



2019 REPORT

Institutional Effectiveness Partnership Initiative Legislative Report

California Community Colleges Chancellor's Office | Eloy Ortiz Oakley, Chancellor



California
Community
Colleges

ELOY ORTIZ OAKLEY
Chancellor

January 20, 2020

The Honorable Gavin Newsom
Governor of California
State Capitol
Sacramento, CA 95814

RE: Institutional Effectiveness Partnership Initiative Legislative Report

Dear Governor Newsom:

Please find enclosed a report on the California Community Colleges' Institutional Effectiveness Partnership Initiative (IEPI). The initiative is a statewide collaborative effort to significantly improve student outcomes and advance the effective practices of the California Community Colleges while reducing the number of accreditation sanctions and state and federal audit issues. The 2015-16 State Budget Act provided IEPI with funding and the 2017-18 State Budget Act requires the California Community Colleges Chancellor's Office, beginning in the 2017-18 fiscal year, to report on the use of these funds.

This report details the IEPI activities funded pursuant to the funding allocation and provides an update on college and district institutional effectiveness indicator goals.

On behalf of the Board of Governors of the California Community Colleges, I respectfully submit for your information and review, the Institutional Effectiveness Partnership Initiative Legislative Report.

Deputy Chancellor Daisy Gonzales may be contacted for questions and comments. She can be reached at (916) 323-7007 or dgonzales@cccco.edu

Thank you for your interest in these programs and the students they serve.

Sincerely,

A handwritten signature in black ink, appearing to read 'Eloy Ortiz Oakley'.

Eloy Ortiz Oakley, Chancellor

Chancellor's Office
1102 Q Street, Sacramento, CA 95811 | 916.445.8752 | www.cccco.edu

IEPI LEGISLATIVE REPORT 2019

Prepared By

California Community Colleges Chancellor's Office

Institutional Effectiveness Division

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OVERVIEW

Launched in fall 2014, the Institutional Effectiveness Partnership Initiative (IEPI) is a collaborative effort to help colleges and districts improve their fiscal and operational effectiveness and promote student success. The initiative focuses on four major aspects of institutional effectiveness: 1) student performance and outcomes; 2) accreditation status; 3) fiscal viability; and 4) programmatic compliance with state and federal guidelines. IEPI crosses all California Community Colleges Chancellor's Office (Chancellor's Office) divisions and supports several statewide priorities, including currently and formerly incarcerated education and the California Conservation Corps.

IEPI, now in its sixth year, continues to serve the Chancellor's Office in its mission to advance innovation in higher education and improve student outcomes. IEPI directs its efforts toward supporting the *Vision for Success* (the *Vision*), a call to action adopted by the Board of Governors in 2017 that lays out several ambitious goals and a set of comprehensive commitments all centered on ensuring that students achieve their academic dreams. IEPI continues to play a pivotal role in disseminating promising practices for improving student performance and outcomes and increasing the leadership capacity of faculty, staff and administrators.

The Institutional Effectiveness division of the Chancellor's Office, which oversees IEPI, accomplishes its work in collaboration with several key partners, including Santa Clarita Community College District, Chabot-Las Positas Community College District, Ohlone College, the Academic Senate for California Community Colleges and the Success Center for California Community Colleges. In addition to these key partners, IEPI consults the knowledge and expertise of the Chancellor's Office at large. Moreover, the IEPI Executive Committee functions as the central governing body for IEPI and, among other responsibilities, helps to shepherd the two major components of the initiative: technical assistance and specialized training.

An important feature of IEPI, which accounts for much of its success, is that it draws on the expertise and innovation from within the California Community Colleges to help colleges and districts advance effective practices.

FUNDING

The 2018-19 California Budget Act (Chapter 29, Statutes of 2018) provided \$7.5 million for technical assistance and \$20 million for regional and online workshops and trainings.

The 2019-20 California Budget Act (Chapter 23, Statutes of 2019) provides \$7.5 million for technical assistance and \$20 million for regional and online workshops and trainings.

REPORTING

The 2019-20 State Budget Act (Chapter 23, Statutes of 2019) requires the chancellor, beginning in the 2019-20 fiscal year, to report on the use of these funds to the Department of Finance and the Joint Legislative Budget Committee by Dec. 31 of each year, including activities funded pursuant to this allocation and progress toward college and district institutional effectiveness indicator goals. This report responds to this requirement and reflects the period from Nov. 16, 2018 through Nov. 15, 2019.

FRAMEWORK OF INDICATORS

IEPI's Framework of Indicators, which required each California community college, pursuant to Education Code section 84754.6, to develop, implement and post a goals framework to receive Student Success and Support Program funds, was suspended in early 2018. At this time, the Chancellor's Office is in the process of determining how the already established Student Success Metrics¹ and other processes are satisfying the aforementioned Education Code requirements.

TECHNICAL ASSISTANCE

BACKGROUND

IEPI provides technical assistance to colleges, districts and centers through Partnership Resource Teams. The teams are made up of subject-matter experts from within the California community colleges as well as the Chancellor's Office whose collective expertise is matched to an institution's identified needs. Currently, the Partnership Resource Team pool includes more than 350 active volunteers. Prior to serving on a team, members receive webinar and in-person training on the model Partnership Resource Team process, their role as a team member, the Appreciative Inquiry approach and resources that are available to them as they serve in this capacity, including the Vision Resource Center. The Technical Assistance Workgroup of the IEPI Advisory Committee provided advice on the structure and execution of the Partnership Resource Team process prior to the disbandment of the Advisory Committee in September 2018.

Institutions are selected to receive a team visit based on a Letter of Interest submitted by the institution's chief executive officer that identifies one or more areas of focus for which they would like assistance. In late 2018, the Letter of Interest was revised so that colleges must identify how their areas of focus relate to the *Vision's* core commitments. To date, the two most popular areas of focus have been integrated planning and enrollment management. The chart below provides a breakdown of the most common areas of focus by popularity.

Area of Focus	Institutions (%)
Enrollment management	46
Integrated planning	44
Evidence-based decision-making	31
Governance, decision-making, communication, and internal coordination	30
Technology infrastructure and tools	27
Student Learning Outcome (SLO) and Service Area Outcome (SAO) assessment	25

¹Student Success Metrics pinpoint critical milestones and accomplishments that align with the Vision for Success and the Student Centered Funding Formula, and integrate metrics associated with various initiatives and funding streams.

Area of Focus	Institutions (%)
Professional development	15
Fiscal management and strategies	13

Each team commits to making at least three visits to an institution. The team aims in its first visit to gain a clear understanding of the institution’s stated needs and areas of focus, and to identify any additional, related issues. On the second visit, the team helps the institution develop its Innovation and Effectiveness Plan for addressing the areas of focus. Upon completion of that plan, the institution becomes eligible for an IEPI grant of up to \$200,000 to help facilitate and expedite the implementation of its plan. On the third visit, the team follows up with the institution to assess progress and help resolve any unexpected challenges with early implementation of their Innovation and Effectiveness Plan.

To date, 95 institutions—including the Chancellor’s Office—have been selected to receive technical assistance by a full Partnership Resource Team. Twenty-nine of those are or will be receiving assistance from a second team.

The assistance of Partnership Resource Teams, in general, serves as substantive evidence demonstrating an institution’s progress towards compliance referred to in accreditation processes.

PARTNERSHIP RESOURCE TEAM PROCESS EVALUATION

The Partnership Resource Team (PRT) process is evaluated by an outside evaluator. The **Partnership Resource Team Technical Assistance Feedback Summary Report (Appendix 1)** includes evaluation findings on the Partnership Resource Team process for institutions that received their initial and second visits in fall 2018. The evaluation of the Partnership Resource Team process was conducted primarily through survey tools that are completed by team members and participating institutions at the conclusion of each Partnership Resource Team visit. Team member and institution responses are then aggregated, analyzed and summarized. The report demonstrates the value of the Partnership Resource Team process to the institutions that have participated, as well as to the individuals who have volunteered to serve on a team. Such feedback has directly informed changes to the PRT process and team trainings. For example, Partnership Resource Team process documentation for both client institutions and Partnership Resource Teams has been refined to clarify responsibilities; sustainability of progress received more focused attention during the third visit; and the proportion of experienced members on new Partnership Resource Teams has increased. The evaluation process itself has also seen further improvements.

Sustaining Institutional Effectiveness: PRT Process Impact as of Fall 2019: Themes, Conclusions, and Recommendations (Appendix 2) reports on the Partnership Resource Team client institutions that had completed their final visit by Nov. 15, 2018. Based on structured interviews with institutional leaders and surveys of both institutional representatives and team leads and members, this analysis indicates that the Partnership Resource Team process continued to have sustained, positive effects on the vast majority of those institutions. Client institution representatives valued many aspects of the process, including focusing and accelerating progress on crucial operations such as integrated

planning and enrollment management; providing structure and positive accountability for making improvements; and sharing experiences—both successes and mistakes—and receiving guidance in making those improvements in a safe setting with colleagues. The report also shows that Partnership Resource Team members, too, found the process valuable, particularly in improving their own professional skills in facilitation, active listening, collaboration, and other areas; learning and applying how other institutions operate and solve problems; and enriching their knowledge and perspective on many complex and difficult community college issues as a result of working with both fellow team members and client institutions.

To help share the experiences and benefits gained from institutions that have participated in a Partnership Resource Team, and to encourage collective learning, the technical assistance evaluator has developed a series of vignettes called Spotlights. Spotlights are published periodically and highlight the impact of a Partnership Resource Team on a specific institution and its unique areas of focus, or on other aspects of IEPI. The latest edition of **Spotlights (Appendix 3)** focuses on how Chabot College improved its governance processes with the assistance of a Partnership Resource Team and incorporated practices learned through the Partnership Resource Team process beyond their identified Areas of Focus.

MINI-PARTNERSHIP RESOURCE TEAMS

Mini-Partnership Resource Teams are typically composed of two to three volunteer experts, and differ from full teams primarily in that they focus on a narrower set of needs for assistance. In the 2018-19 academic year, two institutions within the California community colleges received Mini-Partnership Resource Team assistance, and grants of \$75,000 each. Areas of focus for these Mini-Partnership Resource Teams included best practices to form a new informational and coordinating body between the district and colleges to focus on and assist with budget, facilities, total cost of ownership, revenue generation, and resource prioritization and allocation; and planning to implement degree audit software. IEPI continues to provide Mini-Partnership Resource Team assistance in the 2019-20 academic year; one institution so far has completed its visit, and is applying for the grant.

PARTNERSHIP RESOURCE COMMUNITIES OF PRACTICE

Partnership Resource Communities of Practice are regional groups of institutions focused on improving in areas of common interest and need. These groups extend the Partnership Resource Team colleagues-helping-colleagues approach, with the institutions themselves providing assistance to each other, supplemented by IEPI resources. Thus, they build local and regional capacity to improve and sustain institutional effectiveness. The first IEPI Community of Practice consists of seven colleges in Region 1, five of which are small, rural institutions. Based on a December 2017 one-day meeting and subsequent discussions, the Region 1 Community of Practice produced a white paper on state funding in light of the particular issues facing small rural institutions, which informed the CEO Workgroup's Spring 2018 discussions of funding formula modifications. The June 2018 meeting focused on best practices in College Promise programs, and a report of those best practices was distributed to the participating colleges. The next Partnership Resource Communities of Practice meeting will take place in December 2019 and will focus on promising practices and the Student Centered Funding Formula (operations, processes, and facilitating student success).

PROFESSIONAL DEVELOPMENT

BACKGROUND AND APPROACH

IEPI provides regional workshops, trainings, and systemwide webinars to community college personnel to 1) align with *Vision* goals and core commitments and 2) improve community college operations, fiscal viability, and system leadership.

IEPI-sponsored professional development events are intended to fill gaps in the California community colleges' offerings, and are designed to be cross-functional and enhance the overall institutional effectiveness of and student achievement at the colleges and districts.

To this end, IEPI trainings adhere to the following practices:

- They align with the *Vision* goals and core commitments.
- They foster learning by requiring a high degree of participant involvement.
- College and/or district teams, rather than single individuals, are encouraged to attend IEPI trainings to increase the buy-in for and support of new practices. (Attendees are required to pay a nominal fee to facilitate their commitment to the trainings).
- Trainings are designed to ensure that each team leaves with a clear action plan that results in measurable change.
- Trainings include a follow-up component to reinforce action plan implementation.
- All trainings are evaluated by an external evaluator.

EVENT TOPICS

Since the start of the initiative, event topics have included (in alphabetical order and with the number of workshops conducted):

- Assembly Bill 705 (6);
- Audit & Fiscal Compliance (1);
- Basic Skills (2);
- Basic Skills, Student Equity, and Student Success and Support Program Integration (4);
- Building Diversity (6);
- Career and Technical Education Data Unlocked (6);
- Change Leadership (1);
- Crisis Communications (3);
- Data Disaggregation (2);

- Data-Informed Integrated Planning (10);
- Dual Enrollment (6);
- Enrollment Management (6);
- Equal Employment Opportunity & Equity in Faculty Hiring (8);
- Evaluator Training (2);
- Financial Aid (2);
- Financial Well-Being (2);
- Framework of Indicators (2);
- Guided Pathways (28);
- Inmate Education (3);
- Integrated Planning (3);
- Noncredit (2);
- State Budget (4);
- Student Centered Funding Formula (8);
- Student Support (Re)defined (10); and
- What Is IEPI? (6).

From July 2018 through May 2019, IEPI hosted 39 professional development events on 10 topics. A total of 5,162 community college personnel attended IEPI events during this time period. Workshop attendance produces a ripple effect on campuses when teams return to their colleges and implement their action plans. Attendees represented 114 of California's 115 community colleges.

Many of the professional development events this fiscal year focused on the Student Centered Funding Formula. Participants in the Student Centered Funding Formula webinars comprise nearly 50% of the overall professional development attendance.

As with past years' findings, post-event evaluation survey respondents gave positive ratings of both the quality of workshop presenters and workshop delivery.

HIGHLIGHTS FROM 2018-19

To help support the ongoing implementation of Guided Pathways across the system, and working in close collaboration with Chancellor's Office Educational Services divisions, Career Ladders Project, The RP Group and the Academic Senate for California Community Colleges, four training sessions were provided from November 2018 to April 2019. These sessions were a continuation of the training series begun in September 2018 designed to assist colleges

with second-year Guided Pathways implementation efforts around data literacy, shared governance structures, and strategic meta-major and program mapping. Participants in the September 2019 workshop learned directly from colleagues at other colleges about their successful innovations, false starts and new student support practices that are improving student experiences and outcomes.

In February 2019, the Chancellor's Office held the Building Diversity Summit in Los Angeles to promote the Board of Governors' commitment to faculty and staff diversity within the California community colleges. The summit was coordinated in partnership with the Community College League of California, the Academic Senate for the California Community Colleges, the Association for Chief Human Resource Officers, and the Student Senate for California Community Colleges. Keynote speakers included a former undocumented student, a college president and community college faculty. The summit highlighted voices from Students Making a Change, a student-led organization based at the City College of San Francisco that recruits emerging student leaders committed to improving student equity. Attendees benefited from more than 20 breakout sessions highlighting a variety of community college perspectives, including faculty, classified staff, students, administrators and trustees. The sessions provided in-depth information for community college professionals seeking to actualize campus equity plans.

One outcome of IEPI's Partnership Resource Team visits has been the identification of a compelling need for professional development resources that provide a more robust and comprehensive approach to enrollment management. In 2017 IEPI conducted a systemwide survey and needs assessment across several constituencies to develop a framework for Strategic Enrollment Management. Drawing on these diverse perspectives, the Strategic Enrollment Management Core Team assembled the Strategic Enrollment Management Advisory Committee to provide input on the development of resources, tools and practices. Over the past four years, the Strategic Enrollment Management team has authored nine resource guides, vetted 25 promising practices submitted by community colleges and developed curriculum for a comprehensive one-year Strategic Enrollment Management Program. The program, which encompasses several coordinated efforts to provide technical assistance and professional development resources, represents IEPI's first venture into developing an intensive and comprehensive enrollment management curriculum to the California community colleges. In the last two years the Strategic Enrollment Management Program has been intentionally informed by Guided Pathways and the Student Centered Funding Formula.

In spring 2019 the first cohort of the Strategic Enrollment Management Program convened in Southern California for its final meeting. The one-year program ended with a poster session that allowed college teams to demonstrate and discuss their final project outcomes. Participants were also able to develop "next steps" for their projects. Graduates of the first cohort presented at the second annual Strategic Enrollment Management Academy the following day to share with the second cohort lessons learned over the past year. Attendees of the Strategic Enrollment Management Academy benefited from several interactive breakout sessions to help the college teams define and refine their project objectives. The second cohort will reconvene in Sacramento in January 2020 to discuss project development and again in May 2020 to share final outcomes.

The Strategic Enrollment Management Core Team and the program coaches have developed several tools and resources to integrate colleges' strategic enrollment management efforts into the Guided Pathways framework. During the 2018 Strategic Enrollment Management Academy, college teams were presented with a crosswalk that illustrated how Guided Pathways principles and Strategic Enrollment Management components intersect. In the second year the Strategic Enrollment Management Program will focus on the infusion of equity into institutional planning efforts and the integration of student services into a holistic enrollment management plan.

In spring 2019 IEPI hosted the Connecting the Dots: Data-Informed Integrated Planning series, which aimed at providing college personnel with support for and guidance on centering campus plan objectives on student outcomes and integrating campus plans with college activities in support of Chancellor's Office priorities, including the *Vision*. More than 600 college personnel representing 109 community colleges and/or districts attended this workshop series.

Colleges sent cross-functional teams composed of program coordinators, faculty leadership, committee chairs, deans, researchers, information technology staff, information officers, and executive-level leadership. Workshop materials asked participants to review a number of resources in preparation for the workshop, including documents and presentations on local goal-setting, the Student Centered Funding Formula, the Student Equity and Achievement Program, Adult Education, the Strong Workforce Program and the Student Success Metrics.

The Student Centered Funding Formula webinar series, produced in close collaboration with the College Finance & Facilities Planning division, focused on the Student Centered Funding Formula, a modernized and revised funding formula that aligns financial incentives with student need and success so that more students entering the system have the opportunity to achieve their educational goals. The eight-part series, which occurred between September 2018 and June 2019, was the initiative's first foray into large-scale webinar production. Five of the eight webinars occurred during this reporting period, and focused on the Student Centered Funding Formula as it relates to: the Student Equity and Achievement Program, local goal-setting and planning, understanding the student role, degree and certificate approval, and matters of implementation. The spring 2019 webinars, four in total, served nearly 800 attendees. IEPI will continue to use webinars as a vehicle to provide technical assistance and professional development opportunities for California's 115 community colleges.

EVALUATION

The Education Insights Center (EdInsights), an education research and policy center located at California State University, Sacramento, provides monthly evaluation reports of IEPI professional development efforts. These reports highlight the experiences of IEPI participants and make recommendations for improvement. Their report, **Professional Development for Institutional Effectiveness: Success and Sustainability (Appendix 4)**, offers a comprehensive review of all IEPI professional development efforts from July 2018 to May 2019.

THE SUCCESS CENTER FOR CALIFORNIA COMMUNITY COLLEGES

OVERVIEW

Founded in 2014, the Success Center provides strategic expertise and capacity to the Chancellor's Office through professional learning, policy development, and strategic projects. Moreover, the Success Center assists the Chancellor's Office in achieving the goals of the *Vision for Success* and implementing large-scale, systemwide reforms.

In 2019 the Success Center supported a number of efforts, including:

- Providing policy research and recommendations on areas such as the Student Centered Funding Formula, AB 705 implementation, Financial Aid Reform, Regional Achievement Gaps, simplifying the systems' array of metrics and report streamlining;
- Managing the process for application and award of the Innovation Awards, which recognize colleges that have found innovative ways of helping students succeed and the system meet the *Vision* goals;
- Leading the data work underpinning the State of the System report, and the process for colleges to establish local goals that align to the *Vision* goals; and
- Managing the Vision Resource Center to drive, amplify and support colleges in their implementation of student-centered reforms.

The Success Center's Policy Shop has worked closely with many Chancellor's Office divisions to:

- Refine the *Vision* goals and metrics to ensure alignment with current data and trends;
- Develop and refine systemwide metrics to align the annual State of System Report with the *Vision*;
- Monitor progress toward the system's *Vision* goals and evaluate and recommend to the Board of Governors changes needed to meet the needs of students and of California;
- Oversee evaluation of Guided Pathways implementation;
- Support the implementation of the Student Centered Funding Formula and Student Equity and Achievement Program categorical funding consolidation through professional development, research, and policy development efforts; and
- Provide research and data analysis support for state financial aid reform.

VISION RESOURCE CENTER

The Vision Resource Center, a learning management system made available to all professionals within the California community colleges, features online content critical to the reform efforts required to advance the *Vision*.

In 2019, the Vision Resource Center had nearly 40,000 registered users. Twenty-three colleges and district offices integrated on data feeds, which allows them to have local control of content as well as access to state-supported content. Additionally, the Vision Resource Center team has worked with numerous subject matter experts from within the system to produce seventeen new content modules, including *Pursuing the Vision for Success*, *An Introduction to Guided Pathways*, *Leading Guided Pathways Reform: The Role of the Board*, *The Student Centered Funding Formula*, *AB 705: Co-requisite Support in California Community Colleges*, *Supporting Undocumented Students*, and *Instruction in Prisons*.

SYSTEM LEADERSHIP

In its fifth year, IEPI provided funding for Wheelhouse: The Center for Community College Leadership and Resource and the Community College League of California's CEO Strategic Leadership Training.

Wheelhouse used its IEPI investment to identify, recruit, and serve a diverse cadre of 20 sitting and aspiring California community college presidents and chancellors. These leaders, as Wheelhouse fellows, comprised the third annual cohort of the Institute on Leadership, which convened for 10 days across three sessions at the University of California, Davis. The institute delivers leadership development through relevant curriculum, consultancy, self-assessment, coaching and the development of a lasting and supportive network of peers.

Its goal is to help equip sitting and aspiring CEOs with the skills, resources and capacities they need for change management, personal development, leadership efficacy and longevity, with the explicit aim of growing capacity to increase institutional effectiveness, student success and equity, in support of the IEPI framework, Guided Pathways and the *Vision for Success*.

The Institute is designed to build and support CEO capacity to lead teams and institutions to make changes that improve student success and equity. Institute curricula and case studies are shaped to cultivate a leader's mindset and metabolism for change, creating receptivity to innovative ideas and constructive conversations necessary to redesign the student experience and advance the *Vision* goals. The Institute offers current and aspiring leaders an opportunity for the productive exchange of ideas and collaboration on pressing policy issues facing community colleges today.

In addition to the 10-day Institute for this third cohort, Wheelhouse convened a two-day summer reunion event for 10 returning fellows who engaged in close examination of presidential derailments and performed "step-back consultancies" to identify innovative and pragmatic solutions to current leadership challenges faced by their peers.

The Community College League of California's CEO Strategic Leadership Program is grounded in the belief that ongoing CEO leadership development must be data-informed, relevant, pragmatic and led and informed by experienced and successful California community college leaders. The CEO Strategic Leadership Program offers support to CEOs throughout their career. The Program consists of:

- A CEO workshop specifically designed to onboard new CEOs;

- A six-month period of one-on-one support from a seasoned California CEO;
- The CEO Leadership Academy for CEOs in their first chancellorship or presidency reviewing operations, statewide initiatives, and significant issues confronting today’s district and campus leaders; and
- The Dr. Chris McCarthy Vineyard Leadership Symposium, a seminar and retreat for CEOs to explore leadership dynamics and issues.

As of this year, IEPI funds supported all four of the components. CEO participation in the Leadership Academy increased by 51% from 2018. Topics covered throughout the program include:

- State Issues
- The CEO/Trustee Relationship
- The CEO/Board Relationship
- Building Civility and Managing Crisis as Community College CEOs
- Creating a Culture of Equity
- What’s Currently on Your Desk?
- The Urgency for the *Vision for Success*—Navigating Priorities
- Advocacy, Fundraising and Development
- Financial Resources for Students

Evaluations of the program support the continuation and expansion of program offerings. IEPI funding made it possible to develop and launch a seminar and retreat similar to the Dr. Chris McCarthy Vineyard Symposium for CEOs with seven or more years in their position. Evaluations of this latest effort indicate a need to continue the program.

STATEWIDE INITIATIVES

CALIFORNIA CONSERVATION CORPS

IEPI partnered with Sierra College in late 2016 to establish the California Conservation Corps and California Community Colleges Program Committee (Program Committee). The mission of the partnership is to address four educational goals:

1. Increase Corpsmember awareness and preparedness for college;
2. Develop and integrate college courses with the Corps program experience;
3. Formalize career pathways for Corpsmembers; and
4. Enhance Corps and California community colleges coordination through a joint advisory committee.

In spring 2017 the Program Committee initiated efforts to acquaint Corpsmembers with college opportunities. Collaboration between fifteen community colleges and California Conservation Corps Centers resulted in approximately 834 Corpsmembers visiting college campuses for tours, classes, and/or special events between November 2018 and June 2019.

