2024 REPORT

Institutional Effectiveness

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

A11Y 4/30/25

April 8, 2025

Secretary of the Senate
Erika Contreras
State Capitol, Room 305
Sacramento, CA 95814

RE: 2024 Institutional Effectiveness Legislative Report

Dear Secretary Contreras:

Pursuant to Provision (b)(1) of Item 6870-101-0001, Schedule 22 of the Budget Act of 2022, the California Community Colleges Chancellor's Office and the Board of Governors for California Community Colleges are pleased to release the Institutional Effectiveness report.

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 July 01, 2023, through June 30, 2024.

For any questions regarding this report, please contact Dr. Siria Martinez, Assistant Vice Chancellor of Student Equity and Success, at SMartinez@CCCCO.edu.

Sincerely,

Sonya Christian, Chancellor

Enclosure: Report

CC:
Sue Parker, Chief Clerk of the Assembly
Office of Legislative Counsel
Department of Finance

2024 INSTITUTIONAL EFFECTIVENESS PARTNERSHIP INITIATIVE

Prepared By

California Community Colleges Chancellor's Office
Institutional Effectiveness Division

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EXECUTIVE SUMMARY

The 2024 Institutional Effectiveness Partnership Initiative (IEPI) Legislative Report provides a comprehensive analysis of California's efforts to improve student success, institutional effectiveness, and equity across its 116 community colleges. Covering activities from July 1, 2023, to June 30, 2024, this report highlights key findings, evaluates the impact of technical assistance programs, and outlines strategic recommendations to strengthen statewide transformation efforts aligned with Vision 2030.

KEY FINDINGS

- Institutional Effectiveness & Support: The Partnership Resource Teams (PRTs) provided tailored guidance to most California Community College institutions, primarily by focusing on enrollment management, fiscal health, and equity-driven planning. Institutions receiving support reported strengthened governance, decision-making, and cross-campus collaboration.

- Leadership & Professional Development: Over 13,600 faculty, staff, and administrators participated in 81 professional development programs, focusing on inclusive leadership, equitable teaching, and strategic enrollment management. Initiatives like ALIVE, Leading from the Middle, and the Women's Equity Empowerment Program (WEEP) advanced leadership pathways for underrepresented groups.

- Equity & Systemwide Initiatives: Investments in Diversity, Equity, Inclusion, and Accessibility (DEIA), Rising Scholars (supporting incarcerated students), the Leadership Institute for Tomorrow, the Aspiring Radical Leadership Institute, and California Conservation Corps partnerships expanded access to education and career pathways for underserved populations.

- Innovation & Future Readiness: The Artificial Intelligence Webinar Series introduced faculty and administrators to AI-driven tools for student engagement, instructional design, and operational efficiency so California Community Colleges remain innovative and prepared for the future of workforce and economic development.

INTRODUCTION

The Institutional Effectiveness Partnership Initiative (IEPI) launched in 2014 as 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 College Chancellor's Office divisions and supports several statewide priorities, including currently and formerly incarcerated education and the California Conservation Corps.

Through the investments in IEPI, the Chancellor's Office can support college efforts as they contribute to statewide goals, including but not limited to:

- Reducing and erasing equity gaps in student completion and retention.

- Reducing equity gaps.

- Hastening equitable placement in Math and English, accelerating faculty, staff, and administrative diversity.

- Cultivating opportunities for courageous leadership that prioritizes equity in mindset and practice and/or fostering innovations in cultivating a more equitable, inclusive and transformative teaching and learning ecosystem; and

- Diversity, equity, inclusion, and accessibility (DEIA) implementation on college campuses.

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, now Vision 2030, 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

IEPI provides technical assistance through its partnership resource teams, mini partnership resource teams and communities of practice.

