs/services to have medium to strong impact on the college mission. The two highest areas of mission impact were: providing educational opportunities; and providing foundational skills and pathways to transfer, career and technical education, certificates, and degrees. They were rated overall at

2.67 and 2.57, respectively. The two lowest areas of mission impact were: encouraging creative application of emerging technologies, and encouraging inclusive, innovative approach to learning, which were at 2.27 and 2.40, respectively. When viewing by employee group, the highest and lowest areas for faculty were providing educational opportunities and encouraging creative application of emerging technologies, which were at 2.77 and 2.25, respectively. For staff, it was the same highest and lowest areas (2.49 and 2.24, respectively), however, two other areas tied for highest with staff—celebrating diversity and promoting collaboration. With management, the highest and lowest rating of impact were promoting collaboration, and encouraging inclusive, innovative approach to learning which were at 2.76 and 2.33, respectively. Other patterns of impact can be ascertained upon further viewing of the above table. However, as mentioned before, overall ratings show the perception that most employees feel they are having a moderate to strong impact on the college mission.

The next area on the survey contains items that address areas similar 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		Rating Average	Response Count
Norco's Mission Statement guides institutional planning.								
Strongly Agree	29	47.5%	12	30.0%	11	61.1%		
Agree	28	45.9%	24	60.0%	5	27.8%		
Disagree	4	6.6%	3	7.5%	2	11.1%		
Strongly Disagree	0	0.0%	1	2.5%	0	0.0%		
Mean Rating	3.41		3.18		3.50		3.34	119
I believe that Norco College is achieving its mission.								
Strongly Agree	17	27.9%	14	34.1%	10	55.6%		
Agree	38	62.3%	23	56.1%	7	38.9%		
Disagree	5	8.2%	3	7.3%	1	5.6%		
Strongly Disagree	1	1.6%	1	2.4%	0	0.0%		
Mean Rating	3.16		3.22		3.50		3.23	120
I am confident in the direction that Norco is planning for the future.								
Strongly Agree	22	36.1%	15	37.5%	11	61.1%		
Agree	31	50.8%	17	42.5%	6	33.3%		
Disagree	6	9.8%	7	17.5%	1	5.6%		
Strongly Disagree	2	3.3%	1	2.5%	0	0.0%		
Mean Rating	3.20		3.15		3.56		3.24	119

There appears to be fairly strong agreement on the three questions comprising this area. Although the overall agreement was clearly high, there was a slightly greater level of disagreement specifically on the direction that Norco is planning for the future,

especially with faculty and staff. For faculty, the level of disagreement was 8/61 (13.1%); and for staff, disagreement responses were 8/40 (20.0%).

Program review and assessment of student learning was the next content area 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	Rating Average	Response Count
We frequently engage in dialogue about data on student learning outcomes (SLOs/SAOs) in my area.					
Strongly Agree	21 34.4%	7 17.5%	11 64.7%		
Agree	30 49.2%	21 52.5%	4 23.5%		
Disagree	10 16.4%	8 20.0%	2 11.8%		
Strongly Disagree	0 0.0%	4 10.0%	0 0.0%		
Mean Rating	3.18	2.78	3.53	3.09	118
Assessment of SLOs/SAOs is used to improve the courses/programs/services in my area.					
Strongly Agree	23 37.1%	9 23.7%	10 58.8%		
Agree	32 51.6%	19 50.0%	5 29.4%		
Disagree	6 9.7%	5 13.2%	2 11.8%		
Strongly Disagree	1 1.6%	5 13.2%	0 0.0%		
Mean Rating	3.24	2.84	3.47	3.15	117
Assessment of SLOs/SAOs is meaningful to me.					
Strongly Agree	22 35.5%	10 25.6%	10 58.8%		
Agree	30 48.4%	17 43.6%	3 17.6%		
Disagree	8 12.9%	9 23.1%	4 23.5%		
Strongly Disagree	2 3.2%	3 7.7%	0 0.0%		
Mean Rating	3.16	2.87	3.35	3.09	118
Program review processes are ongoing, systematic and used to assess and improve student learning and achievement.					
Strongly Agree	14 22.6%	12 29.3%	7 41.2%		
Agree	36 58.1%	25 61.0%	8 47.1%		
Disagree	10 16.1%	3 7.3%	2 11.8%		
Strongly Disagree	2 3.2%	1 2.4%	0 0.0%		
Mean Rating	3.00	3.17	3.29	3.10	120
Program review is meaningful to me.					
Strongly Agree	14 22.6%	9 22.5%	6 33.3%		
Agree	28 45.2%	22 55.0%	9 50.0%		
Disagree	17 27.4%	6 15.0%	3 16.7%		
Strongly Disagree	3 4.8%	3 7.5%	0 0.0%		
Mean Rating	2.85	2.93	3.17	2.93	120

The first three questions address assessment of student learning outcomes and mean rating scores on each question indicate most employees are in agreement that they engage in dialogue (3.09), use assessment data to improve their area (3.15), and find assessment meaningful (3.09). So with the context that assessment seems to have

overall support by across employee groups, some patterns of disagreement are worth noting. First of all, staff seemed to have the highest percentages of disagreement (i.e. ratings in Disagree or Strongly Disagree) across all three questions. The range of disagreement was between 26.4% and 30.8% for these questions. Faculty and management had similar levels of disagreement that ranged from 11.3% to 23.5% for assessment.

