



2022 REPORT

Institutional Effectiveness Partnership Initiative (IEPI) Legislative Report

California Community Colleges Chancellor's Office | Sonya Christian, PhD, Chancellor

INSTITUTIONAL EFFECTIVENESS
PARTNERSHIP INITIATIVE (IEPI)
LEGISLATIVE REPORT 2021–2022

Prepared By

California Community Colleges Chancellor's Office



California
Community
Colleges

Sonya Christian, PhD
Chancellor

June 15, 2023

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

RE: Receipt of Institutional Effectiveness Legislative Report

Dear Governor Newsom,

Pursuant to Section 222 of the State Budget Act of 2021, the California Community Colleges submits the annual legislative report on Institutional Effectiveness. This report includes activities funded pursuant to this budget allocation and progress toward college and district institutional effectiveness indicator goals. This report reflects the period from November 16, 2021, through November 15, 2022.

If you have any further questions on this report, please contact Assistant Vice Chancellor of Student Equity and Success, Dr. Siria Martinez at smartinez@cccco.edu.

A handwritten signature in black ink that reads "Sonya Christian".

Sonya Christian, PhD, Chancellor

Enclosure: Report

OVERVIEW

Launched in fall 2014, the Institutional Effectiveness Partnership Initiative (IEPI) is a collaborative effort to help districts promote student success and improve their fiscal and operational effectiveness. 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 works in alignment with 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 ninth year, continues to challenge the status quo and drive innovation in higher education. IEPI directs its efforts toward supporting the *Vision for Success*, 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.

The six Vision for Success goals include:

1. Over five years, increase by at least 20% the number of California community college students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job;
2. Over five years, increase by 35% the number of California community college students transferring annually to a UC or CSU;
3. Over five years, decrease the average number of units accumulated by California community college students earning associate degrees;
4. Over five years, increase the percent of existing career education students employed in their field of study;
5. Reduce equity gaps across all the above measures through faster improvements among traditionally underrepresented student groups; and
6. Over five years, reduce regional achievement gaps across all the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults.

FRAMEWORK OF INDICATORS

IEPI's Framework of Indicators, pursuant to Education Code section 84754.6, measured the ongoing condition of the California Community Colleges' operational environment by focusing on IEPI's 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.

Previous Budget Acts have required colleges to align to the *Vision for Success* by adopting local goals that allow for statewide progress in student completion, transfer, employment, district equity gaps and regional equity gaps. The local goal-setting process is helping districts strengthen cross-silo communication and the opportunity to engage in short- and long-term aspirational goal setting towards institutional improvement. It also helped colleges integrate the Framework of Indicators across districts. Pursuant to this change, the Chancellor's Office developed the Student Success Metrics, which satisfy the aforementioned Education Code requirements. Consistent with these legislation and budget changes, efforts to align and streamline the Framework of Indicators across multiple programs to assist colleges in program planning and evaluation are ongoing.

TECHNICAL ASSISTANCE

BACKGROUND AND APPROACH

IEPI provides regional workshops, trainings and systemwide webinars to community college personnel in alignment with *Vision for Success* goals and commitments, and to improve community college operations, fiscal viability and system leadership.

IEPI-sponsored professional development events are intended to fill gaps in the California community colleges' local and regional offerings, and are designed to be cross-functional, and enhance overall institutional effectiveness and student achievement at the colleges and districts by equipping attendees with promising practices and resources that can be scaled statewide.

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

- Align with the Vision goals and core commitments;
- Foster learning by requiring a high degree of participant involvement;
- Focus on encouraging college and/or district teams, rather than individuals, to attend IEPI trainings to increase the buy-in for and support of new practices;
- Ensure that each team leaves with a clear action plan designed to create measurable change; and
- Reinforce action plan implementation through follow-up components of the training. All trainings are also evaluated by an external evaluator to measure effectiveness.

BACKGROUND

As envisioned by the Legislature through the creation of Institutional Effectiveness, IEPI provides technical assistance to colleges, districts, and centers through:

- Partnership Resource Teams;
- Mini-Partnership Resource Teams; and
- Communities of Practice.

PARTNERSHIP RESOURCE TEAMS

Partnership Resource Teams are comprised of subject-matter experts from throughout the California Community Colleges whose collective expertise is matched to an institution’s identified needs. By utilizing a colleagues-helping-colleagues model, over 540 faculty, staff, and administrators (including 76 current or former CEOs), have served on at least one Partnership Resource Team (PRT) over the nine- year life of IEPI, and currently, the pool includes more than 360 active volunteers who receive extensive training on the model PRT process.

Institutions are selected to receive team visits based on a Letter of Interest submitted by the institution’s chief executive officer which identifies one or more areas of focus and need for which they would like assistance. 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 through the Fall 2022 cycle.

Area of Focus	Institutions (%)
Integrated Planning & Resource Allocation	38%
Enrollment Management	38%
Research and Data for Institutional Effectiveness	31%
Technology and Tools	25%
Governance, Decision-making, Communication	24%
Professional Development	21%
SLO/SAO Assessment, Improvement, Integration	18%
Pathways/Infrastructure	15%
Fiscal Management and Strategies	14%
Distance Education	8%
Student Equity	8%
Student Services	8%

Each PRT commits to making at least three visits to an institution. In its first visit, the team’s goal is 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 \$250,000 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*.

Through the fall 2022 cycle, 121 letters of interest were selected to receive technical assistance by a full Partnership Resource Team. Fifty-seven of those have received assistance from two successive teams, and six have received assistance from three successive teams. The Governor’s Roadmap for the Future identifies the need “to ensure that colleges are proactively examining and restructuring their delivery and operations to maximize student success” and the PRTs are an avenue for colleges to continually examine their institutional practices.

MINI-PARTNERSHIP RESOURCE TEAMS

Mini-Partnership Resource Teams are typically composed of two to three volunteer experts and differ from full teams as they primarily focus on a narrower set of needs for assistance and conduct one visit only. Since fall 2018, 14 institutions have received Mini-Partnership Resource Team assistance, and grants of \$100,000 each. Areas of focus for these Mini-Partnership Resource Teams included best practices in budgets and fiscal health, resource allocation, degree audit implementation, professional development related to diversity, equity and inclusion, and student-centered scheduling.

PARTNERSHIP RESOURCE TEAM (PRT) EVALUATION

As with specialized training, the Partnership Resource Team (PRT) process utilizes a third-party evaluator. The sample **Partnership Resource Team (PRT) Technical Assistance Feedback Summary Report (Appendix 1)** includes evaluation of findings on the PRT process for institutions that received their initial visits in fall 2021.

SUSTAINING INSTITUTIONAL EFFECTIVENESS: PRT Process Impact through Spring 2022 (Appendix 2) reports on the Partnership Resource Team client institutions that completed their final visit by July 1, 2021. This year, the evaluation added group interviews of instructional and non-instructional faculty in their roles both as PRT Members and as representatives at Client Institutions receiving services. 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 most of those institutions. In this evaluation, participants also shared perspectives and insights on issues and challenges facing the entire California community college system, such as diversity, equity, inclusion and access, and the *Vision for Success*. PRT members who have participated through multiple cycles have developed a greater understanding of technical assistance and derive greater value from repeat participation in the PRT Process, both as members and as professionals at their home institutions.

COMMUNITIES OF PRACTICE

For the 2021-2022 academic year, IEPI initiated seven Communities of Practice (ComPs). ComPs allow districts to foster innovative practices by exploring new approaches and strategies to institutional processes. They represent a system-focused approach to designing and delivering equity-oriented, learner-centered, and contextually relevant professional development experiences for California Community College personnel. This effort compliments other IEPI sponsored strategic investments designed to align and accelerate progress toward meeting statewide diversity, equity, inclusion, and accessibility (DEIA) priorities, the California Community Colleges *Roadmap for the Future*, Guided Pathways & the goals and commitments set forth in the *Vision for Success*. Of the seven ComPs initiated, the following ComPs launched: Puente: Equity is a Journey Statewide; Puente: Rural Math; and Credit for Prior Learning.

In coordination with campus leaders, content experts and organizational capacity builders with proven results of student success and institutional effectiveness results, ComP facilitators and partners design and implement professional learning programming that:

- Fosters awareness or deepens the understanding of systemwide goals and priorities;
- Strengthens existing mindsets, habits, routines, or ways of working (i.e., pedagogical and/or technical skills) that will demonstrably impact student outcomes and equity goals;
- Facilitates observable changes in practice and policy at the local level that will demonstrably impact student outcomes and equity goals;
- Provides opportunities for shared learning, networking, and community building through the development of actionable strategies and professional practices to effectuate change within the learner’s respective areas of influence; and
- Identifies, develops, shares and archives guidelines, tools, resources and/or other learning artifacts (e.g., videos, templates, FAQs) that provide guidance on how to meet systemwide goals.

EVALUATION

The Education Insights Center (EdInsights), an education research and policy center located at California State University, Sacramento, provides regular evaluation reports of IEPI professional development efforts in advancing the *Vision for Success* and the California Community Colleges *Roadmap for the Future*. EdInsights also supports Institutional Effectiveness in measuring and understanding outcomes and impacts from the division's Community of Practice PD offerings. EdInsights utilizes attendance data, pre-, post-, and, when appropriate, follow-up event evaluation surveys, event observations, and review of event-related Chancellor's Office materials and communications to measure change among participants for peer-based learning and long-term engagements such as Communities of Practices, the framework utilized to measure change is the 3Cs — capabilities, confidence, and connection. Whenever possible, EdInsights used pre-/post-surveys after participation to assess changes in the 3Cs, participants' behavior and practices, and intent or action toward changing policies (i.e., classroom, departmental, institutional). Due to the timing of this report, many activities are still in progress and post/follow-up measures are not yet available for all events. In particular, findings on connection will be included in our 2022-23 reports.

The evaluation of Community of Practice activities revealed:

- Statewide respondents' average ratings of familiarity with AB 705 and clarity of students' rights immediately following participation in the ComP sessions;
- There were definitive increases in average confidence to develop equity-minded curriculum across the Puente ComPs; and
- Rural Math respondents reported increased ratings of confidence to apply equity-minded strategies in their teaching practices, course curriculum, and classroom policies.

Equitable Placement, Support, and Completion with Fidelity

IEPI supported the Puente project through 2021-2022 to expand and extend the statewide ComP work they initiated in 2021 to facilitate crucial conversations about the implementation of equitable placement and completion outcomes. The Puente Project offered a statewide ComP designed to increase engagement of Math faculty at rural colleges in order to improve Math outcomes in the area of equitable placement and completion. Faculty incentives were offered to support participation along with coaching and mentorship. Professional Development in 2022 accomplished the following:

- Taught participants to approach equitable placement and completion as a racial justice imperative with a racial equity lens;
- Offered participants frameworks and examples of how they can be applied at the classroom, division, and institutional levels to address systemic and historical inequities;
- Supported participants in recognizing classroom and institutional structural root causes of inequitable outcomes; and
- Included comprehensive evaluation to determine the degree to which practices are implemented.

Surveying respondents found the Statewide ComP useful in helping them achieve targeted IEPI goals, least of all for improving compliance with state and federal guidelines — likely because of a lack of focus on furthering understanding of AB 705 in spring events. We observed that the Rural Math ComP frequently used strategies to align with the goals of Student Success and the *Vision for Success*.

Credit for Prior Learning

In partnership with the San Diego & Imperial County Community Colleges Association (SDICCCA), IEPI established a virtual Credit for Prior Learning (CPL) community of practice that allows community college professionals to build new knowledge systems, share effective practices and encourage policy reform to benefit students who have already attained required learning objectives. The community of practice aligns with *Vision for Success* and the governor's roadmap objectives to establish and build upon a baseline for CPL to increase access, enrollment and workforce needs.

The CPL ComP objectives include:

- Institutionalize Credit for Prior Learning in the SDICCCA region;
- Integrate Credit for Prior Learning into SDICCCA culture;
- Ensure that the SDICCCA region incorporates superior practices in CPL and share with state partners; and
- Evaluate the effectiveness of the Credit for Prior Learning Workgroup in the SDICCCA region.

All the communities of practice listed above were created to support and advance the goals of the Chancellor’s Office. Guided by the *Vision for Success*, the communities of practice are supporting both individual faculty and staff as well as college teams to learn and make changes to directly benefit student outcomes.

STRATEGIC ENROLLMENT MANAGEMENT

IEPI supported The Strategic Enrollment Management (SEM) Program: Supporting the Student Journey, a one-year professional development program that engages up to 15 college teams in learning and applying SEM practices and processes. The SEM Program launched January 2022 and will be completed in May 2023. Given the timing of this report, the program is still under development and information regarding outcomes will be provided in the 2022-2023 report.

As a result of the SEM Program:

- Up to 15 colleges (approximately 150 participants) will learn and apply foundational SEM principles designed to support and enhance the student journey;
- Participants and coaches will increase their: 1) understanding of SEM, and 2) ability to apply holistic and integrated SEM practices focused on optimizing student enrollment and facilitating student completion;
- Thirty SEM coaches will be trained to provide regular and structured support to their assigned colleges. The coaching team is interdisciplinary in nature and consists of faculty, Deans, Vice Presidents, and College Presidents; and
- The Vision Resource Center will experience increased access and use of SEM resources and materials posted on the SEM Community of Practice site.

Sustained engagement of participants in this Community of Practice is evident across regions of the entire state including North/far North 12%, Bay Area 24%, Central Valley 6%, South Central Coast 5%, San Diego/Imperial Valley 20%, Inland Empire/Desert 18% and Los Angeles/Orange County 15%. These outcomes are representative of the commitment of IEPI to recruit and engage community colleges and district leaders across regions to support their local goals that allow for statewide progress in student completion, transfer, employment, district equity gaps and regional equity gaps.

SYSTEMWIDE PROFESSIONAL DEVELOPMENT

IEPI-SPONSORED EVENT TOPICS

From July 2021 through June 2022, IEPI hosted 24 professional development events with a total of 18,736 participants focused on the following priority areas: Guided Pathways (GP), Student Centered Funding Formula (SCFF), Financial Aid and Basic Needs; Innovations in Education (Innovations), Diversity, Equity Inclusion, and Accessibility (DEIA), and Equitable Placement. IEPI-sponsored event topics to date have been outlined in **Appendix 3**.

Evaluation of these professional development events revealed:

- Part-time faculty and classified professional respondents indicated low levels of participation in PD events, which in turn has prompted IEPI to explore and evaluate unique opportunities that speak to the needs of part-time faculty and classified professionals; and
- More 2021-22 PD events covered DEIA and Innovations than other Chancellor's Office priority areas, which aligns event offerings with the field's reported need for future professional development.

HIGHLIGHTS FROM 2021-2022 SYSTEM WEBINARS

IEPI supports the Chancellor’s Office System Webinars, an ongoing monthly series that began in 2020, scheduled through 2021, and continued in 2022. System Webinars feature system updates from the Chancellor’s Office, best practices from campus leaders, messages from student leaders, and the sharing of tools and resources that enable colleges and districts to make progress on the *Vision for Success*.

Topics covered by the 2021-22 System webinars included:

- Enacted Budget & Local Implementation to Advance Equity;
- Leading Courageous Conversations about Equitable Placement;
- Teaching and Learning Paradigm Shift: Expert to Agility;
- Innovating for the Future: CBE Collaborative;
- California Community Colleges Leading the Way;
- Making History: Designing a Student-Centered System;
- Sharing the California Community Colleges Story: Our Impact on Californians;
- In their Own Voices: Strengthening California Community Colleges Supports & Resources in 2022-23;
- Universal Design, Accessibility & More;
- Moving the Needle & Ensuring Equity in Equal Employment Opportunities;
- The Social Determinants of Educational Success: Centered in Mental Health; and
- Equitable Success for All: The *Vision for Success* and the Roadmap for California’s Future.

The System Webinars reached an audience of over 10,000 community college professionals, stakeholders, and students. After each System Webinar, EdInsights surveyed participants regarding their perceptions of the event’s usefulness in supporting them or their respective college in making progress on IEPI and *Vision for Success* goals. On average, respondents rated the events they attended between “moderately useful” and “quite useful” for helping address the six goals.

IEPI launched the “Equitable Recovery in Action: Becoming Antiracist, Student Ready Institutions” webinar series in March 2022. The Equitable Recovery webinar series featured six one-hour virtual events hosted by different Chancellor’s Office divisions each month from March 2022 to August 2022. This webinar series highlighted ongoing efforts across the system to adopt, customize, and scale equity- advancing strategies, tools, and resources to facilitate systemic change and cultivate a more equitable, inclusive, and transformative teaching and learning ecosystem informed by the core commitments of the *Vision for Success*. The webinar series served more than 1900 attendees and featured presentations from the Chancellor’s Office executive leadership and other California community college leaders. On average, respondents rated the Equitable Recovery in Action webinars as “Moderately Useful” to “Quite Useful” in helping them or their college address the IEPI goals of improving student achievement and success and advancing the *Vision for Success* goals and commitments.

The Chancellor’s Office partnered with COLEGAS, a chapter of the National Community College Hispanic Council, on the Latinx Student Success webinar series which took place monthly from March 2022 through September 2022. The series explored practices and solutions the California Community Colleges can put in place to uphold and sustain efforts to help Latina/o/x students achieve success. The series featured multidisciplinary educators from varying departments on campus, students, and community leaders to provide insight, and share practices and resources that inform and help our system respond to various needs of Latina/o/x students. The webinar series featured topics such as: Transforming Hiring Practices to Honor our Students, Ensuring Racial Consciousness in LGBTQ Services, and Fostering Culturally Relevant Classroom Environments. The COLEGAS Latinx Student Success Webinar series reached a combined audience of over 1,500 community college professionals, stakeholders, and students.

DIVERSITY, EQUITY, INCLUSION, AND ACCESSIBILITY

The California Community Colleges serves the most ethnically diverse student population in the country. It is imperative to the learning experience of all California community colleges students for system faculty and staff to reflect that diversity and provide teaching, learning, and working environments that are inclusive and supportive in driving educational, institutional and student success.

In September 2019, the Board of Governors (Board) reaffirmed its commitment to increasing the racial and ethnic diversity of system faculty and staff with the adoption of the [Diversity, Equity, and Inclusion \(DEI\) Integration Plan](#). In 2020, the Board took action to establish the DEI Implementation Workgroup to advance the implementation of these strategies. This workgroup was later renamed the DEIA Implementation Workgroup to incorporate “accessibility,” which became an additional area of focus for the Workgroup.