Twenty community colleges have partnered with Corps Centers to host Corps-College Liaisons. Partnerships with up to 20 community colleges hosting Corps-College Liaisons proximate to California community college centers. Corps-College Liaisons advance the Corps' statewide objectives at the local level.

Efforts currently in development include:

- Modules designed to provide a basic introduction to California watersheds and ecosystems. Successful completion of the modules will result in a noncredit online certificate.
- Lake Tahoe Community College's Leave No Trace Trainer Certification, Wilderness First Aid Certification, and noncredit outdoor culinary cooking course.
- Sierra College's noncredit Emergency Medical Responder (**EMR**) and Emergency Medical Technician (**EMT**) courses.

CURRENTLY AND FORMERLY INCARCERATED STUDENTS (INMATE EDUCATION)

The Chancellor's Office has established the Currently and Formerly Incarcerated Students (Inmate Education) Unit to address the issues and processes related to the provision of courses and programs for currently and formerly incarcerated students.

Under the auspices of Senate Bill 1391 (Hancock, 2014), the Chancellor's Office established an interagency partnership with the Department of Corrections and Rehabilitation that extends course access and training to incarcerated men and women. Their participation and completion of college courses leads to enhanced workforce skills, transfer to a four-year institution, employment and credits toward reduced sentencing with early parole opportunities.

Currently, 70 community colleges provide face-to-face and distance education courses to incarcerated students at county jails as well as 32 of the 35 California state prisons. More than 5,000 incarcerated students take face-to-face courses; approximately 7,000 incarcerated students take distance education courses. Forty-five of these 70 colleges also provide on-campus reentry programs and support programs for formerly incarcerated students. In 2019, through a one-time allocation of \$5 million, 44 colleges were selected to receive grants to establish or grow their reentry programs.

The Chancellor's Office provides semi-annual conferences for those teaching inside prisons and inside jails. This is an opportunity for those working directly with incarcerated students to come together to share ideas, valuable lessons learned, and specific outcomes.

In collaboration with the Foundation for California Community Colleges, faculty and expert consultants recently created and published on the Vision Resource Center an interactive online training module called "What You Need to Know about Prisons, What You Need to

Know about Working in a Prison, and What You Need to Know about Students in Prison.” The module provides tips, helpful information, and answers to frequently asked questions.

The colleges have asked for local coordinators to advocate on their behalf and to help resolve issues specific to their locations. To respond to this need, the Chancellor’s Office intends to contract for three regional coordinators to facilitate this work and ensure the success of the colleges’ currently and formerly incarcerated students programs. The coordinators will work directly with their assigned colleges and their partner prisons, jails, and reentry programs, as well as with the Guided Pathways regional coordinators and the Department of Corrections and Rehabilitation. In addition to advocating on the colleges’ behalf and helping them resolve issues, the coordinators will align currently and formerly incarcerated students’ work with other existing Chancellor’s Office initiatives to better serve students.

The Chancellor’s Office conducted a site visit to Chaffey College in November 2019. Part of the site visit included a presentation on one of the system’s premier inmate education programs, the Chino Institution for Women Associate’s Degree Program.

OTHER EFFORTS TO SUPPORT VISION FOR SUCCESS

The Chancellor’s Office is encouraging the community colleges to diversify the ranks of their faculty, staff, and administrators. To that end, the Chancellor’s Office established the *Vision for Success* Diversity, Equity and Inclusion Taskforce in late 2018 to provide a set of recommendations on statewide structural changes, including policies, practices, and tools that the community colleges will need to improve Equal Employment Opportunities (EEO) implementation and the recruitment and retention of faculty and staff. IEPI provided support to complete the Diversity, Equity and Inclusion Integration Plan. The Board of Governors adopted all three recommendations presented by the Diversity, Equity and Inclusion Taskforce at its September 2019 meeting at Riverside City College. The recommendations included making improvements to the Equal Employment Opportunity (EEO) District Plans; adopting a new diversity, equity and inclusion statement for the system and making necessary Title 5 changes; and implementing the Diversity, Equity and Inclusion Integration Plan².

IEPI has provided funding to the Central Valley Higher Education Consortium (CVHEC), a nonprofit composed of 27 accredited public and private colleges, universities and community college districts, to pilot a capacity-building effort with the California College Guidance Initiative (CCGI), which works to ensure that all 6th-12th grade students have access to a baseline of guidance and support as they plan, prepare, and pay for postsecondary education and training. In collaboration with local California State University (CSU) campuses, community colleges, and K-12 districts, CCGI and CVHEC launched a coordinated regional effort, College Next, to initiate the systematic use of the [CaliforniaColleges.edu](https://www.californiacolleges.edu) platform for college planning, transition, and placement across K-12 and postsecondary institutions in the Central Valley. Fewer Californians in the Central Valley possess an associate’s or bachelor’s degree than elsewhere in the state, and if the *Vision*’s first and sixth goals are to be met, the Central Valley must receive targeted support. In part, the funding from IEPI covers the fee for K-12 districts to partner with CCGI through the 2021–22 academic year.

² [Board of Governors agenda for September 2019](#)

To date, 36 of the 81 targeted school districts in the ten-county region are in partnership, and six are in the partnership development process. Of the 14 community colleges in the region, four have become affiliated colleges and four more are in the affiliation process.

Additionally, both the Tulare County Office of Education and the Stanislaus County Cradle to Career Collaboration have been actively encouraging their local partners to make full use of the resources CCGI makes available in order to advance their collective goals.

Given the success so far in the Central Valley, the Chancellor's Office is supporting the expansion of College Next into the Inland Empire, another region of the state where changing economic and workforce needs underscore the need to increase children's access to and success in postsecondary education. A kick-off meeting that included the California Community Colleges Chancellor's Office, the California State University Chancellor's Office, K-12 districts across the Inland Empire and CCGI staff met on Oct. 9, 2019 in San Bernardino.

Of the 40 targeted school districts in the region, 13 are in partnership. Four of the 12 local community colleges have become CCGI affiliates.

IEPI will be funding the next phase of the Institute for Evidence-Based Change's Caring Campus program, which involves facilitated coaching sessions with classified staff who engage with students both directly and indirectly. Participants in coaching sessions determine campus-specific behavioral commitments and department-specific behavioral commitments as a means of creating a college environment that increases students' sense of connectedness and belonging as well as completion of students' educational goals. At the time of this writing, the Institute for Evidence-Based Change is successfully completing implementation of Caring Campus California at eighteen colleges/district offices in Southern California. Participation is high and feedback is extremely positive. The next phase of work will include follow-up activities with the original cohort of eighteen colleges, expansion to eighteen new colleges, and evaluation planning with EdInsights.

NEXT STEPS AND FUTURE EFFORTS

UPCOMING TRAININGS

IEPI has established an evolving schedule of specialized training workshops and webinars in support of the *Vision* goals and core commitments. In some cases, 2018-19 workshops followed up with and expanded upon work that IEPI had already undertaken. In other cases, workshops addressed topics new to IEPI.

There are several specialized training topics on the horizon:

- Two Guided Pathways workshops are scheduled for February and April 2020.
- The Faculty and Staff Diversification Symposium, scheduled for March 2020 and in collaboration with the Academic Senate for California Community Colleges, will make a case for why diversification matters, review diversification efforts currently underway and point to the future of this work.

- The first-of-its-kind *Vision for Success* Summit, scheduled for April 2020, will highlight state and national leaders who are successfully catalyzing transformational change in higher education as well as inspire college leaders, policymakers, and legislators to model next-generation leadership for the California community colleges.
- The Strategic Enrollment Management Program will initiate its third year with a brand-new cohort in May 2020.
- A workshop on Title V, Title IX and the Clery Act is in development for spring 2020.

OPPORTUNITIES

IEPI is uniquely positioned to help improve student success across the system by providing colleges and districts the high-quality technical assistance, professional development and resource tools they need to achieve their institutional goals. IEPI, through its professional development and technical assistance infrastructure, is helping other divisions of the Chancellor's Office to maximize their staff resources and provide greater levels of technical assistance and training.

The Chancellor's Office is exploring web-based opportunities that will help colleges attract a more diverse applicant pool and provide systemwide data about applicant journeys.

CONCLUSION

In its fifth year, IEPI continued to support the *Vision for Success* in its activities and identified new opportunities to support the *Vision* going forward. IEPI has had a significant effect on helping California's 115 colleges and 73 districts change the California community college landscape from a period of survival to one of innovation and transformational change. IEPI is committed in its sixth year to furthering the *Vision* priorities with a clear focus on institutional effectiveness and, ultimately, making higher education more accessible and equitable for millions of Californians at a time when the state needs it most.

**APPENDIX I
PARTNERSHIP RESOURCE TEAM (PRT) TECHNICAL
ASSISTANCE FEEDBACK SUMMARY REPORT**



California Community Colleges
Institutional Effectiveness

Partnership Resource Team (PRT) Technical
Assistance
Feedback Summary Report
Visit 1 and Visit 2

Cycle 4A

(PRT Services Commenced in Fall 2017)

November 18, 2019

Robert Pacheco, Ed.D.
External Evaluator

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INTRODUCTION

Background

The *Partnership Resource Team (PRT)* component of the *Institutional Effectiveness Partnership Initiative (IEPI)* provides technical assistance at no cost for those institutions identified as needing support. Prospective *Client Institutions* submit a letter of interest, explaining how the PRTs could help improve institutional effectiveness. Based in part on the letters of interest, the Project Director and Executive Committee determine a roster of institutions to serve in a series of cycles in the PRT process.

Under the IEPI full-PRT model, the PRTs typically make three visits to each institution. During *Visit 1*, PRT Members gather information on the institution's *Areas of Focus*, help the institution reflect on its situation, and facilitate internal conversations. The PRT then provides ideas for improvement and best practices in the form of a *List of Primary Successes and Menu of Options*. During *Visit 2*, the PRT helps the institution draft an *Innovation and Effectiveness Plan (I&EP)* to address its *Areas of Focus*. In the Follow-up Visit, the PRT facilitates conversations about progress on the I&EP and may make suggestions on how to improve implementation of the I&EP and sustain long-term progress. PRTs draw heavily on community college personnel with the requisite expertise and familiarity with the system to assist colleges, districts, centers, and the Chancellor's Office. Using this broad array of competencies and skills, the PRTs provide technical assistance on a wide variety of topics to improve institutional effectiveness.

Goals of the Evaluation of the PRT Process

The areas of inquiry for evaluation of the PRT technical assistance process were identified by the Project Director in cooperation with the Technical Assistance Workgroup of the Advisory Committee and with the approval of the Executive Committee. The specific items created to measure the areas of inquiry were crafted by the Project Director in conjunction with the external evaluators.

The goals of the evaluation are to:

- Assess the impact of the PRT Process on the Client Institutions.
- Determine the value gained by participating in the PRT Process by both the Client Institutions and the PRT Members.
- Identify the technical assistance techniques, tools and concepts that positively impact PRT visits and best assist Client Institutions in addressing the identified Areas of Focus.

This report presents the findings on the services delivered to the Client Institutions by the PRTs for the cycle that commenced in the fall of 2017 (Cycle 4A). For a variety of logistical and other reasons, sometimes not all institutions in a given cycle complete the visits in time for the scheduled delivery of the evaluation report. To assure that a sufficient proportion of the

institutions are included in the report, the external evaluator and Project Director employ a 75 percent threshold before reporting results. That is, the report is produced on schedule when at least 75 percent of the Client Institutions in the cycle are adequately represented in the pool of respondents for both the Client Institution survey and the PRT member survey. In Cycle 4A, at least one response was received from each of the 11 participating institutions for Visit 1 and for Visit 2, and from each of the PRTs for both visits, as well.

Areas of Inquiry

Areas of inquiry were identified and aligned with the goals of the evaluation. Constructs of interest were considered and identified under each area of inquiry. Closed-ended and open-ended items were aligned with the inquiry areas. Thus, both quantitative and qualitative data were collected to illuminate the areas of inquiry.

The areas of inquiry in the surveys are divided into four aspects of the PRT experience:

- The Visit Process
- Training Concepts Used for the Visit
- Logistics Before, During and After the Visits
- Miscellaneous (Areas Otherwise Unaddressed in the Survey)

The Visit Process

The first area of inquiry concerned the *Visit Process* itself from both the Client Institution and PRT Member perspectives. Depending on the specific focus, items were generated and administered to:

- The Client Institution participants in the visit, only
- Both the Client Institution participants and the PRT Members
- The PRT Members, only

Table 1 displays the constructs measured with respect to the Visit Process for *Visit 1*. For *Visit 2*, an item was added to the Client Institution survey about the degree to which Client Institution participants agreed that the PRTs provided effective guidance in the development of the Innovation and Effectiveness Plan (I&EP), a topic relevant for this visit.

In addition to the closed-ended questions about the Visit experience, the surveys also contained open-ended questions of both the Client Institutions and the PRT Members, asking respondents to:

- Give up to three examples of how the PRTs functioned well
- Give up to three examples of how the PRTs could have functioned better
- Identify any challenges experienced during the visit

Client Institutions were asked to identify up to three expectations they had for the visit and whether these expectations were met. PRT Members were asked for *Visit 1* to evaluate the overall receptiveness of the institution to the PRT process.

Table 1. The Visit Process		
Client Institution Only Items	Client Institutions and PRT Items	PRT Only Items
<p>Familiarity</p> <ul style="list-style-type: none"> • With the <i>Areas of Focus</i> (Letter of Interest) • With the <i>PRT Process</i> <p>Sufficiency of the Information Provided on the PRT Process</p> <p>Expectations for the Visit</p> <p>Next Steps As Result of Visit¹</p>	<p>Confidence That PRT Process Will Help</p> <p>PRTs</p> <ul style="list-style-type: none"> • PRT’s preparedness • Positive, constructive, solution-oriented approach • Knowledge of sound practices • Helpfulness • Understanding of <i>Areas of Focus</i> in institutional context • Open-mindedness • Focus on solutions • PRT expertise • Focus on sustainable and sound practices • Recognition of institutional personnel as problem-solving peers • Effective guidance on the I&EP² <p>PRT Functioning</p> <ul style="list-style-type: none"> • How the PRT functioned well • How the PRT could have functioned better <p>Challenges</p>	<p>Institution’s Receptiveness³</p> <p>Takeaways from the Visit</p> <p>Overall Effectiveness of PRT Training</p>

¹ Visit 2 Only

² Visit 2 Only.

³ Visit 1 Only.

Training Concepts Used for the Visit

The second area of inquiry concerned the *Training Concepts Used for the Visit* by the PRT Members. To discover this information, in one closed-ended item PRT members were asked to rate the overall effectiveness of their PRT training, and in open-ended items PRT Members were asked to identify which training concepts, tools and techniques they found most useful on the visits. In addition, PRT Members were asked to recommend improvements or changes to the training based on their experiences on the visits, and to identify one PRT practice or action that had proven especially helpful. **Table 2** displays the constructs considered in this area of inquiry.

Table 2: Training Concepts Used for the Visits	
PRT Items	
	<ul style="list-style-type: none">• Areas of the PRT Training Most Useful for the Visit• Recommended Changes or Improvements to the Training Based on the Visit Experience• PRT Practice That Was Especially Helpful

Logistics

The third area of inquiry considered the *Logistics* before, during, and after the visits. Closed-ended and open-ended items were generated to discover this information. Client Institutions were asked about scheduling of visit dates and meetings as well as the communication with the PRT Lead and Project Director before and after the visits. PRT Members were asked about the clarity of roles, agreement as to outcomes for the visit and communication among PRT Members. In addition, PRT Members were asked about the time spent preparing for each visit, completing follow-up activities, and preparing for the next visit. PRT Members were also asked about other issues such as scheduling, effectiveness of team meetings, and coordination and leadership of PRT Leads. **Table 3** displays the constructs measured for the *Logistics Area of Inquiry* for both *Visit 1 and Visit 2*.

Table 3: Logistics		
Client Institution Only Items	Client Institution and PRT Items	PRT Only Items
<p>Communication</p> <ul style="list-style-type: none"> • <i>With Project Director/PRT Lead <u>Before</u> the Visit</i> • <i>With Project Director/PRT Lead <u>After</u> the Visit</i> • <i>Dissemination of Information</i> <ul style="list-style-type: none"> • <i>Next Steps⁴</i> • <i>Seed Grants⁵</i> 	<p>Scheduling</p> <ul style="list-style-type: none"> • <i>Visit</i> • <i>Meetings during Visit</i> <p>Effectiveness</p> <ul style="list-style-type: none"> • <i>PRT Lead Coordination and Leadership</i> 	<p>Team Camaraderie and Operations</p> <ul style="list-style-type: none"> • <i>Clarity of Roles</i> • <i>Shared Outcomes for Visits</i> • <i>Communication</i> <ul style="list-style-type: none"> • <i>Clarity</i> • <i>Timeliness</i> • <i>Hours Spent on PRT Process</i> • <i>Availability of Logistical Information</i> • <i>Access to Institutional Information</i> • <i>Effectiveness and Usefulness of Telephone and Face-to-face Meetings</i> • <i>Time Availability During Visit</i>

Miscellaneous

The final area of inquiry elicited open-ended responses from Client Institutions and the PRT Members on topics not previously covered in the survey instrument. This question was used to allow PRT Members and Client Institutions to share information on topics not otherwise contemplated in the survey.

⁴ Visit 1 only.

⁵ Visit 2 only.

Components of the Report

The Partnership Resource Team (PRT) Technical Assistance Feedback Summary Report consists of the following components:

- Introduction
- Key Findings for *Visit 1*
- Key Findings for *Visit 2*
- Analysis and Findings
 - *Visit 1*
 - *Visit 2*
- Appendix

The *Key Findings for Visit 1* and *Visit 2* convey the results from the Client Institution and PRT Member surveys in summary form using color-coded tables for easy review. The Analysis and Findings section provides a detailed narrative of the findings using tables as illustrations. An Appendix is provided with tables displaying more detailed findings for applicable Areas of Inquiry. The individual components of the report are designed to provide access to the findings for policymakers, the Executive Committee, researchers and the field at the appropriate level of analysis.

Notes on the Reporting of Results

Report Structure

Reports for cycles 1 through 2B considered *Visit 1* and *Visit 2* together in presenting feedback survey results and analysis of each area of inquiry. After a meta-evaluative review of report structure, the external evaluator and the Project Director determined that while there are common constructs of interest across the visits, *Visit 1* and *Visit 2* are sufficiently distinct events that they should be presented separately in the report. That practice is followed here.

Data Aggregation

In cycles 1 through 2B, although the response rates for Client Institution surveys on average were lower than those for PRT member surveys, the number of responses varied much more widely among Client Institutions than among PRT members. Consequently, using respondents as the units of analysis produced some results that were statistical artifacts rather than real differences in the Areas of Inquiry.

To address these issues for subsequent reporting, a more fair, stable, useful, and meaningful method of reporting results has been used from cycle 3A to the present: Compute a mean of the individual responses from each Client Institution for each quantitative measure, and then, in turn, compute a mean of those means to serve as the Client Institution Overall rating on each measure. The mean of means for each area of inquiry is placed on the appropriate scale for each relevant

survey item. To maintain consistency in the reporting of results, response means are rounded according to generally accepted practices: Mean results from .01 to .49 are rounded down to the nearest level on the scale and results from .50 to .99 are rounded up to the nearest level on the scale.

For Areas of Inquiry common to both Client Institutions and PRT Members, a similar calculation of means is performed for the *PRT Members*, as a group, to facilitate a general comparison between Client Institutions and PRT Members. For consistency in approach with prior evaluation reports, traditional frequencies and percentages are reported for the PRT member responses along with means.

KEY FINDINGS		VISIT ONE
PRT Technical Assistance Scorecard Cycle 4A		
AREA OF INTEREST	CLIENT INSTITUTION FEEDBACK	PRT FEEDBACK
FAMILIARITY		
<i>With Areas of Focus</i>	Very Strong	Not Applicable
<i>With the PRT Process</i>	Very Strong	
CONFIDENCE IN PRT PROCESS	Very Strong	Very Strong
RECEPTIVENESS TO VISIT	Not Applicable	Very Strong
EXPECTATIONS FOR THE VISIT	Very Strong	Not Applicable
Areas of Interest	Cooperative PRT (3)	Met
	Nonjudgmental Perspective (3)	Met
	Open-mindedness (2)	Met
PRT APPROACH		
<i>Sufficiency of Information Provided</i>	Very Strong	Not Applicable
<i>PRT's Preparedness</i>	Very Strong	Very Strong
<i>Positive, Constructive and Solution-Oriented Approach</i>	Very Strong	Very Strong
<i>Knowledge of Sound Practices</i>	Very Strong	Very Strong
<i>Helpfulness</i>	Very Strong	Very Strong
<i>Understanding of Area of Focus in Institutional Context</i>	Very Strong	Very Strong
<i>Open-mindedness</i>	Very Strong	Very Strong
<i>Focus on Solutions</i>	Very Strong	Very Strong
<i>PRT Expertise</i>	Very Strong	Very Strong
<i>Focus on Sustainable and Sound Practices</i>	Very Strong	Very Strong
<i>Recognition of Institutional Personnel as Problem-Solving Peers</i>	Very Strong	Very Strong
LOGISTICS		
Communication with IEPI Project Director/PRT Lead Before the Visit	Very Strong	N/A
Communication with IEPI Project Director/PRT Lead After the Visit	Very Strong	N/A
Scheduling Visit Date	Very Strong	Very Strong
Scheduling Meetings During Visit	Very Strong	Very Strong
Effectiveness: PRT Lead	Very Strong	N/A
Dissemination of Info: Next Steps	Very Strong	N/A

AREA OF INTEREST	CLIENT INSTITUTION FEEDBACK	PRT FEEDBACK
PRT PROCESS		
<i>How the PRT Functioned Well</i>	Listening (3)	Team Preparedness (5)
	PRT was Well-Prepared (2)	Communication before the Visit (4)
	Nonjudgmental (2)	PRT Modeled Proper Behaviors (3)
<i>How the PRT Could Have Functioned Better</i>	Visit 1 Seemed Rushed (3)	Additional Time with Client Institution (4)
		Communication before the Visit (4)
CHALLENGES		
<i>General Areas</i>	Calendar Coordination with Client Institution (4)	Additional Time with Client Institution Needed on Visit Days (3)
		Deeper Discussions w/ Representatives (3)
TEAM OPERATION		
<i>Clarity of Roles</i>	Not Applicable	Very Strong
<i>Shared Outcomes for Visits</i>		Very Strong
<i>Communication: Clarity</i>		Very Strong
<i>Communication: Timeliness</i>		Very Strong
<i>Access to Information: Areas of Focus</i>		Very Strong
<i>Access to Information: Travel</i>		Very Strong
<i>Time Availability: Institutional Meetings</i>		Very Strong
<i>Time Availability: Team Meetings</i>		Very Strong
<i>Usefulness of Face-to-Face Meetings</i>		Very Strong
<i>Effectiveness of team phone conference(s) before the visit</i>		Very Strong
<i>Coordination and Leadership of PRT Lead</i>	Very Strong	
<i>Average Preparation Time for Visit (hours)</i>	Not Applicable	7.4
<i>Average Time Completing Follow-up Activities</i>		1.8
<i>Average Time Preparing for Next Visit (hrs)</i>		0.8
TRAINING		
<i>Concepts Applied to the Visit</i>	Not Applicable	Facilitation Skills for Meetings (4)
		Interaction with PRT Lead (4)
		Access and Use of Resources (4)
<i>Particular Helpful Practice</i>		Interaction with PRT Lead (4)
<i>Overall Usefulness & Effectiveness of Training</i>		Very Strong
TRAINING IMPROVEMENTS		
<i>Suggestions, Methods, and Curriculum</i>	Not Applicable	Earlier Contact and Access with the Client Institutions (4) Greater Team Time at the Training (3)
TEAM TAKEAWAYS		
<i>For Application at Home Sites/Other Venues</i>	Not Applicable	Mentorship of PRT Leads (4) Facilitation Skills for Conducting Meetings (4)

KEY FINDINGS		VISIT TWO	
PRT Technical Assistance Scorecard Cycle 4A			
AREA OF INTEREST	CLIENT INSTITUTION FEEDBACK	PRT FEEDBACK	
FAMILIARITY			
<i>With Areas of Focus</i>	Very Strong	Not Applicable	
<i>With the PRT Process</i>	Very Strong		
CONFIDENCE IN PRT PROCESS	Very Strong	Very Strong	
EXPECTATIONS FOR THE VISIT	Very Strong	Not Applicable	
Areas of Interest	Institutional Support (3)	Met	Not Applicable
	Strategies for AOFs (3)	Met	
PRT APPROACH			
<i>Sufficiency of Information Provided</i>	Very Strong	Not Applicable	
<i>PRT's Preparedness</i>	Very Strong	Very Strong	
<i>Positive, Constructive and Solution-Oriented Approach</i>	Very Strong	Very Strong	
<i>Knowledge of Sound Practices</i>	Very Strong	Very Strong	
<i>Helpfulness</i>	Very Strong	Very Strong	
<i>Understanding of Area of Focus in Institutional Context</i>	Very Strong	Very Strong	
<i>Open-mindedness</i>	Very Strong	Very Strong	
<i>Focus on Solutions</i>	Very Strong	Very Strong	
<i>PRT Expertise</i>	Very Strong	Very Strong	
<i>Focus on Sustainable and Sound Practices</i>	Very Strong	Very Strong	
<i>Guidance on the I&EP</i>	Very Strong	Not Applicable	
<i>Recognition of Institutional Personnel as Problem-Solving Peers</i>	Very Strong	Very Strong	
LOGISTICS			
Communication with IEPI Project Director/PRT Lead Before the Visit	Very Strong	Not Applicable	
Communication with IEPI Project Director/PRT Lead After the Visit	Very Strong	Not Applicable	
Scheduling Visit Date	Very Strong	Very Strong	
Scheduling Meetings During Visit	Very Strong	Very Strong	
Effectiveness: PRT Lead	Very Strong	Not Applicable	
Dissemination of Info: Next Steps	Very Strong	Not Applicable	
Dissemination of Info: Seed Grants	Very Strong	Not Applicable	

AREA OF INTEREST	CLIENT INSTITUTION FEEDBACK	PRT FEEDBACK
PRT PROCESS		
<i>How the PRT Functioned Well</i>	Assistance w/Menu of Options (MOO) (3)	Interaction with and Support of the Client Institution (5)
	Assistance with Areas of Focus (3)	Communication with the Client Institution Representatives (3)
<i>How the PRT Could Function Better</i>	Greater Detail with the Options (4)	Time to Work w/ Client Institution (3)
CHALLENGES		
<i>General Areas</i>	Finding Appropriate Resources for the Client Institution's Culture (2)	Visit Logistics (3)
TEAM OPERATION		
<i>Clarity of Roles</i>	Not Applicable	Very Strong
<i>Shared Outcomes for Visits</i>		Very Strong
<i>Communication: Clarity</i>		Very Strong
<i>Communication: Timeliness</i>		Very Strong
<i>Access to Information: Areas of Focus</i>		Very Strong
<i>Access to Information: Travel</i>		Very Strong
<i>Time Availability: Institutional Meetings</i>		Very Strong
<i>Time Availability: Team Meetings</i>		Very Strong
<i>Usefulness of Face-to-Face Meetings</i>		Very Strong
<i>Effectiveness of team phone conference(s) before the visit</i>		Very Strong
<i>Coordination & Leadership of PRT Lead</i>	Very Strong	
<i>Average Preparation Time for Visit (hrs)</i>	Not Applicable	8.1
<i>Average Time Completing Follow-up Activities (hrs)</i>		0.8
<i>Average Time Preparing for Next Visit</i>		1.0
TRAINING		
<i>Concepts Applied to the Visit</i>	Not Applicable	Active Listening (5)
<i>Particular Helpful Practice</i>	Not Applicable	Active Listening (5)
<i>Overall Usefulness and Effectiveness of the Training</i>		Very Strong
TRAINING IMPROVEMENTS		
<i>Suggestions, Methods, and Curriculum</i>	Not Applicable	Deeper Engagement w/ AOFs (4)
TEAM TAKEAWAYS		
<i>For Application at Home Sites/ Venues</i>	Not Applicable	Engagement as a Working Team (5)
CLIENT INSTITUTION NEXT STEPS		
<i>Examples</i>	Engaging Stakeholders in the Process (4)	Not Applicable
	Share the Value in the PRT Process w/ Client Institutions (3)	

ANALYSIS AND FINDINGS

VISIT ONE

THE VISIT PROCESS

Familiarity with *Areas of Focus* and the *PRT Process*

After Visit 1, Client Institutions were asked in the survey using closed-ended items to report their degree of familiarity with respect to two aspects of the PRT process:

- The *Areas of Focus* for the institution
- The *Three-visit PRT Process*, with the overall purpose of each visit

A three-point scale was utilized for each aspect: ***Very familiar, Somewhat familiar*** or ***Not at all familiar***.