The last two questions assessed program review at the institution. Again, the majority of respondents rated program review favorably at Norco College with mean ratings at 3.10 and 2.93, respectively. However, there seemed to be a clear level of disagreement in the faculty group that program review was meaningful to them (32.2% Disagree or Strongly Disagree). Staff and Management disagreement ratings for this question were notable at 22.5% and 16.7%, respectively. So, it appears that program review processes are perceived to be effective, but not meaningful for Norco College employees, especially faculty.

Table 7. Use of Data

Answer Options	Faculty		Staff		Management		Rating Average	Response Count
I use Norco College's Institution-Set Standards (ISS) in one or more aspects of my job.								
Strongly Agree	12	20.3%	6	15.8%	4	22.2%		
Agree	28	47.5%	19	50.0%	10	55.6%		
Disagree	14	23.7%	8	21.1%	3	16.7%		
Strongly Disagree	5	8.5%	5	13.2%	1	5.6%		
Mean Rating	2.80		2.68		2.94		2.78	115
I use Norco College's strategic planning goals in one or more aspects of my job.								
Strongly Agree	17	28.8%	9	22.5%	8	44.4%		
Agree	28	47.5%	19	47.5%	9	50.0%		
Disagree	14	23.7%	9	22.5%	1	5.6%		
Strongly Disagree	0	0.0%	3	7.5%	0	0.0%		
Mean Rating	3.05		2.85		3.39		3.03	117
Institutional planning decisions are based on data.								
Strongly Agree	12	21.4%	12	30.0%	8	44.4%		
Agree	36	64.3%	23	57.5%	9	50.0%		
Disagree	6	10.7%	3	7.5%	1	5.6%		
Strongly Disagree	2	3.6%	2	5.0%	0	0.0%		
Mean Rating	3.04		3.13		3.39		3.12	114
Norco College Strategic Planning goals are regularly assessed and results shared with campus constituencies.								
Strongly Agree	17	28.8%	10	26.3%	9	50.0%		
Agree	38	64.4%	22	57.9%	7	38.9%		
Disagree	4	6.8%	3	7.9%	2	11.1%		
Strongly Disagree	0	0.0%	3	7.9%	0	0.0%		
Mean Rating	3.22		3.03		3.39		3.18	115

The last of the questions in this part of the survey assessed the use of Norco College's institution-set standards (ISS), strategic planning goals; whether data are the basis of planning decisions, and if strategic planning goals are assessed and shared regularly (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 overall ratings at 3.03, 3.12, and 3.18, respectively. However, the use of institution-set standards is noticeably lower across the three employee groups (2.78). This is due in large part to the fact that ISS are a relatively new data source and reference 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
0	6	9.8%	4	9.5%	0	0.0%	8.3%	10
1-2	19	31.1%	27	64.3%	4	22.2%	41.3%	50
3-5	17	27.9%	10	23.8%	5	27.8%	26.4%	32
6-8	14	23.0%	1	2.4%	4	22.2%	15.7%	19
9-11	3	4.9%	0	0.0%	2	11.1%	4.1%	5
12 or more	2	3.3%	0	0.0%	3	16.7%	4.1%	5
<i>answered question</i>								121
<i>skipped question</i>								22

Overall, the largest category of allocated hours per week was 1-2 hours, and the vast majority of respondents indicated that they allocated some hours (1 or more) each week (91.7%). However, allocations by employee group show that faculty, staff, and management have differing levels of allocation to 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, 6-8 hours per week or less was the average weekly hours reported. This makes sense given 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)	42	68.9%	24	58.5%	16	88.9%	68.3%	82
Seldom (1-2 times)	10	16.4%	11	26.8%	2	11.1%	19.2%	23
Often (3-4 times)	5	8.2%	1	2.4%	0	0.0%	5.0%	6
Frequently (more than 4 times)	4	6.6%	5	12.2%	0	0.0%	7.5%	9
<i>answered question</i>								120
<i>skipped question</i>								23

Experiencing unfair treatment is defined as anyone indicating “Seldom (1-2 times)” through “Frequently (more than 4 times)” on this question. With this definition, the survey resulted in 31.7% of employees experiencing unfair treatment. This question was asked in a previous campus climate survey administered in 2013 and the result was 41.5% of employees reporting this level of unfair treatment. In addition, perceptions of unfair treatment by faculty, staff, and management were 31.1%, 41.5%, and 11.1% 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).