The DEIA Implementation Workgroup focused on advancing equity by creating 1) professional development opportunities to upskill faculty, staff, administrators, and trustees; 2) equity-focused hiring and retention practices and procedures; 3) a comprehensive student grievance process that empowers the student voice; 4) changes to the Equal Employment Opportunity Title 5 regulations specific to the template plan, funding allocation, and Best Practices Handbook; and 5) DEIA competencies and criteria for employee evaluation and tenure review processes to create clear expectations of the necessary behaviors, skills, and knowledge employees need to teach and lead in our diverse system.

EQUAL EMPLOYMENT OPPORTUNITY

The 2021 Budget Postsecondary Education Trailer Bill (AB 132) appropriated \$20 million in one-time funding “for allocation to community college districts to support the implementation of best practices for success in promoting equal employment opportunity and faculty and staff diversity at California community colleges, using the Multiple-Methods model identified by the Chancellor of the California Community College’s Equal Employment Opportunity and Diversity Advisory Committee (EEODAC).” The Institutional Effectiveness Division and the Office of the General Counsel have partnered to provide this funding opportunity to community college districts to diversify their workforces in alignment with the DEIA Taskforce’s recommendations and integration plan.

To advance these efforts, the Chancellor’s Office has dispersed approximately \$15.5 million to community college districts statewide through apportionment to bolster Equal Employment Opportunity (EEO) initiatives at the local level. In 2023, the remaining approximately \$4.5 million will be allocated as competitive grants to community college districts demonstrating the implementation of innovative EEO promising practices. The “EEO Innovative Best Practices” grants will incentivize institutions to develop and implement effective practices to diversify their workforces consistent with the law.

To support ongoing conversations, the Chancellor’s Office has launched an online community through the Vision Resource Center which is now the statewide hub for exchange of information and resources surrounding EEO.

SUPPORTING SYSTEMWIDE TRANSFORMATION & LEADERSHIP

IEPI sponsored the following leadership development programs and centers to align equity-centered institutional policies and practices with individual development:

- The Coalition: Aspiring Radical Leaders Institute (ARLI);
- Wheelhouse: Institute on Leadership;
- The Community College League of California’s CEO Strategic Leadership Training;
- The California Community Colleges Chief Instructional Officers’ Advancing Leadership Institute for Instructional Vice Presidents in Equitable Education Academy;
- Pipelines 2 Possibilities; and
- The Success Center for California Community Colleges

The funding of these initiatives is informed by the work of the DEIA Implementation Workgroup and is reinforced by the statewide commitment to support the strategies in the Diversity, Equity, and Inclusion Integration Plan.

THE COALITION – ASPIRING RADICAL LEADERS INSTITUTE (ARLI)

The Coalition has been selected to develop and implement the Aspiring Radical Leaders Institute, a two- year, cohort based professional development program designed to equip diverse leaders with tools and promising practices to promote issues of Diversity, Equity, and Inclusion, in alignment with the *Vision for Success* and the Diversity, Equity, and Inclusion Integration Plan goal to increase faculty and staff diversity in the system. The Coalition, formed in 2019, consists of three higher educational organizations, African American Male Education Network and Development (A2MEND), Asian Pacific Americans in Higher Education (APAHE) and California Community College Organización de Latinx Empowerment Guidance & Advocacy for Success (COLEGAS) who work to address conditions of inequity within the California Community Colleges.

UC DAVIS WHEELHOUSE INSTITUTE ON LEADERSHIP

IEPI partnered with UC Davis Wheelhouse: The Center for Community College Leadership and Research (Wheelhouse) through an investment to identify, recruit, and serve a diverse cohort of 16 sitting California community college presidents and chancellors. These leaders, as Wheelhouse fellows, comprised the fifth cohort of the Institute on Leadership. In 2022, this cohort gathered for two multi-day in-person sessions at UC Davis (March and July), one multi-day in-person session at UCLA (September), and several sessions convened remotely.

Remote and face-to-face sessions included:

- Case studies on adaptive leadership and team dynamics/communications;
- Peer consultancies on real-time challenges;
- Historical perspectives on college presidents as civil rights/social justice leaders;
- Developing a leader's receptivity and response to feedback;
- The importance of balance and self-care;
- Bringing authenticity to leadership communications and priorities; and
- An equity literacy curriculum with a focus on leading conversations about race and racism and affirming DEI principals in the hiring process.

The Institute's foci on equipping system CEOs with the skills, resources, capacities, relationships and networks 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 curricula are shaped to cultivate a leader's mindset and metabolism for change and to foster strategies necessary to redesign the student experience and advance *Vision for Success* goals.

CEO STRATEGIC LEADERSHIP PROGRAM

IEPI provided support for the CEO Strategic Leadership Program, administered by the Community College League of California (CCLC), which is grounded in the belief that ongoing CEO leadership development must be data-informed, relevant, pragmatic and informed by experienced and successful California community college leaders. The CEO Strategic Leadership Program offers support to CEOs from a practitioner perspective 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;
- The new CEO seminar and retreat for CEOs to explore leadership dynamics and issues; and
- CEO Video Project – six podcasts delivered by CCLC members on several topics.

ADVANCING LEADERSHIP INSTITUTE FOR INSTRUCTIONAL PRESIDENT IN EQUITABLE EDUCATION (ALIVE)

The California Community Colleges Chief Instructional Officers' Advancing Leadership Institute for Instructional Vice Presidents in Equitable Education (ALIVE) Academy provides future Chief Instructional Officers (CIOs) with the necessary operational knowledge and prepares them for the recruitment process. The Academy further focuses on the Diversity, Equity and Inclusion (DEI) considerations of being a person from an underrepresented background navigating the California Community Colleges; examining the system through an equity lens; deconstructing systems with institutional inequities; learning how to exert influence in the system; and establishing safe spaces for difficult conversations.

The inaugural cohort of (ALIVE) included 32 participants from 25 colleges. Eight (8) of the 32 participants (25%) were successful in securing promotional opportunities during the 2021-2022 academic year. As cohort members continue to advance, perhaps the most significant outcome is the on-going maintenance of the community and networks that have formed between those involved. Since the conclusion of the inaugural program, many members continue to meet on a monthly basis to stay connected and encourage each other.

PIPELINES 2 POSSIBILITIES

Pipelines 2 Possibilities (P2P) is a cohort-based mentorship program intended to develop prospective faculty of color and provide a pathway to employment within the California Community Colleges. P2P has been designed to leverage existing transfer partnerships with Historically Black Colleges and Universities (HBCUs) to promote the diversification of educators within the California Community Colleges.

The P2P program is designed as a cohort-style graduate internship program for students completing master's degrees at HBCUs. Faculty mentors guide graduate interns through a series of training and professional development opportunities emphasizing equitable teaching practices and career development. The training curriculum provides insight into the expectations of California community college leaders including the following:

- Understanding the California Community College Student & How to Serve Them;
- Creating, Developing, and Validating Equity-Minded Classrooms;
- Navigating Racism and Microaggressions Online and In-person;
- Cultural Proficiency and Curriculum Integration;
- Classroom Technology and Distance Education Learning;
- Uncovering Identity, Intersectionality, and Inclusion; and
- Application, Hiring, and Interview Process.

During the 2021-2022 academic year P2P has expanded in the areas of program infrastructure and coalition building partnering with diverse constituencies in the California Community Colleges and HBCU partners to ensure training and professional development curriculum is available to graduate students aspiring to become California community college faculty. The evaluation conducted by EdInsights revealed in a pre-survey that interns and fellows were either slightly prepared or not prepared at all to pursue tenure track positions in the system. In post-surveys interns and fellows reported feeling quite prepared or extremely prepared indicating an increase in capabilities and preparedness to pursue a tenure track position in the system.

THE SUCCESS CENTER FOR CALIFORNIA COMMUNITY COLLEGES

The Success Center for California Community Colleges (Success Center) provides policy and research development, strategic planning, and professional learning to support the implementation of initiatives that advance the *Vision for Success*.

In 2021-2022, IEPI partnered with the Success Center to increase capacity support on several efforts, including:

- The facilitation and coordination of the California Community Colleges Diversity, Equity, Inclusion, and Accessibility Implementation Workgroup through policy development, research, and project management to communicate, coordinate, and collaborate with statewide associations to advance the implementation of the Diversity, Equity and Inclusion (DEI) Integration Plan as adopted by the Board of Governors.
- Launched the Competency-Based Education (CBE) Collaborative, composed of ten colleges, to support the implementation of direct assessment CBE associate degree programs. The CBE collaborative focused on promising practices to inform systemwide implementation of direct assessment CBE.
- Expanded the Vision Resource Center to drive, amplify and support colleges in their implementation of student-centered reforms, including integrating colleges into the systemwide platform to develop a unified professional learning resource that provides equal access for all California Community Colleges professionals.
- Provided research and policy analysis regarding barriers for students navigating financial aid and basic needs services and programs in support of identifying the Social Determinants of Educational Success.
- Supported the data work underpinning the State of the System report and the Postsecondary Data Partnership and led data efforts related to the system's participation in the national Strong Start to Finish network.
- Expanded the Trustee Fellowship, launched in 2020-21, to build capacity of local boards to support and drive key reforms to achieve the *Vision for Success*.
- Contributed to national student success dialogue and initiatives through the national Student Success Center Network.
- Recommended ways to simplify data, metrics and reporting to better support *Vision for Success* goals.

STATEWIDE INITIATIVES

CALIFORNIA CONSERVATION CORPS

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

1. Increase Corpsmembers' 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 June 2021, Butte College began to serve as the project host due to the close collaboration between the California Conservation Corps and the Pacific Gas and Electric (PG&E) Utility Line Clearance Project. In the 2021-22 project year, thirteen community colleges and California Conservation Corps Centers collaborated, which resulted in approximately 2472 Corpsmembers visiting college campuses for tours, classes, and special events between July 2021 and June 2022.

There was a significantly shortened contract period due in part to the project transfer from Sierra College to Butte College. Nine community colleges entered contractual partnerships to host Corps-College Liaisons. Corps-College Liaisons advance the Corps' statewide objectives at the local level to prepare for career readiness through workshops, certifications, assessments, and noncredit courses.

OTHER EFFORTS TO SUPPORT THE VISION FOR SUCCESS

FISCAL MONITORS

IEPI has funded fiscal monitors to assess the fiscal condition of a community college district. The goal of the fiscal monitors is to prevent the need for emergency apportionment and determine whether a special trustee is needed. The fiscal monitors reported on districts' actions which impacted their fiscal condition. The fiscal monitors also produced independent estimates of the districts' fiscal condition and made recommendations to the Board of Governors regarding any further actions necessary to maintain the districts' solvency. Throughout the fiscal monitoring process, the district avoided the need for an emergency appropriation or the appointment of a special trustee.

CONCLUSION

IEPI plays an integral role in supporting districts implementing a growing number of initiatives in an increasingly complex environment. Over the last nine years, IEPI has identified new opportunities to align and advance the tenets of the *Vision for Success*. Throughout 2021-22, IEPI's all-virtual professional development events proved highly useful in supporting Chancellor's Office priority areas and attendees' individual learning objectives. Moreover, the Partnership Resource Team component of IEPI continued to consistently assist system institutions with their areas of focus in an appreciative, empathetic manner. IEPI's activities through the years have significantly contributed to effectuating innovation and transformational change across the California Community Colleges landscape.

IEPI is committed in its ninth year to furthering the *Vision for Success* 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. As indicated in this report, the state's continued investment in IEPI is far reaching and supports many systemwide and local efforts in service of the *Vision for Success* and Governor's Roadmap.

APPENDIX

Appendix 1: Partnership Resource Team (PRT) Technical Assistance Feedback Summary Report

Appendix 2: Sustaining Institutional Effectiveness PRT Process Impact Report

Appendix 3: IEPI Sponsored Event Topics



California Community Colleges
Institutional Effectiveness

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

Cycle 8A
(PRT Services Commenced in Fall 2021)

August 7, 2022

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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 them improve their institutional effectiveness in “*Areas of Focus*” (AOFs) they regard as very important. The PRT process uses a positive, “colleagues-helping-colleagues” model and is available to colleges, districts, centers, and the system office itself.

Based in part on the letters of interest, the Project Director and IEPI coordinating group determine a roster of institutions to serve in each semiannual cycle.

Under the IEPI full-PRT model, each PRT typically makes three visits to the institution. During *Visit 1*, *PRT Members* gather information on the institution’s AOFs, help the institution reflect on its situation, and facilitate institution-wide discussions. (Note that the term “*PRT Members*” in this report includes both Members and Leads, unless otherwise specified.) The PRT then provides ideas for improvement and best practices for implementation of the strategies 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 AOFs. Seed Grants of up to \$200,000 are available to institutions that receive team visits and submit their *I&EPs*. During the *Follow-up Visit*, the PRT facilitates conversations about early progress on the *I&EP* and makes suggestions on how to improve the implementation of the *I&EP* and sustain long-term progress.

PRT Members are current or former community college personnel, whose areas of expertise are matched with the client institutions’ AOFs. Using their broad array of member 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 IEPI Executive Committee. The specific items created to measure the Areas of Inquiry were crafted by the external evaluator in conjunction with the Project Director.

The goals of the evaluation are to:

- Assess the impact of the *PRT Process* on *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 *AOFs*.

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 2021 (Cycle 8A). Of note, Cycle 8A is the second full cycle in which all PRT processes were impacted by the outbreak of COVID-19. There was interest in any perceived reduction in the access to, use of, and satisfaction with the virtual visits in the *PRT Process*. Specific items were also added to discover if any logistical issues impeded the ability of *Client Institutions* to develop their action plans and of the *PRT Members* to complete their responsibilities under the technical assistance program. In Cycle 8A, at least one response was received from all 11 *Client Institutions*, which meets the threshold for analysis for this Cycle. No district offices of multi-campus districts were a part of the 8A Cohort of *Client Institutions*.

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 set of *Areas 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 concerning the Visit Process for *Visit 1* and *Visit 2*.

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 AOFs • With the PRT Process <p>Adherence to the PRT Approach</p> <ul style="list-style-type: none"> • Sufficiency of the Information Provided on the PRT Process • Effective Guidance on the I&EP¹ • Usefulness of MOO² • PRT Lead Facilitation³ <p>Expectations for the Visit</p> <ul style="list-style-type: none"> • Expectations Met? • If Not Met, Why? <p>Additional Information Needed</p> <p>Next Steps as Result of Visit⁴</p>	<p>Confidence That PRT Process Will Help</p> <p>Adherence to the PRT Approach</p> <ul style="list-style-type: none"> • PRT's preparedness • Positive, constructive, solution-oriented approach⁵ • PRT helpfulness • Consideration of institutional context (needs, culture, and practices) • Open-mindedness • Knowledge of Sound Practices⁶ • Focus on Sustainable and Sound Practices⁷ • Focus on solutions⁸ • PRT expertise fit • Recognition of institutional personnel as problem-solving peers <p>PRT Functioning</p> <ul style="list-style-type: none"> • How the PRT functioned well • How the PRT could have functioned better <p>Challenges in Process</p>	<p>Institution's Receptiveness⁹</p> <p>Adherence to the PRT Approach</p> <ul style="list-style-type: none"> • Application of Appreciative Inquiry¹⁰ • Refrained from Judgmental or Prescriptive comments¹¹ <p>Takeaways from the Visit</p> <p>Overall Effectiveness of PRT Training</p>

¹ Visit 2 Only.

² Visit 2 Only.

³ Visit 2 Only.

⁴ Visit 2 Only.

⁵ For PRTs, Visit 2 only.

⁶ For Client Institutions, Visit 2 only

⁷ For PRTs and Client Institutions, Visit 2 only

⁸ For Client Institutions, Visit 2 only

⁹ Visit 1 Only.

¹⁰ Visit 1 Only.

¹¹ Visit 1 Only.

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 briefly assess the overall receptiveness of the institution to the *PRT Process*.

Training Concepts Used for the Visit

The second set of *Areas 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

Table 2. Training Concepts Used for the Visits	
PRT Items	
•	Aspects 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

most useful during the visits. In addition, *PRT Members* were asked to recommend improvements or changes to the training based on their experiences during the visits and to identify one PRT practice or action that had proven especially helpful. **Table 2** displays the constructs considered in these *Areas of Inquiry*.

Logistics

The third set of *Areas 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, the effectiveness of team

meetings, and coordination and leadership of PRT Leads. **Table 3** displays the constructs measured for the *Logistics Areas 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 Steps</i> • <i>Seed Grants¹²</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> • <i>Effectiveness of Online Communications via Zoom During the Visit</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 Information, including Travel, Reimbursements, etc.</i> • <i>Access to Institutional Information</i> • <i>Useful of Information Provided before the Virtual Visit on Using Zoom¹³</i> • <i>Effectiveness and Usefulness of PRT Phone or Zoom Conferences before the Visit</i> • <i>Time Availability for Meetings During Visit</i>

¹² Visit 2 only.

¹³ Visit 2 only

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.

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 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 IEPI staff, researchers, and the field at the appropriate level of analysis.