Overall, Client institutions as a group reported that they were ***Very familiar*** with the *Areas of Focus* ($M=2.92$) and with the *PRT Process* ($M=2.77$). **Table 4** reports the mean Client Institution response along with the associated scale category as to the level of familiarity with the *Areas of Focus* and with the *Three-visit PRT Process* for *Visit 1*. The slightly lower rating on the familiarity with the Three-Visit Process has been typical of previous cycles and expected due to the fact that the survey is administered after the first visit in the PRT process. At *Visit 1*, the PRTs and the Client Institution representatives meet face-to-face for the first time and time is spent facilitating conversations, checking assumptions and discovering new areas of inquiry. In toto, the familiarity scores reflect a solid understanding at the initial stage of the process.

Table 4. Client Institution Overall Level of Familiarity with Areas of Focus and PRT Process, Visit 1		
Level of Familiarity	Client Institution Mean of Means <i>1 (Low) - 3 (High)</i>	Count
With Areas of Focus	2.92 <i>(Very familiar)</i>	13
With PRT Process	2.77 <i>(Very familiar)</i>	13
Total Institutions: 13		

A detailed display of the overall Client Institution responses can be found in **Table A.1** and **Table A.2** in the Appendix to this report.

Confidence in the PRT Approach to Improve Effectiveness

Client Institutions and PRT Members were asked to report their level of confidence that the PRT process would assist the Client Institutions to improve their institutional effectiveness in their identified *Areas of Focus*. As with the question assessing familiarity, a three-point scale was utilized for confidence: **Very confident**, **Somewhat confident** or **Not at all confident**.

Client Institutions, as a group, reported that they were **Very confident** that the PRT Process would improve institutional effectiveness ($M=2.69$). PRT Members, as a group, also reported being **Very confident** that the PRT Process would improve institutional effectiveness, but with a slightly higher mean rating ($M=2.76$). The scale category scores are very close and there is no meaningful difference in the scores between the PRT members and the Client Institutions. **Table 5** reports the mean Client Overall and PRT Member responses and scale categories for confidence at *Visit 1*.

Table 5. Level of Confidence in the PRT Process to Improve Effectiveness in Areas of Focus, Visit 1				
Level of Confidence	Client Institution Overall Response		PRT Member Response	
	Mean of Means <i>1 (Low) - 3 (High)</i>	Count	Mean <i>1 (Low) - 3 (High)</i>	Count
In the PRT Approach to Improve Effectiveness	2.69 <i>(Very confident)</i>	13	2.76 <i>(Very confident)</i>	34

A detailed display of the overall Client Institution responses and PRT Member responses for the Level of Confidence in the PRT Approach to Improve Institutional Effectiveness can be found in **Table A.3** and **Table A.4**, respectively, in the Appendix to this report.

Expectations for the Visit

To assess the alignment between client goals for Visit 1 and PRT performance, Client Institutions were asked through an open-ended item to identify their expectations for *Visit 1*. This question was followed by a second open-ended item asking institutions whether the expectations had been met. If expectations were not met, the colleges were asked to explain their reasons or give an example. All Client Institution respondents reported that the expectations were met. **Table 6** reports the coded expectations of the Client Institution with counts for each category of expectation. All three of the common expectations for the visit are consistent with the aims of the PRT Approach and relate to areas expressly taught during the workshop training sessions.

Table 6. Client Institution Expectations for the Visit, Visit 1 ⁶	
Area	Met
Cooperative PRT (3)	Yes
Nonjudgmental Perspective (3)	Yes
Open-mindedness (2)	Yes

Adherence to the PRT Approach

Client Institutions and PRT Members were next asked, through closed-ended items, to report their level of agreement about the PRT Members’ adherence to the PRT approach, including such areas as team preparedness, open-mindedness of the PRT Members, and so on. One aspect of the PRT Approach—whether there was sufficient information provided to work with the PRT—was asked only of the Client Institutions. **Table 7** reports the mean overall Client Institution response and the mean overall PRT Member response with respect to each of various aspects of adherence to the PRT Approach for *Visit 1*.

Client Institutions, as a group, ***Strongly agreed*** that the PRT Members adhered to the PRT Approach in the identified aspects. The PRT Members likewise ***Strongly agreed*** as to team adherence in all 10 aspects of the PRT Approach. These results overall are more favorable than in previous cycles, where PRT Members typically scored their performance higher than the Client Institutions. Mean score differences between the Client Institution representatives and the PRT Members were small and conclusions as to the possible reasons for the slight variances are not possible given the results.

A detailed display of the overall Client Institution responses and PRT Member responses for the Level of Adherence to the PRT Approach to Improve Institutional Effectiveness can be found in **Table A.5** and **Table A.6**, respectively, in the Appendix to this report.

⁶ Responses for all open-ended questions were coded and reported when the same or similar answer was provided multiple times. Singular counts are not reported.

Table 7. Level of Adherence to PRT Approach, Visit 1

Area of PRT Approach	Client Institution Overall Response		PRT Member Response	
	Mean of Means 1 (Low) – 4 (High)	Count	Mean 1 (Low) - 4 (High)	Count
We had the information we needed to work effectively with the PRT.	3.85 (Strongly Agree)	13	N/A	N/A
The PRT was well prepared for the visit.	3.77 (Strongly Agree)	13	3.88 (Strongly Agree)	34
The PRT took a positive, constructive, and solution-oriented approach to the work.	3.77 (Strongly Agree)	13	3.91 (Strongly Agree)	34
The PRT was knowledgeable about sound practices related to our Areas of Focus.	3.77 (Strongly Agree)	13	3.88 (Strongly Agree)	34
The PRT conveyed a helpful attitude in interactions with members of the institutional community.	3.85 (Strongly Agree)	13	3.88 (Strongly Agree)	34
The PRT understood the Areas of Focus in the context of the specific needs, culture and practices of our institution.	3.77 (Strongly Agree)	13	3.91 (Strongly Agree)	34
The PRT Members kept an open mind about issues and possible solutions.	3.85 (Strongly Agree)	13	3.91 (Strongly Agree)	34
The expertise of the PRT Members was a good fit for the institution’s Areas of Focus.	3.85 (Strongly Agree)	13	3.88 (Strongly Agree)	34
The PRT focused on sustainable and sound practices.	3.77 (Strongly Agree)	13	3.91 (Strongly Agree)	34
The PRT focused on solutions rather than problems or where to place blame.	3.69 (Strongly Agree)	13	3.88 (Strongly Agree)	34
The PRT recognized institutional personnel as problem-solving peers.	3.77 (Strongly Agree)	13	3.91 (Strongly Agree)	34

Client Institution Receptiveness

The PRT Members were asked, through an open-ended item, to assess the level of receptiveness Client Institutions demonstrated towards the PRT Process during *Visit 1*. PRT Members reported that the leadership, faculty and staff of the participating Client Institutions were receptive to the PRT Process, using a variety of descriptive terms such as “open,” “welcoming,” “receptive,” “good,” and “interested.” No PRT Member reported that the Client Institutions were other than receptive.

PRT Functioning

Both the Client Institutions and the PRT Members were asked, through an open-ended item, to identify up to three examples of how the PRT functioned well. **Table 8** reports the most common Client Institution and PRT Member coded areas where the PRT functioned well for *Visit 1*.

Table 8. Examples of PRT Functioning Well, Visit 1	
Client Institutions	PRT Members
<ul style="list-style-type: none">• Listening (3)• PRT Was Well-Prepared (2)• Nonjudgmental (2)	<ul style="list-style-type: none">• Team Preparedness (5)• Communication before the Visit (4)• PRT Lead Modeled Proper Behaviors (3)

Areas of Improvement

Both the Client Institutions and the PRT Members were asked, through an open-ended item, to identify up to three examples of how the PRTs could have functioned better before or during *Visit 1*. **Table 9** reports the most common Client Institution and PRT Member coded areas where the PRT could have functioned better for *Visit 1*.

Table 9. Examples of How PRTs Could Function Better, Visit 1	
Client Institutions	PRT Members
<ul style="list-style-type: none">• Visit 1 Day Seemed Rushed (Much to Accomplish in One Day) (3)	<ul style="list-style-type: none">• Additional Time with Client Institution (4)

Challenges

Both the Client Institutions and PRT Members were asked, through an open-ended item, to identify challenges either preparing for or during the visit. **Table 10** reports the most common Client Institution and PRT Member coded areas on the challenges faced during the PRT process for *Visit 1*.

Table 10. Challenges Preparing for or during the Visit, Visit 1	
Client Institutions	PRT Members
<ul style="list-style-type: none"> Calendar Coordination with Client Institution Representatives (4) 	<ul style="list-style-type: none"> Adequate Time with Client Institution Needed on Visit Days (3) Deeper Discussions with Representatives (3)

Training Concepts Used During the Visit

Training Concepts

PRT Members were asked to identify the training concepts that had proven most useful to them. **Table 11** reports the most common concepts used from the trainings by PRT Members on *Visit 1*. All three training concepts align with the roles of PRTs in the process.

Table 11. Training Concepts Utilized, Visit 1
PRT Members
<ul style="list-style-type: none"> Facilitation Skills for Meetings (4) Interaction with the PRT Lead (4) Access and Use of Resources (4)

Particular Helpful Practice

PRT Members were asked to identify a practice or action that they found most helpful in ensuring a successful and effective visit. **Table 12** shows the most common helpful practice reported by PRT Members for *Visit 1*.

Table 12. Most Helpful Practice or Action, Visit 1
PRT Members
<ul style="list-style-type: none"> Interaction with the PRT Lead (4)

Training Suggestions

PRT Members were asked, based on their experience in the visit, to make suggestions for training improvements. **Table 13** reports the most common suggested training improvements.

Table 13. Suggested Improvements to Training, Visit 1	
PRT Members	
<ul style="list-style-type: none"> • Earlier Contact with Client Institutions and access to working tools/resources (4) • Greater Team Time at the Training (3) 	

Overall Usefulness and Effectiveness of the Training

PRT Members were asked to rate the overall usefulness and effectiveness of the training considering their experiences before and during Visit 1. A four-point scale was utilized: **Excellent, Good, Fair or Poor.**

The overall rating by PRT Members of the usefulness and effectiveness of the training was **Excellent (M=3.91)**. Nine out of 10 PRT Members responded that the training was **Excellent**. **Table 14** reports the mean PRT Member response along with the associated scale category as to the level of usefulness and effectiveness of the PRT training for *Visit 1*.

Table 14. PRT Member Rating of the Overall Usefulness and Effectiveness of the PRT Training, Visit 1		
Level	Mean 1 (Low) - 4 (High)	Count
Overall Usefulness and Effectiveness of the Training	3.91 (Excellent)	34

A detailed display of the PRT Members' responses can be found in **Table A.7** in the Appendix to this report.

LOGISTICS

The third area of inquiry of the surveys addressed the *Logistics* before, during, and after the visits. Closed-ended and open-ended items were generated to discover this information. All areas of logistics for both the Client Institutions and the PRT Members were **Excellent**. **Table 15** reports the Client Institutions' and the PRT Members' overall ratings for *Visit 1*.

Table 15. Responses Regarding Logistics Before, During and After the Visit, Visit 1

Areas	Client Institution Overall Response		PRT Member Responses	
	Mean of Means <i>1 (Low) - 4 (High)</i>	Count	Mean <i>1 (Low) - 4 (High)</i>	Count
a. Scheduling of the date of the visit	3.54 <i>(Excellent)</i>	13	3.76 <i>(Excellent)</i>	34
b. Scheduling of meetings to be held during the visit	3.54 <i>(Excellent)</i>	13	3.76 <i>(Excellent)</i>	34
c. FOR CEO AND INSTITUTIONAL POINT PERSONS ONLY: Communication with the IEPI Project Director and/or PRT Lead before visit	3.80 <i>(Excellent)</i>	5	N/A	N/A
d. FOR CEO AND INSTITUTIONAL POINT PERSONS ONLY: Communication with the PRT Lead and/or PRT Members after visit, to date	3.75 <i>(Excellent)</i>	4	N/A	N/A
e. FOR CEO AND INSTITUTIONAL POINT PERSONS ONLY: Effectiveness of the PRT Lead in coordinating with the institution regarding the visit.	3.75 <i>(Excellent)</i>	4	N/A	N/A
f. FOR CEO AND INSTITUTIONAL POINT PERSONS ONLY: Provision of information about the institution's next steps following the visit.	3.75 <i>(Excellent)</i>	4	N/A	N/A
g. Information about travel arrangements	N/A	N/A	3.76 <i>(Excellent)</i>	34
h. Access to information related to the institution's Areas of Focus	N/A	N/A	3.76 <i>(Excellent)</i>	34
i. Effectiveness of team phone conference(s) before the visit	N/A	N/A	3.78 <i>(Excellent)</i>	33
j. Usefulness of face-to-face team meeting just before the visit	N/A	N/A	3.78 <i>(Excellent)</i>	33
k. Time available for meetings with members of the institutional community during the visit	N/A	N/A	3.78 <i>(Excellent)</i>	33
l. Time available for team meetings during the visit	N/A	N/A	3.78 <i>(Excellent)</i>	33
m. Coordination and leadership by the PRT Lead	N/A	N/A	3.78 <i>(Excellent)</i>	33

PRT Members were asked about their level of agreement as to the *Clarity of Roles, Outcomes and Communications* during *Visit 1*. The mean results in all three areas indicate that PRT Members **Strongly Agreed** that they were clear as to their roles and responsibilities, on the same page for

anticipated outcomes, and communicated clearly and timely with each other. **Table 16** reports the PRT Members’ overall ratings for *Visit 1*.

Table 16. PRT Member Clarity of Roles, Outcomes and Communication, Visit 1		
Answer Options	Mean 1 (Low) - 4 (High)	Count
Were clear about the roles and responsibilities of the team.	3.76 (Strongly Agree)	34
Were on the same page about anticipated outcomes of the PRT process.	3.78 (Strongly Agree)	33
Communicated clearly with each other.	3.78 (Strongly Agree)	33
Communicated in a timely fashion with each other.	3.78 (Strongly Agree)	33

TAKEAWAYS

PRT Members were also asked to identify takeaways from *Visit 1* to measure some of the value gained by PRT Members as participants in the process. PRT Members identified the mentorship of the PRT leads and increased facilitation skills they gained in working with their client institutions as common takeaways after participating in *Visit 1*. **Table 17** reports the team takeaways identified from *Visit 1*.

Table 17. PRT Member Takeaways from the PRT Process, Visit 1	
PRT Members	
<ul style="list-style-type: none"> • Mentorship of PRT Leads (4) • Facilitation Skills for Conducting Meetings (4) 	

HOURS SPENT ON THE PRT PROCESS

In addition, PRT Members were asked about the number of hours spent preparing for the visit, completing follow-up activities, and preparing for the next visit. The mean time spent by PRT Members for each phase of *Visit 1* was calculated as an aggregate. **Table 18** displays the mean time reported by PRT Members on *Visit 1*.

Table 18. Mean Hours Spent on PRT Process, Visit 1		
Answer Options	Mean	Count
Preparing for this visit	7.4	33
Completing any follow-up activities related to this PRT visit to date	1.8	33
Preparing for the next PRT visit (if any) to date	0.8	32

MISCELLANEOUS

The final area of inquiry elicited open-ended responses from participants to share any other thoughts or comments on the PRT process for *Visit 1*. Six of the 12 Client Institution representatives and 12 out of 34 PRT Members provided feedback on this item. Responses were general in nature and overall very positive about the PRT process but provided no new actionable data beyond what was already garnered from responses to the earlier questions in the survey.

CONCLUSION

Both the Client Institutions and the PRT Members gave positive reviews on each of the Areas of Inquiry for Visit 1. Each of the common expectations of the Client Institutions was met. Team members are looking for more practical tools to work with during training, presumably to save time and increase effectiveness. Both Client Institutions and PRT Members value the time together. Client Institutions report valuing the PRT’s listening and guidance, and PRT members cite meeting facilitation techniques as skills used from the training. Additional time to focus on the specific Areas of Focus of the Client Institution earlier in the process was identified as potentially useful by the PRT members responding to the survey.

VISIT TWO

THE VISIT PROCESS

Familiarity with *Areas of Focus* and the *PRT Process*

As in the survey for Visit 1, Client Institutions were asked after Visit 2 using closed-ended items to report their degree of familiarity with respect to two aspects of the PRT process:

- The *Areas of Focus* for the institution
- The *Three-visit PRT Process*, with the overall purpose of each visit

A three-point scale was utilized for each aspect: **Very familiar**, **Somewhat familiar** or **Not at all familiar**. Overall, Client institutions reported that they were **Very familiar** with the *Areas of Focus* ($M=2.92$) and with the *PRT Process* ($M=2.83$). **Table 19** reports the mean Client Institution response along with the associated scale category as to the level of familiarity with the *Areas of Focus* and with the *Three-visit PRT Process* for *Visit 2*. The level of familiarity with respect to the PRT Process noted by the respondents for Visit 2 represents an increase over that reported by Client Institutions in Visit 1.

Table 19. Client Institution Overall Level of Familiarity with Areas of Focus and PRT Process, Visit 2		
Level of Familiarity	Client Institution Mean of Means 1 (Low) - 3 (High)	Count
With Area of Focus	2.92 (Very familiar)	12
With PRT Process	2.83 (Very familiar)	12
Total Institutions: 12		

A detailed display of the overall Client Institution responses can be found in **Table A.8** and **Table A.9** in the Appendix to this report.

Confidence in the PRT Approach to Improve Effectiveness

Client Institutions and PRT Members were asked to report their level of confidence that the PRT process would assist the Client Institutions to improve their institutional effectiveness in their identified *Areas of Focus*. As with *Visit 1*, a three-point scale was utilized: **Very confident**, **Somewhat confident** or **Not at all confident**.

Client Institutions, as a group, reported that they were **Very confident** that the PRT Process would improve institutional effectiveness ($M=2.83$). PRT Members, as a group, reported being **Very confident** that the PRT Process would improve institutional effectiveness in the identified *Area*

of Focus ($M=2.85$). The level of confidence reported by the Client Institutions in Visit 2 represents an increase over the level reported in Visit 1. **Table 20** reports the mean Client Institution and PRT Member response and scale category for *Visit 2* as to the level of confidence that the PRT Process would improve institutional effectiveness in the identified *Areas of Focus*.

Table 20. Level of Confidence in the PRT Approach to Improve Effectiveness, Visit 2				
Level of Confidence	Client Institution Overall Response		PRT Member Response	
	Mean of Means 1 (Low) - 3 (High)	Count	Mean 1 (Low) - 3 (High)	Count
In the PRT Approach to Improve Effectiveness	2.83 (Very Confident)	12	2.85 (Very Confident)	27

A detailed display of the overall Client Institution responses and PRT Member responses for the Level of Confidence in the PRT Approach to Improve Institutional Effectiveness can be found in **Table A.10** and **Table A.11**, respectively, in the Appendix to this report.

Expectations for the Visit

The expectations that Client Institutions had for *Visit 2* were measured using an open-ended item asking respondents to list up to three expectations for *Visit 2*. This question was followed by a second open-ended item asking institutions whether the expectations had been met. If expectations were not met, the colleges were asked to explain their reasons or give an example. All Client Institution respondents reported that the expectations were met. While the PRT members take a facilitative and active listening approach in Visit 1, the team in Visit 2 pivots to assisting the Client Institution with resources and answering pragmatic questions about addressing the *Areas of Focus*. **Table 21** reports the coded expectations of the Client Institution with counts for each category of expectation.

Table 21. Client Institution Expectations, Visit 2	
Area	Met
Institutional Support with Options (3)	Yes
Strategies to Help Address <i>Areas of Focus</i> (3)	Yes

Adherence to the PRT Approach

Client Institutions and PRT Members were asked, through closed-ended items, to report their level of agreement about the PRT Members' adherence to the PRT approach, including such

areas as team preparedness, open-mindedness of the PRT Members, and so on. One aspect of the PRT Approach—whether there was sufficient information provided to work with the PRT—was asked only of the Client Institutions. **Table 22** reports the mean overall Client Institution response and the PRT Member response with respect to various aspects of adherence to the PRT Approach for *Visit 2*. PRT Members and the Client Institutions, as groups, **Strongly agreed** that the PRT Members adhered to the PRT Approach in each of the identified aspects, and the ratings of Client Institutions and PRT members on each aspect were closer overall than they were for Visit 1. The Client Institutions and PRT Members both **Strongly agreed** as to the team adherence in every aspect of the PRT approach.

Table 22. Level of Adherence to PRT Approach, Visit 2				
Area of PRT Approach	Client Institution Overall Response		PRT Member Response	
	Mean of Means 1 (Low) – 4 (High)	Count	Mean 1 (Low) - 4 (High)	Count
We had the information we needed to work effectively with the PRT.	3.83 (Strongly Agree)	12	N/A	N/A
The PRT was well prepared for the visit.	3.83 (Strongly Agree)	12	3.85 (Strongly Agree)	27
The PRT took a positive, constructive, and solution-oriented approach to the work.	3.92 (Strongly Agree)	12	3.81 (Strongly Agree)	27
The PRT was knowledgeable about sound practices related to our Areas of Focus.	3.83 (Strongly Agree)	12	3.85 (Strongly Agree)	27
The PRT conveyed a helpful attitude in interactions with members of the institutional community.	3.83 (Strongly Agree)	12	3.81 (Strongly Agree)	27
The PRT understood the Areas of Focus in the context of the specific needs, culture and practices of our institution.	3.83 (Strongly Agree)	12	3.81 (Strongly Agree)	27
The PRT Members kept an open mind about issues and possible solutions.	3.83 (Strongly Agree)	12	3.85 (Strongly Agree)	27
The expertise of the PRT Members was a good fit for the institution’s Areas of Focus.	3.83 (Strongly Agree)	12	3.85 (Strongly Agree)	27
The PRT focused on sustainable and sound practices.	3.83 (Strongly Agree)	12	3.88 (Strongly Agree)	27
The PRT focused on solutions rather than problems or where to place blame.	3.83 (Strongly Agree)	12	3.85 (Strongly Agree)	27
The PRT recognized institutional personnel as problem-solving peers.	3.75 (Strongly Agree)	12	3.85 (Strongly Agree)	27
The PRT provided effective guidance to the institution as we worked on development of our Innovation and Effectiveness Plan.	3.83 (Strongly Agree)	12	N/A	N/A

A detailed display of the overall Client Institution responses and PRT Member responses for the Level of Adherence to the PRT Approach to Improve Institutional Effectiveness can be found in **Table A.12** and **Table A.13**, respectively, in the Appendix to this report.