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		Rating Average	Total Count
I am familiar with the policies, procedures, and publications in my area.								
Strongly Agree	29	49.2%	21	52.5%	11	61.1%		
Agree	30	50.8%	18	45.0%	7	38.9%		
Disagree	0	0.0%	0	0.0%	0	0.0%		
Strongly Disagree	0	0.0%	1	2.5%	0	0.0%		
	3.49		3.48		3.61		3.50	117
The services/classes in my area have been aligned with student needs and/or program pathways.								
Strongly Agree	31	52.5%	21	52.5%	10	55.6%		
Agree	26	44.1%	16	40.0%	7	38.9%		
Disagree	2	3.4%	2	5.0%	1	5.6%		
Strongly Disagree	0	0.0%	1	2.5%	0	0.0%		
	3.49		3.43		3.50		3.47	117
I have observed newly-hired employees at the college, and they seem to be highly qualified for their jobs.								
Strongly Agree	22	40.0%	6	15.0%	9	50.0%		
Agree	33	60.0%	25	62.5%	6	33.3%		
Disagree	0	0.0%	5	12.5%	3	16.7%		
Strongly Disagree	0	0.0%	4	10.0%	0	0.0%		
	3.40		2.83		3.33		3.19	113
There is a sufficient number of administrators to provide effective leadership and services that support the institution's mission and purposes.								
Strongly Agree	16	27.6%	15	38.5%	3	16.7%		
Agree	31	53.4%	19	48.7%	9	50.0%		
Disagree	9	15.5%	4	10.3%	4	22.2%		
Strongly Disagree	2	3.4%	1	2.6%	2	11.1%		
	3.05		3.23		2.72		3.06	115
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	4	6.8%	4	10.8%	1	5.6%		
Agree	14	23.7%	19	51.4%	8	44.4%		
Disagree	20	33.9%	13	35.1%	7	38.9%		
Strongly Disagree	21	35.6%	1	2.7%	2	11.1%		
	2.02		2.70		2.44		2.31	114
There is a sufficient number of staff to support effective educational, technological, physical, and administrative operations of the institution.								
Strongly Agree	7	12.1%	1	2.6%	0	0.0%		
Agree	27	46.6%	13	34.2%	8	44.4%		
Disagree	14	24.1%	13	34.2%	8	44.4%		
Strongly Disagree	10	17.2%	11	28.9%	2	11.1%		
	2.53		2.11		2.33		2.36	114
Norco College provides appropriate opportunities for my continued professional development.								
Strongly Agree	20	33.9%	5	12.5%	12	66.7%		
Agree	29	49.2%	19	47.5%	5	27.8%		
Disagree	9	15.3%	11	27.5%	1	5.6%		
Strongly Disagree	1	1.7%	5	12.5%	0	0.0%		
	3.15		2.60		3.61		3.03	117

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 ratings were 3.40 and 3.33, respectively, whereas the staff rating was 2.83. The next three items in the table rated the sufficiency of staffing of administrators, faculty and staff at the college. There was a higher level of agreement with there being a sufficient number of administrators to support the institution. However, with mean ratings in this area at 2.31 and 2.36 for faculty and staff, respectively, there was 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 administrators, and to a lesser extent by faculty as evidenced by mean ratings of 3.61 and 3.15, respectively. Within staff ranks there was clearly less agreement with provision of professional development as indicated by the mean score of 2.60.

Overall, human resources processes are largely perceived to be positive by the three employee groups. The one theme that seemed to run consistently across these items was that staff perceived newly hired employees to be less qualified for their jobs, and that professional development was not provided at an appropriate level.

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		Rating Average	Total Count
I feel I am treated fairly at this institution.								
Strongly Agree	26	44.1%	14	36.8%	13	72.2%	3.26	115
Agree	26	44.1%	18	47.4%	4	22.2%		
Disagree	1	1.7%	3	7.9%	1	5.6%		
Strongly Disagree	6	10.2%	3	7.9%	0	0.0%		
	3.22		3.13		3.67			
I feel safe at Norco College.								
Strongly Agree	30	50.8%	17	44.7%	15	83.3%	3.46	115
Agree	26	44.1%	17	44.7%	3	16.7%		
Disagree	3	5.1%	2	5.3%	0	0.0%		
Strongly Disagree	0	0.0%	2	5.3%	0	0.0%		
	3.46		3.29		3.83			

Table 11. Campus Climate (Continued)