KEY FINDINGS		VISIT ONE
PRT Technical Assistance Scorecard Cycle 8A		
AREA OF EXPECTATION	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	Strong
EXPECTATIONS FOR THE VISIT		
Areas of Interest	Met: Help Client Institutions Consider their AOFs with an Open Mind (2)	Not Applicable
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	Not Applicable
<i>PRT Helpful Attitude</i>	Very Strong	Very Strong
<i>PRT Consideration of Specific Needs, Culture and Practices</i>	Very Strong	Very Strong
<i>Open-mindedness</i>	Very Strong	Very Strong
<i>PRT Institutional Fit</i>	Very Strong	Very Strong
<i>Recognition of Institutional Personnel as Problem-Solving Peers</i>	Very Strong	Very Strong
<i>Focused on Solutions Rather than Problems or Place Blame</i>	Not Applicable	Very Strong
<i>Applied Appreciative Inquiry Techniques</i>	Not Applicable	Very Strong
<i>PRT Refrained from Judgmental or Prescriptive Comments</i>	Not Applicable	Very Strong
<i>Knowledge of Sound Practices Related to Areas of Focus</i>	Not Applicable	Very Strong
LOGISTICS		
<i>Communication with IEPI Project Director/PRT Lead Before the Visit</i>	Very Strong	Not Applicable
<i>Communication with IEPI Project Director/PRT Lead After the Visit</i>	Very Strong	Not Applicable
<i>Scheduling Visit Date</i>	Very Strong	Very Strong
<i>Effectiveness of Communications between the Institution's Personnel and the PRT using Zoom</i>	Very Strong	Very Strong
<i>Scheduling Meetings During Visit</i>	Very Strong	Very Strong
<i>Effectiveness: PRT Lead</i>	Very Strong	Not Applicable
<i>Dissemination of Info: Next Steps</i>	Very Strong	Not Applicable
<i>Access to Information: Travel</i>	Not Applicable	Very Strong
PRT PROCESS		
<i>How the PRT Functioned Well</i>	Preparation for the Discussions during the Visit (3)	Openness and Active Listening (3)
<i>How the PRT Could Have Functioned Better</i>	None (7)	None (5)
		Use Technology to Maximize Efficiency of Visit 1 Meetings (3)

KEY FINDINGS (Con't)		VISIT ONE
PRT Technical Assistance Scorecard Cycle 8A		
AREA OF EXPECTATION	CLIENT INSTITUTION FEEDBACK	PRT FEEDBACK
CHALLENGES		
<i>General Areas</i>	Virtual Meetings Made Establishing Relations with PRT Experts Challenging (2)	Building Relations with CI Representatives in Virtual Settings (3)
ANY ADDITIONAL INFORMATION NEEDED	None (6)	Not Applicable
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: AOFs</i>		Very Strong
<i>Availability: Info about Travel</i>		Very Strong
<i>Time Availability: Institutional Meetings</i>		Very Strong
<i>Time Availability: Team Meetings</i>		Very Strong
<i>Effectiveness of PRT Zoom Conferences(s) before the visit</i>		Very Strong
<i>Usefulness of Final PRT Meeting Immediately before Visit</i>		Very Strong
<i>Coordination and Leadership of PRT Lead</i>	Very Strong	
<i>Average Preparation Time for Visit (hrs)</i>	Not Applicable	6.6
<i>Average Time Completing Follow-up Activities (hrs)</i>		0.8
<i>Average Time Preparing for Next Visit (hrs)</i>		0.5
TRAINING		
<i>Concepts Applied to the Visit</i>	Not Applicable	Active listening (3)
<i>Particular Helpful Practice</i>	Not Applicable	Active Listening (3)
<i>Overall Usefulness and Effectiveness of the Training</i>	Not Applicable	Very Strong
TRAINING IMPROVEMENTS		
<i>Suggestions, Methods, and Curriculum</i>	Not Applicable	None (6)
TEAM TAKEAWAYS		
<i>For Application at Home Sites/Other Venues</i>	Not Applicable	Novel Responses to the COVID-19 Pandemic, Particularly in Ways to Maximize Dialogue (3)
MISCELLANEOUS COMMENTS		
<i>Positive Observations during the Visit and After</i>	Not Applicable	Client Institution Representatives and PRT Members Displayed Professional Courtesy and Patience in Reaching Goals of the PRT Process (4)

KEY FINDINGS		VISIT TWO
PRT Technical Assistance Scorecard Cycle 8A		
AREA OF EXPECTATION	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		
<i>Areas of Interest</i>	Met: Build a Plan (i.e., I&EP) to Improve the Areas of Focus (4)	Not Applicable
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>PRT Knowledge of Sound Practices</i>	Very Strong	Very Strong
<i>PRT Helpful Attitude</i>	Very Strong	Very Strong
<i>PRT Consideration the Specific Needs, Culture and Practices</i>	Very Strong	Very Strong
<i>PRT Open-mindedness</i>	Very Strong	Very Strong
<i>PRT Institutional Fit</i>	Very Strong	Very Strong
<i>Focus on Sustainable and Sound Practices</i>	Very Strong	Very Strong
<i>PRT Solutions-Focused</i>	Very Strong	Very Strong
<i>Recognition of Institutional Personnel as Problem-Solving Peers</i>	Very Strong	Very Strong
<i>Menu of Options (MOO) Useful Options and Examples</i>	Very Strong	Not Applicable
<i>PRT Lead Facilitation of Discussion of Options</i>	Very Strong	Not Applicable
<i>Guidance on the I&EP</i>	Very Strong	Not Applicable
LOGISTICS		
<i>Communication with IEPI Project Director/PRT Lead Before the Visit</i>	Very Strong	Not Applicable
<i>Communication with IEPI Project Director/PRT Lead After the Visit</i>	Very Strong	Not Applicable
<i>Scheduling Visit Date</i>	Very Strong	Very Strong
<i>Scheduling Meetings During Visit</i>	Very Strong	Very Strong
<i>Coordination and Leadership: PRT Lead</i>	Very Strong	Not Applicable
<i>Coordination and Leadership: PRT Lead</i>	Very Strong	Not Applicable
<i>Dissemination of Information: Next Steps</i>	Very Strong	Not Applicable
<i>Dissemination of Information: Seed Grants</i>	Very Strong	Not Applicable
<i>Zoom Connectivity and Use of Meeting Features</i>	Very Strong	Very Strong

KEY FINDINGS (Con't)		VISIT TWO
PRT Technical Assistance Scorecard Cycle 8A		
AREA OF EXPECTATION	CLIENT INSTITUTION FEEDBACK	PRT FEEDBACK
PRT PROCESS		
<i>How the PRT Functioned Well</i>	PRT Assistance in the Creation and Subsequent Use of MOO (3)	Team Nimbleness Given Communication Constraints (5)
<i>How the PRT Could Have Functioned Better</i>	None (3)	None (8)
ANY ADDITIONAL INFORMATION NEEDED	None (4)	Not Applicable
CHALLENGES		
<i>General Areas</i>	Follow-through in Light of Communication Barriers to Sharing Information Virtually (3)	Addressing Communication Barriers to Sharing Information Virtually (4)
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>Effectiveness of PRT phone or Zoom Conference(s) before the Visit</i>		Very Strong
<i>Usefulness of Zoom Use information</i>		Very Strong
<i>Effectiveness of PRT Phone or Zoom Conference(s) before the Visit</i>		Very Strong
<i>Usefulness of face-to-face or Zoom PRT team meeting just before the visit</i>		Very Strong
<i>Coordination and Leadership of PRT Lead</i>		Very Strong
<i>Average Preparation Time for Visit (hours)</i>		6.8
<i>Average Time Completing Follow-up Activities (hours)</i>	Not Applicable	0.6
<i>Average Time Preparing for Next Visit (hours)</i>	0.4	
TRAINING		
<i>Concepts Applied to the Visit</i>	Not Applicable	Active Listening Skills (Especially in Light of Virtual Communications/ Remote Meetings) (4)
<i>Particular Helpful Practice</i>	Not Applicable	Active Listening (3)
<i>Overall Usefulness and Effectiveness of the Training</i>		Very Strong
TRAINING IMPROVEMENTS		
<i>Suggestions, Methods, and Curriculum</i>	Not Applicable	None (8)
TEAM TAKEAWAYS		
<i>For Application at Home Sites/Other Venues</i>	Not Applicable	Flexibility in Working with Varied Client Institution Committees and Teams (4)
CLIENT INSTITUTION NEXT STEPS		
<i>Reported Next Actions in the PRT Process</i>	Implement the I&EP across College Constituent Groups (2)	Not Applicable

Analysis and Findings

Visit One

The Visit Process

Familiarity with Areas of Focus and the PRT Process

The initial *Area of Inquiry* in the *Visit 1 Client Institution* survey focused on the level of familiarity reported by *Client Institution* representatives with the technical assistance process after completion of the first visit in the *Three-visit Process*. Specifically, the survey asked representatives to report their level of familiarity with two important aspects of the *PRT Process*:

- The institution's *AOFs* for improving institutional effectiveness as outlined in the *Letter of Interest* (together with any subsequent modifications and more detailed treatments)
- The *Three-visit PRT Process* including the distinct purposes of *Visit 1*, *Visit 2*, and *Visit 3*.

A four-point scale was utilized for each aspect: **Very familiar**, **Familiar**, **Somewhat familiar**, or **Not at all familiar**. The level of familiarity in these two key areas is reassessed after *Visit 2*, as well.

The familiarity levels reported herein are captured for the overall cohort of institutions participating in Cycle 8A and not for any one individual institution. For Cycle 8A, 11 colleges received services as part of the *PRT Process*. As a group, nine out of the 11 *Client Institutions* receiving services in Cycle 8A reported that they were **Very familiar** with their specific *AOFs*; two *Client Institutions* reported being **Familiar** with their *AOFs*. No *Client Institution* reported being either **Somewhat familiar** or **Not at all familiar** with their *AOFs*. The overall rating for the *Client Institutions* for familiarity with the institution's *AOFs* in this reporting cycle was **Very familiar** (M=3.82).

Concerning the familiarity with the *Three-Visit Process* as a whole, eight out of the 11 responding *Client Institutions* reported being **Very familiar**; two reported being **Familiar**, and one institution reported being **Somewhat familiar**. No *Client Institution* reported being **Not at all familiar** with the *Three-visit PRT Process*. The overall rating for the *Client Institution* familiarity with the *Three-visit PRT Process* in this reporting cycle was **Very familiar** (M=3.64).

Importantly then, after *Visit 1*, *Client Institutions* report very positive levels of familiarity both with their *Areas of Focus* and the *Three-visit PRT Process* in which they are participating. **Table 4** reports the mean *Client Institution* responses for each aspect of familiarity along with the associated placement on the scale.

Table 4. Client Institution Overall Level of Familiarity with AOFs and PRT Process, Visit 1		
Level of Familiarity	Client Institution Mean of Means 1 (Low) - 4 (High)	Count
With Institution's AOFs	3.82 (Very familiar)	11
With Three-visit PRT Process	3.64 (Very familiar)	11
Total Institutions: 11		

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

Both *PRT Members* and *Client Institution* representatives were asked in their respective surveys to report the level of confidence they had that the *PRT Process* would improve the *Client Institutions'* effectiveness in their respective AOFs. A four-point scale was utilized for confidence: **Very confident**, **Confident**, **Somewhat confident**, or **Not at all confident**.

As with the ratings for familiarity discussed previously, the ratings for confidence are reported at aggregate levels; no confidence ratings were computed for any one *Client Institution* or *PRT Member*.

Client Institutions

As a group, eight out of the 11 *Client Institutions* receiving services during *Visit 1* of Cycle 8A reported that they were **Very confident** that the *PRT Process* would improve effectiveness with their specific AOFs; one *Client Institution* reported being **Confident**. Two *Client Institutions* reported being **Somewhat confident**. No *Client Institution* reported being **Not at all confident**. The overall rating for the *Client Institutions* for confidence in the *PRT Process* in this reporting cycle was **Very confident** (M=3.55).

PRT Members

Forty-four *PRT Members* responded to the item concerning confidence that the *PRT Process* would assist the *Client Institutions* in improving effectiveness in their respective AOFs. Specifically, 39 of the 44 *PRT Members* reported being **Very confident** (N=23) or **Confident** (N=16) that the *PRT Process* would help the institution improve its effectiveness. Five *PRT Members* reported that they were **Somewhat confident**. No *PRT Member* in Cycle 8A reported being **Not at all confident**. The overall rating for the *PRT Members* for confidence was

Confident (M=3.41). Thus, ratings for confidence in the *PRT Process* were positive for both *Client Institutions* and *PRT Members* after *Visit 1*.

Table 5 reports the overall mean score for *Client Institution* representatives and *PRT Member* responses and scale categories for confidence at *Visit 1*. 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** in the Appendix to this report.

Table 5. Level of Confidence in the PRT Approach to Improve Effectiveness in the Area of Focus, Visit 1				
Level of Confidence	Client Institution Overall Response		PRT Member Response	
	Mean of Means 1 (Low) - 4 (High)	Count	Mean 1 (Low) - 4 (High)	Count
In the PRT Approach to Improve Effectiveness	3.55 (Very confident)	11	3.41 (Confident)	44

Expectations for the Visit

Client Institution representatives were asked to identify the expectations that they held for *Visit 1* in the *PRT Process*. Specifically, representatives were probed through an open-ended item to list up to three expectations they held for *Visit 1*; and second, whether those expectations were met. *Client Institutions* were in turn asked, if any expectation held was not met, to elaborate or provide an example to explain why. Seven *Client Institution* respondents supplied answers to the question. One *Client Institution* representative listed three expectations; the other respondents each listed either one or two expectations. The responses were placed into a list and then examined for categorization into any common themes.

One theme emerged from the responses. Institutional respondents expected the PRT at *Visit 1* to help the *Client Institutions* consider their *Areas of Focus* with an open mind. The expectation was identified as being met. No individual expectation noted by the *Client Institution* representatives was identified as not having been met. **Table 6** reports the coded expectation of the *Client Institution* respondents, with a count for this category of expectation.

Table 6. Client Institution Expectations for the Visit, Visit 1 ¹⁴	
Area	Met
Help Client Institutions Consider their Areas of Focus with an Open Mind (2)	Yes

Adherence to the PRT Approach

The approach to technical assistance established as part of the IEPI initiative is designed to maximize the opportunity that participating institutions will successfully address their AOFs. It is believed that the more closely a PRT follows the *PRT Approach*—expressed in the IEPI concepts, practices, and techniques used during the visits—the more likely the *Client Institution* will have a positive technical assistance experience and the more likely that participation will result in positive outcomes. To assess PRT adherence to the *PRT Approach*, *Client Institution* representatives were asked to rate their level of agreement with a list of statements about the *PRT Approach*. Similarly, *PRT Members* were also asked to rate their level of agreement with statements about the *PRT Approach*.

Most of the aspects of the *PRT Process* measured in the survey items were the same for both *Client Institution* and the *PRT Members*; however, *PRT Members* only were asked about applying appreciative inquiry practices during the meetings, refraining from making judgmental comments, having knowledge of sound practices, and focusing on solutions rather than problems. *Client Institution* representatives only were asked whether they had the information that they needed to work with the PRT and whether the PRT took a positive, constructive approach. A four-point scale was used for both the *Client Institution* and *PRT Member* versions of the survey: **Strongly agree**, **Agree**, **Disagree**, or **Strongly disagree**, with an option of **Not Applicable/Don't Know**.

Overall, the *Client Institution* representatives responding to the items **Strongly agreed** that the PRT adhered to all relevant aspects of the PRT Process. Likewise, the *PRT Members* as a group **Strongly agreed** that the PRT adhered to all relevant aspects of the *PRT Process*.

Of particular interest in this iteration of the *Visit 1* surveys was whether the disruption caused by the COVID-19 pandemic would have any impact on the PRT's ability to adhere to the established *PRT Approach*. However, a review of the ratings reveals that the level of adherence to the *PRT Approach* noted by both groups for *Visit 1* remains very positive, similar to the ratings noted from previous cycles where the initial visits were face-to-face.

¹⁴ 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 reports the mean overall *Client Institution* response and the mean overall *PRT Member* response concerning each of the aspects of the *PRT Approach* for *Visit 1*. A detailed display of the overall *Client Institution* responses and *PRT Member* responses for the Level of Adherence to the *PRT Approach* can be found in **Table A.5** and **Table A.6** in the Appendix to this report.

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.	3.82 (Strongly agree)	11	N/A	N/A
The PRT was well prepared for the visit.	3.73 (Strongly agree)	11	3.64 (Strongly agree)	44
The PRT applied Appreciative Inquiry in meetings with institutional personnel.	N/A	N/A	3.57 (Strongly agree)	44
The PRT refrained from making judgmental or prescriptive comments in meetings with institutional personnel.	N/A	N/A	3.61 (Strongly agree)	44
The PRT took a positive, constructive, and solution-oriented approach to the work.	3.73 (Strongly agree)	11	N/A	N/A
The PRT was knowledgeable about sound practices related to the institution’s identified AOFs.	N/A	N/A	3.61 (Strongly agree)	44
The PRT conveyed a helpful attitude in interactions with members of the institutional community.	3.73 (Strongly agree)	11	3.66 (Strongly agree)	44
The PRT took into consideration the specific needs, culture, and practices of the institution.	3.73 (Strongly agree)	11	3.61 (Strongly agree)	44
The PRT focused on solutions rather than problems or where to place blame.	N/A	N/A	3.57 (Strongly agree)	44
The PRT Members kept an open mind about issues and possible solutions.	3.73 (Strongly agree)	11	3.64 (Strongly agree)	44
The expertise of the PRT Members was a good fit for the institution’s AOFs.	3.73 (Strongly agree)	11	3.57 (Strongly agree)	44
The PRT recognized institutional personnel as problem-solving peers.	3.73 (Strongly agree)	11	3.61 (Strongly agree)	44

Client Institution Receptiveness

Visit 1 is the initial contact of the *PRT Process* between *Client Institution* representatives and *PRT Members* and establishing positive relationships at this juncture is an important component of the ultimate success of making progress on the AOFs. To help assess this aspect

of the process, *PRT Members* were asked to report the level of receptiveness demonstrated by the institutional representatives towards the *PRT Process* during the visit.

As with other areas measured in the surveys, the level of receptiveness is reported aggregately as a cohort, recognizing that individual levels of openness to PRTs would vary from institution to institution. The responses on receptiveness were placed on a list and examined to determine whether, as a group, the institutions were receptive to the visiting PRTs. Sixteen *PRT Members* supplied responses to this survey question. Descriptive terms used by *PRT Members* to report the level of institutional receptiveness to the team were individual and broad in nature and indicated that the *Client Institutions* were open to the *PRT Process* at *Visit 1*.

PRT Functioning

How well the PRT functioned preparing for and during the visit was examined to determine the level of PRT preparedness and the efficacy of existing PRT processes and practices. Evidence collected from these items is used to identify steps for formative improvements within the cycle and to detect possible topics for future PRT training sessions. Both the *Client Institution* representatives and the *PRT Members* were asked, through open-ended questions, to identify up to three examples of how the PRT functioned well.

Seven *Client Institution* representatives and 15 *PRT Members* responded to this question. One theme emerged from the responses for each of the reporting groups. For *Client Institution* representatives, the PRT performed well by being prepared for discussions during the visit. For *PRT Members*, the team performed well by demonstrating openness and active listening.

Table 8 reports the most common *Client Institution* and *PRT Member* coded ways in which 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"> Preparation for the Discussions during the Visit (3) 	<ul style="list-style-type: none"> Demonstration of Openness and Active Listening (3)

How the PRT Could Have Functioned Better

Both the *Client Institutions* and the *PRT Members* were also asked, again through open-ended items, to identify up to three examples of how the PRTs could have functioned better before or during *Visit 1*. The areas of improvement identified by the *Client Institution* and *PRT Members* were placed into respective lists and then reviewed for categorization into any common themes.