PRT Functioning

Both the Client Institutions and the PRT Members were asked, through an open-ended item, to identify up to three examples of how the PRT functioned well. **Table 23** reports the most common Client Institution and PRT Member coded areas where the PRT functioned well for *Visit 2*.

Table 23. Examples of PRT Functioning Well, Visit 2	
Client Institutions	PRT Members
<ul style="list-style-type: none"> Assistance with Menu of Options (MOO) (3) Assistance with Areas of Focus (3) 	<ul style="list-style-type: none"> Interaction with and Support of the Client Institution (5) Communication with the Client Institution Representatives (3)

Areas of Improvement

Both the Client Institutions and the PRT Members were asked, through an open-ended item, to identify up to three examples of how the PRTs could have functioned better before or during *Visit 2*. **Table 24** reports the most common Client Institution and PRT Member coded areas where the PRT could have functioned better for *Visit 2*.

Table 24. Examples of How PRTs Could Function Better, Visit 2	
Client Institutions	PRT Members
<ul style="list-style-type: none"> Greater Detail with the Options (4) 	<ul style="list-style-type: none"> Time to Work with the Client Institution (3)

Challenges

Both the Client Institutions and PRT Members were asked, through an open-ended item, to identify challenges either preparing for or during the visit. **Table 25** reports the most common Client Institution and PRT Member coded areas on the challenges faced during the PRT process for *Visit 2*.

Table 25. Challenges Preparing for and during Visit, Visit 2	
Client Institutions	PRT Members
<ul style="list-style-type: none"> Finding Appropriate Resources for the Client Institution's Culture (2) 	<ul style="list-style-type: none"> Logistics for the Visit (3)

TRAINING CONCEPTS USED DURING THE VISIT

Training Concepts

PRT Members were asked to identify the training concepts that had proven most useful to them. **Table 26** reports the most common training concepts implemented during *Visit 2*.

Table 26. Training Concepts Utilized, Visit 2
PRT Members
<ul style="list-style-type: none">• Active Listening (5)• Interaction with PRT Lead (5)

Particular Helpful Practice

PRT Members were asked to identify a practice or action that they found most helpful in ensuring a successful and effective visit. **Table 27** shows the most common helpful practices reported by PRT Members for *Visit 2*.

Table 27. Particularly Helpful Practice or Action, Visit 2
PRT Members
<ul style="list-style-type: none">• Active Listening (5)

Training Suggestions

PRT Members were asked, based on their experience in the visit, to make suggestions for training improvements. **Table 28** reports the most common suggested training change.

Table 28. Suggested Improvements to Training, Visit 2
PRT Members
<ul style="list-style-type: none">• Deeper Engagement with the Areas of Focus (4)

Overall Usefulness and Effectiveness of the Training

PRT Members were asked to rate the overall usefulness and effectiveness of the training considering their experiences during Visit 2 and in the PRT process so far. A four-point scale was utilized: **Excellent, Good, Fair or Poor**.

All PRT Members responded that the training was either **Excellent** or **Good**. **Table 29** reports the mean PRT Member response along with the associated scale category as to the level of usefulness and effectiveness of the PRT training for *Visit 1*. The overall rating by PRT Members of the usefulness and effectiveness of the training was **Excellent**.

Table 29. PRT Member Rating of the Usefulness and Effectiveness of the PRT Training, Visit 2		
Level	Mean 1 (Low) - 4 (High)	Count
• Usefulness and Effectiveness of the Training	3.89 (Excellent)	27

A detailed display of the overall PRT Members responses can be found in **Table A.14** in the Appendix to this report.

LOGISTICS

The third area of inquiry of the surveys addressed the *Logistics* before, during, and after the visits. Closed-ended and open-ended items were generated to discover this information. All areas of logistics for the Client Institutions and for the PRT members were **Excellent** overall. **Table 30** reports the Client Institutions' and the PRT Members' overall ratings for *Visit 2*.

Table 30. Responses Regarding Logistics Before, During and After the Visit, Visit 2

Area of Logistics	Client Institution Response		PRT Member Responses	
	Mean of Means 1 (Low) - 4 (High)	Count	Mean 1 (Low) - 4 (High)	Count
Scheduling of the date of the visit	3.64 <i>(Excellent)</i>	12	3.55 <i>(Excellent)</i>	27
Scheduling of meetings to be held during the visit	3.64 <i>(Excellent)</i>	12	3.55 <i>(Excellent)</i>	27
FOR CEO AND INSTITUTIONAL POINT PERSONS ONLY: Communication with the IEPI Project Director and/or PRT Lead before visit	3.80 <i>(Excellent)</i>	5	N/A	N/A
FOR CEO AND INSTITUTIONAL POINT PERSONS ONLY: Communication with the PRT Lead and/or PRT Members after visit, to date	3.80 <i>(Excellent)</i>	5	N/A	N/A
FOR CEO AND INSTITUTIONAL POINT PERSONS ONLY: Effectiveness of the PRT Lead in coordinating with the institution regarding the visit.	3.80 <i>(Excellent)</i>	5	N/A	N/A
FOR CEO AND INSTITUTIONAL POINT PERSONS ONLY: Provision of information about the institution's next steps following the visit.	3.75 <i>(Excellent)</i>	4	N/A	N/A
FOR CEO AND INSTITUTIONAL POINT PERSONS ONLY: Provision of information about applying for the IEPI Seed Grants	3.75 <i>(Excellent)</i>	4	N/A	N/A
Information about travel arrangements	N/A	N/A	3.81 <i>(Excellent)</i>	27
Access to information related to the institution's Areas of Focus	N/A	N/A	3.81 <i>(Excellent)</i>	27
Effectiveness of team phone conference(s) before the visit	N/A	N/A	3.81 <i>(Excellent)</i>	27
Usefulness of face-to-face team meeting just before the visit	N/A	N/A	3.85 <i>(Excellent)</i>	27
Time available for meetings with members of the institutional community during the visit	N/A	N/A	3.81 <i>(Excellent)</i>	27
Time available for team meetings during the visit	N/A	N/A	3.81 <i>(Excellent)</i>	27
Coordination and leadership by the PRT Lead	N/A	N/A	3.81 <i>(Excellent)</i>	27

PRT Members were asked about their level of agreement as to the *Clarity of Roles, Outcomes and Communications* during *Visit 2*. The mean results in all three areas indicate that PRT Members **Strongly Agreed** that they were clear as to their roles and responsibilities, on the same page for anticipated outcomes, and communicated clearly and timely with each other. **Table 31** reports the Client Institutions’ and the PRT Members’ overall ratings for *Visit 2*.

Table 31. PRT Member Clarity of Roles, Outcomes and Communication, Visit 2		
Answer Options	Mean 1 (Low) - 4 (High)	Count
Were clear about the roles and responsibilities of the team.	3.81 (Strongly Agree)	27
Were on the same page about anticipated outcomes of the PRT process.	3.81 (Strongly Agree)	27
Communicated clearly with each other.	3.81 (Strongly Agree)	27
Communicated in a timely fashion with each other.	3.83 (Strongly Agree)	26

TAKEAWAYS

PRT Members were also asked to identify takeaways from *Visit 2* to measure the value gained by PRT Members as participants in the process. **Table 32** reports the most common PRT member takeaway identified from *Visit 2*.

Table 32 PRT Member Takeaways from the PRT Process, Visit 2	
PRT Members	
<ul style="list-style-type: none"> Engagement as a Working Team (5) 	

HOURS SPENT ON THE PRT PROCESS

In addition, PRT Members were asked about the number of hours spent preparing for the visit, completing follow-up activities, and preparing for the next visit. The mean time spent reported by PRT Members for the visits was calculated for *Visit 2* as an aggregate. **Table 33** displays the mean time reported by PRT Members on *Visit 2*.

Table 33. Mean Hours Spent on PRT Process, Visit 2		
Answer Options	Mean	Count
Preparing for this visit	8.1	27
Completing any follow-up activities related to this PRT visit to date	0.8	27
Preparing for the next PRT visit (if any) to date	1.0	27

NEXT STEPS

Client Institutions were asked, through open-ended questions, to identify up to three next steps the institution plans to take because of *Visit 2*. **Table 34** reports the most common Client Institution coded areas of the next steps to be taken for *Visit 2*.

Table 34. Examples of Next Steps to Be Taken, Visit 2	
Client Institutions	
<ul style="list-style-type: none"> Engaging all Stakeholders in the Process (4) Share the Value in the PRT Process with others at the Client Institution (3) 	

MISCELLANEOUS

The final area of inquiry elicited open-ended responses from participants to share any other thoughts or comments on the PRT process for *Visit 2*. Five out of 12 Client Institutions and 14 out of 27 PRT Members provided feedback on this item. Responses were general in nature and overall very positive about the PRT process but provided no new actionable data beyond what was already garnered from responses to the earlier questions in the survey. A common theme is the positive connection of both the PRT and the Client Institution with the Project Director in preparation for the meeting.

CONCLUSION

Both the Client Institutions and the PRT Members gave favorable ratings on each of the Areas of Inquiry for *Visit 2*. Expectations formed by the Client Institutions for the visit were met. Scheduling of meetings during the visits and logistics received higher ratings than in the previous

cycle. More time spent on preparing for, visiting with and sharing with Client Institutions in advance to save time during the visit was a preference identified by some PRT members.

Appendix

Visit One⁷

Table A.1 Client Institution Level of Familiarity with the Identified Areas of Focus, Visit 1							
Very familiar		Somewhat familiar		Not at all familiar		Client Institution Mean of Means <i>1 (Low) - 3 (High)</i>	Count
Percentage	Count	Percentage	Count	Percentage	Count		
92.3%	12	7.7%	1	0.0%	0	2.92 (Very familiar)	13

Table A.2 Client Institution Level of Familiarity with the Three-visit PRT Process, Visit 1							
Very familiar		Somewhat familiar		Not at all familiar		Client Institution Mean of Means <i>1 (Low) - 3 (High)</i>	Count
Percentage	Count	Percentage	Count	Percentage	Count		
76.9%	10	23.1%	3	0	0	2.77 (Very familiar)	13

Table A.3 Client Institution Level of Confidence in the PRT Approach to Improve Effectiveness in the Area of Focus, Visit 1							
Very confident		Somewhat confident		Not at all confident		Client Institution Mean of Means <i>1 (Low) - 3 (High)</i>	Count
Percentage	Count	Percentage	Count	Percentage	Count		
69.2%	9	30.8%	4	0.0%	0	2.69 (Very confident)	13

⁷ The information displayed as counts and percentages contains the actual counts of individual respondents to the feedback survey, not the Client Institution overall.

Table A.4

PRT Member Level of Confidence in the PRT Approach to Improve Effectiveness in the Area of Focus, Visit 1

Very confident		Somewhat confident		Not at all confident		Client Institution Mean of Means 1 (Low) - 3 (High)	Count
Percentage	Count	Percentage	Count	Percentage	Count		
76.5%	26	23.5%	8	0.0%	0	2.76 (Very confident)	34

Table A.5

Client Institution Responses on PRT Adherence to the PRT Approach, Visit 1

Approach	Strongly Agree		Agree		Disagree		Strongly Disagree		NA/Don't Know		Client Institution Mean of Means 1 (Low) - 4 (High)
	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	
We had the information we needed to work effectively with the PRT.	84.6%	11	15.4%	2	0.0%	0	0.0%	0	N/A	0	3.85 (Strongly Agree)
The PRT was well prepared for the visit.	76.9%	10	23.1%	3	0.0%	0	0.0%	0	N/A	0	3.77 (Strongly Agree)
The PRT took a positive, constructive, and solution-oriented approach to the work.	76.9%	10	23.1%	3	0.0%	0	0.0%	0	N/A	0	3.77 (Strongly Agree)
The PRT was knowledgeable about sound practices related to the institution's Areas of Focus?	76.9%	10	23.1%	3	0.0%	0	0.0%	0	N/A	0	3.77 (Strongly Agree)
The PRT conveyed a helpful attitude in interactions with members of the institutional community.	84.6%	11	15.4%	2	0.0%	0	0.0%	0	N/A	0	3.85 (Strongly Agree)
The PRT recognized institutional personnel as problem-solving peers.	76.9%	10	23.1%	3	0.0%	0	0.0%	0	N/A	0	3.77 (Strongly Agree)
The PRT focused on sustainable and sound practices.	76.9%	10	23.1%	3	0.0%	0	0.0%	0	N/A	0	3.77 (Strongly Agree)
The PRT focused on solutions rather than problems or where to place blame.	69.2%	9	30.8%	4	0.0%	0	0.0%	0	N/A	0	3.69 (Strongly Agree)
The PRT understood the Areas of Focus in the context of the specific needs, culture, and practices of the institution.	76.9%	10	23.1%	3	0.0%	0	0.0%	0	N/A	0	3.77 (Strongly Agree)
The PRT kept an open mind about issues and possible solutions.	84.6%	11	15.4%	2	0.0%	0	0.0%	0	N/A	0	3.85 (Strongly Agree)
The expertise of the PRT Members was a good fit for the institution's Areas of Focus.	76.9%	10	23.1%	3	0.0%	0	0.0%	0	N/A	0	3.77 (Strongly Agree)

Table A.6
PRT Member Responses on the Adherence to PRT Approach, Visit 1

Area	Strongly Agree		Agree		Disagree		Strongly Disagree		NA/Don't Know		Mean 1 (Low) - 4 (High)
	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	
The PRT was well prepared for the visit.	88.2%	30	12.0%	4	0.0%	0	0.0%	0	0.0%	0	3.88 (Strongly Agree)
The PRT took a positive, constructive, and solution-oriented approach to the work.	91.1%	31	8.8%	3	0.0%	0	0.0%	0	0.0%	0	3.91 (Strongly Agree)
The PRT was knowledgeable about sound practices related to the institution's Areas of Focus?	88.2%	30	12.0%	4	0.0%	0	0.0%	0	0.0%	0	3.88 (Strongly Agree)
The PRT conveyed a helpful attitude in interactions with members of the institutional community.	88.2%	30	12.0%	4	0.0%	0	0.0%	0	0.0%	0	3.88 (Strongly Agree)
The PRT recognized institutional personnel as problem-solving peers.	91.1%	31	8.8%	3	0.0%	0	0.0%	0	0.0%	0	3.91 (Strongly Agree)
The PRT focused on sustainable and sound practices.	91.1%	31	8.8%	3	0.0%	0	0.0%	0	0.0%	0	3.91 (Strongly Agree)
The PRT focused on solutions rather than problems or where to place blame.	88.2%	30	12.0%	4	0.0%	0	0.0%	0	0.0%	0	3.88 (Strongly Agree)
The PRT understood the Areas of Focus in the context of the specific needs, culture, and practices of the institution.	88.2%	31	8.8%	3	0.0%	0	0.0%	0	0.0%	0	3.91 (Strongly Agree)
The PRT kept an open mind about issues and possible solutions.	91.1%	31	8.8%	3	0.0%	0	0.0%	0	0.0%	0	3.91 (Strongly Agree)
The expertise of the PRT Members was a good fit for the institution's Areas of Focus.	88.2%	30	12.0%	4	0.0%	0	0.0%	0	0.0%	0	3.88 (Strongly Agree)

Table A.7
PRT Member Rating on the Overall Usefulness and Effectiveness of the Training, Visit 1

Excellent		Good		Fair		Poor		NA/Don't Know		Mean 1 (Low) – 4 (High)	Count
Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count		
91.1%	31	8.8%	3	0%	0	0.0%	0	0.0%	0	3.91 (Excellent)	34

Visit Two⁸

Table A.8 Client Institution Level of Familiarity with the Identified Areas of Focus, Visit 2							
Very familiar		Somewhat familiar		Not at all familiar		Client Institution Mean of Means 1 (Low) - 3 (High)	Count
Percentage	Count	Percentage	Count	Percentage	Count		
91.6%	11	8.33%	1	0.0%	0	2.92 (Very familiar)	12

Table A.9 Client Institution Level of Familiarity with the Three-visit PRT Process, Visit 2							
Very familiar		Somewhat familiar		Not at all familiar		Client Institution Mean of Means 1 (Low) - 3 (High)	Count
Percentage	Count	Percentage	Count	Percentage	Count		
83.3%	10	16.7%	2	0.0%	0	2.83 (Very familiar)	12

Table A.10 Client Institution Level of Confidence in the PRT Approach to Improve Effectiveness in the Area of Focus, Visit 2							
Very confident		Somewhat confident		Not at all confident		Client Institution Mean of Means 1 (Low) - 3 (High)	Count
Percentage	Count	Percentage	Count	Percentage	Count		
83.3%	10	16.7%	2	0.0%	0	2.83 (Very confident)	12

⁸ The information displayed as counts and percentages contains the actual counts of individual respondents to the feedback survey, not the Client Institution overall.

Table A.11

PRT Member Level of Confidence in the PRT Approach to Improve Effectiveness in the Area of Focus, Visit 2

Very confident		Somewhat confident		Not at all confident		Mean <i>1 (Low) - 3 (High)</i>	Count
Percentage	Count	Percentage	Count	Percentage	Count		
85.1%	23	14.9%	4	0.0%	0	2.85 (Very confident)	27

Table A.12

Client Institution Responses on PRT Adherence to the PRT Approach, Visit 2

Approach	Strongly Agree		Agree		Disagree		Strongly Disagree		NA/Don't Know		Client Institution Mean of the Means 1 (Low) - 4 (High)
	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	
We had the information we needed to work effectively with the PRT.	83.3%	10	16.7%	2	0.0%	0	0.0%	0	N/A	0	3.83 (Strongly Agree)
Was well prepared for the visit.	83.3%	10	16.7%	2	0.0%	0	0.0%	0	N/A	0	3.83 (Strongly Agree)
Took a positive, constructive, and solution-oriented approach to the work.	91.6%	11	8.3%	1	5.0%	0	0.0%	0	N/A	0	3.92 (Strongly Agree)
Was knowledgeable about sound practices related to the institution's Areas of Focus?	83.3%	10	16.7%	2	5.0%	0	0.0%	0	N/A	0	3.83 (Strongly Agree)
Conveyed a helpful attitude in interactions with members of the institutional community.	83.3%	10	16.7%	2	5.0%	0	0.0%	0	N/A	0	3.83 (Strongly Agree)
Recognized institutional personnel as problem-solving peers.	75.0%	9	25.0%	3	0.0%	0	0.0%	0	N/A	0	3.75 (Strongly Agree)
Focused on sustainable and sound practices.	83.3%	10	16.7%	3	0.0%	0	0.0%	0	N/A	0	3.83 (Strongly Agree)
Focused on solutions rather than problems or where to place blame.	83.3%	10	16.7%	3	0.0%	0	0.0%	0	N/A	0	3.83 (Strongly Agree)
Understood the Areas of Focus in the context of the specific needs, culture, and practices of the institution.	83.3%	10	16.7%	3	0.0%	0	0.0%	0	N/A	0	3.83 (Strongly Agree)
Kept an open mind about issues and possible solutions.	83.3%	10	16.7%	3	5.0%	0	0.0%	0	N/A	0	3.83 (Strongly Agree)
The expertise of the PRT Members was a good fit for the institution's Areas of Focus.	83.3%	10	16.7%	3	5.0%	0	0.0%	0	N/A	0	3.83 (Strongly Agree)
The PRT provided effective guidance to the institution as we worked on development of our Innovation and Effectiveness Plan.	83.3%	10	16.7%	3	5.0%	0	0.0%	0	N/A	0	3.83 (Strongly Agree)

Table A.13
PRT Member Responses on the PRT Adherence to PRT Approach, Visit 2

Area	Strongly Agree		Agree		Disagree		Strongly Disagree		NA/Don't Know		Mean 1 (Low) - 4 (High)
	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	
Was well prepared for the visit.	85.2%	23	14.8%	4	0.0%	0	0.0%	0	0.0%	0	3.85 (Strongly Agree)
Took a positive, constructive, and solution-oriented approach to the work.	81.5%	22	18.5%	5	0.0%	0	0.0%	0	0.0%	0	3.81 (Strongly Agree)
Was knowledgeable about sound practices related to the institution's Areas of Focus?	85.2%	23	14.8%	4	0.0%	0	0.0%	0	0.0%	0	3.85 (Strongly Agree)
Conveyed a helpful attitude in interactions with members of the institutional community.	81.5%	22	18.5%	5	0.0%	0	0.0%	0	0.0%	0	3.81 (Strongly Agree)
Recognized institutional personnel as problem-solving peers.	85.2%	23	14.8%	4	0.0%	0	0.0%	0	0.0%	0	3.85 (Strongly Agree)
Focused on sustainable and sound practices.	88.9%	24	11.1%	3	0.0%	0	0.0%	0	0.0%	0	3.88 (Strongly Agree)
Focused on solutions rather than problems or where to place blame.	85.2%	23	14.8%	4	0.0%	0	0.0%	0	0.0%	0	3.85 (Strongly Agree)
Understood the Areas of Focus in the context of the specific needs, culture, and practices of the institution.	81.5%	22	18.5%	5	0.0%	0	0.0%	0	0.0%	0	3.81 (Strongly Agree)
Kept an open mind about issues and possible solutions.	85.2%	23	14.8%	4	0.0%	0	0.0%	0	0.0%	0	3.85 (Strongly Agree)
The expertise of the PRT Members was a good fit for the institution's Areas of Focus.	85.2%	23	14.8%	4	0.0%	0	0.0%	0	0.0%	0	3.85 (Strongly Agree)

**APPENDIX II
SUSTAINING INSTITUTIONAL EFFECTIVENESS: PRT PROCESS
IMPACT AS OF FALL 2019**



SUSTAINING INSTITUTIONAL EFFECTIVENESS:

PRT Process Impact as of Fall 2019

Themes | Conclusions | Recommendations

THE PARTNERSHIP RESOURCE TEAM (PRT) component of the Institutional Effectiveness Partnership Initiative (IEPI) provides technical assistance at no cost for those institutions identified as needing support. Prospective Client Institutions submit a letter of interest, explaining how the PRTs could help improve institutional effectiveness. Each Client Institution develops “Areas of Focus” (AOFs) and addresses them through an Innovation and Effectiveness Plan (I&EP). Through a series of three visits, the PRTs facilitate institutional discussion of the issues, provide ideas for improvement and best practices for implementation, help the Client Institution draft the I&EP, and make suggestions on how to improve implementation and sustain long-term progress.

INTRODUCTION

THIS REPORT IS THE THIRD in a series of annual evaluations assessing the sustained impact of the full PRT technical assistance process on both the participating Client Institutions and volunteer PRT Members. Two years ago, based on interviews with both Client Institution representatives and PRT Leads and Members in the first group of completed PRT processes, the first evaluation assessed and reported the reasons for sustained progress (practices, structures, and processes), any impediments to progress experienced, and the most valuable aspects of the PRT process. In addition, the evaluation explored the impact of the process on PRT Leads who visited the institutions.

Last year, the evaluation expanded its coverage by reviewing both interview and survey results from a larger number of participating Client Institution representatives and PRT Leads and Members as the initiative increased in scope and application.

In this latest evaluation, Client Institution representatives from an even broader range of institutions were asked to report the effect and impact, if any, that participation in the PRT technical assistance process had on progress in the Areas of Focus identified in their I&EPs, as well as on other processes beyond the scope of the PRT’s direct efforts. In addition, CEOs were asked about the possible broader impact of PRT technical assistance on the system as a whole. Partnership Resource Team Leads and Members were asked to report the effect and impact, if any, that participation in the PRT technical assistance process had on three key areas of their work: their own professional development, their professional networking, and their activities back at their home institutions. In addition, the evaluation asked PRT Members who were returning participants about the impact of their multiple PRT experiences. Detailed information about the methodology used in this evaluation is located in the final section of this report. ■

PRT PROCESS BY THE NUMBERS

722

Separate
PRT Member
Assignments

63

Current or
Past CEOs as
PRT Leads

430

Community
College
Professionals
as PRT Members
or Leads

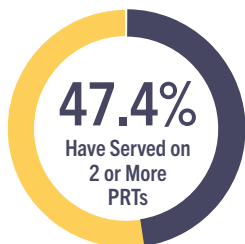
OVER THE PAST FIVE-AND-A-HALF YEARS, significant efforts have been made to inform all colleges and districts about the nature and purposes of the technical assistance provided under IEPI, and to encourage them to submit a Letter of Interest in such assistance if it would be beneficial to them. As of the date of this evaluation report, 98 individual Client Institutions (including the system office itself) have participated in technical assistance through the PRT process (including the 13 that are in the preparation stages for spring 2020). Thirty-one of the 98 institutions have received assistance from more than one PRT, yielding a total of 129 PRT processes.