Answer Options	Faculty		Staff		Management		Rating Average	Total Count
I feel accepted as an individual by the faculty, staff and other employees at Norco College.								
Strongly Agree	26	44.1%	14	35.0%	14	77.8%		
Agree	27	45.8%	20	50.0%	3	16.7%		
Disagree	4	6.8%	4	10.0%	1	5.6%		
Strongly Disagree	2	3.4%	2	5.0%	0	0.0%		
	3.31		3.15		3.72		3.32	117
I feel accepted as an individual by students at Norco College.								
Strongly Agree	41	68.3%	21	52.5%	13	72.2%		
Agree	19	31.7%	19	47.5%	5	27.8%		
Disagree	0	0.0%	0	0.0%	0	0.0%		
Strongly Disagree	0	0.0%	0	0.0%	0	0.0%		
	3.68		3.53		3.72		3.64	118

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, 101/115 (88%) rated Norco College as being characterized by fairness. This would infer that though 31.7% 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 rating in the campus climate items (3.46), and is consistent with previous surveys that have assessed safety at Norco College. Norco College employees appear to feel safe at the institution. The last two statements were selected to assess the inclusivity of the Norco College climate. Acceptance coming from employees was quite high (3.32), but acceptance from students was even higher (3.64). In fact, this was the only item on the survey that registered no disagreement from any employee group at all. 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 94.4%. As compared to the campus climate survey items in 2013 (84.5%), this score is a considerable 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	Rating Average	Response Count
Planning and resource allocation are well integrated at Norco College.					
Strongly Agree	8 14.0%	5 13.5%	7 38.9%		
Agree	37 64.9%	21 56.8%	8 44.4%		
Disagree	10 17.5%	6 16.2%	3 16.7%		
Strongly Disagree	2 3.5%	5 13.5%	0 0.0%		
	2.89	2.70	3.22	2.88	112
I believe resources have been allocated effectively in my area to support student success.					
Strongly Agree	10 16.9%	5 12.8%	5 27.8%		
Agree	32 54.2%	22 56.4%	8 44.4%		
Disagree	12 20.3%	5 12.8%	2 11.1%		
Strongly Disagree	5 8.5%	7 17.9%	3 16.7%		
	2.80	2.64	2.83	2.75	116
I am aware of the processes by which Norco College ranks staffing and equipment needs identified in program review.					
Strongly Agree	19 32.8%	10 25.0%	9 50.0%		
Agree	28 48.3%	22 55.0%	5 27.8%		
Disagree	11 19.0%	7 17.5%	4 22.2%		
Strongly Disagree	0 0.0%	1 2.5%	0 0.0%		
	3.14	3.03	3.28	3.12	116
Administrators at Norco College give consideration to priority lists approved by the planning councils in making resource allocation decisions.					
Strongly Agree	13 23.2%	3 7.9%	9 50.0%		
Agree	39 69.6%	22 57.9%	9 50.0%		
Disagree	4 7.1%	6 15.8%	0 0.0%		
Strongly Disagree	0 0.0%	7 18.4%	0 0.0%		
	3.16	2.55	3.50	3.01	112
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	11 19.3%	3 7.9%	5 27.8%		
Agree	33 57.9%	22 57.9%	9 50.0%		
Disagree	12 21.1%	8 21.1%	4 22.2%		
Strongly Disagree	1 1.8%	5 13.2%	0 0.0%		
	2.95	2.61	3.06	2.85	113
The needs of my area are addressed through Norco College's prioritization ranking processes.					
Strongly Agree	9 15.5%	4 10.5%	4 22.2%		
Agree	35 60.3%	19 50.0%	10 55.6%		
Disagree	8 13.8%	11 28.9%	2 11.1%		
Strongly Disagree	6 10.3%	4 10.5%	2 11.1%		
	2.81	2.61	2.89	2.75	114

The first item addresses the integration between planning and resource allocation. At a mean rating of 2.88, employee groups exhibited moderate agreement that they were integrated, though there was some disagreement levels (combined Disagree & Strongly

Disagree ratings) in the range of 16.7% (administrators) to 29.7% (staff). The second, fifth, and sixth items were related the effectiveness of resource allocation processes and interestingly two had the exact same mean ratings (2.75). These three items had the lowest mean ratings of any items in this area which indicated a notable level of disagreement (range 22.2%-39.4%) that our processes are effective and address the needs of the institution. The third and fourth items assess the awareness and consideration given to ranked priority lists. These two items were noticeably higher in mean ratings than the others at 3.12 and 3.01, respectively.

Overall, this survey suggested that college constituencies felt they had a medium-to-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 administrators devoting the most time, followed by faculty, and then by staff. Close to 1/3 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.

These data represent the first administration of the IEP Survey and should provide helpful data for use in planning, preparing for accreditation, and improvement efforts in institutional effectiveness.