Seven *Client Institutions* reported that they had no suggestions for how the PRT could have functioned better. None (7) was the most common response. *PRT Members* reported that the PRT could have performed better in using technology to maximize the efficiency of meetings during the visit. Five *PRT Members* did indicate that they had no suggestions for how the PRT could have functioned better. The remote nature of the initial visits may have impacted the PRT’s ability to spend as much time with institutional personnel as traditional visits offer. **Table 9** reports the most common *Client Institution* and *PRT Member* coded ways in which 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"> None (7) 	<ul style="list-style-type: none"> None (5) Use Technology to Maximize Efficiency of Visit 1 Meetings (3)

Challenges

Next, the *Client Institutions* and *PRT Members* were asked to identify any specific challenges encountered while preparing for or during the *Visit 1*. The *Client Institutions* reported that virtual meetings made establishing relations with individual PRT member experts challenging. Similarly, *PRT Members* noted that a challenge was building relations with *Client Institution Representatives* in virtual settings. **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"> Virtual Meetings Made Establishing Relations with Individual PRT Member Experts Challenging (2) 	<ul style="list-style-type: none"> Building Relations with Client Institution Representatives in Virtual Settings (3)

Additional Information Needed

Client Institution representatives were asked what additional information (if any) would have helped them better prepare for the visit. Eight *Client Institution* representatives responded to the question, with six respondents indicating that there was no additional information needed. The two other responses were individual to the institution and could not be generalized into a general theme for the cycle. **Table 11** reports the most common *Client Institution* assessment of any additional information needed for the visit.

Table 11. Any Additional Information Needed by Client Institutions, Visit 1
Client Institutions
<ul style="list-style-type: none"> • None (6)

Training Concepts Used During the Visit

Concepts

Concepts and practices presented at the PRT trainings are useful tools for the *PRT Members* during the visits. *PRT Members* were asked to identify the concepts and practices learned during the PRT training that proved most useful to them during the initial visit. One theme emerged from the responses. *PRT Members* identified active listening as a key practice used during the virtual meetings. Other responses were individual or general in nature and no other themes could be derived. **Table 12** reports the most common training aspect cited as useful by *PRT Members* for *Visit 1*.

Table 12. Most Useful Training Aspects, Visit 1
PRT Members
<ul style="list-style-type: none"> • Active Listening (3)

Particular Helpful PRT Practice

As a follow-up, *PRT Members* were asked to identify a particular practice that they found most helpful in ensuring a successful and effective visit. The *PRT Members* again identified active listening as a helpful practice during *Visit 1*. No other responses could be grouped into any categories or themes. **Table 13** shows the most common helpful practice reported by *PRT Members* for *Visit 1*.

Table 13. Helpful Practice or Action, Visit 1
PRT Members
<ul style="list-style-type: none"> • Active Listening (3)

Training Suggestions

PRT Members were asked to offer suggestions for training improvements based on their experiences during *Visit 1*. The most common response to this question was “None.”. Some suggestions were made but were individual in nature and did not represent a theme for this cycle. **Table 14** reports the most common response regarding suggestions for training improvement.

Table 14. Suggested Improvements to Training, Visit 1	
PRT Members	
•	None (6)

Overall Usefulness and Effectiveness of the Training

In the final question regarding 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** ($M=3.66$). **Table 15** 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 15. 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	3.66 (Excellent)	44

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

Logistics

Client Institution representatives and *PRT Members* were asked in their respective surveys about the *Logistics* before, during, and after *Visit 1*. Such areas include scheduling, communication and PRT Lead effectiveness. As with some previous Areas of Inquiry, potential effects of the COVID-19 pandemic and information concerning online communications, web conferencing, and availability of information were of particular interest. Based on the responses provided by both groups, the pandemic did not reduce the positive ratings traditionally given for scheduling, online communication effectiveness, and availability of information for cycles where meetings are face-to-face. Importantly, the effectiveness of online communications between the institution's personnel and the PRT during the visit using Zoom was rated as **Excellent**. In fact, *Client Institutions* and the *PRT Members* rated all areas of logistics as **Excellent**. **Table 16** reports the *Client Institutions'* and the *PRT Members'* overall ratings for *Visit 1*.

Table 16. 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	3.73 <i>(Excellent)</i>	11	3.64 <i>(Excellent)</i>	44
b. Scheduling of meetings to be held during the visit	3.73 <i>(Excellent)</i>	11	3.61 <i>(Excellent)</i>	44
c. FOR CEO AND INSTITUTIONAL POINT PERSONS ONLY: Communication with the IEPI Project Director and/or PRT Lead before visit	3.88 <i>(Excellent)</i>	8	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	3.88 <i>(Excellent)</i>	8	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.	3.88 <i>(Excellent)</i>	8	N/A	N/A
f. FOR CEO AND INSTITUTIONAL POINT PERSONS ONLY: Provision of information about the institution's next steps following the visit.	3.86 <i>(Excellent)</i>	7	N/A	N/A
g. Effectiveness of online communications between the institution's personnel and the PRT during the visit using Zoom.	3.70 <i>(Excellent)</i>	10	3.57 <i>(Excellent)</i>	44
h. Availability of information about travel arrangements, reimbursements, and related logistics	N/A	N/A	3.64 <i>(Excellent)</i>	44
i. Access to information related to the institution's AOFs	N/A	N/A	3.64 <i>(Excellent)</i>	44
j. Effectiveness of PRT Zoom conference(s) before the visit.	N/A	N/A	3.61 <i>(Excellent)</i>	44
k. Usefulness of final PRT meeting immediately before the visit	N/A	N/A	3.61 <i>(Excellent)</i>	44
l. Time available for meetings with the institution's personnel during the visit	N/A	N/A	3.64 <i>(Excellent)</i>	44
m. Time available for PRT meetings during the visit	N/A	N/A	3.64 <i>(Excellent)</i>	44
n. Coordination and leadership by the PRT Lead	N/A	N/A	3.64 <i>(Excellent)</i>	44

PRT Members were asked about their level of agreement as to the *Clarity of Roles*, common understanding of *Outcomes*, and clarity and timeliness of *Communication* with each other for *Visit 1*. The mean results in all four 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. No *PRT Member* **Disagreed** or **Strongly disagreed** with any of the statements. **Table 17** reports the *PRT Members'* overall ratings for these areas for *Visit 1*.

Table 17. 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.	3.64 (Strongly agree)	44
Were on the same page about anticipated outcomes of the PRT Process.	3.64 (Strongly agree)	44
Communicated clearly with each other.	3.61 (Strongly agree)	44
Communicated in a timely fashion with each other.	3.64 (Strongly agree)	44

Takeaways

To help assess any value gained by members in their roles as volunteers, *PRT Members* were asked to report any takeaways gathered from *Visit 1*. The takeaways identified by the *PRT Members* were placed into a list and then reviewed for categorization into possible themes. Fourteen *PRT Members* responded to the question. One takeaway theme did emerge from the responses. *PRT Members* noted the *Client Institutions* were developing novel responses to the COVID-19 pandemic, particularly in ways to maximize dialogue. **Table 18** reports the team takeaway identified from *Visit 1*.

Table 18. PRT Member Takeaways from the PRT Process, Visit 1	
PRT Members	
<ul style="list-style-type: none"> Novel Responses to the COVID-19 Pandemic, Particularly in Ways to Maximize Dialogue (3) 	

Hours Spent on the PRT Process

To assess the workload on members during the *PRT Process*, *PRT Members* were asked to list 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*

during Cycle 8A was calculated as an aggregate. The hours reported are similar though slightly lower than the hours reported in cycles where *Visit 1* was conducted face-to-face. **Table 19** displays the mean time reported by *PRT Members* on *Visit 1*.

Table 19. Mean Hours Spent on PRT Process, Visit 1		
Answer Options	Mean	Count
Preparing for this Visit	6.6	44
Completing any Follow-up Activities Related to this PRT Visit to Date	.8	42
Preparing for the Next PRT Visit (if any) to Date	.5	42

Miscellaneous

The final question in the survey asked *PRT Members* to provide any additional feedback or comments that were not otherwise covered in previous questions in the instrument. Ten of the 44 *PRT Member* respondents and four of the 11 *Client Institution* representatives responded to this item. One theme emerged from the responses of *PRT Members*. Specifically, *PRT Members* noted that both *Client Institution* representatives and *PRT Members* displayed professional courtesy and patience in reaching the goals of the *PRT Process*. No general theme could be identified from the *Client Institution* respondents.

Table 20 reports the most common miscellaneous comment from *PRT Members* for *Visit 1*.

Table 20. PRT Member Miscellaneous Comments, Visit 1	
PRT Members	
<ul style="list-style-type: none"> Client Institution Representatives and PRT Members Displayed Professional Courtesy and Patience in Reaching Goals of the PRT Process (4) 	

Conclusion

The ratings and responses for *Visit 1* in Cycle 8A from both the *Client Institutions* and the *PRT Members* were very positive about all aspects of the *PRT Process*. *Client Institutions* are **Very familiar** with their AOFs and the *Three-visit Process* after *Visit 1*. The **Confident** overall rating by *PRT Members* concerning whether the *PRT Process* would assist the *Client Institutions* to improve their effectiveness in their respective AOFs represents a slight decline from previous cycles. No respondent indicated that they were **Not Confident at All**.

As with previous cycles impacted by the COVID-19 pandemic, ratings for adherence to the *PRT Process* and areas of logistics (e.g., scheduling and delivery of information) remained very strong. The COVID-19 pandemic was expressly referenced more in survey responses for Cycle 8A, with communication and connection between *PRT Members* and *Client Institution* representatives as specific challenges to successful completion of the PRT Process. Nevertheless, professional courtesy and patience were specifically called out by *PRT Members* as a positive response to the identified challenges caused by the pandemic. In future cycles, it will be interesting to note the impact of the return to face-to-face meetings.

Visit Two

The Visit Process

Familiarity with Areas of Focus and the PRT Process

The first *Area of Inquiry* in the *Visit 2 Client Institution* survey focused on the level of familiarity with the technical assistance process as reported by the *Client Institution* representatives. Familiarity with the *Areas of Focus* and the *PRT Process* was also assessed after *Visit 1*. As *Client Institution* representatives develop greater knowledge and understanding of the *AOFs* that technical assistance is intended to address, the greater the likelihood of success in the *PRT Process*. Similarly, as *Client Institution* representatives develop a better understanding of the *PRT Three-visit Process* and the purpose of each of the visits, the greater the chance for positive outcomes on the *AOFs*.

Familiarity with these two important aspects of the *PRT Process* was assessed through separate survey items:

- The institution's *AOFs* for improving institutional effectiveness as outlined in the *Letter of Interest* (together with any subsequent modifications and more detailed treatments)
- The *Three-visit PRT Process* including the distinct purposes of *Visit 1*, *Visit 2*, and *Visit 3*.

A four-point scale was used for each aspect: **Very familiar**, **Familiar**, **Somewhat familiar**, or **Not at all familiar**. As with the items for *Visit 1*, an aggregate rating of familiarity in the two key areas was derived for the overall cohort of institutions participating in the Cycle 8A.

For *Visit 2*, nine out of the 11 responding *Client Institutions* receiving services in Cycle 8A reported that they were **Very familiar** with their specific *AOFs*. Two *Client Institutions* reported being **Familiar** with the *AOFs*. No *Client Institution* reported being either **Somewhat familiar** or **Not at all familiar** with their *AOFs*. The overall rating for the *Client Institutions* for familiarity with the institution's *AOFs* for *Visit 2* was **Very familiar** (M=3.82). These results were the same for *Visit 1*.

Concerning the familiarity with the *Three-Visit Process*, again nine out of the 11 responding *Client Institutions* reported being **Very familiar**, and two reported being **Familiar**. No *Client Institution* reported being either **Somewhat familiar** or **Not at all familiar** with the *Three-visit PRT Process*. The overall rating for the *Client Institutions* for familiarity with the *Three-Visit Process* in this reporting cycle was **Very familiar** (M=3.82). This rating is an improvement of the familiarity with the *Three-Visit PRT Process* rating for the *Visit 1* survey, as one would expect.

Table 21 reports the mean scores for *Client Institution* responses along with the associated scale category as to the level of familiarity with each *Area of Inquiry*. 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. Data is reported at the institutional level.

Table 21. Client Institution Overall Level of Familiarity with AOFs and PRT Process, Visit 2		
Level of Familiarity	Client Institution Mean of Means 1 (Low) - 4 (High)	Count
With Institution's AOFs	3.82 (Very familiar)	11
With Three-visit PRT Process	3.82 (Very familiar)	11
Total Institutions: 11		

Confidence in the PRT Approach to Improve Effectiveness

The next *Area of Inquiry* in the surveys concerned the level of confidence that the *Client Institution* representatives and the *PRT Members* report concerning whether the PRT Process would assist the Client Institutions to improve their effectiveness in their respective AOFs. Confidence is assessed after both Visit 1 and Visit 2. For this item, a four-point scale was utilized: **Very confident**, **Confident**, **Somewhat confident**, or **Not at all confident**.

Client Institutions

As a group, nine out of the 11 *Client Institutions* receiving services during Visit 2 of Cycle 8A reported that they were **Very confident** that the *PRT Process* would help with the specific AOFs; two *Client Institutions* reported being **Confident**. No *Client Institution* reported being either **Somewhat confident** or **Not at all confident**. The overall rating for the *Client Institutions* for this item in this reporting cycle was **Very confident** (M=3.82). This rating is an improvement from the rating for *Client Institutions* after *Visit 1*.

PRT Members

Forty-five *PRT Members* responded to the item concerning confidence that the *PRT Process* would assist the *Client Institutions* in improving effectiveness in their respective AOFs. All forty-five respondents reported being either **Very confident** (N=28) or **Confident** (N=17) that the *PRT Process* would help the institution improve its effectiveness. No *PRT Member* indicated that they were either **Somewhat confident** or **Not at all confident**. The overall rating for the *PRT Members* for confidence was **Very confident** (M=3.62), an improvement from the rating for confidence reported by *PRT Members* after *Visit 1*.

Table 22 reports the overall mean scores for *Client Institutions* and *PRT Member* responses and scale categories for confidence at *Visit 1*. 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** in the Appendix to this report.

Table 22. Level of Confidence in the PRT Approach to Improve Effectiveness in the Area of Focus, Visit 2				
Level of Confidence	Client Institution Overall Response		PRT Member Response	
	Mean of Means 1 (Low) - 4 (High)	Count	Mean 1 (Low) - 4 (High)	Count
In the PRT Approach to Improve Effectiveness	3.82 (Very confident)	11	3.62 (Very confident)	45

Expectations for the Visit

The next survey item asked *Client Institution* representatives to identify the expectations that they had for *Visit 2*. This question is asked for each of the three visits in the *Three-Visit Process*. The goals of *Visit 2* are distinct from the goals of *Visit 1*. During the initial visit in the *PRT Process*, *PRT Members* actively listen to the *Client Institution* representatives to develop a deeper understanding of the culture of the institution, the specifics of the *AOFs*, and how the institution itself frames the challenges. In contrast, at *Visit 2*, *PRT Members* help the *Client Institutions* brainstorm ideas and possible solutions and begin the development of the *I&EPs*.

Client Institutions were also asked, if any expectation identified was not met, to elaborate or provide an example to explain why. Eight *Client Institution* respondents supplied answers to the question. Six *Client Institution* representative identified two expectations and one listed one expectation. The responses were placed into a list and then examined for possible categorization into any common themes.

One theme emerged from the responses. Institutional respondents expected the PRT at *Visit 2* to help the *Client Institution* build a plan to improve the Areas of Focus. The expectation was identified as being met by all respondents. No *Client Institution* representative reported that any expectations were unmet. **Table 23** reports the coded expectation of the *Client Institution*, with a count.

Table 23. Client Institution Expectations, Visit 2	
Area	Met
Build a Plan (i.e., <i>I&EP</i>) to Improve the Areas of Focus (4)	Yes

Adherence to the PRT Approach

The adherence by the team to the *PRT Approach* in preparation for and during Visit 2 was assessed by asking *PRT Members* and *Client Institution* representatives to report their level of agreement with a list of statements about observed aspects of the process such as team preparedness, open-mindedness of the *PRT Members*, etc. Most of the aspects of the *PRT Process* measured in the survey items were the same for the *Client Institution* and the *PRT Members*. For Visit 2, *Client Institutions* only were asked about whether they had the information needed to work effectively with the PRT, whether the Menu of Options (MOO) was useful, PRT Lead meeting facilitation, and the effectiveness of guidance on the development of the *I&EPs*. *PRT Members* only were asked about applying appreciative inquiry practices during the meetings, refraining from making judgmental comments, having knowledge of sound practices, and focusing on solutions rather than problems.

As with *Visit 1*, the analysis paid attention to any effects of the disruption caused by the outbreak of COVID-19 compared to previous cycles, where face-to-face interaction was the principal method of connection between the PRT and institutional representatives. *PRT Member* and *Client Institution* representative ratings for adherence to the *PRT Approach* reported very strong levels on a par with ratings for adherence to the *PRT Approach* for *Visit 2* from previous face-to-face cycles.

Table 24 reports the mean overall *Client Institution* response and the *PRT Member* response concerning all aspects of adherence to the *PRT Approach* for *Visit 2*. Both *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.

Table 24. 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.	3.82 (Strongly agree)	11	N/A	N/A
The PRT was well prepared for the visit.	3.82 (Strongly agree)	11	3.64 (Strongly agree)	45
The PRT took a positive, constructive, and solution-oriented approach to the work.	3.91 (Strongly agree)	11	3.64 (Strongly agree)	45
The PRT was knowledgeable about sound practices related to the institution’s identified AOFs.	3.82 (Strongly agree)	11	3.62 (Strongly agree)	45
The PRT conveyed a helpful attitude in interactions with members of the institutional community.	3.82 (Strongly agree)	11	3.62 (Strongly agree)	45
The PRT took into consideration the specific needs, culture, and practices of the institution.	3.82 (Strongly agree)	11	3.62 (Strongly agree)	45
The PRT Members kept an open mind about issues and possible solutions.	3.82 (Strongly agree)	11	3.60 (Strongly agree)	45
The expertise of the PRT Members was a good fit for the institution’s AOFs.	3.73 (Strongly agree)	11	3.62 (Strongly agree)	45
The PRT focused on sustainable and sound practices.	3.82 (Strongly agree)	11	3.62 (Strongly agree)	45
The PRT focused on solutions rather than problems or where to place blame.	3.82 (Strongly agree)	11	3.62 (Strongly agree)	45
The PRT recognized institutional personnel as problem-solving peers.	3.82 (Strongly agree)	11	3.62 (Strongly agree)	45
THE PRT’s Menu of Options (MOO) provided useful options and examples	3.91 (Strongly agree)	11	N/A	N/A
The PRT Lead effectively facilitated discussions of our options during the visit.	3.82 (Strongly agree)	11	N/A	N/A
The PRT provided effective guidance to the institution as we worked on the development of our I&EP.	3.82 (Strongly agree)	11	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** in the Appendix to this report.