31 INSTITUTIONS
WITH MORE THAN
ONE PRT CYCLE

98 INSTITUTIONS
WITH ONE
PRT CYCLE

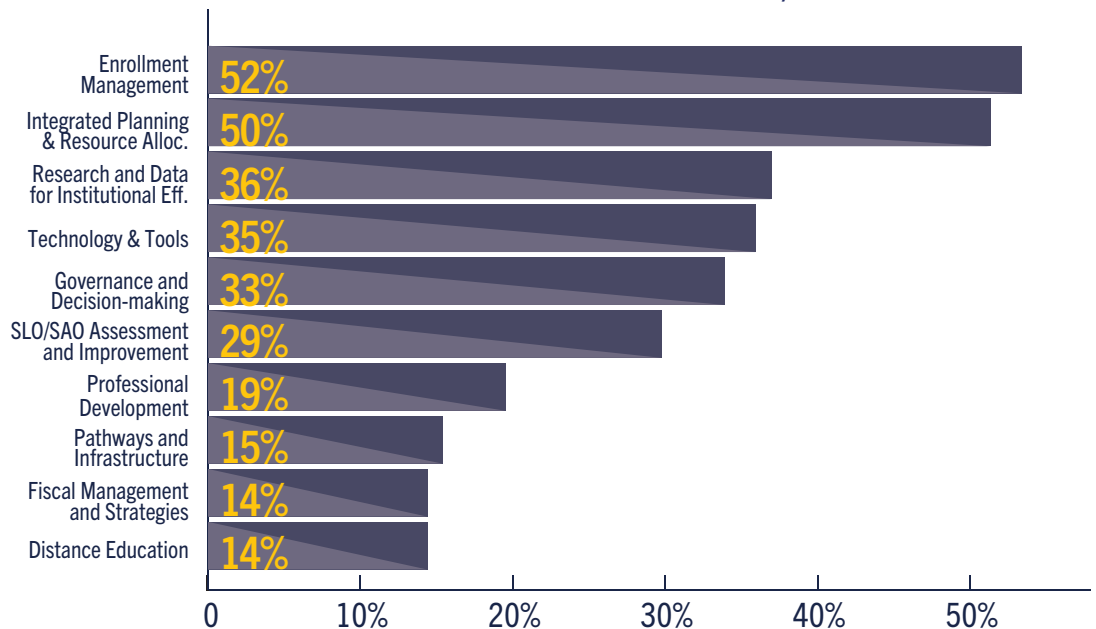
129 TOTAL
PRT
PROCESSES

PRT MEMBERS



The Areas of Focus identified by the Client Institutions in the Letters of Interest and addressed in their I&EPs depend on the individual needs of the specific institutions, but a review of the relevant documents reveals patterns of note. The following table identifies the top ten AOFs identified by the participating institutions as well as the percentage of institutions identifying each AOF out of the total number of institutions in the cohorts to date.

TEN MOST COMMON PRT AREAS OF FOCUS, CYCLES 1-6B*



* Percent of 98 institutions selected for assistance of full PRTs through date of report.

While the general categories of AOFs show some commonality in challenge areas for institutions, the areas themselves have evolved over time. Initially, several of the categories were driven by accreditation recommendations and identified areas of improvement by site visit teams in evaluation reports. Over time, the impetus for the identification of AOFs tended to shift from compliance to self-identified areas of institutional quality improvement.

With respect to PRT member participation in the

process, over the first 10 assistance cycles, **430 California community college professionals have served on at least one PRT**, including administrators, faculty (full-time and adjunct), classified staff and retired professionals. **One-hundred and thirty professionals have served on two PRTs and 74 have served on three or more full PRTs.** In total, there have been **722 separate PRT member assignments. Sixty-three current or retired chief executive officers have served as PRT Leads, with over half serving as Leads on more than one team (N=34).** ■

CLIENT INSTITUTIONS

CLIENT INSTITUTION PROGRESS ON AREAS OF FOCUS



SURVEY FINDINGS

Client Institution representatives were asked to indicate on scale of 0 (No Progress) to 4 (Great Progress) the level of overall progress, if any, that their institution had made on their most important Areas of Focus that was at least partially attributable to participation in the PRT process. To elicit some explanation of the ratings, the survey instrument also asked respondents what main factors in the PRT process helped or limited their progress. A total of 24 surveys were submitted by institutional chief executive officers or their designees, representing just over one-third of the respondent pool (37.5%).

Slightly over three-fourths of the responding institutions (79.2%; N=19) reported that they made either **Good** or **Great Progress** on the Areas of Focus, with 58.3% (N=14) reporting **Great Progress**. Approximately twelve percent (12.5%; N=3) reported **Moderate Progress**. One institution reported **No Progress** (4.2%; N=1) and one institution reported that they **Did Not Know** (4.2%; N=1).

Open-ended responses providing some explanation of the scoring emphasized that the nature and scope of the Areas of Focus were, by definition, wide-ranging and deep, and consequently no quick solutions were possible or anticipated in the work completed. Rather, Client Institution representatives noted that while certain benchmarks of progress have been met, work on the Areas of Focus is ongoing, and overall progress is necessarily slow.

Client Institutions all reported that participation in the PRT process helped advance the institution's efforts beyond what they would have been able to accomplish had they tackled the Areas of Focus without the help of the PRTs. To understand the notion of how far the Client Institutions would have advanced on their Areas of Focus without PRT support, Client Institution representatives were asked to indicate on scale of 0 (No Progress without

CLIENT INSTITUTION EVALUATION QUESTIONS

- ▶ Please rate the overall progress, if any, that your institution has made with respect to your Areas of Focus.
- ▶ If your institution had not received PRT services, in your opinion, how much progress would it have made by now in those Areas of Focus and other structures and processes?
- ▶ Please describe any effects that participation in the PRT process had on your institution's structures and processes beyond the Areas of Focus.

the PRT) to 3 (More Progress without the PRT) the level of overall progress the institution would have made on their important Areas of Focus had the institution NOT received PRT services. Approximately eighty-three percent (83.3%; N=20) of the Client Institution representatives reported **Less Progress** without the PRT, and eight percent (8.3%; N=2) reported **No Progress** without the PRT, and eight percent (8.3%; N=2) Did Not Know. No responding institution reported that they would have made **About the Same** or **More Progress** without the PRT process.

Fourteen of the 24 (58.3%) Client Institutions who responded to the survey reported some limitations in their progress on their AOFs. Of the 14, six identified attrition in key leadership positions as a barrier to their progress on the AOFs, five cited organizational and cultural mechanisms and structures (e.g., stalled governance processes; resistance to change) as key

impediments. The other three Client Institutions noting limitations on progress identified areas unique to their institutions.

Client Institutions were asked to describe in an open-ended response any effects that participation in the PRT process had on their institution's structures or processes beyond the identified Areas of Focus. Eight institutions responded to this question. Four institutions reported increased active listening in meetings at the institution, two reported an increased commitment to purpose at the institution, and two reported applying the PRT's suggested model or approach to guided pathways work at the institutions.

No institution reported any unanticipated or surprising aspects of the progress noted on the Area of Focus. No institution reported any general or miscellaneous comments about the progress beyond what was reported in the specific questions in the survey. ■

EMERGENT THEMES FROM THE IN-DEPTH INTERVIEWS WITH CEOs

EFFECTIVENESS OF THE PRT PROCESS

FROM INTERVIEWS WITH Client Institution representatives, seven distinct themes emerged that revealed the impact that participation in the PRT process has on institutional partners, both in their Areas of Focus and in their other institutional systems and processes. The following themes synthesize what college leaders say about participation in the PRT process and about the technical assistance strategies that improve institutional effectiveness:

- ✓ Client Institutions value the positive impact the PRT process had on the Areas of Focus by providing structure, positive accountability, predictable timelines, and an open, nonjudgmental approach of peer assistance to addressing institutional challenges.
- ✓ Client Institutions find significant benefit in having a Menu of Options provided to them to self-select solutions and devise strategies with the guidance of the PRT to address their identified Areas of Focus.
- ✓ Client Institutions affirm that while they would eventually have made progress on their Areas of Focus, the PRT process accelerated overall progress on the AOFs by the collaborative and solution-based approach the team brings to the institutional efforts.
- ✓ Client Institutions note that while the PRT process does provide a firm timeline and set of expectations for performance and for completion of the institutional effectiveness work, the PRT Members provide latitude in reaching the institution's objectives. Client Institutions also note that to be truly successful, participating institutions must be committed to setting and reaching their improvement goals.
- ✓ Client Institutions cite the facilitation mindset of the PRTs in the work to be completed as most critical to making successful progress on their Areas of Focus.

- ✓ Client institutions value the external assistance and seed funding provided to address AOFs, in part because of budgetary constraints on the use of their own general and categorical funds. Having a dedicated budget to address areas of interest, particularly nagging and ongoing challenges, relieved pressure on the institutions to find funding to resolve the issues.

- ✓ Client Institutions recognized progress beyond the Areas of Focus, as key college personnel engaged in broader conversations and systems thinking about institutional operations and systems, even when solving isolated problems. The approach to problem solving must be iterative in nature, not linear, so that practices learned from the PRT process can be scaled to other areas. ■

POTENTIAL IMPACT ON THE SYSTEM

THE FOLLOWING THEMES organize and present what college leaders say about the potential impact of the PRT process on the community college system as a whole.

- ✓ Client Institutions report that system wide organization learning depends upon varied opportunities for growth, and access to shared resources, experiences and dialogue with peers and colleagues, as in the PRT process.
- ✓ Client Institution leaders say that the PRT process is seen as an initiative not just to help ailing colleges but a process where time, money and effort can be directed and dedicated to improve organizational systems in healthy institutions.
- ✓ Client Institutions note that the PRT process, like the recently improved accreditation processes in the region, has evolved to be seen as a viable method to connect with professional peers, learn

how other colleges operate and share discoveries and ideas with colleagues.

- ✓ CEOs who participate in the PRT process as PRT Leads or as Client Institution leaders, or in both capacities, value the connection with other leaders and professional experts that is integral to the PRT process.
- ✓ Client Institution leaders report feeling at ease in sharing concerns about institutional processes with other CEOs in open venues created through participation in a PRT process, wherein peer assistance is the goal of the discussions.
- ✓ Client Institution representatives value the connections with peers at other colleges and districts that never would have formed but for participation in the PRT process.

POTENTIAL FUTURE USE OF TECHNICAL ASSISTANCE

THE FOLLOWING FOUR THEMES organize and present what college leaders say about potential future applications of technical assistance.

- ✓ Client Institutions report that the recent initiatives which have been created by new legislative and administrative enactments (e.g., AB 705, Vision for Success, and Guided Pathways) are all positive efforts addressing identifiable hurdles impeding student success, but that the rapidity and disruptiveness of the system changes make it difficult for colleges and districts to implement the initiatives.
- ✓ Client Institutions are experiencing angst and concern about ramifications for any failure to fulfill the expectations in the new statewide initiatives, and the uncertainty impacts many institutions' ability to try new things.

- ✓ Client institution leaders observe that the organizational issues of culture, resistance to change and overcoming longstanding structures will remain over the coming years, and that these barriers will impact implementation of existing and new state efforts to improve student success and throughput.
- ✓ Client Institutions note that PRT technical assistance is an intuitively supportive process that provides a safe, non-evaluative setting for addressing institutional challenges, and that discussions of any improvement to the PRT process should focus on how better to foster peer assistance in varied and divergent ways rather than on whether or not technical assistance itself should be continued.

PRT MEMBER EVALUATION QUESTIONS

- ▶ Please rate the effect, if any, that your participation in the PRT process has had in your own professional growth and development.
- ▶ Please rate the effect, if any, that your participation in the PRT process has had in your own network of colleagues and resources.
- ▶ Has your home institution applied any practices that you learned through your participation in the PRT process?

PARTNERSHIP TEAM MEMBERS

SURVEY FINDINGS

PROFESSIONAL GROWTH AND DEVELOPMENT

A TOTAL OF 76 SURVEYS were submitted by PRT Members, representing just over one-fifth of the total respondent pool (21.3%; N=76). Of the responding team members, 72.4% (N=55) had been on **two or more PRTs**. Eighteen of the 76 respondents had been **PRT Leads** (23.7%; N=18). Two of the PRT leads indicated that they had been on **two or more PRTs** (11.1%; N=2)

PRT Members (including Leads) were asked to indicate on scale of 1 (Little or No Positive Effect) to 3 (Strong Positive Effect) the effect that participation in the PRT process has had in their own professional growth and development. PRT Members serve vastly different roles in varied employment categories (e.g., faculty, classified, administration) at their institutions, and what is considered “professional growth and development” will likely differ depending on such things as role and experience level. To provide some context for the ratings, the survey instrument also asked respondents what main aspects of the PRT process were primarily responsible for their rating.

Almost all the responding Members (97.4%; N=74) reported that participation in the PRT process had a **Strong or Moderate Positive Effect** on their professional growth and development, with 50% (N=38) reporting a **Strong Positive Effect**. Only about 3% (2.67%; N=2) reported **Little or No Positive Effect** on their professional growth and development.

Of the PRT Members who had been on two or more PRTs, all but one respondent (98.1%; N=54) reported that participation in the PRT process had a **Strong or Moderate Positive Effect** on their professional growth and development, with almost three-fourths of the respondents (N=41) reporting **Strong Positive Effect**.

Of the PRT Leads, almost all the respondents (94.4%; N=17) reported that participation in the PRT process had a **Strong or Moderate Positive Effect** on their professional growth and development, with slightly over three-fourths of the respondents (N=14) reporting a **Strong Positive Effect**.

Twenty-four PRT Members included open-ended responses identifying the aspects of the process responsible for the scoring on the scale. While the descriptions of the effect on professional development did vary, a few themes were evident. The most common areas in which professional development occurred included a greater understanding of the divergent ways community colleges address common challenges (7), networking with other peers during the PRT process and afterwards (4) and learning from other Members’ expertise (3).

PRT EFFECT ON PROFESSIONAL GROWTH & DEVELOPMENT

97.4%
STRONG OR MODERATE POSITIVE EFFECT

PROFESSIONAL NETWORK

PRT MEMBERS (INCLUDING LEADS) were asked to indicate on scale of 1 (Little or No Positive Effect) to 3 (Strong Positive Effect) the effect that participation in the PRT process has had on their own network of colleagues and resources. This question was intended to address growth and resources beyond the Members as individuals. As with the item on professional growth and development, the survey instrument also asked respondents what main aspects of the PRT process were primarily responsible for their ratings.

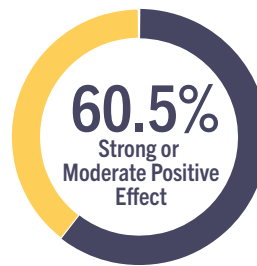
Approximately three-fifths (60.5%; N=46) reported that participation in the PRT process had a **Strong or Moderate Positive Effect** on their network of colleagues and resources, with slightly over one-third of the respondents (34.2%; N=26) reporting **Strong Positive Effect**. About 5% (5.3%; N=4) reported **Little or No Positive Effect** on their network of colleagues and resources.

Of the PRT Members who had been on two or more PRTs, about three-fourths of the respondents (76.4%; N=42) reported that participation in the PRT process had a **Strong or Moderate Positive Effect** on their professional network, with nearly two-thirds of the respondents (N=35) reporting a **Strong Positive Effect**.

Of the PRT Leads, approximately three-fourths of the respondents (77.8%; N=14) reported that participation in the PRT process had a **Strong or Moderate Positive Effect** on their professional network and resources, with one half (50.0%; N=9) reporting a **Strong Positive Effect**.

Twenty PRT Members included open-ended responses identifying the aspects of the process responsible for the scoring on the scale. As with the question regarding individual professional growth and development, responses varied depending on role and experience. The most common areas in which professional network and resource development took place included outreach with statewide faculty on emerging issues (3), the application of PRT principles on subsequent accreditation visits (2), and greater discussion with professional groups and organizations about issues facing institutions (2).

PRT EFFECT ON NETWORK OF COLLEAGUES & RESOURCES



HOME INSTITUTIONS

FINALLY, PRT MEMBERS (including Leads) were asked in a yes or no question whether or not they had applied any of the practices learned through participation in the PRT process at their home institutions. Slightly over one-third (36.8%; N=28) reported that they had applied such practices at their home institutions.

Eleven PRT Members included examples in an open-ended follow-up question. The most common practices applied at the home institution included application of appreciative inquiry principles (3), enrollment management practices (2), active listening techniques during college meetings (2) and budgeting techniques (2).

EMERGENT THEMES FROM THE IN-DEPTH INTERVIEWS WITH PRT LEADS AND MEMBERS

THE FOLLOWING THEMES synthesize what PRT Members say about how participation in the PRT process has impacted their professional growth and development:

- ✓ PRT Members value the collegial and professional connection and engagement that takes place in the process, both among team peers as well as with participating Client Institution representatives. Often, the professional relationships born out of the PRT process continue after the completion of the three-visit cycle.
- ✓ PRT Members value the mutual learning that takes place about community college practices and systems and how varying colleges address key institutional challenges and barriers.
- ✓ PRT Members bring back to their home institutions specific knowledge of community college operations, even on topics not associated with the Client Institution Areas of Focus, including appreciative inquiry techniques, budgeting strategies and enrollment management practices.
- ✓ PRT Members from all roles saw improvement in their own professional skills.
- ✓ PRT Members acquired broader perspectives on issues facing California community colleges; that was especially true of Members who had

participated in two or more PRTs.

- ✓ PRT Members see participation in the PRT process as a way to improve their opportunities for professional advancement (e.g., from mid-level to higher-level leadership, movement from faculty to administration), and credit the PRT experience in part for subsequent successful employment in positions of higher responsibility.

INTERVIEWS WITH PRT MEMBERS elicited five themes of possible improvements in the PRT process:

- ✓ PRT Members suggest more varied and flexible methods for the Members to connect and debrief with Client Institutions in addition to the existing PRT model (e.g., increased number of visits, longer or shorter periods between first and third visits).
- ✓ PRT Members note that increased access to the Client Institution at the beginning of the process would better prepare them to study and meet the specific needs of the Client Institution.
- ✓ PRT Members recognize that greater participation in the technical assistance process would be valuable for all Client-Institution personnel, particularly faculty, if ways to increase participation could be identified.

EMERGENT THEMES (continued)

- ✓ PRT Members recommend the creation of a depository of resources and practices learned from the PRT process, particularly for the most pressing areas of focus, so that other colleges can learn about what work is being done, and connect with each other.

CONCLUSIONS AND RECOMMENDATIONS

AS THE PRT PROCESS has matured and evolved over the past five years, the initiative has proven very successful in bringing together colleagues and peers to consider and address current and emerging issues in the field, both for the Client Institutions that seek assistance and for the PRT Members who visit them. Both institutional leaders and representatives and PRT Members find significant value in the networking, dialogue and mutual learning that takes place in the PRT process. Respondents to the surveys and the interviews indicate that the connections, which would not have occurred but for participation in the PRT process, often endure beyond the duration of the process.

With each year of application of the PRT process, Client Institutions and PRT Members consistently report that efforts to improve student success according to recognized state measures should include work on the institutional systems and processes that support such improvements, such as enrollment management and integrated planning. While the measures of improvement for student success have become clearer for colleges and districts, improvements of institutional systems and processes remain less easily measured and thus more difficult to document. Greater attention to improving and measuring progress in those systems and processes would help support real, sustained advances in student success.

Chief executive officers on both sides of the process report that while the goals and objectives of the system-wide efforts to improve student success (e.g., Vision for Success, Guided Pathways) are positive and proper, the time frames provided for colleges to pivot to meet the new system targets are a source of angst for colleges and districts. The difficulties of implementing the new student success initiatives lie in the rapidity of system changes and uncertainty about the consequences of failure to meet statewide expectations. CEOs report that college leaders frequently dialogue with other leaders, and understand what needs to be done, but not necessarily how best to do it. Meaningful and sustained progress on the success initiatives will benefit from safe venues in which to dialogue, support systems for experimentation, and scaling of efforts by colleges and districts statewide. The learning that takes place at the institutions ought to be collected, shared and put to use as colleges and districts begin to make more concerted efforts to meet state expectations.

Institutions will continue to face challenges in organizational learning and development as they evolve and grow. In the spectrum of resources provided by the Chancellor's Office to help colleges and districts address these challenges, PRTs uniquely feature peer assistance in nonevaluative settings, which both Client Institutions and PRT Members continue to find valuable.

CONCLUSIONS AND RECOMMENDATIONS (continued)

The following recommendations for improvement and implementation are born from analysis of the survey and interview findings:

1. **RETAIN THE MAIN FEATURES OF THE EXISTING PRT PROCESS** for application to institutions' identified Areas of Focus, keeping the locus of identifying the challenge areas to address with the colleges and districts themselves. Opportunities exist in the PRT process for institutions to focus on systemic and operational improvements that set the stage for sustained progress on the Vision for Success, Guided Pathways and Student Equity and Achievement Plans. Comprehensive planning and goal-setting will remain keen challenges for most institutions, and IEPI technical assistance appears a solid mechanism to help institutions address these concerns.
2. **SUPPORT THE SELF-EFFICACY OF CLIENT INSTITUTION LEADERS** in finding possible solutions to success and equity problems by sustaining a peer-driven model of improvement, rather than one of summative evaluation of progress.
3. **USE THE PRT PROCESS TO PROVIDE FOCUSED SUPPORT** for institutions experiencing high turnover at key organizational and constituency leadership positions. Sustained progress on the emerging measures of success will be most challenging at institutions experiencing organizational instability.
4. **CLARIFY TO THE FIELD** that IEPI technical assistance is but one of the many methods of college support being considered and implemented by the system office. Many college leaders are unclear about what other resources are available, and how to access them.
5. **INSTITUTE A REPORTING SYSTEM** to gather collective knowledge from the PRTs to date and share the information with institutions in a variety of ways, such as conference presentations, podcasts, and screencasts.
6. **CONSIDER PROMULGATING COMMON MEASURES** of improvement in institutional systems and processes, in addition to those directly related to student success, to help colleges make and document such improvements, which will in turn advance their mission and support student success.
7. **INCREASE THE USE OF TARGETED, INSTITUTION-CENTERED APPROACHES** such as Mini-PRTs or Communities of Practice as additional methods of technical assistance for institutions whose needs are narrower, more urgent, shared with numerous neighboring institutions, or otherwise not well suited to the full PRT process.

METHODOLOGY

The evaluation consisted of two components: a survey administered to all Client Institution chief executive officers and PRT Members who participated in PRT processes in which the third visit took place prior to mid-November 2018, and structured interviews with experienced chief executive officers, PRT Leads and Members who participated in the same set of PRT processes.

In the survey instrument, Client Institution representatives were asked to rate their AOFs in order of importance and to rate the progress made on the top two. In addition, representatives were asked to indicate whether participation in the PRT process had any effect on the institutions' structures or processes beyond their AOFs, and the extent to which progress on their AOFs would have occurred in the absence of PRT assistance. Further, chief executive officers were asked to recommend any improvements to the PRT process that would help future participating institutions.

For the PRT Member survey, both Members and Leads were asked what effect, if any, participation in the PRT process had on their own professional growth, and on their network of colleagues and resources. They were also asked whether they brought anything they learned in their work on the PRTs back to their home institutions for use. As with the Client Institution representatives, PRT Members were asked to make any recommendations for improvements to the PRT process.

To capture greater depth in the PRT experience, interviews were conducted with ten past or present Client Institution CEOs. Questions in the protocol focused on progress on the Client Institution's Areas of Focus, the role technical assistance might play assisting institutions with current and emerging issues in the field, and the impact of the PRT process on the system as a whole. Four of the CEOs, in addition to receiving PRT services, also served as PRT Leads for other Client Institutions. The interviews were conducted over a six-week period, through either webcam or telephone. While specific questions were developed in advance of the interviews to parallel the survey questions, interviewees were permitted to respond freely and discuss unsolicited but related topics.

Interviews were also conducted with ten current or past PRT Members who were not Leads. As with the survey items, interview questions centered on the effect, if any, that participation had on their professional growth and their network and resources. Members were also asked whether they brought practices and techniques learned as part of the PRT process back at their home institutions. Members were asked to suggest any improvements to the PRT process that would help Client Institutions and PRT Members.