PRT Functioning

Both the *Client Institutions* and the *PRT Members* were asked to identify up to three examples of how the PRT functioned well in preparation for and during *Visit 2*. Seven institutions responded to this question. The responses to how well the PRT Functioned were placed into a list and then reviewed for categorization into possible themes. One theme emerged from the *Client Institution* responses: PRT assistance in the creation and subsequent use of *Menu of Options* (MOO). Fifteen *PRT Members* responded to the question. One theme emerged from the responses of *PRT Members*: team nimbleness given communication constraints. **Table 25** reports the most common *Client Institution* and *PRT Member* coded ways in which the PRT functioned well for *Visit 2*.

Table 25. Examples of PRT Functioning Well, Visit 2	
Client Institutions	PRT Members
<ul style="list-style-type: none">• PRT Assistance in the Creation and Subsequent use of Menu of Options (MOO) (3)	<ul style="list-style-type: none">• Team Nimbleness Given Communication Constraints (5)

How the PRT Could Have Functioned Better

Both the *Client Institutions* and the *PRT Members* were also asked to identify up to three examples of how the PRTs could have functioned better before or during *Visit 2*. The responses for any areas of improvement identified by the *Client Institution* representatives and the *PRT Members* were again placed into a list and then reviewed for possible categorization based on any common themes or topics identified. Eight *Client Institution* representatives responded to the item. Seven *Client Institution* representatives responded to the question, three noted “None” for any possible examples for how the PRT could have functioned better. No theme emerged from the other responses provided which were individual in nature. Ten *PRT Members* responded to the item. Like the *Client Institution* respondents, the most common response for *PRT Members* to this question was “None.” No theme emerged from the other responses provided by *PRT Members*. **Table 26** reports the most common *Client Institution* and *PRT Member* coded ways in which the PRT could have functioned better for *Visit 2*.

Table 26. Examples of How PRTs Could Function Better, Visit 2	
Client Institutions	PRT Members
<ul style="list-style-type: none">• None (3)	<ul style="list-style-type: none">• None (8)

Challenges

Both the *Client Institutions* and *PRT Members* were asked, through open-ended items, to identify challenges either preparing for or during the visit. Five *Client Institution* representatives responded to the item. Ten *PRT Members* responded to the item.

The challenges identified by the institutional respondents and the *PRT Members* were placed into a list and then reviewed for categorization into possible themes. The challenges for the *Client Institutions* and the *PRT Members* both dealt with overcoming communication barriers inherent in virtual sessions. *Client Institutions* focused on follow-through and the *PRT Members* centered on the barriers themselves. **Table 27** reports the most common *Client Institution* and *PRT Member* coded ways in which the PRT could have functioned better for *Visit 2*.

Table 27. Challenges Preparing for and During Visit 2	
Client Institutions	PRT Members
<ul style="list-style-type: none">Follow-through in Light of Communication Barriers to Sharing Information Virtually (3)	<ul style="list-style-type: none">Addressing Communication Barriers to Sharing Information Virtually (4)

Additional Information Needed

Client Institution representatives were asked what additional information (if any) would have helped them better prepare for the visit. Six *Client Institution* representatives responded to the question, with four respondents indicating that there was no additional information needed. The two other responses were individual to the institution and could not be generalized into a general theme for the cycle. **Table 28** reports the most common *Client Institution* additional information needed for the visit.

Table 28. Any Additional Information Needed by Client Institutions, Visit 1
Client Institutions
<ul style="list-style-type: none">None (4)

Training Concepts Used During the Visit

Concepts

PRT Members were asked to identify the training concepts that had proven most useful to them during *Visit 2*. The training concepts noted were placed into a list and then reviewed for categorization. Twelve *PRT members* responded to the item. One theme could be culled from the *PRT Member* responses. *PRT Members* found active listening skills (especially in light of

virtual communications and remote meetings) useful. **Table 29** reports the most common useful training aspect for *Visit 2*.

Table 29. Most Useful Training Aspects, Visit 2	
PRT Members	
•	Active Listening Skills (Especially in Light of Virtual Communications/Remote Meetings) (4)

Particular Helpful PRT Practice

PRT Members were asked to identify a practice or action that they found most helpful in ensuring a successful and effective visit. The helpful practices identified by the respondents were placed into a list and then reviewed for possible categorization based on any common themes or topics identified. Ten *PRT Members* responded to the question. The concept of active listening was again identified as a helpful practice during *Visit 2*. **Table 30** shows the most common helpful practice reported by *PRT Members* for *Visit 2*.

Table 30. Helpful Practice or Action, Visit 2	
PRT Members	
•	Active Listening (3)

Training Suggestions

PRT Members were asked, based on their experience during the visit, to make suggestions for training improvements for PRTs in future cycles. Eleven *PRT Members* responded to the question. The responses for training suggestions were placed into a list and then reviewed for categorization. The only common response was “None.” **Table 31** reports the most common response.

Table 31. Suggested Improvements to Training, Visit 2	
PRT Members	
•	None (8)

Overall Usefulness and Effectiveness of the Training

PRT Members were asked to rate the overall usefulness and effectiveness of the training they had received, 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 32** 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 2*. The overall rating by *PRT Members* of the usefulness and effectiveness of the training was **Excellent** ($M=3.76$). A detailed display of the overall *PRT Member* responses can be found in **Table A.14** in the Appendix to this report.

Table 32. 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	3.76 (Excellent)	45

Logistics

The next *Area of Inquiry* addressed the *Logistics* before, during, and after the visits. Closed-ended and open-ended items were generated to discover this information. *Visit 2* for Cycle 8A, like *Visit 1*, was impacted by the outbreak of COVID-19, and the effectiveness of online communications, web conferencing, and availability of information were of interest. Based on the responses provided by the institutional representatives and *PRT Members*, the adjustments needed during the pandemic did not reduce the positive ratings traditionally given for scheduling, online communication effectiveness, and availability of information for previous cycles. All areas of logistics for the *Client Institutions* and the *PRT Members* were rated **Excellent** overall. Items were added to capture the use of technology to help establish, facilitate, and organize meetings as a result of COVID-19. **Table 33** reports the *Client Institutions'* and the *PRT Members'* overall ratings for *Visit 2*.

Table 33. 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	3.73 (Excellent)	11	3.64 (Excellent)	45
Scheduling of meetings to be held during the visit	3.73 (Excellent)	11	3.64 (Excellent)	45
Zoom Connectivity and use of meeting features	3.73 (Excellent)	11	3.64 (Excellent)	45
FOR CEO AND INSTITUTIONAL POINT PERSONS ONLY: Communication with the IEPI Project Director and/or PRT Lead before visit	4.00 (Excellent)	4	N/A	N/A
FOR CEO AND INSTITUTIONAL POINT PERSONS ONLY: Communication with the PRT Lead and/or PRT Members after visit, to date	3.75 (Excellent)	4	N/A	N/A
FOR CEO AND INSTITUTIONAL POINT PERSONS ONLY: Effectiveness of the PRT Lead in coordinating with the institution regarding the visit.	3.75 (Excellent)	4	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 (Excellent)	4	N/A	N/A
FOR CEO AND INSTITUTIONAL POINT PERSONS ONLY: Provision of information about applying for the IEPI Seed Grants	4.00 (Excellent)	4	N/A	N/A
Time availability for meetings with members of the institutional community during the visit.	N/A	N/A	3.64 (Excellent)	45
Usefulness of information provided before the virtual visit on using Zoom	N/A	N/A	3.60 (Excellent)	45
Information about travel arrangements, reimbursements, etc.	N/A	N/A	3.62 (Excellent)	45
Access to information related to the institution's AOFs	N/A	N/A	3.62 (Excellent)	45
Effectiveness of PRT phone or Zoom conference(s) before the visit	N/A	N/A	3.62 (Excellent)	45
Usefulness of face-to-face or Zoom PRT team meeting just before the visit	N/A	N/A	3.60 (Excellent)	45
Time available for PRT Meetings during the visit	N/A	N/A	3.62 (Excellent)	45
Coordination and leadership by the PRT Lead	N/A	N/A	3.64 (Excellent)	45

PRT Members were asked about their level of agreement as to the *Clarity of Roles*, common understanding of *Outcomes*, and clarity and timeliness of *Communications* with each other for *Visit 2*. The mean results in all four 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. The *PRT Member* ratings for these areas of interest have traditionally been very positive over the life of the PRT technical assistance initiative. **Table 34** reports the *PRT Members'* overall ratings for *Visit 2*.

Table 34. 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.	3.64 (Strongly agree)	45
Were on the same page about anticipated outcomes of the PRT Process.	3.64 (Strongly agree)	45
Communicated clearly with each other.	3.62 (Strongly agree)	45
Communicated in a timely fashion with each other.	3.62 (Strongly agree)	45

Takeaways

PRT Members were also asked to identify takeaways from *Visit 2* to measure some of the value gained by *PRT Members* as participants in the process. The responses to the takeaways were placed into a list and then reviewed for categorization based on any common themes or topics identified. Eight *PRT Members* responded to this item. Only one takeaway theme could be generated from the responses: flexibility in working with varied *Client Institution* committees and teams. **Table 35** reports the most common *PRT Member* takeaway identified from *Visit 2*.

Table 35. PRT Member Takeaways from the PRT Process, Visit 2	
PRT Members	
<ul style="list-style-type: none"> Flexibility in Working with Varied Client Institution Committees and Teams (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 means for the time spent

reported by *PRT Members* for the visits were calculated for *Visit 2* as aggregates. **Table 36** displays the mean times reported by *PRT Members* on *Visit 2*.

Table 36. Mean Hours Spent on PRT Process, Visit 2		
Answer Options	Mean	Count
Preparing for this visit	6.8	45
Completing Any Follow-up Activities Related to this PRT Visit to Date	.6	45
Preparing for the Next PRT Visit (if any) to date	.4	45

Next Steps

Client Institutions were asked, through open-ended questions, to identify up to three next steps the institution planned to take as a result of *Visit 2*. Three *Client Institution* representatives responded to this item. Only one takeaway theme could be generated from a review of the responses: implement the I&EP across college constituency groups. **Table 37** reports the most common *PRT Member* takeaway identified from *Visit 2*.

Table 37. Next Steps, Visit 2	
PRT Members	
<ul style="list-style-type: none"> Implement the I&EP across College Constituent Groups (2) 	

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*. Only one of the 11 *Client Institutions* and four of the 45 *PRT Members* provided feedback on this item. Responses were general, 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

As the impact of the COVID-19 pandemic expanded over the life of Cycle 8A, *PRTs* were able to adhere successfully to the *PRT Process* to the satisfaction of the *Client Institutions* and the *PRT Members* themselves. Any logistical challenges were also attended to by *PRTs* or the initiative administration and staff. Responses for familiarity and confidence in the *PRT Process* for *Visit 2* improved from the ratings provided for *Visit 1* and remained very strong assessments in all *Areas of Inquiry* for this stage in the *PRT Process*. Importantly, the effectiveness of the teams to

build plans and address their areas of focus using tools such as the MOO remained solid for the second visit. Finally, *PRT Member* self-assessment of role clarity, communication, and outcomes expectations for the second visit was also very positive. In fact, PRT assessment of these areas has been strong since the inception of the initiative. Any impact of the COVID-19 pandemic did not manifest itself in any of the ratings for any of the *Areas of Inquiry* for this cycle.

Appendix

Visit One¹⁵

Table A.1									
Client Institution Familiarity with the Identified AOFs, Visit 1									
Very familiar		Familiar		Somewhat familiar		Not at all familiar		Mean 1 (Low) – 4 (High)	Count
Percent	Count	Percent	Count	Percent	Count	Percent	Count		
81.8%	9	18.2%	2	0%	0	0.0%	0	3.82 (Very familiar)	11

Table A.2									
Client Institution Familiarity with the Three-Visit PRT Process, Visit 1									
Very familiar		Familiar		Somewhat familiar		Not at all familiar		Mean 1 (Low) – 4 (High)	Count
Percent	Count	Percent	Count	Percent	Count	Percent	Count		
72.7%	8	18.2%	2	9.1%	1	0.0%	0	3.64 (Very familiar)	11

Table A.3									
Client Institution Confidence in PRT Approach to Improve Effectiveness in AOFs, Visit 1									
Very confident		Confident		Somewhat confident		Not at all confident		Mean 1 (Low) – 4 (High)	Count
Percent	Count	Percent	Count	Percent	Count	Percent	Count		
72.7%	8	9.7%	1	18.2%	2	0.0%	0	3.55 (Very confident)	11

Table A.4									
PRT Member Confidence in PRT Approach to Improve Effectiveness in the Area of Focus, Visit 1									
Very confident		Confident		Somewhat confident		Not at all confident		Mean 1 (Low) – 4 (High)	Count
Percent	Count	Percent	Count	Percent	Count	Percent	Count		
52.3%	23	36.4%	16	11.4% ¹⁶	5	0.0%	0	3.41 (Confident)	44

¹⁵ The information displayed on Client Institutions contains the actual counts of Client Institutions, not the respondents individually. This was done to address any possible skewness attributable to a single institution's experience and to protect the confidentiality of the Client Institutions. The goal of this approach is to report information at the cohort level of analysis.

¹⁶ Percentages do not add to 100% because of rounding error.

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.	81.8%	9	18.2%	2	0.0%	0	0.0%	0	N/A	0	3.82 (Strongly agree)
The PRT was well prepared for the visit.	72.7%	8	27.3%	3	0.0%	0	0.0%	0	N/A	0	3.73 (Strongly agree)
The PRT took a positive, constructive, and solution-oriented approach to the work.	72.7%	8	27.3%	3	0.0%	0	0.0%	0	N/A	0	3.73 (Strongly agree)
The PRT conveyed a helpful attitude in interactions with members of the institutional community.	72.7%	8	27.3%	3	0.0%	0	0.0%	0	N/A	0	3.73 (Strongly agree)
The PRT recognized institutional personnel as problem-solving peers.	72.7%	8	27.3%	3	0.0%	0	0.0%	0	N/A	0	3.73 (Strongly agree)
The PRT took into consideration the specific needs, culture, and practices of the institution.	72.7%	8	27.3%	3	0.0%	0	0.0%	0	N/A	0	3.73 (Strongly agree)
The PRT Members kept an open mind about issues and possible solutions.	72.7%	8	27.3%	3	0.0%	0	0.0%	0	N/A	0	3.73 (Strongly agree)
The expertise of the PRT Members was a good fit for the institution's AOFs.	72.7%	8	27.3%	3	0.0%	0	0.0%	0	N/A	0	3.73 (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.	63.6%	28	36.4%	16	0.0%	0	0.0%	0	0.0%	0	3.64 (Strongly agree)
The PRT refrained from making judgmental or prescriptive comments in meetings with institutional personnel.	61.4%	27	38.6%	17	0.0%	0	0.0%	0	0.0%	0	3.61 (Strongly agree)
The PRT applied Appreciative Inquiry in meetings with institutional personnel.	56.8%	25	43.2%	19	0.0%	0	0.0%	0	0.0%	0	3.57 (Strongly agree)
The PRT was knowledgeable about sound practices related to the institution's identified AOFs.	61.4%	27	38.6%	17	0.0%	0	0.0%	0	0.0%	0	3.61 (Strongly agree)
The PRT conveyed a helpful attitude in interactions with members of the institutional community.	65.9%	29	34.1%	15	0.0%	0	0.0%	0	0.0%	0	3.66 (Strongly agree)
The PRT recognized institutional personnel as problem-solving peers.	61.4%	27	38.6%	17	0.0%	0	0.0%	0	0.0%	0	3.61 (Strongly agree)
The PRT focused on solutions rather than problems or where to place blame.	56.8%	25	43.2%	19	0.0%	0	0.0%	0	0.0%	0	3.57 (Strongly agree)
The PRT took into consideration the specific needs, culture, and practices of the institution.	61.4%	27	38.6%	17	0.0%	0	0.0%	0	0.0%	0	3.61 (Strongly agree)
The PRT Members kept an open mind about issues and possible solutions.	63.6%	28	36.4%	16	0.0%	0	0.0%	0	0.0%	0	3.64 (Strongly agree)
The expertise of the PRT Members was a good fit for the institution's AOFs.	56.8%	25	43.2%	19	0.0%	0	0.0%	0	0.0%	0	3.57 (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		
65.9%	29	34.1%	15	0%	0	0.0%	0	0.0%	0	3.66 (Excellent)	44

Table A.8									
Client Institution Familiarity with the Identified AOFs, Visit 2									
Very familiar		Familiar		Somewhat familiar		Not at all familiar		Mean 1 (Low) – 4 (High)	Count
Percent	Count	Percent	Count	Percent	Count	Percent	Count		
81.8%	9	18.2%	2	0%	0	0.0%	0	3.82 <i>(Very familiar)</i>	11

Table A.9									
Client Institution Familiarity with the Three-Visit PRT Process, Visit 2									
Very familiar		Familiar		Somewhat familiar		Not at all familiar		Mean 1 (Low) – 4 (High)	Count
Percent	Count	Percent	Count	Percent	Count	Percent	Count		
81.8%	9	18.2%	2	0%	0	0.0%	0	3.82 <i>(Very familiar)</i>	11

Table A.10									
Client Institution Confidence in PRT Approach to Improve Effectiveness in AOFs, Visit 2									
Very confident		Confident		Somewhat confident		Not at all confident		Mean 1 (Low) – 4 (High)	Count
Percent	Count	Percent	Count	Percent	Count	Percent	Count		
81.8%	9	18.2%	2	0%	0	0.0%	0	3.82 <i>(Very confident)</i>	11

Table A.11									
PRT Member Confidence in the PRT Approach to Improve Effectiveness in the Area of Focus, Visit 2									
Very confident		Confident		Somewhat confident		Not at all confident		Mean 1 (Low) – 4 (High)	Count
Percent	Count	Percent	Count	Percent	Count	Percent	Count		
62.2%	28	37.8%	17	0.0%	0	0.0%	0	3.62 <i>(Very confident)</i>	45

¹⁷ The information displayed on Client Institutions contains the actual counts of Client Institutions, not the respondents individually. This was done to address any possible skewness attributable to a single institution’s experience and to protect the confidentiality of the Client Institutions. The goal of this data is to report information at the cohort level of analysis.

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)
	%	Count	%	Count	%	Count	%	Count	%	Count	
We had the information we needed to work effectively with the PRT.	81.8%	9	18.2%	2	0.0%	0	0.0%	0	N/A	0	3.82 (Strongly agree)
The PRT was well prepared for the visit.	81.8%	9	18.2%	2	0.0%	0	0.0%	0	N/A	0	3.82 (Strongly agree)
The PRT took a positive, constructive, and solution-oriented approach to the work.	90.9%	10	9.1%	1	0.0%	0	0.0%	0	N/A	0	3.91 (Strongly agree)
The PRT was knowledgeable about sound practices related to the institution's identified AOFs.	81.8%	9	18.2%	2	0.0%	0	0.0%	0	N/A	0	3.82 (Strongly agree)
The PRT conveyed a helpful attitude in interactions with members of the institutional community.	81.8%	9	18.2%	2	0.0%	0	0.0%	0	N/A	0	3.82 (Strongly agree)
The PRT took into consideration the specific needs, culture, and practices of the institution.	81.8%	9	18.2%	2	0.0%	0	0.0%	0	N/A	0	3.82 (Strongly agree)
The PRT Members kept an open mind about issues and possible solutions.	81.8%	9	18.2%	2	0.0%	0	0.0%	0	N/A	0	3.82 (Strongly agree)
The expertise of the PRT Members was a good fit for the institution's AOFs.	72.7%	8	27.3%	3	0.0%	0	0.0%	0	N/A	0	3.73 (Strongly agree)
The PRT focused on sustainable and sound practices.	81.8%	9	18.2%	2	0.0%	0	0.0%	0	N/A	0	3.82 (Strongly agree)
The PRT focused on solutions rather than problems or where to place blame.	81.8%	9	18.2%	2	0.0%	0	0.0%	0	N/A	0	3.82 (Strongly agree)
The PRT recognized institutional personnel as problem-solving peers.	81.8%	9	18.2%	2	0.0%	0	0.0%	0	N/A	0	3.82 (Strongly agree)
THE PRT's Menu of Options (MOO) provided useful options and examples for our consideration	90.9%	10	9.1%	1	0.0%	0	0.0%	0	N/A	0	3.91 (Strongly agree)
The PRT Lead effectively facilitated discussions of our options during the visit.	81.8%	9	18.2%	2	0.0%	0	0.0%	0	N/A	0	3.82 (Strongly agree)
The PRT provided effective guidance to the institution as we worked on the development of our Innovation and Effectiveness Plan.	81.8%	9	18.2%	2	0.0%	0	0.0%	0	N/A	0	3.82 (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	
The PRT was well prepared for the visit.	64.4%	29	35.6%	16	0.0%	0	0.0%	0	0.0%	0	3.64 (Strongly agree)
The PRT took a positive, constructive, and solution-oriented approach to the work.	64.4%	29	35.6%	16	0.0%	0	0.0%	0	0.0%	0	3.64 (Strongly agree)
The PRT was knowledgeable about sound practices related to the institution's identified AOFs.	62.2%	28	37.8%	17	0.0%	0	0.0%	0	0.0%	0	3.62 (Strongly agree)
The PRT conveyed a helpful attitude in interactions with members of the institutional community.	62.2%	28	37.8%	17	0.0%	0	0.0%	0	0.0%	0	3.62 (Strongly agree)
The PRT took into consideration the specific needs, culture, and practices of the institution.	62.2%	28	37.8%	17	0.0%	0	0.0%	0	0.0%	0	3.62 (Strongly agree)
The PRT Members kept an open mind about issues and possible solutions.	60.0%	27	40.0%	18	0.0%	0	0.0%	0	0.0%	0	3.60 (Strongly agree)
The expertise of the PRT Members was a good fit for the institution's AOFs.	62.2%	28	37.8%	17	0.0%	0	0.0%	0	0.0%	0	3.62 (Strongly agree)
The PRT focused on sustainable and sound practices.	62.2%	28	37.8%	17	0.0%	0	0.0%	0	0.0%	0	3.62 (Strongly agree)
The PRT focused on solutions rather than problems or where to place blame.	62.2%	28	37.8%	17	0.0%	0	0.0%	0	0.0%	0	3.62 (Strongly agree)
The PRT recognized institutional personnel as problem-solving peers.	62.2%	28	37.8%	17	0.0%	0	0.0%	0	0.0%	0	3.62 (Strongly agree)

Table A.14

Table A.14 PRT Member Rating of the Overall Usefulness and Effectiveness of the Training, Visit 2											
Excellent		Good		Fair		Poor		NA/Don't Know		Mean <i>1 (Low) – 4 (High)</i>	Count
Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count		
75.6%	34	24.4%	11	0.0%	0	0.0%	0	0.0%	0	3.76 <i>(Excellent)</i>	45



SUSTAINING INSTITUTIONAL EFFECTIVENESS:

PRT Process Impact through Spring 2022

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 approved for support in Areas of Focus (AOFs) they have identified as most important. The PRT process uses a positive, "colleagues-helping-colleagues" model to work with colleges, districts, centers, and the system office itself. Each prospective Client Institution submits a Letter of Interest (LOI), explaining their challenges, opportunities for improvement, and how the PRT process could help improve institutional effectiveness.

The Project Director reviews the LOIs and builds PRTs matching lead and member expertise with the Client Institution's challenges and opportunities for improvement. After studying documentation of the AOFs, the PRT spends the first of typically three visits actively listening to the Client Institution to gather more information and facilitating institution-wide discussions of the applicable issues. Before the second visit, the PRT provides ideas and suggestions for improvement and offers some best practices, models, and examples in a Menu of Options, and then during the second visit helps the institution begin drafting an Innovation and Effectiveness Plan (I&EP) to implement the selected strategies and techniques. During the final visit, the PRT facilitates conversations about early progress on the I&EP and makes suggestions on how to improve implementation and sustain progress on the plan over the short and long term. Seed Grants of up to \$200,000 are available to institutions that receive PRT assistance and submit their Innovation and Effectiveness Plans.

INTRODUCTION

THIS REPORT IS THE SIXTH in a series of annual evaluations measuring the sustained impact of the full-PRT technical assistance process on both the Client Institutions and the volunteer PRT Members. (In this report, unless otherwise indicated, the term "Members" includes both PRT Leads and other participating team members.)

With each new iteration, the evaluation has broadened its coverage and bolstered the strength of its conclusions and recommendations by extending the breadth and depth of the interviews conducted to discover challenges and opportunities colleges and districts face and potential solutions and action steps that fit their needs.

Last year, the evaluation added group interviews of senior leaders who had participated in multiple

PRT processes to develop multi-layered responses to important questions of interest. Additionally, faculty members were included as interviewees for the first time to gather their key perceptions as participants in the PRT Process.

This year, the evaluation added group interviews of instructional and noninstructional faculty in their roles both as PRT Members and as representatives at Client Institutions receiving services. Further, the evaluator interviewed substantive point persons at the Client Institutions to capture their perspectives on the PRT Process. Individual interviews with members of each group supplemented the group interviews.

As with each previous evaluation, the data collection process included a survey administered

to Client Institution representatives on a variety of relevant topics including progress on the Areas of Focus identified in their I&EPs and the broader impact, if any, of participation in PRT technical assistance on other college systems and processes. A survey was administered to PRT Members eliciting information on how participation in the PRT Process impacted work or activities at home institutions and their professional development and professional networking. The evaluation also asked returning PRT Members about the impact of their multiple PRT experiences.

The evaluation used the findings from the surveys and the interviews to generate themes, conclusions, and recommendations for improved

delivery of technical assistance through the PRT Process to participating institutions. Participants also shared perspectives and insights on issues and challenges facing the entire California community college system, such as diversity, equity, inclusion and access, and the Vision for Success. Detailed information about the methodology used in this evaluation is located in the final section of this report.

In this report, descriptive information about the PRT process appears first, followed by an analysis of the survey results and the findings from interviews. The report finishes with the themes, conclusions, and recommendations drawn from the analysis. •

APPLICATION AND BREADTH OF THE PRT PROCESS

CLIENT INSTITUTION PARTICIPATION

Colleges and districts are encouraged through varied communications to submit LOIs if they determine that technical assistance would be beneficial in addressing their AOFs. LOIs are reviewed and approved on a cyclical basis, with two cycles of assistance provided each year. As of the date of this report, 121 separate Client Institutions (colleges, districts, centers, and the system office itself) have participated in or have been

approved to participate in at least one PRT process. Fifty-seven of the institutions have received or will receive assistance from two successive PRTs each, and six from three successive PRTs each, resulting in a total of 190 PRT processes over 16 cycles. Primary goals of the PRT component of IEPI for Client Institutions include improving institutional effectiveness and operations and expanding organizational capacity.

58 PROCESSES FOR INSTITUTIONS WITH ONE PRT CYCLE

132 PROCESSES FOR INSTITUTIONS WITH TWO OR MORE PRT CYCLES

190 TOTAL PRT PROCESSES

PRT MEMBER PARTICIPATION

PRT members are recruited and assigned through an application process that matches individual member skills, abilities, and talents with unique institutional needs. Over the eight-year life of IEPI, over 540 California community college administrators, faculty, and staff have served on at least one PRT in more than 1,100 separate assignments. Over 300 have served on two or more PRTs. Seventy-six current or former chief executive officers have served as PRT Leads, with 54 of them serving as Leads on more than one team. In addition, 22 non-CEOs have served as Leads.

For PRT Members, PRT goals include professional development and increased learning and connections throughout the system through the creation of a network of PRT process participants. Additionally, through engagement in the process, PRT Members bring back practices, procedures and strategies learned from the Client Institution and from each other to apply at their home institutions.

Service on Partnership Resource Teams, Cycles 1-9A

1175

Separate
PRT Member
Assignments

76

Current or
Former CEOs as
PRT Leads

54

PRT Leads
on 2 or more
Assignments

545

Community College
Professionals as PRT
Members or Leads

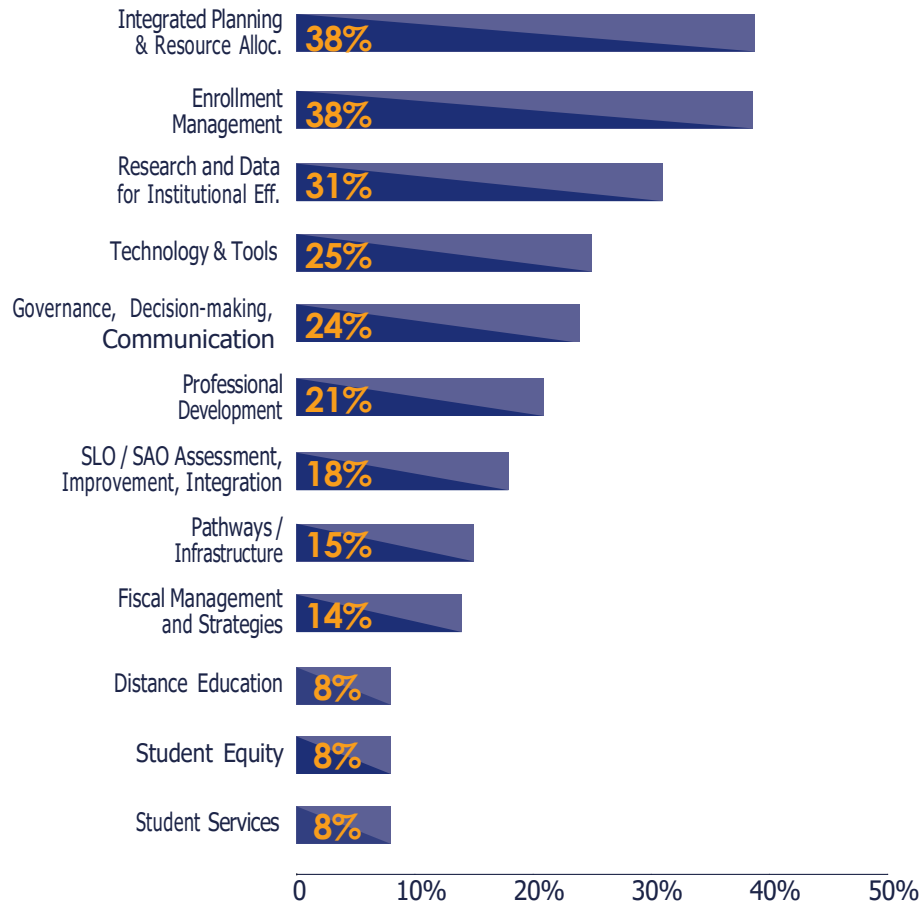
CLIENT INSTITUTION AREAS OF FOCUS

Client-Institution CEOs consider and prioritize Areas of Focus (AOFs) and generate Letters of Interest (LOIs) based on the unique needs and distinctive culture at each institution. A review of the Areas of Focus at each institution reveals patterns of AOFs shared by Client Institutions in the system. Top AOFs across institutions include integrated planning and resource allocation, enrollment management, research and data for institutional effectiveness, governance and decision-making, technology and tools, outcomes assessment, and professional development.

Over the life of IEPI, the general categories of the AOFs have remained relatively stable; however, the variety of AOFs continues to increase, and the way the AOFs have been framed has evolved. In the first two years of IEPI, Innovation and Effectiveness Plan strategies often focused on addressing accreditation compliance and fiscal stability, matching the initial stated goals of the initiative. At the outset of IEPI, Client Institution participation in many PRT processes centered on avoiding or removing ACCJC sanctions or preparing for an imminent institutional self-evaluation report. Fostering academic quality remains a key goal for Client Institutions, but the connection between the PRTs and accreditation has pivoted away from compliance and more toward more positive and proactive systems improvement.

In the last three years of IEPI, Client Institution confidence in the PRT process as a method for improvement has continued to grow and mature. Many institutions have sought a second or even third cycle of PRT services. Indeed, the identification and resolution of AOFs are beginning to be seen by some Client Institutions as an ongoing process of improvement, where peer assistance becomes a regular resource in the toolbox of institutional effectiveness. The following table lists the top 12 AOFs identified by the percentage of full-PRT processes to date that included those AOFs.

Twelve Most Common PRT Areas of Focus, Cycles 1-9A*



* Percent of 190 full-PRT processes approved through date of report.

CLIENT INSTITUTION SURVEY RESULTS

Surveys were administered to Client Institution representatives including CEOs, substantive point persons, and other individuals who could provide actionable information. The instrument included a series of open- and closed-ended questions about the AOFs and the factors sustaining and limiting progress on them.

THE MOST IMPORTANT AREA OF FOCUS

Institutional respondents were asked to identify from the full set of their Areas of Focus the two most important for their institutions, and then rate the progress on each. They were also asked to identify factors impacting that progress, and finally, to estimate the amount of progress the institution would have made had the institution not received PRT services.

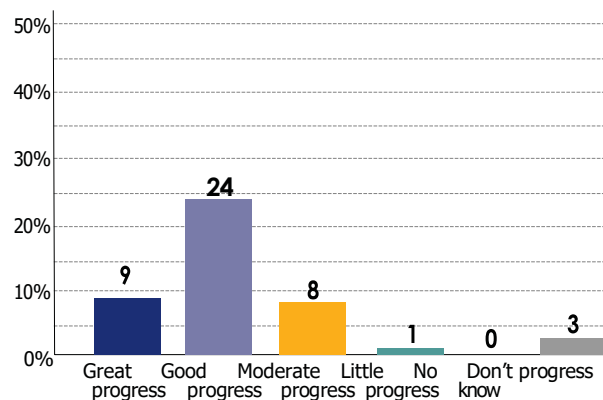
Integrated Planning and Resource Allocation, Research and Data for Institutional Effectiveness, Enrollment Management, and Governance, Decision-making, and Communication were the top AOFs listed as most important.

MOST IMPORTANT AREAS OF FOCUS OF RESPONDING CLIENT INSTITUTIONS	
AREA OF FOCUS	COUNT OF INSTITUTIONS
Integrated Planning & Resource Allocation	8
Research and Data for Institutional Effectiveness	6
Enrollment Management	5
Governance, Decision-making, Communication	5
Technology & Tools	3
Other: Professional Development, Pathways/Infrastructure, Fiscal Management and Strategies, Distance Education (2 Institutions each)	8

Client Institution representatives were asked to indicate on a scale of 1 (No Progress) to 5 (Great Progress) the level of overall progress if any, that their institution had made on their most important Area of Focus that was at least partially attributable to participation in the PRT process.

Approximately three-fourths of the respondents (73.3%; N=33) reported that they had made either Good or Great Progress on the most important AOF. Less than 20% (17.8%; N=8) reported Moderate Progress. One respondent reported Little Progress (2.2%; N=1). Three Client Institution representatives reported that they Did Not Know about the progress made (6.7%; N=3). No respondent reported No Progress at all.

Overall Progress on MOST Important Area of Focus



Client Institution representatives were also asked to identify the factors supporting or impeding progress on the most important AOF. The top responses for the factors sustaining or limiting progress were coded and categorized. The most commonly identified factor identified for sustaining progress was finding an institutional champion to shepherd efforts on the AOFs.

MAIN FACTORS HELPING SUSTAIN PROGRESS ON MOST IMPORTANT AOF

- ▶ Finding a champion to shepherd efforts (6)
- ▶ Communication with the institutional community (4)
- ▶ Incorporation of the AOFs into planning processes (3)

The most commonly identified factor identified for limiting progress was the disruption due to COVID-19. The top responses for each area are identified in the accompanying tables.