*Robert Pacheco, Ed.D.,
External Evaluator*
ROBERT_PACHECO@icloud.com



CALIFORNIA COMMUNITY
COLLEGES CHANCELLOR'S OFFICE
SACRAMENTO, CALIFORNIA
916.445.8752

MATTHEW C. LEE, Ph.D.
IEPI Project Director

DIANE FIERO, Ed.D.
Acting Deputy Chancellor
College of the Canyons



COLLEGE OF THE CANYONS/
SANTA CLARITA CCD
SANTA CLARITA, CALIFORNIA
661.362.5500

**APPENDIX III
SPOTLIGHTS CHABOT COLLEGE**

SPOTLIGHTS



California Community Colleges
Institutional Effectiveness

VOLUME 6 | SERIES 1 | DECEMBER 2019

Spotlights is an evaluation activity capturing college stories relating the experiences and benefits gained from participation in the Institutional Effectiveness Partnership Initiative (IEPI). The latest vignette shares the way that the faculty, administration and staff at Chabot College improved governance processes and scaled PRT practices beyond the Areas of Focus identified in their Innovation and Effectiveness Plan (I&EP).



The Courage to Change What We Do: *Using the PRT Process to Improve How We Make Decisions*

**“We needed to implement a new
governance model.**

It was time.”

*-Chabot President,
Susan Sperling, Ph.D.*

Changing how complex organizations make decisions is a daunting challenge. Community colleges, in particular, face legal, contractual and cultural considerations that complicate an already challenging endeavor.

The easy way out is for a college to ignore governance snarls that may exist, and simply endure; however, pretending decision-making difficulties do not exist can take an institution only so far. Longstanding governance issues fester and college esprit de corps suffers.

Moreover, merely knowing the techniques and strategies to make better decisions is not enough. There is a status quo bias of preferring a known problem to venturing to a new possible solution. Organizational theory states that institutions (and individuals, for that matter) will not change until they have the will to improve. So even the best change techniques and motivation strategies will not work unless the institution is ready to change.

Chabot College was ready.

LISTEN TO LEARN

“We needed to implement a new governance model,” said Chabot President Susan Sperling, Ph.D. “It was time. It was time that we came together and agreed that we were no longer going to keep the status quo. We just made the decision that we needed to have a structure in place that supported better decision making.”

The faculty, staff and administration agreed.

“We just didn’t want to do things the old way anymore,” Sperling continued. The key was how to get started. “I thought back on my training and education, and the best thing to do was to bring people together, and not [just] dump best practices and the latest governance techniques; the College wasn’t ready for that. We needed to get people together in a space, and just listen.”

There were issues the College needed to air. Before the College could move toward the best ways to



College Council meeting where the new shared governance and collegial consultation process manual was signed by the Classified, Faculty, and Student Senate Presidents along with President Sperling.

govern, the College needed to address how it got to where it was.

In listening to the voices at Chabot, Sperling and others thought that perhaps a Partnership Resource Team (PRT) might help. The PRT process brings technical assistance teams to institutions in a peer support model. PRTs do not come to solve problems. Instead, PRTs listen and empower institutions to improve themselves by building on what they already do well.

“We had a few areas of focus that we wanted to work on: governance, planning and the role that research should play in building institutional effectiveness,” noted Sperling. While the College had always had a research presence, it was time to elevate research and weave it into the College planning and governance structures.

PRTs use skills such as active listening and appreciative inquiry to set colleges at ease when considering areas of improvement. The client institutions consider areas where they already excel, and then consult outside resources to see where promising new options might be folded into existing strong practices.

Colleges that participate in the PRT process are not asked to abandon existing processes, practices and procedures. Rather, PRTs facilitate conversations for the institution to decide for themselves how to

become better. A consistent finding in evaluations of the PRT process is that colleges often already know much of what they need to do to improve; they just need help getting things in place to get the job done.

BUILDING ON THE PAST WITH THE MOO

One key advantage to bringing in a PRT was the neutral, peer voice that a technical assistance team could bring. “We took courageous steps to agree to change what we do and took another brave step by bringing in peers to help us see where we were,” added Sperling.

As the PRT initiative has matured and the reputation of the process has developed, more and more client institutions see the process as colleagues coming together to tackle problems – many of which are shared across the state.

Sperling observed, “It is not always easy to bring fellow professionals from other institutions to your college and share where you need to improve. For us at Chabot, we wanted to have professionals experienced in improving governance structures to come and to talk with us.”

“The techniques used by the PRT really helped us to see the value of transparency and collegiality in building new systems.”

-Noell Adams at Chabot

Indeed, a common statement made by client institution representatives in surveys and interviews about the PRT process is that the teams come not to evaluate or criticize colleges, but rather to facilitate discovery of solutions.

Typically, the PRT process consists of three visits to the client institutions, with communications between visits. Visit 1 focuses on listening to the institution to help participants define the problems they want to address. No attempt at the first visit is made to jump into solutions.

During Visit 2, the client institution, with the help of the PRT, develops an Innovation and Effectiveness Plan (I&EP), in which steps are identified to address the institution's areas of focus and brainstorm where resources might be applied to close any identified gaps.

Visit 3, referred to as the Follow-Up visit, is an opportunity for the client institution to reflect on early implementation of the I&EP, ask for advice on specific questions, and consider what the institution will do to sustain progress after the PRT process.

A key tool during Visit 2 is the Menu of Options, or "MOO" for short. The MOO offers a wide range of options for the institution to consider and implement to address their areas of focus.



Chabot's offerings include degrees, transfer programs and certificates to over 14,000 students of diverse backgrounds and cultures, and from all over the world.

"The MOO was an important part of our work and very useful for us not only to get samples of good work, but also to see that we are not alone, that other colleges are addressing the same issue we are. It was empowering and encouraging for us," said Amy Mattern, former Dean of Academic Pathways and Student Success who served as an administrative lead for Chabot's IEP Workgroup during the PRT process.

The MOO also provided Chabot with sources for model governance handbooks that could be used to update the governance processes at the College.

CARVING OUT A SPACE FOR CONTINUING CONVERSATIONS

While the MOO did provide some good launching points for a final participatory governance guide, the PRT process also provided spaces for college professionals to continue the conversations that had set the stage for participating in the process in the first place. "The techniques used by the PRT really helped us see the value of transparency and collegiality in building new systems," said Noell Adams, a classified leader at Chabot. "We enjoyed coming together, and the meetings became about becoming better together, and not meetings [just] to get work done."

The techniques used in the PRT process pollinated other areas on which the institution was working. "We are using the same techniques of our PRT workgroup in other areas, like our Guided Pathways work," Mattern added.

Most of the financial resources that accompany the PRT process were used to continue the conversations and build the transparency and collegiality in which the College was finding a broad and renewed interest.

Chabot's I&EP Seed Grant covered the added cost for personnel time to produce and disseminate information, lead meetings, provide event coordination for town hall meetings, a college day, convocation, etc. The grant provided the College some needed bandwidth to dedicate time and effort to the governance work to be done.

"A WORK IN PROGRESS"

Chabot PRT workgroup members built on exemplary shared governance documents suggested in the MOO to create their own governance guide and to vet it with the College community.

The College was very happy with the final product, and more importantly with the process that got



Founded in 1961, Chabot College offers educational programs and experiences for students to succeed in their education, progress in the workplace, and engage in the civic and cultural life of the community.

them there. The Shared Governance and Collegial Consultation Process guide is not the end of the work, however. “It was important for us to see the guide not as a finished product, but rather as a document that was a work in progress. We see the document as not etched in stone, but it will be reviewed annually for its effectiveness and use,” added Sperling.

The guide has a set of foundational principles and commitments as well as clear roles for the constituent groups in the process — including students.

“We needed to put the governance process out there for the College to see and for all groups to provide feedback and input,” stated Sperling. “It became the center point of the other work we need to do, such as integrated planning.”

“A WAY FORWARD”

At Chabot, to make the planning processes work for improvement and resource allocation and the governance systems to guide decision-making, the institution needed to elevate the role that research

played at the College.

Sperling observed, “We needed to move from research to institutional effectiveness, and we needed to create a position to show to the College our commitment [to making evidence-based decisions].”

To this end, Chabot created a director of institutional effectiveness position. More importantly, Chabot created a mission for the department based on current research practices at the institution and the new institutional effectiveness model that the College wanted to build.

“In my role, my goal is to integrate the work of this office into our overall shared governance structure,” said Samantha Kessler, Director of Institutional Effectiveness.

“The office is still very new and we are trying to determine the best way the office can support the work of the College, but it is very exciting,” Kessler continued.

THE DECISION TO CHANGE

The progress Chabot has made in its governance structures and even its traditional ways of sharing information started with the decision that things needed to change.

The progress expanded when the institution recognized that it needed peer dialogue in a safe setting and access to resources so the College could help itself.

Once the institution began to see progress, institutional self-efficacy grew to achieve the objectives contained in the I&EP and to bring this new confidence to other areas of the College.

“This was not seen as a run to a finish line, but rather to a new way that people were going to dialogue with each other and a new way we were going to frame and solve problems,” concluded Sperling. ■



Robert Pacheco, Ed.D.,
External Evaluator
robert_pacheco@icloud.com



CALIFORNIA COMMUNITY
COLLEGES CHANCELLOR'S OFFICE
SACRAMENTO, CALIFORNIA
916.445.8752

MATTHEW C. LEE, Ph.D.
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Acting Deputy Chancellor
College of the Canyons



COLLEGE OF THE CANYONS/
SANTA CLARITA CCD
SANTA CLARITA, CALIFORNIA
661.362.5500

**APPENDIX IV
PROFESSIONAL DEVELOPMENT FOR INSTITUTIONAL
EFFECTIVENESS: SUCCESS AND SUSTAINABILITY**



**Education
Insights Center**

Advancing Research and Policy
for K-12 and Postsecondary Education

Professional Development for Institutional Effectiveness: Success and Sustainability

October 2019

Connie Tan
Madeleine R. Kerrick
Jaquelyn Caro-Sena
Breanna Alexander



SACRAMENTO STATE

California State University, Sacramento
6000 J Street, Tahoe Hall 3065
Sacramento, California 95819-6081
www.csus.edu/edinsights
@EdInsightsCtr

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Executive Summary

The Institutional Effectiveness Partnership Initiative (IEPI) is a collaborative effort within the California Community Colleges that aims to advance the colleges' success by improving fiscal viability, reducing accreditation sanctions and audit issues, boosting student achievement, and increasing programmatic compliance with state and federal guidelines. In response to updated California Community Colleges Chancellor's Office (CCCCO) priorities, IEPI also expanded its mission to include achieving the core commitments of the *Vision for Success* and implementing the Guided Pathways (GP) framework.

As part of this effort, the CCCCCO and its partners offer peer-based technical support through Partnership Resource Teams and a variety of specialized training opportunities (i.e., professional development workshops and webinars) to community college faculty, staff, and administrators. To expand its support across educational segments, IEPI funds an intersegmental, capacity-building effort in the Central Valley. To help IEPI leadership understand its specialized training efforts, the Education Insights Center (EdInsights) is evaluating IEPI's professional development (PD) activities and events. EdInsights is a research and policy center devoted to student success, particularly for underserved populations, both in K-12 and in broad-access public postsecondary education.

To support state leadership in guiding improvements to IEPI, this report provides an analysis of IEPI PD activities in order to identify their strengths and challenges. This report focuses on:

- the quality of and interest in IEPI PD events;
- how IEPI PD supports colleges' action planning;
- how intersegmental stakeholders perceive the IEPI-funded, College Next capacity-building effort in the Central Valley; and
- how college personnel perceive the overall impact of IEPI resources at the institutional level.

Additionally, it includes our recommendations.

This report includes analyses from:

- survey data from PD events held from July 2018 through May 2019;
- interviews with intersegmental stakeholders regarding capacity-building efforts in the Central Valley; and
- interviews with college personnel about the overall impact of IEPI resources at the institutional level.

Key Findings

- Average quality ratings of PD events were high.
- Survey respondents preferred nearby, in-person, and online PD event formats.
- Survey respondents planned to improve campus partnerships and work processes.
- Survey respondents requested additional trainings on specific topics and in various formats.
- Stakeholders viewed regional education partnerships as necessary for building capacity to improve student success in the College Next effort.
- College personnel found IEPI's technical assistance most useful but viewed the suite of IEPI resources as fragmented.

Recommendations

- Continue to apply promising strategies to maintain the quality of PD events.
- Provide accessible PD opportunities catered to participants' needs.
- Create sustained learning opportunities to assist participants with implementing action plans.
- Focus on a set of PD topics and tailor the format by content.
- Consider how to support regional education partnerships in building capacity for those involved in the College Next effort.
- Improve coherence among IEPI resources and better integrate them with other CCCCCO supports.



Overview

The Institutional Effectiveness Partnership Initiative (IEPI) is a collaborative effort within the California Community Colleges (CCC) that aims to advance the colleges' success by improving fiscal viability, reducing accreditation sanctions and audit issues, boosting student achievement, and increasing programmatic compliance with state and federal guidelines. In response to updated California Community Colleges Chancellor's Office (CCCCO) priorities, IEPI also expanded its mission to include achieving the core commitments of the *Vision for Success* and implementing the Guided Pathways (GP) framework.

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Additionally, it includes our recommendations.

For detailed information on each of the workshops evaluated or to download evaluation reports, please visit the IEPI website at <http://iepi.cccco.edu>. For information on attendee demographics, please see Appendix A: IEPI PD Attendee Demographics. For a list of all IEPI PD events held from July 2018 to May 2019, see Appendix B: IEPI PD Events. For a detailed explanation of our evaluation methodology, please see Appendix C: Methodology.

Findings

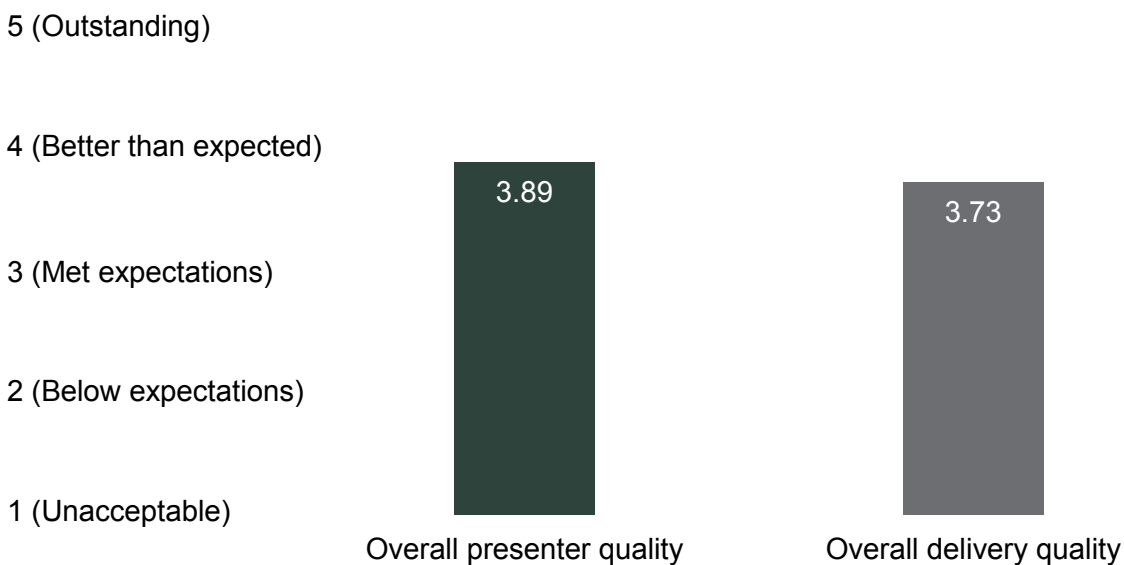
Quality of and Interest in PD Events

In the 2018-19 fiscal year, IEPI hosted various PD events in a variety of formats, including in-person workshops and webinars (see Appendix B). This section focuses on respondents' quality ratings for these PD events and interest in various workshop formats.

Respondents gave high ratings to the quality of PD event presenters and delivery.

Across all PD events, respondents' average ratings of the overall quality of presenters and of delivery were nearly better than expected (see Figure 1).

Figure 1. Presenters and Delivery Received Positive Ratings, Fiscal Year 2018-19



Note: Respondents could attend multiple PD events. To control for respondents indicating multiple quality ratings, we created a mean rating for each respondent's overall presenter quality rating and overall delivery quality rating. This figure shows the averages of respondents' mean ratings for these two categories.



Quality of Presenters Remained Stable and Quality of Delivery Increased Across Guided Pathways 2018-19 Workshops

Across the GP 2018-19 Workshop series, mean ratings of quality of workshop presenters and of delivery fell between met expectations and outstanding. Mean ratings of presenter quality remained stable across the workshops (see Figure 2). Mean delivery quality steadily and significantly increased until the San Diego/Imperial Region workshop (see Figure 3). This increase in delivery quality may indicate that workshop providers made improvements to the workshop based on rapid responses to preliminary feedback from the evaluation or may relate to other factors.

Figure 2. Presenter Quality Remained Stable across Workshops*

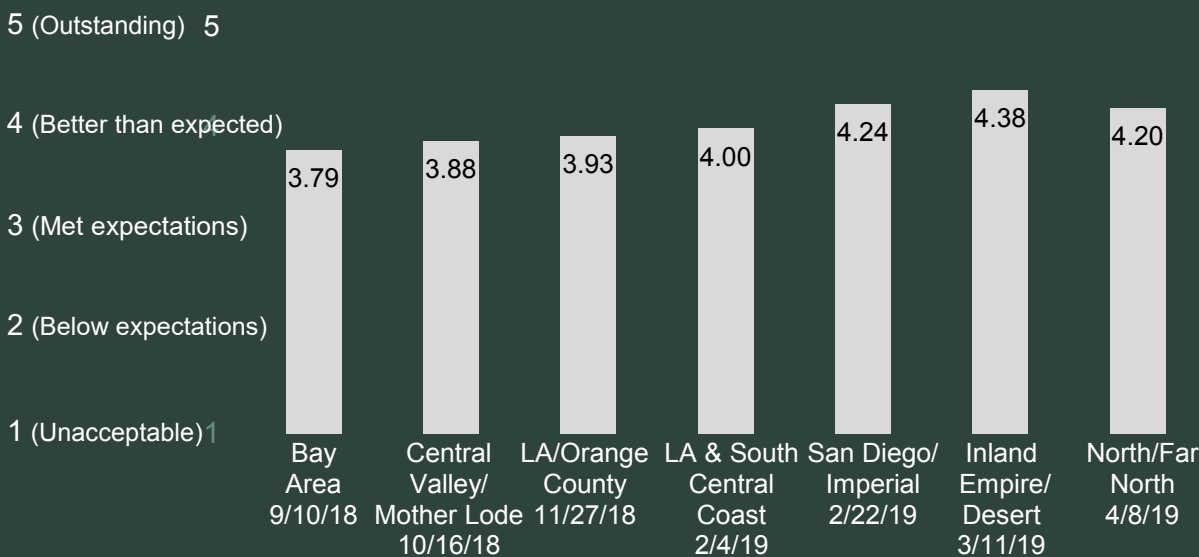
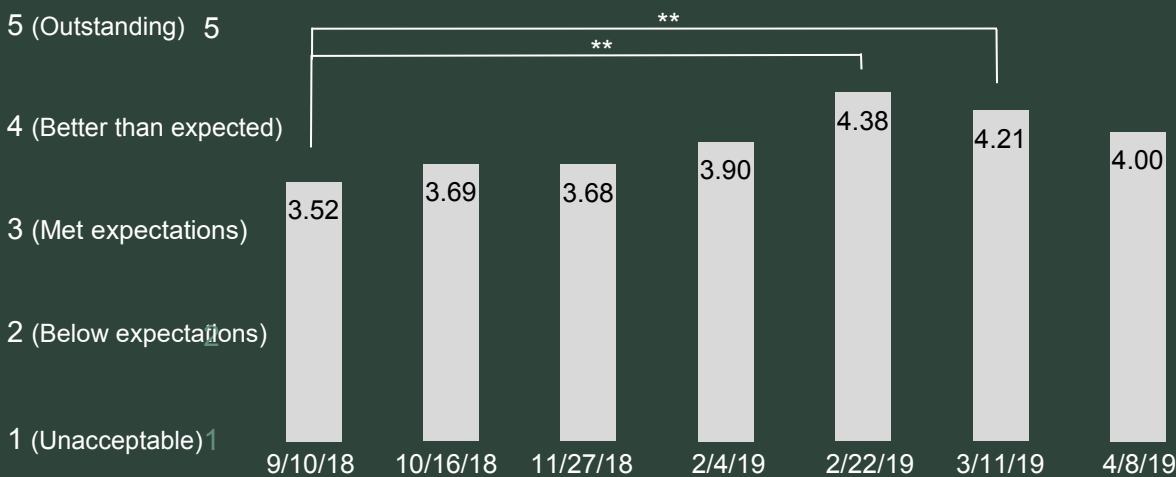


Figure 3. Delivery Quality Steadily Increased across Workshops



*Note: The apparent increase in mean presenter ratings across time was not statistically significant.

**Note: The increase in mean delivery ratings between the Bay Area and San Diego/Imperial workshops, and between the Bay Area and Inland Empire/Desert workshops were statistically significant ($p < 0.05$).

Respondents would attend nearby, in-person, and online PD events.

This past fiscal year, IEPI introduced a new PD event format with the Student Centered Funding Formula (SCFF) Webinar series (see Praise for New Student Centered Funding Formula Webinar Series Format, page 10). In the post-event evaluation surveys, we asked respondents whether or not they would attend events in various formats. More respondents expressed that they would attend in-person PD events near their colleges, participate in webinars, and/or participate in livestreamed events than would attend PD events over an hour away (see Figure 4).

Figure 4. Most Respondents Would Attend Nearby, In-Person PD Events

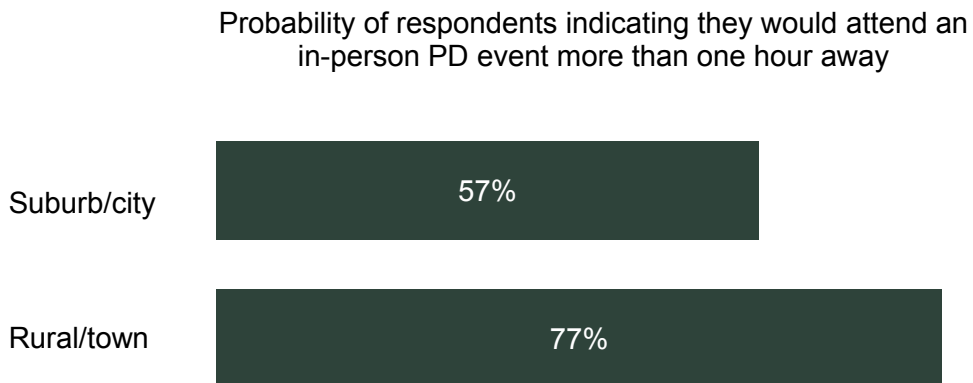


**Note: We did not include the webinar option in PD event surveys distributed before September 10, 2018 (see Appendix B for a full list of events).*

There was an association between whether respondents would travel to a PD event and the location of their colleges. Respondents from colleges in suburbs and cities were 25 percent less likely to indicate they would attend an in-person PD event over one hour away than respondents who work at colleges in rural areas and towns (see Figure 5). This is not surprising, given that IEPI rarely held PD events within an hour of rural and town colleges, thus necessitating travel for respondents from these colleges. It is likely that an in-person PD event over an hour away is not a preferred format for participants from rural colleges. Indeed, when we asked GP respondents to select their top two preferred formats, few from rural colleges selected this option.



Figure 5. Non-Rural Respondents Were Less Likely to Be Willing to Travel for PD



Praise for New Student Centered Funding Formula Webinar Series Format

In the 2018-19 fiscal year, IEPI held the SCFF Webinar series, which consisted of eight webinars, each on different topics related to the SCFF. The first four pilot webinars were held in fall 2018 and the last four were held in spring 2019. Respondents' comments highlighted numerous aspects of the webinars that they enjoyed, namely the format. They found the webinars to be succinct and clear, and they liked that they were recorded, widely available, and accessible. By having the webinars within the series focused on a specific, in-depth topic, participants had the opportunity to choose which webinars to attend so that the covered content was most applicable to them. Overall, the webinars were successful in providing in-depth, targeted information within a short period of time. Webinars appear to be a promising PD format for covering in-depth topics in a succinct manner for wide audiences across the system.



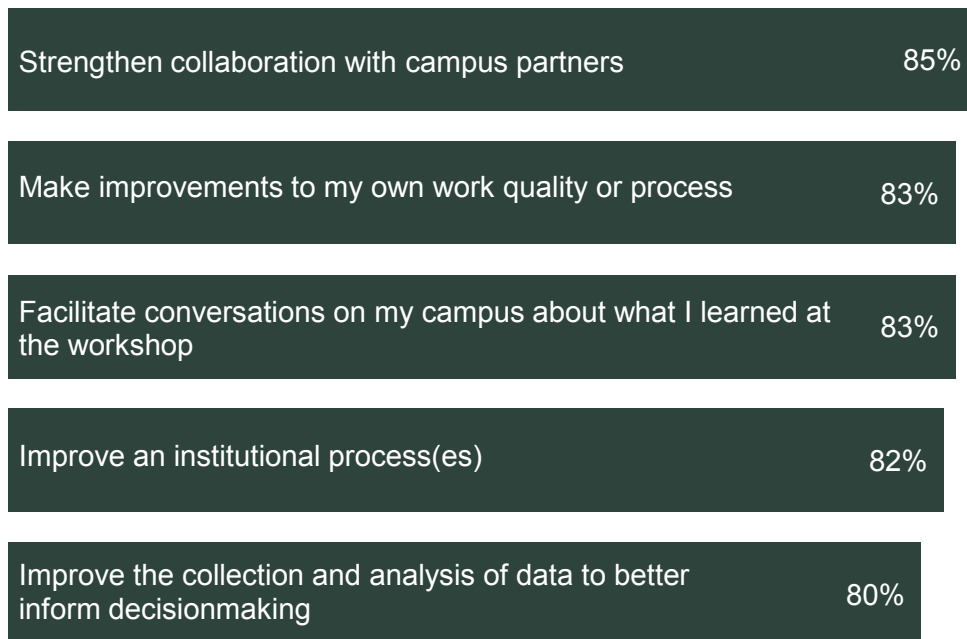
Action Planning

Through the post-event evaluation surveys distributed this past fiscal year, we asked respondents to select their intended actions and perceived impacts or to identify their top three actions and perceived impacts.* Both survey types asked respondents to select their anticipated obstacles. Respondents were also able to describe what supports they needed to overcome anticipated obstacles. This section is structured around these topics.