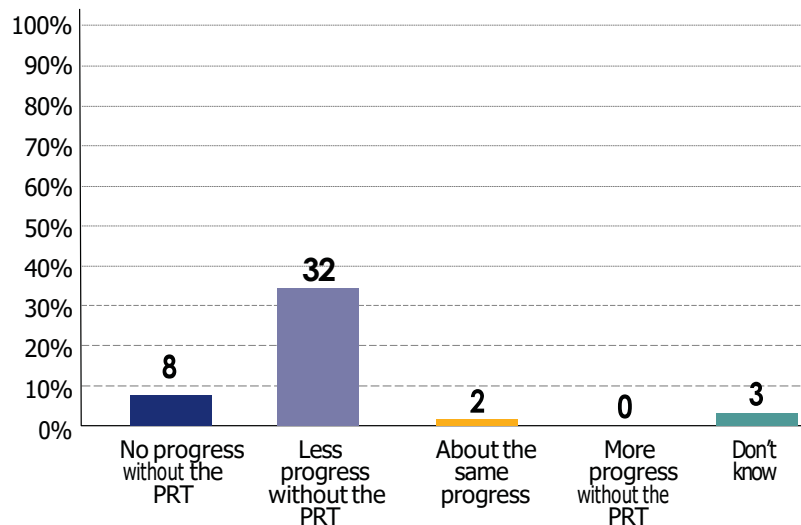
MAIN FACTORS LIMITING PROGRESS ON MOST IMPORTANT AOF

- ▶ Disruption due to Covid-19 (5)
- ▶ Lost momentum after the final visit (3)
- ▶ Attrition in key leadership positions (2)
- ▶ Conflicting demands on institutional time and resources (2)

ESTIMATED PROGRESS WITHOUT PRT SERVICES

Almost 90% of the respondents (88.9%; N=40) reported that the Client Institution would have made Less Progress or No Progress on the most important Area of Focus (AOF) had the institution not received PRT services. Only two respondents indicated that the institution would have made about the Same Progress (4.4%; N=2). No respondent reported that it would have made More Progress without the PRT support. Three respondents reported that they Did Not Know about the progress on the AOF (6.7%; N=3).

Estimated Progress Had Institution NOT Received PRT Services
for MOST Important Area of Focus



RESULTS FOR THE SECOND-MOST IMPORTANT AREA OF FOCUS

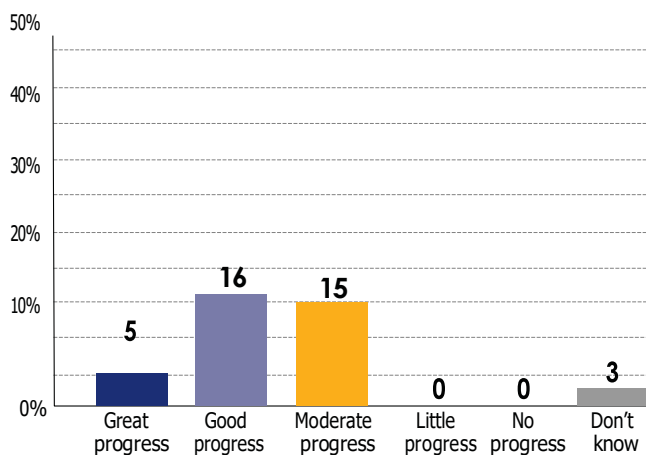
Integrated Planning and Resource Allocation, Research and Data for Institutional Effectiveness, Enrollment Management, and Governance, Decision-making and Communication were the top AOFs listed as the second-most important.

SECOND-MOST IMPORTANT AREAS OF FOCUS OF RESPONDING CLIENT INSTITUTIONS	
AREA OF FOCUS	COUNT OF INSTITUTIONS
Enrollment Management	5
Research and Data for Institutional Effectiveness	4
Integrated Planning & Resource Allocations	4
Governance, Decision-making, Communication	4
Pathways/Infrastructure	3
Student Services	3
Student Equity	3
Other: Professional Development, Pathways/Infrastructure, Fiscal Management and Strategies, Distance Education (2 Institutions each)	8

Responses from Client Institution representatives about the second-most important AOF were very similar to those about the most important AOF. There is one difference of note, however: The progress reported on the second-most important AOF was substantially less than that on the most important AOF; slightly over half (53.8%; N=21) of the Client Institution respondents reported Good or Great Progress on the second-most important AOF. This estimation of less progress is expected given that most Client Institutions place the greatest effort on the most important AOF and that the intrusion of issues related to the COVID-19 pandemic beginning in early 2020 likely disrupted institutions' capacity to address multiple areas of institutional effectiveness at once.

The main factors helping sustain progress and limit progress on the second-most important AOF mirrored the factors identified for the most important AOF.

Overall Progress on SECOND-MOST Important Area of Focus



SUGGESTED IMPROVEMENTS TO PRT PROCESS

The final area of interest in the survey for Client Institution representatives asked respondents to provide specific suggestions for improvement to the PRT process. Responses were coded and categorized for themes. "None" was the most common response to suggested improvements to the PRT Process. The only other suggestion that emerged as a theme was the greater use of technology in the PRT Process.

SUGGESTED IMPROVEMENTS TO PRT PROCESS (CLIENT INSTITUTIONS)

- ▶ None (6)
- ▶ Greater Use of Technology in the PRT Process (e.g., Document Storage, Communication) (4)

PRT MEMBER SURVEY RESULTS

GROWTH, DEVELOPMENT, AND CONNECTION

PRT Members were asked to respond to a series of open- and closed-ended questions about the effects that participation in the PRT process has had on:

- Their professional growth and development
- Their connections with other professionals in the California Community College system

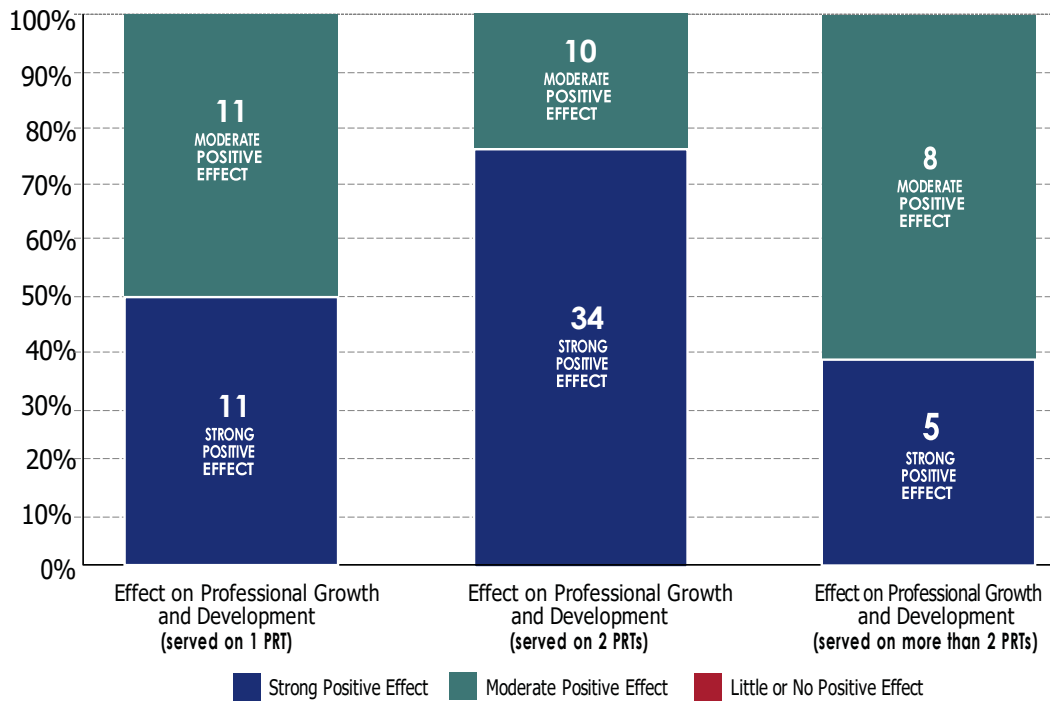
Most PRT Leads are chief executive officers at their home institutions, and other PRT Members serve in a variety of administrative, faculty, and support roles in instruction, student services, administrative services, and other areas.

PROFESSIONAL GROWTH AND DEVELOPMENT

PRT MEMBERS ONLY (Excluding Leads)

PRT Members (excluding Leads) were asked to indicate on a 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 professional growth and development. For respondents who have participated in one PRT, all the respondents (100%, N=22) report either a Strong or Moderate Effect on their professional growth and development, with one-half (50%; N=11) reporting a Strong Effect. For respondents who have participated in two PRTs, again all respondents (100%, N=44) reported that participation had a Strong or Moderate Positive Effect on their professional growth, with over three-fourths (79.4%; N=34) reporting a Strong Effect. For respondents who have participated in three PRTs, once again all respondents (100%, N=14) reported that participation had a Strong or Moderate Effect on their professional growth and development, with about one-third (35.7%; N=5) reporting a Strong Effect. No respondent in any category reported Little or No Effect.

Effect of Participation in PRT Process on Professional Growth and Development (PRT Members Only)

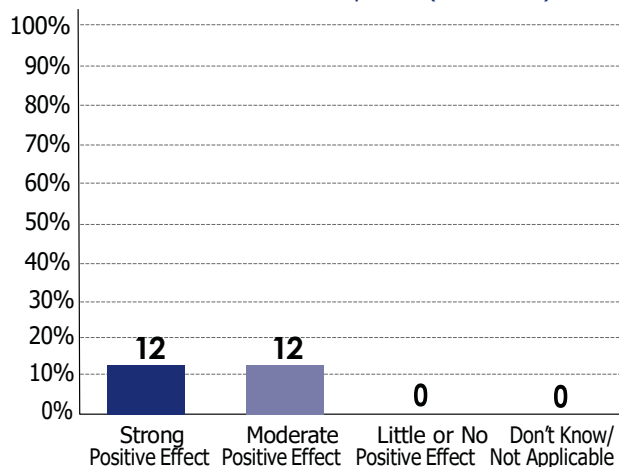


PRT LEADS

PRT Leads were also asked to indicate on a 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 professional growth and development. All Leads (100%, N=24) reported either a Strong or Moderate Effect on their professional growth and development, with one-half (50%; N=12) reporting a Strong Effect. No Lead reported Little or No Effect.

PRT Members were also asked to identify the main aspects of the PRT process that were primarily responsible for their ratings regarding professional growth and development. The top responses were coded and categorized. The most commonly identified factor was Working with Peers to Assist Sister College. The top responses are identified in the accompanying table.

Effect of Participation in PRT Process on Professional Growth and Development (PRT Leads)



MAIN ASPECTS OF PRT PROCESS RESPONSIBLE FOR RATINGS

- ▶ Working with peers to assist sister college (5)
- ▶ Working as a team regardless of job title (3)

CONNECTIONS WITH OTHER PROFESSIONALS IN THE CALIFORNIA COMMUNITY COLLEGES

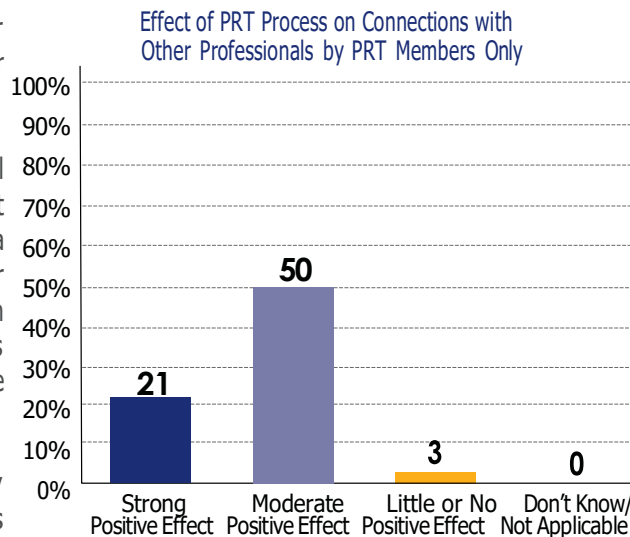
PRT Members were asked to indicate on a scale of 1 (Little or No Positive Effect) to 3 (Strong Positive Effect) the effect that participation in the PRT process has had on their connections with other professionals in the California Community Colleges system.

The vast majority of PRT Members (excluding Leads) (95.9%; N=71) reported that participation in the PRT process had a Strong or Moderate Positive Effect on their connections, with slightly more than one-fourth of the respondents (28.4%; N=21)

reporting a Strong Positive Effect. Under five percent (4.0%; N=3) reported Little or No Positive Effect.

Shifting the focus to the PRT Leads alone, all the respondents (100%; N=24) reported that participation in the PRT process had a Strong or Moderate Positive Effect on their connections with other professionals, with almost ninety percent of the respondents (87.5%; N=21) reporting a Strong Positive Effect.

PRT Members were also asked to identify the main aspects of the PRT process that were primarily responsible for their ratings regarding connections with other



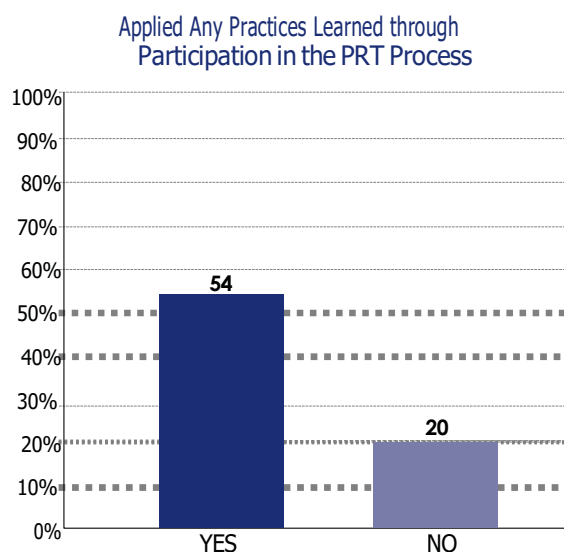
professionals. The top responses were coded and categorized. The most commonly identified factor identified by the PRT Members was Skills Learned from the PRT Process Used as a Part of Daily Work. The growth in connections among participants across the larger field is a difficult construct to assess given the numerous factors and influences that impact relationships with professional peers. Respondents reported this difficulty in the open-ended responses. The top responses for this item are identified in the accompanying table.

MAIN ASPECTS OF PRT PROCESS RESPONSIBLE FOR RATINGS

- ▶ Skills learned from the PRT Process used as a part of daily work (5)
- ▶ Interaction at conferences and peer gatherings (3)

APPLYING PRACTICES LEARNED

Next, PRT Members were asked whether their home institutions had applied any practices they had learned through participation in the PRT process. Respondents were asked to answer the question yes or no. Almost three fourths (73.0%; N=54) reported bringing techniques, strategies, or ideas to their home institutions.



EFFECTS OF SERVING ON MULTIPLE PRTS

PRT Members who had served on more than one PRT were asked to describe the effects if any, that serving on additional PRTs beyond the first one had on their professional or personal growth, and/or their home institution. Responses were mostly general in nature; however, respondents did note that the participation in additional PRTs beyond the first experience broadened their understanding of the larger issues facing California Community Colleges. Members did note that the value of the added experience of working on additional PRTs was highly dependent on the PRT Lead and the PRT Members.

SUGGESTED IMPROVEMENTS TO PRT PROCESS

In a final area of interest, the survey asked PRT Members to provide detailed suggestions for improvement to the PRT process. Responses were coded and categorized for themes. "None" was the most common response given. Improved use of technology in the PRT Process for communication and data retrieval was the only suggestion that emerged as a theme.

SUGGESTED IMPROVEMENTS TO PRT PROCESS (PRT MEMBERS)

- ▶ None (7)
- ▶ Improved use of technology for communication and data retrieval (5)

EMERGENT THEMES FROM THE IN-DEPTH INTERVIEWS

For this reporting year, the evaluation methods included group and individual interviews with experienced:

- Client Institution CEOs, substantive and procedural point persons, and key representatives
- PRT Leads and Members, including CEOs, administrators, faculty, and staff.

Special attention was paid to including faculty and classified representatives among the interviewees. As a result, this year's interviews represent a wider pan of the Client Institution and PRT Member experience. In addition, for the first time, some of the group interviews included PRT members or Client-Institution point persons who held different types of positions at their home institutions.

The group interviews, in particular, provided a dynamic setting for response and engagement not possible in one-on-one interviews. Small groups of representatives were interviewed together and responded to open-ended prompts. Interviewees were given the opportunity then to build upon one another's responses, refine responses given, and provide alternative perspectives on the issues discussed. The goal of this method was to build depth in the information gathered, to complement the individual interview process.

Individual interviews were conducted to accommodate the schedules of participants and to provide alternative venues for responding to the prompts.

INTERVIEWS WITH CLIENT INSTITUTION REPRESENTATIVES

The following themes emerged from the interviews with Client Institution representatives:

PRT PROCESS AND TECHNIQUES

- Tackling performance improvement issues is often best accomplished in a collaborative setting with an approach of mutual learning and equal and respectful participation. PRTs take a servant-leader approach to the PRT Process and give the Client Institutions wide berth to solve their problems.
- Strategies such as Appreciative Inquiry help foster conversations about difficult challenges by using a positive, proactive approach. Traditional

deficit-model approaches to performance gaps are not conducive to transparent discussions about sensitive challenges.

- Under the Appreciative Inquiry approach, mistakes are seen as part of the learning process and not failures in performance. Tendencies to assess blame or responsibility for problems are overcome by starting with where the institution is successful and building from there.
- PRTs foster an environment of transparency for the Client Institution representatives.
- PRTs help Client Institutions see themselves more clearly, and also help them realize they are not alone in facing their challenges.

INTERVIEWS WITH CLIENT INSTITUTION REPRESENTATIVES *(continued)*

Using Appreciative Inquiry helped us build on what we already do well and was focused on finding positive solutions using our strengths and not pointing out where we do not do things well.

—Client Institution Leader

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- Client Institutions can scale practices learned from the PRT Process and the work on the AOFs to other areas of the college or district (e.g., bringing together people with disparate functions to work collegially on issues using Appreciative Inquiry), and often rely on the efforts of key representatives, such as champions, to help communicate the benefits of the particular tools and techniques and demonstrate them in other venues.

CLIENT INSTITUTION SYSTEMS AND PROCESSES

- A champion at the Client Institution who shepherds participants through the PRT Process and beyond remains an important asset for the successful college or district. Champions are well-versed in the AOFs and are passionate about the college's effectiveness but are not necessarily identified by job title. Busy CEOs, executive staff, and other leadership benefit by assuring that a champion is in place.

- Embedded college culture, structures, and processes impact the degree of success that institutions experience during the PRT Process.
- Most of the impediments to success on the AOFs that Client Institutions face are not the acquisition of new knowledge to solve problems. Rather, the greatest hurdles are motivational and change management-based. PRTs help institutions over these hurdles.

“I am a busy CEO with many important things to handle. The smartest thing I did was to find someone who believed in the process, could motivate people to get the work done, would follow through, and keep me apprised. Having someone to ‘carry the ball’ was so important.”

—Client Institution CEO

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- The PRT Process gives Client Institutions a clear structure to follow in exploring needs and issues, considering options to address the AOFs, translating ideas into action through the I&EP, and following through with implementation of improvements.

INTERVIEWS WITH CLIENT INSTITUTION REPRESENTATIVES *(continued)*

- PRT Members and Client Institution representatives value and trust the structure, dependability, and organization of the PRT Process. Those who have participated over multiple cycles have developed a greater understanding of the role of technical assistance and derive greater value from repeat participation in the PRT Process, both as Members and as professionals at their home institutions.
- Communication about the PRT Process by institutional leaders with the college or district community helps build better buy-in for and receptiveness of technical assistance at the college or district.

“The PRT listened and let us talk. The openness shown to us made us feel comfortable and over time we began to truly trust that they were here for us to be successful.”

—Client Institution Leader

-
- Client Institutions value the fact that the MOO and the guidance provided by the PRT facilitated brainstorming good practices, identifying solutions, and executing strategies.
 - Most Client Institutions are well aware of the areas of capacity or systems improvement needed. The PRT Process creates the structure and supports to help get the work itself done.
 - Faculty members desire to be part of the identification of the AOFs, the creation

of the Treatment that elaborates on the LOI, and participation in development and implementation of the I&EP, but logistical hurdles sometimes impede more meaningful participation by as many faculty as they would like.

- Productive and congenial relationships built between Client Institution participants and PRT Members extend beyond the three-visit PRT process.
- Colleges are mindful of the Chancellor’s initiatives such as Vision for Success and DEIA and use the PRT Process for structural and systems supports to get the institution ready to do the work needed. Work on the initiatives is done primarily by institutional committees, councils, and task forces.

“ I do not know about other colleges, but our [AOFs] were not quick fixes. The time with the team was great, but what I valued was the time afterwards for us to meet and prepare for the next visit.”

—Client Institution CEO

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- The PRTs help Client Institution representatives clear hurdles using methods such as active listening and change management techniques so that institutions can brainstorm solutions and discover new approaches.

INTERVIEWS WITH CLIENT INSTITUTION REPRESENTATIVES *(continued)*

- Client Institutions value the time between the visits to get the needed work done, and carve out time to dialogue and reflect on the issues and the possible solutions

THE PRESENT AND FUTURE IMPACT OF COVID

- Operating in the environment of COVID-19 has framed the identification of challenges and implementation of possible solutions from a perspective of disruption. COVID-19 itself was perceived as a temporary phenomenon;

however, the implications and ramifications of the situation are now seen as having future impacts on operations and effectiveness.

- The delivery of the PRT services was impacted by the pandemic with visits conducted remotely, but the efforts of the PRTs, the Project Director, and the project staff were seen in a very positive light.
- COVID-19 has introduced an unprecedented level of uncertainty in the work Client Institutions perform, and adaptations to the situation were often immediate and iterative. Client Institutions now find themselves in complex and disruptive environments for which they are not well-trained or prepared. The future is even less certain.
- Time-tested ways of providing services such as admissions, counseling, and registration were largely ineffective in the new environment. Similarly, traditional systems, structures, and operations such as conducting meetings were also upended. Iterative innovation and on-the-spot creativity were the principal methods of dealing with disruption.
- Over time, Client Institution representatives began to appreciate COVID-19 short-term

interventions as potentially permanent ways of conducting work. Most reported that they knew things would never go back to the “way they were.” This has increased the angst about meeting institutional effectiveness expectations.

- Methods for improving institutional effectiveness during the pandemic were often chosen by the process of trial and error. The PRT Process helped Client Institutions be more comfortable with an environment where ideas can be tested, refined and implemented.

“COVID has really disrupted our work and conferences and meet-ups have all turned virtual, but I have kept in contact with folks at the colleges and even fellow team members. I wanted to learn how they were tackling the issues I was facing. And, they responded to my [outreach]. I look forward to connecting face-to-face in the future.”

—PRT Lead

INTERVIEWS WITH PRT MEMBERS

The following themes emerged from the interviews with PRT Members:

PARTICIPATION BENEFITS

- Faculty and classified professionals in particular stressed the value of being part of the PRT Process as Members and learning from the collaborative participation in the PRT.
- Some faculty encounter logistical hurdles to participating as members of a PRT— a common problem faculty face when engaging in off-campus activities. The remote nature of PRTs during COVID helped minimize this hurdle but the barrier may reoccur with the return to face-to-face visits.
- PRT Members, particularly digital natives, desire expanded use of technology to conduct meetings, share files, and communicate. These professionals value the time saved and the improved efficiency that technology provides.
- PRT Members note that increased access to the Client Institution representatives and documents at the beginning of the process would better prepare them for their roles in the PRT Process.
- PRT Members benefit from networking that results from participation in the PRT process. Many have connected with others after the visits and shared common professional interests.
- Meaningful participation in a PRT demands a commitment of time, but PRT Members report that participation is very worthwhile.
- The role of the PRT Lead is critical in team functioning. PRT Members who have participated in more than one PRT cycle report Lead effectiveness does vary.

PROFESSIONAL DEVELOPMENT

- PRT Members learn more, apply the PRT approach better, and report greater value from participation in additional PRT Processes. The value they find in participating in subsequent processes does vary depending on the PRT Lead and the composition of the team.
- Participation in the PRT process is a professional development opportunity that surpasses webinars and conference sessions because of the interactivity and the immediate application of what is learned.

“I was so impressed with work of the other members on the team. They came prepared and had the [Client Institution's] best interests at the forefront of our work.”

—PRT Member

- PRT Members see participation in the PRT process as a way to improve their opportunities for professional advancement.
- PRT Members bring back to their home institutions and use techniques learned as part of the PRT Process, including active listening and Appreciative Inquiry.
- PRT Members identify the sharing of experiences and professional and peer networking as the most valuable aspect of participation in the PRT Process.

INTERVIEWS WITH PRT MEMBERS *(continued)*

POTENTIAL FUTURE OF PRT PARTICIPATION

- PRT Members indicate that they would like to learn about the other PRTs working during the same cycle and from other cycles. They would like to access a participant list as well as a list of the AOFs from Client Institutions as a way to build a knowledge base.
- PRT Members would like experiences to meet with former PRTs to share experiences and build better professional networks.
- Participation in multiple PRT cycles improves professional growth and fosters a sense of professional satisfaction in helping other institutions in the system.
- Faculty PRT Members would like greater connections with academic senates to share the work of the PRTs and to recruit more faculty.

“ I really would like to learn what happened at the other colleges with the other PRTs. I learned a lot with my PRT, but I would love to see what other teams did for their [Client Institutions].”

—PRT Member

CONCLUSIONS

The following conclusions are based on the findings from the multiple methods of data collection used in this year's evaluation:

- Like most industries and fields today, a community college education is operating in a marked state of flux. The relevance of underlying assumptions for the way to deliver instruction and assess institutional effectiveness, fostered in a world that was more stable, is being questioned. Changes in technology, demographics, culture, and learner preferences are working together to force modifications in time-tested models that community colleges have used for teaching and learning and building organizational culture. The shifting conditions have produced a great deal of uncertainty and angst in the system. The interview responses reflect these factors.
- Community college leaders—faculty, administrators, and staff—are on the frontlines of the battle and their interview responses reflect the notion that the complex and novel problems faced by community colleges are best solved collaboratively and iteratively, using a human-centered approach that values mutual learning and focuses on student experience to drive innovation.
- Client Institution representatives have made progress on the AOFs by making decisions fostered by the nonjudgmental and proactive environments PRTs create for discussions and creativity to take place.
- The traditional model of the Three-Visit PRT Process should be retained and supported given the value and trust in the structure, dependability, and organization of the PRT Process reported by Client Institution representatives and PRT Members.

CONCLUSIONS *(continued)*

- Recruitment of PRT Members for additional processes is important, as Members report a greater understanding of the role of technical assistance and derive greater value from repeat participation.
- By all accounts, the execution of the IEPI project to reach the initiative objectives has been of high quality. Client Institution representatives and PRT Leads and Members report consistently that work and communication with the Project Director and the grant staff have been very effective. The focus of the Project Director and staff has been on removing barriers so that PRTs and Client Institutions have a successful PRT experience. This servant-leadership, problem-solving approach to meeting PRT and Client Institution needs is seen as invaluable to the work done during the cycles.
- The PRT Process has been successful in large part because of the transparent conversations that take place between the Client Institution and the PRT during the visits and among PRT Members. The use of techniques such as Appreciative Inquiry, in particular, has been especially important for many Client Institutions. PRT Members provide a supportive, nonjudgmental environment for colleges and districts to tackle daunting problems. Seeking help involves significant courage and the PRTs have facilitated this process by reframing problems as opportunities to improve.
- COVID-19 was not only a significant disruption in the traditional ways colleges and districts conduct operations but has also acted as an accelerant in the use of technology for teaching and learning, workplace functioning, and the development of campus culture. The change is likely permanent. Old models of online education, once seen as inherently inferior to face-to-face instruction, have improved dramatically. The use of web-based video conferencing will only expand at colleges and district offices.
- Of particular note, Client Institutions and the PRT members discover during the process that the challenges faced at home institutions are shared by sister institutions across the state. In turn, participants share the curiosity to consider and implement different techniques and approaches used at other institutions to address common problems.
- Client Institutions value maximum flexibility in identifying their challenges and designing their solutions. Representatives particularly appreciate the collaborative approach to moving forward on tough challenges that they face.
- Finally, it is not only the Client Institutions that benefit from the process. PRT Members value the time together as team members and see the PRT experience as something missing from traditional professional development opportunities such as conferences and webinars. The time spent carefully pairing PRT Members with the unique needs, culture, and history of the Client Institution is essential to a successful PRT process.

RECOMMENDATIONS

Based on these conclusions and on the analysis of the group and individual data from Client Institution representatives and PRT Members, the following recommendations for improving and expanding upon the PRT process are suggested:

RECOMMENDATIONS *(continued)*

- 1.□ Keep the features of the existing full-PRT Process, including the three-visit model for systems improvement. The model currently employed offers a balanced approach of needed structure to tackle the challenges and seize opportunities for improvement, yet retains sufficient flexibility to adapt to unique college needs. PRT Members and Client Institution representatives value and trust the reliability, dependability, and organization that the PRT Process provides for institutional improvement.
- 2.□ Provide additional modes for technical assistance in light of the changing attitudes about campus, work, and student attendance now present in the post-COVID world. Conventional wisdom has been that face-to-face meetings at a single location are essential to productivity, the development of college culture, and the delivery of teaching and learning. The dramatic responses to the pandemic, once seen as necessary steps to overcome temporary disruption, are already creating new ways of working, learning, and participating in the college experience. Technical assistance will need to adapt to these efforts of colleges and districts to improve.
- 3.□ Enhance the flexibility of technical assistance delivery to support changing organizational priorities that colleges must now establish. Colleges and districts are still addressing many of the same categories of AOFs present since the beginning of the initiative, but now some must face dramatically different focus areas in novel ways. The PRT Process must consider how best to respond to these emerging Client Institution needs.
- 4.□ Engage CEOs and substantive point persons at Client Institutions to reach out and encourage greater faculty participation in the development of the Treatments and the I&EPs during the PRT Process. Faculty desire to be part of the PRT Process as representatives of the Client Institution community.
- 5.□ Develop and implement cost-effective and time-efficient ways to advance the dialogue about institutional effectiveness across participating institutions and also with institutions potentially interested in technical assistance as a tool for institutional improvement.
- 6.□ Create an annual collaborative symposium or conference to bring together Client Institutions and PRT Members to share experiences and to inform institutions and professionals considering participation in technical assistance.
- 7.□ Develop and apply methods to sustain connections among PRT Members developed before, during, and after participation in the technical assistance work. Peer relationships do develop naturally but providing more systematic ways to bond and meet will satisfy PRT Members' desire to learn from others participating in the process.
- 8.□ Create an infrastructure to augment the dissemination and sharing of effective and promising tools and practices learned from the technical assistance process. Easier digital access to work done by colleges is an important method to disseminate knowledge about initiatives from the Chancellor's Office (e.g., the Vision for Success, the Roadmap for the Future, and Diversity, Equity, Inclusion and Accessibility (DEIA)) and other areas of institutional effectiveness, but communication and conversation among peers facing similar challenges are particularly needed at this time to promote innovation.
- 9.□ Discover ways to outreach to institutions unlikely to submit LOIs due to difficulties at the college or district, such as insufficient institutional bandwidth and critical mass to initiate the technical assistance process. Many colleges are re-upping for additional PRT support, which is a positive outcome of the initiative; however, institutions facing organizational instability or infrastructure deficiencies are less likely to seek out technical assistance even though they have demonstrable needs.

RECOMMENDATIONS *(continued)*

10. ☐ Build on the Appreciative Inquiry techniques and practices learned as part of the PRT Process. PRT Members and Client Institution representatives find value in the proactive, positive, non-threatening approach to performance improvement. Traditional deficit models to close gaps lack the sense of exploration of challenges and a sense of discovery to see new potentials and possibilities.
11. ☐ Promote, in conferences, virtual settings, and digital spaces, the sharing of tools and practices that have been successfully applied by Client Institutions and show promise for implementation at other institutions.
12. ☐ Consider increasing the seed grant limits, or providing seed grants in various amounts, to permit institutions that meet specified criteria to access funds sufficient to begin addressing larger effectiveness issues over a longer term.
13. ☐ Market the PRT process continuously and regularly. Leadership change, attrition, and retirement continue to have a negative impact on institutional improvement. While the wide expansion of the use of PRTs over recent years has been impressive, new leaders may not be aware of the benefits that the PRT Process provides.

METHODOLOGY

As with the previous five annual reports, this evaluation used a mixed-method approach to evaluate the longer-term effects of the PRT process. Specifically, the evaluation design consisted of five techniques:

- **A survey administered to Client Institution representatives**, including CEOs, substantive point persons, faculty, and other applicable participants at the institutions that began their PRT processes during or after Fall 2017 and completed their final PRT visits before July 1, 2021, the period of interest for this sixth evaluation
- **A survey administered to PRT Leads and Members** who participated in PRT processes during the period of interest
- **Structured group Interviews with senior California community college** leaders, faculty, and substantive point persons who participated in PRT processes during the period of interest and were in a position to take a wider perspective on the impact of PRTs on the system
- **Structured individual interviews with additional PRT Leads and Members** who participated in PRT processes during the period of interest
- **Structured individual interviews with additional Client Institution** representatives who participated in the PRT processes during the period of interest.

Forty-five survey responses were received from Client Institution representatives from 38 institutions out of the 58 that received invitations to participate. Client institution representatives were asked to rate progress on their most important and second-most important AOF. Additionally, institutions were asked to report the progress their institutions would have made on their AOFs in the absence of PRT assistance and to suggest any improvements to the PRT process.

PRT Members were asked what effect if any, participation in the PRT process had on their professional growth and development and /or their connections with other professionals in the California Community

METHODOLOGY *(continued)*

Colleges. Additionally, respondents were asked whether their home institutions had applied practices they had learned via participation in the PRT process. Members who had served on more than one PRT were also asked what effects serving on additional PRTs beyond the first one had on their professional or personal growth, and/or their home institutions. Like the Client Institution representatives, PRT Members were asked to make suggestions for any improvements to the PRT process. One hundred three survey responses were received from PRT Members (79 Members and 24 Leads); a total of 218 surveys had been sent to participants.

Twenty-six individual interviews were conducted remotely via Zoom. Fourteen of these interviews were conducted with Client Institution representatives, and 12 with PRT Members. Interview protocols depended on the roles that participants played in the process. This evaluation administration relied primarily on the surveys to gauge progress on the AOFs and to learn about factors that either hindered or supported the progress, which permitted more time for deeper conversations with interviewees about the effects of the process.

The group interviews were also conducted remotely via Zoom. Nine separate group interviews were set up, but in some instances, due to scheduling conflicts or other logistical matters, the interviews were conducted individually. Questions focused primarily on the most significant direct and indirect impacts of the PRT process, the ways the PRT process could help institutions address the potential impact of recent disruptive changes in California community colleges, the obstacles to colleges and districts making sustained progress in their institutional effectiveness and how the PRT process could help overcome such obstacles, and the potential ripple effects of the PRT process.

In light of the intended use of the findings to improve PRT process practices, the Project Director was asked to participate in group interviews that were likely to produce actionable qualitative data. The evaluator explained to participants in each group interview ahead of time the reasons for including the Project Director and made clear that if any of them objected, the Director would not participate. No interviewee objected.

Questions in each interview protocol were tailored to learn about larger topics of systems improvement, the value of technical assistance, and current and emerging possibilities. While specific questions were prepared for each group based on their roles, interviewees were permitted to respond freely and discuss unsolicited but related topics. Each interview was allotted an hour to afford respondents adequate time to respond. All the interviews took place over sixteen weeks in the spring and summer of 2022.

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Theme	Workshop/Total
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Fiscal Health	<ul style="list-style-type: none"> • Financial Stability as a Core Social Determinant • Equitable Success for All
Student Centered Enrollment Management	<ul style="list-style-type: none"> • Democratizing Campus Climate & Public Safety • Strengthening Student Enrollment • Student Success Paradigm Shift • Celebrating the Class of 2022! • Student-Centered Retention Using the Social Determinants • The Social Determinants of Educational Success: Centered • Engaging and Supporting the Community College Working Majority • Designing for Student Success: Innovations in Enrollment
Vision for Success	<ul style="list-style-type: none"> • In Their Own Voices • Sharing the CCC Story: Our Impact on Californians • Making History: Designing a Student-Centered System
Equal Employment Opportunity	<ul style="list-style-type: none"> • Moving the Needle & Ensuring Equity in EEO • Estamos Aqui: Transforming Hiring Practices
Diversity Equity, Inclusion and Accessibility	<ul style="list-style-type: none"> • Supporting Employee DEIA Contributions and Growth • Designing with our Students • Universal Design, Accessibility & More • Transforming Institutional Culture through Anti-Racist Practices
COLEGAS	<ul style="list-style-type: none"> • Putting Ourselves back in the Narrative through Publishing, Dissertations y Doctorados • Courageous Latinx Leadership • The Coalition: The People United will Never be Divided • Ensuring Racial Consciousness in LGBTQ Services • Latinx Brilliance & Resilience

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