Improving campus partnerships and processes were among frequently selected actions.

Of the respondents who identified whether they did or did not intend to take a specified action following the PD event, most selected actions related to improving campus partnerships and processes (see Figure 6). When our surveys asked respondents to identify their top three anticipated impacts, they indicated actions similar to those mentioned above: respondents' top three selections most commonly included facilitating conversations with campus colleagues about what was learned at the PD event, strengthening collaboration with campus partners, and improving institutional processes.

Figure 6. Actions Centered on Improving Campus Dialogue and Processes



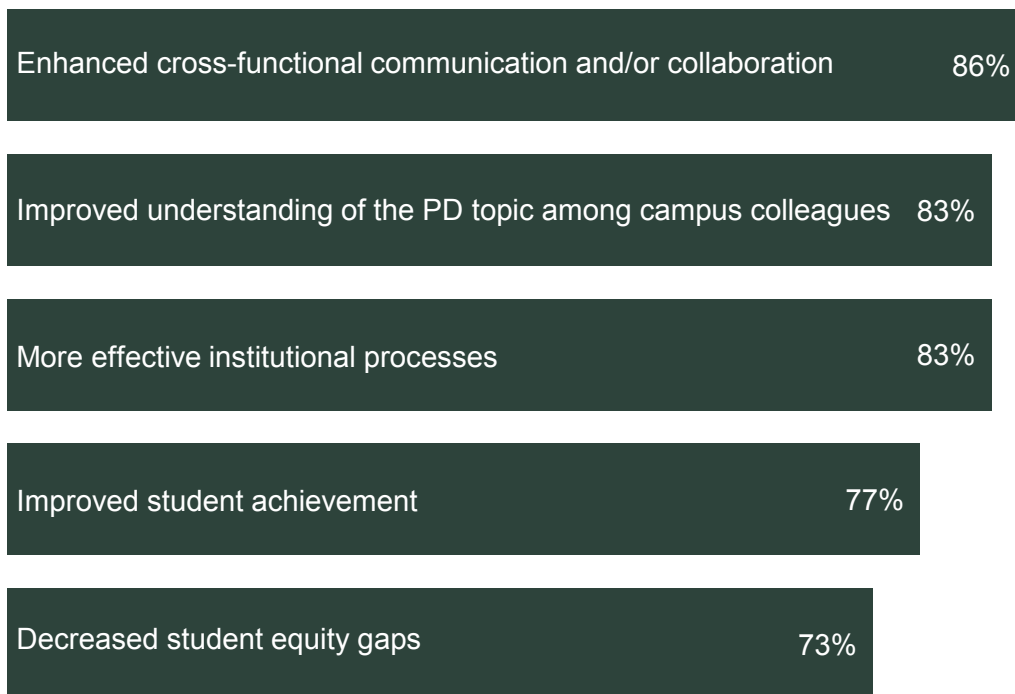
*In January 2019, with the exception of the GP Workshop and SCFF Webinars, we changed the survey questions for intended actions and perceived impacts from “yes/no” questions to asking respondents to identify their top three selections.



Respondents anticipated improvements for college personnel, processes, and students.

Respondents frequently anticipated that implementing their intended actions would lead to enhanced cross-functional communication or collaboration, an improved understanding of the PD topic across campus colleagues, more effective institutional processes, improved student achievement, and decreased student equity gaps (see Figure 7). When our surveys asked respondents to identify their top three anticipated impacts, we found that the most commonly selected impacts were the same as those listed above, though they fell in a different order.

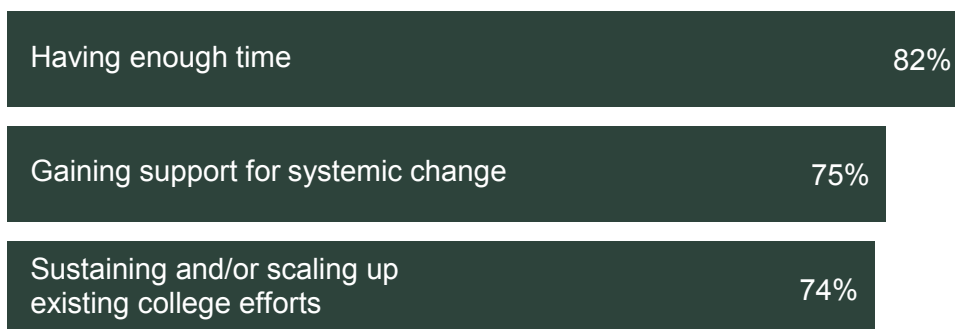
Figure 7. Respondents Anticipated Improved Dialogue, Understanding, and Processes



Respondents frequently identified lack of time as a barrier to implementing actions.

When asked whether or not they anticipated specific obstacles to implementing their intended actions, respondents frequently identified having enough time, gaining support for systemic change, and sustaining or scaling up efforts as challenges to making progress on their action plans (see Figure 8).

Figure 8. Respondents Anticipated that Time Would Be an Obstacle



Respondents suggested that future PD events address a variety of topics and utilize various formats.

Respondents identified the following supports to help them overcome challenges with implementing their intended actions:

- additional PD on a variety of topics and in various formats (127 mentions);
- targeted assistance for college personnel through peer-to-peer learning opportunities, personnel-specific PD, and on-campus support (114 mentions); and
- additional resources (72 mentions).

Survey respondents requested additional PD on a variety of topics offered in various formats (127 mentions). Specifically, the topics for future PD included change management, clarity on metrics and data use, and alignment of systemwide efforts. Respondents requested PD focused on providing strategies for becoming a change agent and for garnering support for change from campus personnel. They wanted further clarification on, and explanations for, various aspects of data, especially those related to the SCFF (e.g., how metrics are defined and how to collect the data). They also expressed a desire for PD focused on exploring how the various CCCCCO efforts are interrelated and how respondents can integrate these efforts within their planning (e.g., GP, the SCFF, and Strategic Enrollment Management). Respondents wanted IEPI to structure future events as regional in-person PD or webinars, with in-person PD providing more opportunities for hands-on application of the material presented (e.g., working with the data).

“Some more training on the application aspect of the workshop and some more discussion on implementation of the ideas will be helpful. A follow-up workshop would be great. It will help reinforce all that we learned.”

—Building Diversity (Part I) - Using Data for Hiring Attendee

Respondents also frequently expressed that future IEPI efforts should support colleges through the use of peer-to-peer learning, hosting PD targeted at specific personnel, and providing these opportunities at individual institutions (114 mentions). As a feature of future PD, respondents expressed a desire to engage in peer-to-peer learning through sharing best practices, implementation models, and case studies. They also frequently suggested that IEPI target personnel in specific roles through PD designed for their job functions (e.g., change management for executive leaders, PD for faculty to understand their role within GP, the role of classified staff in colleges' shift to using the SCFF). Respondents also suggested having campus-specific PD at their institutions or providing resource teams to offer hands-on support.

"[I would suggest providing] actual examples of colleges moving away from small silos to large, integrated efforts and how the Basic Skills Initiative... and Student Success and Support Program can be re-positioned to best serve students under the new Student Equity and Achievement Program."

—SCFF Webinar Participant

Lastly, respondents said that additional resources, specifically data resources, could support them in overcoming obstacles (72 mentions). Namely, they shared that improved access to data, more accurate data, and additional opportunities for understanding data (e.g., data literacy resources, step-by-step support for accessing and understanding data from the dashboard) could support their efforts. Other resources they requested included more time to plan, implement, and integrate various efforts (e.g., GP, the SCFF), more information about the SCFF requirements, and more funding for these various efforts.

"Having the data available and knowing how the data are determined [would be helpful]. Just having the metrics, data, and guidance in a timely manner."

—Connecting the Dots: Data-Informed Integrated Planning Attendee

The California College Guidance Initiative and Central Valley Higher Education Consortium College Next Effort: Stakeholders' Perspectives

IEPI provided funding to the Central Valley Higher Education Consortium (CVHEC) to pilot a capacity-building effort with the California College Guidance Initiative (CCGI). CVHEC is a 27-member consortium of higher education institutions in the Central Valley working to increase educational attainment. CCGI provides data and planning infrastructure to support the transition from high school to college for California students. In collaboration with local California State University (CSU) campuses, community colleges, and K-12 districts, CCGI and CVHEC launched a coordinated regional effort, College Next, to initiate the systematic use of the CaliforniaColleges.edu platform for college planning, transition, and placement across K-12 and postsecondary institutions in the Central Valley. In part, the funding from IEPI covers the fee for K-12 districts to partner with CCGI through the 2021-22 academic year.

Given IEPI's interest in whether and how the College Next effort could serve as a model to scale in various regions across the state, we began our evaluation by focusing on understanding how the effort is organized and how partnerships are built to promote systematic use of the platform. For this past fiscal year, we sought to better understand senior stakeholders' perceptions.

Through seven interviews with CCGI and CVHEC staff, interviewees discussed the purpose and intended impact of College Next, its organization, and the perceived elements for its success. The findings from this section are structured around these topics. All quotes in this section are from College Next interviewees.

Purpose and intended impact.

College Next is widely understood to be a pilot for a statewide capacity-building effort.

Interviewees overwhelmingly said that College Next serves as a “proof point,” or pilot, for a regional approach to sharing student transcript and planning data to support education transitions from high school to college.

“The purpose of College Next is to develop a regional approach to college and career planning and to academic data sharing.”

College Next is anticipated to improve student success and equity. Interviewees identified two related impacts of the College Next campaign and regionwide partnerships with CCGI: student success and equity. They credited College Next with providing an intersegmental data infrastructure that supports student success by enabling career exploration and degree planning and by streamlining the college application process. They highlighted that, through the platform, applications will be accompanied by pre-verified transcripts that colleges and universities can use for admissions and placement. Specifically, interviewees noted that this system will provide

the data necessary for community colleges and CSUs to implement multiple measures placement in compliance with Assembly Bill 705 and Executive Order 1110.*

“The impact is to create, to provide, an infrastructure for this region that enables educators and students and parents to use transcript data in real time so that they [students] are able to make better-informed decisions.”

Interviewees also described regionwide partnerships with CCGI and the systematic use of CaliforniaColleges.edu as contributing to equity by removing roadblocks. Specifically, interviewees highlighted that when a district partners with CCGI, all students, regardless of their ethnicity, socioeconomic status, or other factors, will have verified transcript data accompany their college applications. In districts that have not partnered with CCGI, students have to present an official transcript, which often requires obtaining a hard-copy; something participants identified as a potential roadblock for traditionally underserved students. All students will also have greater access to tools to identify and to plan and advocate for their goals. Interviewees saw this functionality as helping to close opportunity gaps for traditionally underserved students who, they noted, often encounter more roadblocks to navigating educational transitions.

“I think what CCGI does is really help a student to take control of their path... And so, there’s a real equity thing that is possible with CCGI... There’s a lot of issues, and a lot of reasons why students don’t talk to a counselor... That student is not going to get the same attention.”

Organization.

Regional organizations are viewed as necessary to the College Next effort. According to interviewees, a key aspect of the College Next effort is the involvement of regional organizations. CVHEC partnered with CCGI at the outset to form the College Next effort. Interviewees described how a variety of community regional foundations have helped by “encouraging districts to come to the K-12 kick-off” events and to partner with CCGI. In addition, interviewees said some county offices of education were pivotal in helping to explain College Next to their respective districts. Interviewees said that, as CCGI moves forward in the Central

*AB 705 (Irwin, 2017) and Executive Order 1110 require community colleges and the CSU, respectively, to make changes in assessment and course placement processes for written communication and quantitative reasoning courses (see https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB705 and <https://www.calstate.edu/eo/EO-1110.html>).

Valley, it might be useful to bring in K-12 partner organizations and to engage county offices of education that are not currently involved.

Interviewees noted that the regional context provided by CVHEC has helped CCGI “navigate the [local] terrain.” They further described CVHEC staff as “the conveners” who made introductions and lent “credibility” to the effort. Interviewees also credited staff, including K-12 liaisons, with answering questions, providing clarification, and having “honest conversations” that CCGI staff might not be positioned to have with schools/districts.* They remarked that the role of the “K-12 liaison is critical and key” and recommended filling these positions across the Central Valley.

“At the beginning of any campaign, you need momentum, you need decision makers to either go to meetings or send people to meetings...In the first phase of College Next, that’s where CVHEC’s network was super useful.”

College Next adopted a three-pronged messaging approach. Interviewees explained that College Next utilized a three-pronged approach to messaging that consisted of “top-down,” peer, and “organic” messaging. To introduce College Next and invite schools to attend kick-off events where they could learn more about partnering with CCGI, College Next adopted a top-down messaging strategy in which messages flowed from the CSU and CCC chancellors’ offices to the university and college presidents, who then messaged the K-12 superintendents. Interviewees thought this top-down approach was successful in encouraging K-12 districts to partner with CCGI. Specifically, interviewees believed that having endorsement and messaging from the chancellors’ offices and from university and college presidents helped to convey to K-12 districts that partnership with CCGI would benefit the districts’ students.

“It was this top-down approach. It was, ‘Let’s get...the chancellors’ offices and CVHEC really pushing college presidents, who then lay the pressure on their K-12 districts’...I would say, given the response that we’ve seen so far, it seems to be working.”

As more K-12 districts partnered with CCGI, it began using peer messaging to let “the people who work with [CCGI] tell [the] story.” For instance, the College Next campaign created an explanatory video in which personnel from partnered K-12 districts shared their experiences about working with CCGI and using CaliforniaColleges.edu.

Interviewees also described the perceived importance of organic messaging—personalized conversations targeted toward uncovering and understanding the K-12 perspective. This approach involves CVHEC staff taking time to address K-12 personnel’s needs and concerns, including ways for CCGI and CaliforniaColleges.edu to support K-12 schools.

*K-12 liaisons are retired superintendents working for CVHEC to support College Next.

“The big concern is, ‘It’s just another sales pitch, and these are vendors.’ So, trying to get away from that is key, and trying to have the conversations with K-12 about what their concerns are, and really talking to them as a partner, and not like somebody who’s trying to sell them on something.”

Perceived elements for success.

Communication and mutual data exchange seen as critical to successful partnerships.

Interviewees overwhelmingly described clear, honest, intentional communication across segments as necessary for successful partnerships. This included conversations among leadership from the various segments and intersegmental conversations among people in different roles and divisions. Interviewees shared that there needs to be “systematic conversation” between K-12, local community college, and CSU personnel. With regard to College Next, interviewees spoke of the need to not only have superintendents and principals on board, but to have clear and direct communication with the staff who would actually be implementing the necessary changes at the college or high school level.

In addition, several interviewees noted that CCGI currently facilitates data transfer in only one direction—from K-12 schools to universities and colleges. They expressed that also having data flow from higher education institutions to partnered K-12 districts would be essential for a mutually beneficial intersegmental partnership.

Success for College Next means a majority of K-12 districts have partnered with CCGI.

We asked interviewees to define what success would look like if they were looking back four years from now. They described success as 1) a majority of K-12 districts having partnered with CCGI; and 2) community colleges, CSUs, and early adopter K-12 districts routinely using data to support student success.

“I would say, if there are 81 school districts, let’s say 75 of them are on board... They are using the tools effectively with students. And data is transferring to the higher education segments at the point of application, thereby facilitating all the things that [partnering with CCGI] is designed to facilitate.”

Further, they identified time and capacity as obstacles that would require support to achieve this success. Interviewees described capacity needs at each level of the collaboration:

- K-12 districts need support to build skills and to address workload concerns for counselors and data system operators.*
- Higher education institutions face initiative fatigue, but personnel do not always see how the data platform could support their various efforts, and the education systems lack technical assistance for intersegmental work.

*The formal title of the data system operator position varies across districts.

- CCGI itself provides in-depth implementation support to districts and “could probably use more money and more staff” to manage the growing load faced by its implementation team.

Regional organizations and firm commitments to a data-sharing platform seen as necessary for expansion. Interviewees offered lessons and advice to inform how CCGI, the CCCCCO, and the state might approach a statewide rollout, including the need to partner with regional organizations and to commit for greater success.

Interviewees overwhelmingly noted that a statewide rollout would benefit from regional convening bodies that could help coordinate the effort in their respective areas, as CVHEC did for the Central Valley. The form of this body would depend on the existing agencies and intersegmental relationships in each region. They also recommended either placing K-12 liaisons or identifying “another organization that brings the K-12s together” in each region. One interviewee suggested that, in future efforts, it would be helpful to “engage county offices of education earlier” in the process.

“There are other...convening organizations throughout the state...So, I think engaging those groups...wherever you can is a great first step. And I think so much of it comes down to...finding the individuals with the institutional knowledge and the relationships within each region.”

With regard to committing for greater success, interviewees described the need for commitments to CaliforniaColleges.edu from the CCCCCO, the community colleges, and the state. They further specified that such commitments need to be communicated through clear and consistent messaging about CCGI across the state. Interviewees called for firm, long-term commitments by the CCCCCO and the community colleges to use CaliforniaColleges.edu as their college application and data-sharing platform, accompanied by implementation support. They also called for a clear commitment to a statewide data-sharing platform—both stated and funded—from the state. There was no mention of the need for CSU Chancellor’s Office or CSU campus commitments as these are largely already in place.

“I would say [to the CCCCCO], ‘Really help your campuses to step back and understand how this can provide a supportive infrastructure. It’s not just something else to throw at them.’”

Next steps in the College Next evaluation.

In fall 2019, we will complete a memo of findings from interviews with K-12 and community college personnel in the Central Valley. In the next phase of the evaluation of College Next in the Central Valley, we will interview personnel at community colleges and K-12 districts who are directly involved with the College Next effort (i.e., community college counseling and placement staff, and K-12 counselors). We will also begin an evaluation of College Next in the Inland Empire. We will provide overall findings and recommendations at the conclusion of the College Next evaluation.

The Overall Impact of IEPI: Pilot Evaluation

IEPI leadership and staff wanted to understand the overall impact of IEPI resources (i.e., PD events and peer-to-peer coaching) on institutional culture and outcomes across individual community colleges.

To help IEPI understand this overall impact and to pilot our evaluation methodology, we conducted pilot visits at two colleges during fall 2018. In spring 2019, we conducted visits at an additional four colleges. They were chosen because a high percentage of their personnel had attended IEPI PD events and because the colleges had each hosted at least one PRT. Our preliminary impressions from visits to these “high participation” colleges largely align with findings from the two pilot college visits reported here.

During 21 interviews and two focus groups, 31 college personnel from the two pilot colleges described their understanding of IEPI’s purpose, the impacts and integration of its resources, and suggestions for future resources. The findings from this section are structured around these topics. All quotes in this section are from community college personnel.

IEPI’s perceived purpose is to improve institutional effectiveness.

Most often, college personnel described IEPI’s purpose as supporting the improvement of institutional effectiveness. Some interviewees also described it as providing informational resources.

“I think the purpose [of IEPI] is first [to improve] success. It’s basically, ‘Here are resources [given] directly to a college with their own students and their own concerns.’ It really is targeted.”

Increased collaboration was attributed to discrete IEPI resources.

College personnel spoke positively about individual IEPI resources, particularly the PRTs. Further, college personnel frequently described IEPI resources as increasing cross-functional collaboration and coordination at their colleges and providing shared resources. Most often, personnel identified these impacts as coming from the PRT process, though they were occasionally attributed to PD events or to the suite of IEPI resources overall. Interviewees sometimes noted that these perceived smaller impacts led to broader institutional changes, like collegewide culture shifts (e.g., around equity) or engagement in change management processes.

“[The PRT] got the ball rolling. I think it laid some groundwork for how to change an institution and how we could move forward...If it weren’t for IEPI, we would not be having that conversation [about equity] with faculty right now.”

The suite of IEPI resources was seen as fragmented.

While some interviewees noted integration among IEPI resources, interviewees largely described these resources as fragmented. Many struggled to understand IEPI’s offerings as part of a cohesive suite of PD resources. Further, some college personnel who had been to an

IEPI PD event or whose colleges had participated in the PRT process were not aware that these resources came from IEPI.

“I think somebody at the chancellor’s level needs to sit down and provide examples and/or descriptions of how these things might integrate.”

College personnel wanted more opportunities to learn from other colleges.

Interviewees overwhelmingly asked that IEPI provide more opportunities for them to learn from other colleges. Interviewees described wanting a variety of resources that fell into this category, including case studies, best practices, implementation models, learning communities, and peer coaches.

“One of the things that I found really helpful [about Leading from the Middle]...is the power of learning from other colleges that are a little further along than we are...So, I think cultivating experiences where people from different colleges can come together is really helpful.”

Next steps in the overall impact of IEPI evaluation.

In fall 2019, we are synthesizing findings from our visits to “high participation” colleges and conducting site visits to several “low participation” colleges (i.e., colleges with low IEPI workshop attendance). We will provide preliminary findings in early 2020, and complete findings and recommendations at the conclusion of the overall impact evaluation in June 2020.



Recommendations

To support CCCCCO leadership in guiding improvements to IEPI, this evaluation examines the utility and perceptions of IEPI PD activities in order to identify their strengths and challenges. We commend the successful practices already in use, and we note corresponding opportunities for IEPI to achieve greater impact moving forward. Based on our analyses of PD usage, participant survey data, observations of PD events, and interviews with college personnel and key stakeholders, we offer the following recommendations to improve future IEPI resources and supports:

- continue to apply promising strategies to maintain the quality of PD events;
- provide accessible PD opportunities catered to participants' needs;
- create sustained learning opportunities to assist participants with implementing action plans;
- focus on a set of PD topics and tailor the format by content;
- consider how to support regional education partnerships in building capacity for those involved in the College Next effort; and
- improve coherence among IEPI resources and better integrate them with other CCCCCO supports.

Continue to Apply Promising Strategies to Maintain the Quality of PD Events

Across all PD events in the 2018-19 fiscal year, survey respondents gave positive ratings to the overall quality of presenters and delivery. IEPI leadership and PD providers should continue to incorporate promising strategies to maintain the quality of the PD events. For example, it is important to continue to use participant feedback to inform the continuous improvement of these events. When IEPI first launched the SCFF Webinar series, participants suggested more opportunities for question-and-answer segments. In subsequent webinars within this series, presenters allowed more time for participants' questions throughout the session, and respondents recognized the adjustment. IEPI staff and PD providers should consider closing the feedback loop with participants by sharing evaluation results with them and acknowledging how their input is being used to make improvements to future PD events.

Provide Accessible PD Opportunities Catered to Participants' Needs

Survey findings show that respondents were most interested in PD opportunities that were online or geographically near their colleges. This past fiscal year, IEPI launched several regional in-person PD series and hosted webinars. The regional strategy is a good starting point to reduce the amount of time and travel for participants to attend PD events, but IEPI leadership should assess whether adjustments and accommodations need to be made to this strategy, particularly for colleges in rural areas and towns. Some considerations could include offering livestreamed versions of the events—a highly rated format during previous evaluations—or hosting PD at multiple locations within a large, widespread region. IEPI leadership should also ensure that participants can easily access workshop and webinar materials immediately after the event. Participants can share these materials with their colleagues when they return to campus. This would support respondents' intended actions of strengthening collaboration with campus partners and facilitating conversations with colleagues about learnings from the PD

event. In addition, college personnel unable to attend the event can learn about the content or watch a webinar at their convenience.

Create Sustained Learning Opportunities to Assist Participants with Implementing Action Plans

As a result of the PD events, survey respondents planned to strengthen collaboration on campus and to make improvements either to their own work or to institutional processes. These action plans directly align with IEPI's underlying mission to build cross-functional collaboration and to improve institutional effectiveness across the system. In order to sustain the momentum from these events, IEPI leadership and PD providers should create additional opportunities to help participants implement their action plans. IEPI staff and PD providers can check in with participants periodically to understand their progress and obstacles with implementation, as well as areas for support. Learnings from these check-ins can uncover the unique context of the various colleges and the common challenges and needs across colleges. This can inform potential follow-up PD events, regional discussions, discussions tailored to college characteristics (e.g., size, context), or communities of practice to sustain participant engagement.

Focus on a Set of PD Topics and Tailor the Format by Content

Survey respondents requested additional PD focused on specific topics, such as change management, clarity on metrics and data use, and alignment of efforts systemwide. These are particularly salient topics for colleges, as they are currently tasked with integrating various CCCCCO priorities, implementing GP, and creating local goals to meet the *Vision for Success*. IEPI leadership should convene with PD providers, representatives from the field, and other CCCCCO leadership to focus on a set of PD topics to address the colleges' current needs. These topics and events should be planned with enough lead time for college personnel to make arrangements in their schedules and to assemble the right team for attendance. In addition, IEPI leadership and PD providers should tailor the format of the events by content. For example, informational sessions would be well-suited for a webinar format, whereas applied sessions with dedicated team time would be more appropriate as an in-person event format. Clarifying the purpose, content, audience, and format of the PD events will also help college personnel decide which learning opportunities are most worth the investment of their time and which personnel are most appropriate to send.

Consider How to Support Regional Education Partnerships in Building Capacity for Those Involved in the College Next Effort

Stakeholders shared that regional education partnerships were key to building capacity to improve student success in the College Next effort. From initial learnings of the pilot capacity-building effort in the Central Valley, IEPI leadership should consider ways to better support regional education partnerships in the Central Valley and for other regions where IEPI is funding the College Next effort. The various segments will need to understand the purpose of the College Next effort and their role in the partnerships. Perhaps IEPI can support the facilitation of discussions among K-12, local community college, and CSU personnel to build a shared understanding of College Next and to uncover challenges to sustaining regional education

partnerships in the Central Valley and in other regions where IEPI is funding the College Next effort.

Improve Coherence among IEPI Resources and Better Integrate Them with Other CCCCCO Supports

Although college personnel spoke positively about IEPI's technical assistance teams, many struggled to understand IEPI's offerings as part of a cohesive suite of PD resources. IEPI leadership should improve the coherence of all IEPI resources and better communicate the range of offerings to college personnel. This effort should also be connected to the wider integration with other CCCCCO supports. IEPI leadership and other CCCCCO leadership should work collaboratively to map the systemwide collection of PD events, online resources, and technical assistance to identify areas to leverage and gaps to fill in order to create a cohesive PD ecosystem for the colleges. This will better help college personnel understand how to utilize the various resources while leveraging their limited time and funding for PD events.



Appendix A: IEPI Professional Development Attendee Demographics

From July 2018 through May 2019, the Institutional Effectiveness Partnership Initiative (IEPI) hosted 39 professional development (PD) events on 10 topics (see Appendix B for a list of events and topics). A total of 5,162 community college personnel attended IEPI events during this time period (for additional details on the number of attendees, including external partners, see Appendix B). Some participants attended more than one event, and the unique, unduplicated number of community college attendees was 2,911. Attendees represented 114 community colleges. Tables A-1 and A-2 show the breakdown of unique attendees based on job function and job area.

Table A-1. Distribution of Attendees Based on Job Function

	Percentage of attendees
Administrators	57%
Classified staff	22%
Faculty	19%
Other	1%

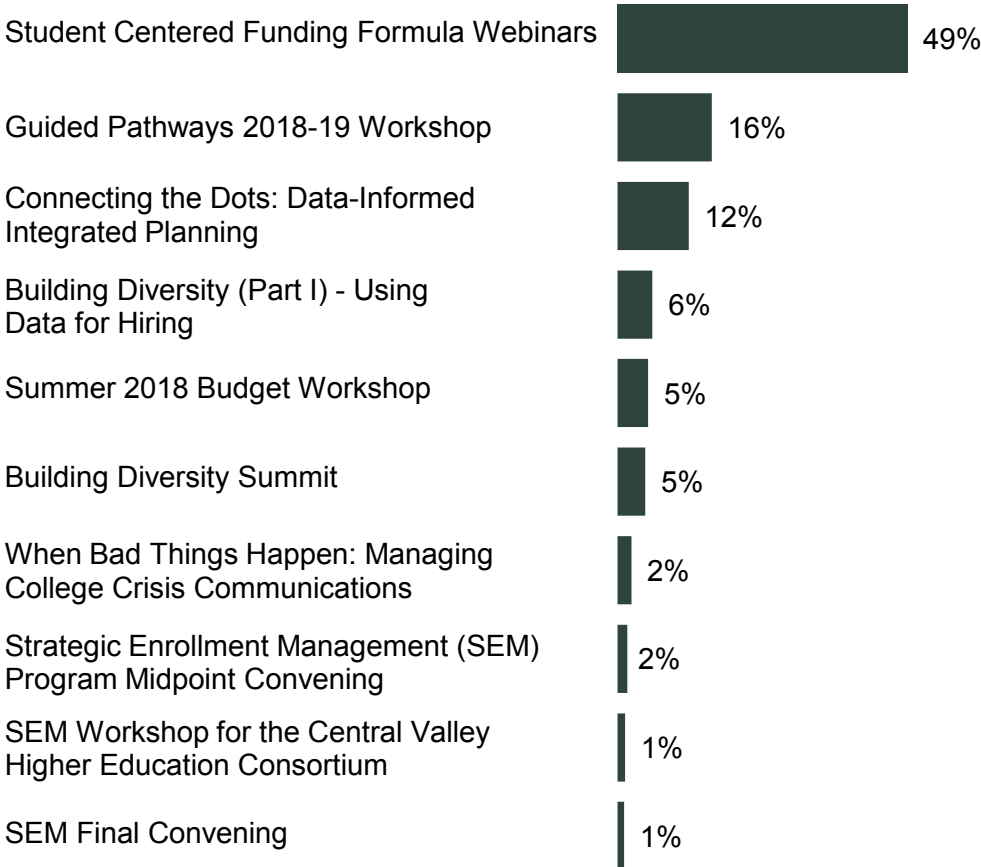
Table A-2. Distribution of Attendees Based on Job Area

	Percentage of attendees
Business or administrative services	31%
Student services	31%
Instruction	24%
Research and planning	11%
Information technology	3%
Other	1%

Figure A-1 shows the proportion of attendees by PD event. Nearly half of all community college attendees were participants in the Student Centered Funding Formula (SCFF) Webinars.



Figure A-1. Participants in the SCFF Webinars Comprised the Largest Share of Total Attendees



We examined the urbanicity of the participants’ colleges and found that over half of the attendees worked at large suburban or city colleges (see Figure A-2).

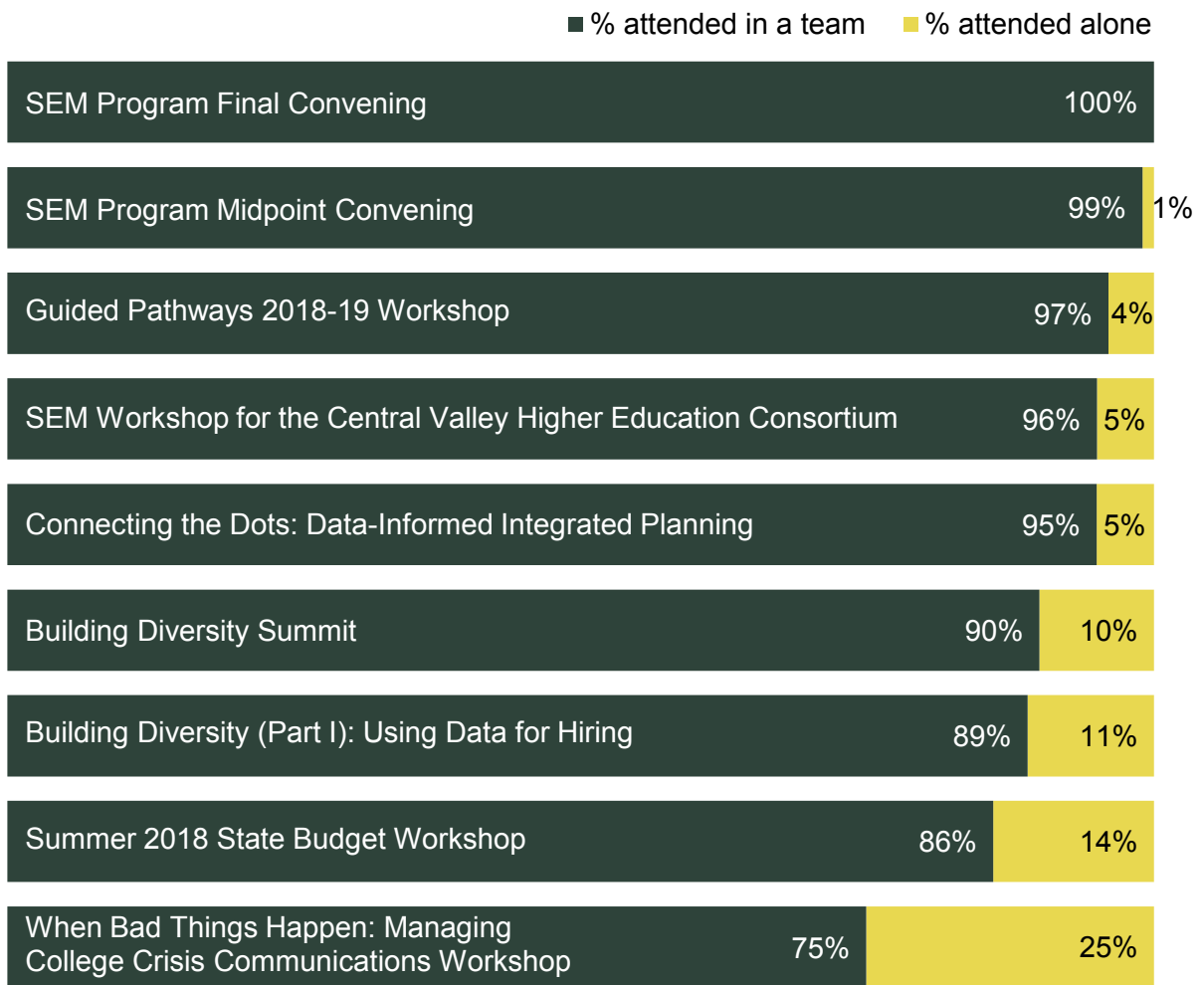
Figure A-2. The Majority of Attendees Worked at Large Suburban or City Colleges



IEPI encourages cross-functional teams to attend its in-person events. Not surprisingly, the majority of participants attended all in-person PD events in teams (see Figure A-3). In particular, IEPI PD event providers designed the SEM Program using a cohort-based PD model, and nearly all attendees participated in the SEM Program Final Convening and SEM Program Midpoint Convening in a team.



Figure A-3. Participants Attended Most of the PD Events in Teams



Note: We excluded the SCFF Webinar series from this figure, as IEPI staff and PD providers did not expect community college personnel to participate in a webinar in teams.



Appendix B: IEPI Professional Development Events

Table B-1. Attendance at IEPI Events, July 2018 to May 2019

Event Name	Date	Venue (City)	Total Attendees	CCC Attendees*
Summer 2018 Budget Workshop	8/13/2018	Doubletree by Hilton (Sacramento)	155	136
	8/15/2018	Renaissance (Newport Beach)	140	133
Building Diversity (Part I) - Using Data for Hiring	9/5/2018	Doubletree by Hilton Convention Center (Fresno)	59	59
	9/11/2018	Marriott Riverside at the Convention Center (Riverside)	36	36
	9/19/2018	Marriott (Irvine)	84	83
	9/24/2018	Doubletree by Hilton (Sacramento)	79	79
	9/28/2018	Doubletree by Hilton (San Jose)	50	50
California Community Colleges (CCC) Guided Pathways 2018-19 Workshop	9/10/2018	Doubletree Hilton San Jose (Bay Area)	165	163
	10/16/2018	Doubletree Hilton Fresno (Central Valley/Mother Lode)	90	88
	11/27/2018	Irvine Marriott (Orange County)	149	143

**Note: CCC attendees refers to those who work at a community college or district and does not include external partners, etc.*



Table B-1. Attendance at IEPI Events, July 2018 to May 2019 (continued)

Event Name	Date	Venue (City)	Total Attendees	CCC Attendees*
CCC Guided Pathways 2018-19 Workshop, continued	2/4/2019	Marriott Los Angeles Burbank Airport (Los Angeles and South Central Coast Region)	107	106
	2/22/2019	DoubleTree by Hilton San Diego Mission Valley (San Diego Region)	66	66
	3/11/2019	Marriot Riverside (Inland Empire Desert Region)	105	104
	4/8/2019	Hilton Sacramento Arden West (Sacramento)	165	161
Student Centered Funding Formula Webinars	9/13/2018	#1 (Online Webinar)	694	693
	10/8/2018	#2 (Online Webinar)	405	380
	11/5/2018	#3 (Online Webinar)	295	295
	12/4/2018	#4 (Online Webinar)	392	390
	4/29/2019	#5 (Online Webinar)	360	339
	5/1/2019	#6 (Online Webinar)	139	126
	5/2/2019	#7 (Online Webinar)	135	131
	5/6/2019	#8 (Online Webinar)	217	198

**Note: CCC attendees refers to those who work at a community college or district and does not include external partners, etc.*



Table B-1. Attendance at IEPI Events, July 2018 to May 2019 (continued)

Event Name	Date	Venue (City)	Total Attendees	CCC Attendees*
Strategic Enrollment Management Workshop for the Central Valley Higher Education Consortium	9/21/2018	DoubleTree by Hilton Convention Center (Fresno)	66	66
When Bad Things Happen: Managing College Crisis Communications	9/26/2018	DoubleTree by Hilton Convention Center (Fresno)	22	22
	10/8/2018	Hilton Irvine/Orange County Airport (Irvine)	54	53
	10/26/2018	Courtyard by Marriott Sacramento Cal Expo (Sacramento)	48	47
Strategic Enrollment Management Program Midpoint Convening	1/11/2019	DoubleTree by Hilton (Sacramento)	87	87
Building Diversity Summit	02/8 - 9/2019	Sheraton Gateway Hotel (Los Angeles)	255	244
Connecting the Dots: Data-Informed Integrated Planning	2/11/2019	Hilton Arden West (Sacramento)	91	90
	2/13/2019	Renaissance Airport Hotel (Los Angeles)	84	83
	2/19/2019	Hilton Airport (Oakland)	87	87

**Note: CCC attendees refers to those who work at a community college or district and does not include external partners, etc.*



Table B-1. Attendance at IEPI Events, July 2018 to May 2019 (continued)

Event Name	Date	Venue (City)	Total Attendees	CCC Attendees*
Connecting the Dots: Data-Informed Integrated Planning (continued)	3/1/2019	DoubleTree by Hilton Fresno Convention Center (Fresno)	77	71
	3/4/2019	Monterey Tides (Monterey)	49	42
	3/12/2019	Kimpton Goodland (Santa Barbara)	42	40
	3/14/2019	Marriott Riverside at the Convention Center (Riverside)	53	52
	3/20/2019	Hilton Irvine/Orange County Airport (Irvine)	84	84
	3/21/2019	Westin San Diego Gaslamp Quarter (San Diego)	50	50
	3/28/2019	San Diego Marriott Del Mar (San Diego Del Mar)	33	28
Strategic Enrollment Management Program Final Convening	5/30/2019	Renaissance Newport Beach Hotel (Newport Beach)	57	57
Total Attendance			5,324	5,162

**Note: CCC attendees refers to those who work at a community college or district and does not include external partners, etc.*



Appendix C: Methodology

In this section, we detail the data and methods used in this report. First, we discuss the quantitative data and analysis, then the qualitative data and analysis.

Quantitative Data and Analysis

Quantitative data for this study consist of survey responses to the closed-ended questions about the IEPI's PD events and attendance sheet data from those events that we received from InterAct.Events, IEPI's conference and registration manager.

We included data from the PD events that occurred between July 2018 and May 2019. Within this time frame, IEPI hosted PD events, including eight webinars and one year-long cohort model program, on 10 topics at 39 locations across the state. These events include the Summer 2018 Budget Workshop, Building Diversity (Part I) – Using Data for Hiring (Building Diversity Workshop), California Community Colleges Guided Pathways (GP) 2018-2019 Workshop, the Student Centered Funding Formula (SCFF) Webinars, Strategic Enrollment Management (SEM) Workshop for the Central Valley Higher Education Consortium (CVHEC), When Bad Things Happen: Managing College Crisis Communications, SEM Program Midpoint Convening, Building Diversity Summit, Connecting the Dots: Data-Informed Integrated Planning, and SEM Program Final Convening (see Appendix B for a list of dates and locations).

The total number of attendees does not include presenters, workshop providers, staff, or panelists who participated in the PD events but did not register as attendees. The total number of attendees also does not include external partners who may have registered as attendees but do not work at either a CCC or in a CCC district. We reported attendee totals that include these external partners in Appendix B.

We created an aggregate dataset to track attendees across PD events. Since participants could have registered for multiple events using different email addresses, we created a Google Sheet of attendees from all PD events from July 2018 to May 2019. We searched the sheet, by first and last names, for duplicate attendees. In cases where the emails were different for a duplicate attendee, we used Google and college websites to identify if 1) the different emails were for different people who happened to have the same name, or 2) the different emails were registered to the same person. If the different emails corresponded with the same attendee, we updated this sheet with the person's most recent community college email. We made this correction to the final attendance sheet received for that workshop and to the individual workshop's respondent dataset. This helped us ensure that data were accurate for each unique participant.

We also created an aggregate respondent dataset. We created this dataset by combining and organizing survey data from all the PD events by using IBM SPSS Statistics (except where noted, all quantitative analyses were conducted using SPSS). We merged data pertaining to each event into a single SPSS file and organized them into columns. The columns represented evaluation questions we asked our respondents in each of the event surveys. The rows in this dataset represented unique survey respondents. We only included respondents who worked at a CCC or CCC district in our analyses.

This report mainly contains data from identical questions asked in every evaluation survey. Categories for these questions included: presenter quality, delivery quality, anticipated obstacles, primary job function, and primary job area. The evaluation questions included in the analysis, but not uniform throughout every survey, were related to respondents' next steps (intended actions and perceived impacts) and interest in workshop formats. With the exception of GP Workshop and SCFF Webinar surveys, the style for the questions related to respondents' next steps changed from "yes/no" to "indicate your top three" on evaluation surveys distributed in January 2019 and after. For GP Workshop attendees, we asked some questions specifically tailored to GP. The question related to the interest in workshop format changed after the Summer 2018 Budget Workshop, Building Diversity Workshop, and the first GP Workshop. After these events occurred, we added the option of "webinar" and, therefore, the data we report for this specific option are data we collected from all other events. In addition, all evaluation surveys, with the exception of the GP Workshop evaluation surveys, included a "yes/no" response format for this question. The GP workshops (except the first workshop held) included a "select your top two" option. We reported the "yes/no" data. For questions that are present across surveys, we created composite variables to prevent repeat respondents from being overrepresented, as detailed in the relevant sections below.

InterAct.Events provided us with attendee data on job area, job function, and community college that were based on information from event attendance sheets. However, in our surveys, we also asked respondents this information. In instances where they did not include this information, we researched each of these respondents (using the email address and college name they provided). Using Google, college websites, and professional networking websites (such as LinkedIn), we were able to determine the missing job areas and/or job functions for a large majority of these respondents. We are aware that some college professionals may change colleges or job roles, and we reported any findings on missing information that was based on the time that the respondent attended an event.

The California Community Colleges Chancellor's Office provided us with urbanicity measurements. Using this information, we also accounted for the size and geographic location of each college. In all urbanicity analyses, we only included attendees/respondents at community colleges, because a district may have multiple urbanicities, and it would be difficult to categorize those districts.

For ratings of quality across PD events (both quality of presenters and quality of delivery), we controlled for respondents indicating multiple quality ratings across surveys by creating for each respondent a mean rating for each of these variables. We averaged respondents' mean ratings for these variables and presented the averages in Figure 1.

For the quality ratings for GP Workshops presented in Figures 2 and 3 we excluded repeat respondents ($n=12$), which enabled us to compare mean quality ratings across the workshop series. For Figure 2, we calculated the mean rating of presenter quality for each workshop. For Figure 3, we calculated the mean rating of delivery quality for each workshop. We conducted two one-way analyses of variance (ANOVAs) comparing mean quality ratings among the workshops. The first found no significant difference in mean presenter quality across workshops ($F[6, 208]=1.78, p=0.10$). The second ANOVA revealed a significant mean

difference in delivery quality across workshops ($F[6, 208]=3.23, p<0.01$). A Tukey post hoc test revealed that delivery quality was significantly higher for the San Diego/Imperial Region ($4.38 \pm 0.39, p=0.01$) and the Inland Empire/Desert Region ($4.21 \pm 0.36, p=0.04$) than for the Bay Area Region workshop (3.52 ± 0.27). There were no statistically significant differences in delivery quality among the other workshops.

We created Figure 4 by compiling the responses to the question we asked respondents about their interest in different workshop formats. Since the number of surveys a respondent could have replied to varied, we created composite variables for each workshop format by coding unique respondents as “yes,” if they had ever indicated interest in that format, and “no,” if they always selected “no” for that format. In instances where respondents selected different answers for the same format across surveys, we coded them as “yes” in the composite variables. To test for an association between whether respondents would attend particular workshop formats and urbanicity, we ran chi-square tests, comparing willingness to attend for participants from colleges in rural areas and towns to that of participants from colleges in all other urbanities combined. There was a significant association between urbanicity and whether respondents would attend a workshop or summit more than one hour away ($\chi^2=8.96, p<0.01$). There were no other significant associations between urbanicity and whether or not respondents would attend the other workshop formats. Using MedCalc’s relative risk calculator, we assessed the relative risk of indicating willingness to attend a distant workshop for respondents from suburb/city colleges compared to those from rural/town colleges ($RR=0.75, 95\% \text{ CI } [0.64, 0.87], p<0.001$). In Figure 5, we present the probability of respondents indicating they would attend a distant workshop for those from rural/town colleges and for those from all other urbanities combined.

We asked survey respondents about their intended actions, impacts, and obstacles with either a “yes/no” or an “indicate your top three” question format. We created figures 6, 7, and 8 by creating composite variables for each “yes/no” item, such that respondents who had ever selected “yes” for a particular item were coded as “yes” in the composite variable for that item, while those who had always selected “no” for a particular item were coded as “no” in the composite variable for that item. This same process was repeated for the “indicate your top three” format. We conducted separate frequency counts for each question format. We excluded GP from the intended actions and perceived impacts, as these questions appeared differently on those evaluation surveys.

To create Figure A-1, we analyzed the proportion of attendees at each workshop series.

For Figure A-2, we categorized each unique participant’s community college and analyzed the breakdown of attendance by urbanicity.

To create Figure A-3 and accurately capture the number of participants who attended events in teams, we reviewed the attendance lists for each event and categorized participants as attending as a team if at least one additional representative from their colleges attended that event.

Qualitative Survey Methods

For the SCFF Webinar series data presented in the box on page 10, we synthesized respondents' comments and presented the most prevalent themes.

For suggested supports related to workshop attendance, we enumerated unique mentions. We collapsed multiple comments from the same respondent when that respondent's comments from various workshops were coded within the same theme, to avoid including multiple comments from one respondent more than once within a single theme. While the coding categories were not standardized across the workshops, we grouped similar codes together and aggregated the number of mentions from all workshops. This provided a broad picture of desired supports across the in-person and online PD offerings for this analysis. We drew representative quotes from responses to this question, noted which event the respondent had attended for context, and lightly edited the quotes for readability, as needed.

Interview Methods

For the evaluation of the College Next effort, we interviewed seven stakeholders at the California College Guidance Initiative (CCGI) and Central Valley Higher Education Consortium (CVHEC) who are directly involved with the effort. We developed a semi-structured interview protocol that included questions about the interviewee's involvement with College Next and other intersegmental partnerships; impressions of the purpose, intended impact, and organization of College Next; definition of success for the effort; and lessons learned thus far. We conducted and recorded these interviews via Zoom. We uploaded the audio files for transcription to Rev.com. We conducted inductive thematic coding of the transcripts within NVivo 12. We then reviewed codes across transcripts to determine the prevalent themes, which are presented in this report.

To pilot our methodology for the evaluation of the overall impact of IEPI resources at the institutional level, we conducted site visits at two colleges in fall 2018. We interviewed 31 college personnel. We conducted one-on-one interviews with 21 individuals working in a variety of job functions and areas and conducted two focus groups of five people each with cross-functional teams tasked with improving student success on their campuses. We developed a total of three semi-structured interview protocols, one each for senior leaders, faculty and staff, and focus groups. While the exact language and number of questions varied, all protocols included questions about the interviewee's role, awareness of IEPI, use of IEPI resources, perceptions of the impact of and connection among IEPI resources, and suggestions for additional supports/resources. We conducted nearly all interviews and focus groups in person, and we audio-recorded the interviews and focus groups. We conducted and recorded one interview via Zoom. We uploaded the audio files for transcription to Rev.com. We then conducted an iterative, inductive thematic coding of the transcripts using Google Sheets. We developed and defined initial codes using a subsample of transcripts. We organized these codes by overarching themes. We then coded transcripts by copying sections of the interview into the code on the Google Sheet. As new codes arose, we reviewed and recoded earlier transcripts as necessary. We reviewed these coding sheets to determine the prevalent codes within each overarching theme, which are presented in this report.

For each of these sections, we drew representative quotes from the interviews and lightly edited them for readability, as needed.



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1102 Q Street | Suite 4400 | Sacramento, CA 95811

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