Partnership Resource Teams

Partnership Resource Teams (PRT) are comprised of subject-matter experts from across

the California Community College system, whose collective expertise is aligned with an institution's identified needs. Institutions are selected to receive Partnership Resource Team (PRT) visits based on a Letter of Interest submitted by the institution's chief executive officer, outlining one or more areas of focus and the specific support needed. The Letter of Interest must also link the institution's areas of focus to the Vision's core commitments. To date, the two most common areas of focus have been integrated planning and resource allocation and enrollment management. The chart below provides a breakdown of the most common areas of focus by popularity through the Fall 2024 cycle.

Area of Focus	Institutions (%)
Integrated Planning & Resource Allocation	36%
Enrollment Management	35%
Research and Data for Institutional Effectiveness	30%
Governance, Decision-making, Communication	25%
Professional Development	25%
Technology and Tools	23%
SLO/SAO Assessment, Improvement, Integration	16%
Pathways/Infrastructure	15%
Fiscal Management and Strategies	12%
Student Equity	10%
Social Justice and Inclusiveness	9%
Student Services	9%

Each PRT commits to participating in at least three visits to an institution. The first visit focuses on understanding the institution's stated needs and areas of focus, as well as identifying any additional related issues. During the second visit, the team helps the institution develop its Innovation and Effectiveness Plan to address the areas of focus. Once the plan is completed, the institution becomes eligible for an IEPI grant of up to $200,000 to help facilitate and expedite the implementation of its plan. On the third visit, the PRT follows up with the institution to assess progress, sustainability, and to address any unexpected challenges in the early implementation of their Innovation and Effectiveness Plan.

As of the Fall 2024 cycle, 130 institutions were selected to receive technical assistance by a full Partnership Resource Team. Sixty of those have received assistance from two successive teams, and nineteen have received assistance from three successive teams.

Mini Partnership Resource Teams
Mini-Partnership Resource Teams are typically composed of three or four 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 2016, 16 institutions have received Mini-Partnership Resource Team assistance, and grants of $75,000 each. (One of those institutions received

assistance from two Mini-PRTs.) 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, student-centered scheduling, and credit for prior learning.

Partnership Resource Team 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 the PRT process for institutions that received their initial visits in Spring 2024. The evaluation was conducted primarily through survey tools with both closed-ended and open-ended questions. Respondents were team members and participating institutions at the conclusion of each of the first two PRT visits. The report demonstrates the value and effectiveness of the Partnership Resource Team process to participating institutions, as well as to the individuals who have volunteered to serve on a team.

Sustaining Institutional Effectiveness: PRT Process Impact through spring 2024 (see Appendix 2) reports on the Partnership Resource Team processes that began during or after fall 2019 and completed the final visit before July 1, 2023. PRT Leads and Members and representatives at Client Institutions receiving services were surveyed and interviewed. Interview groups were assembled based on institutional affiliation and existing team compositions. Individual interviews supplemented the group interviews. Team member and institution survey responses were analyzed and the findings from interviews were summarized. Results indicate that the Partnership Resource Team process continues to have sustained positive effects on Client Institutions. PRTs facilitated brainstorming good practices, identifying innovative solutions, and collaboratively executing strategies. PRT Members and Client Institution representatives value and trust the structure, dependability, and organization of the PRT Process. Those who have participated through multiple cycles have a deeper understanding of the benefits that PRT technical assistance can offer and derive additional value from repeat participation. Evaluation participants also shared perspectives and insights on issues and challenges facing the entire state community college system, such as diversity, equity, inclusion, and access, and on the relationship between technical assistance and the Vision for Success (now Vision 2030).

Communities of Practice

Equitable Online Teaching Certificate Program

California Community Colleges partnered with ACUE to deliver faculty professional development cohorts in alignment with the Institutional Effectiveness Partnership Initiative (IEPI) and AB 705/1705. During the 2023/2024 academic year, ACUE delivered nine online, asynchronous cohort-based certification courses in support of the California Community Colleges Chancellor's Office goal of cultivating inclusive excellence in transfer-level Math and English through system-wide communities of practice. The four different types of courses offered were:

1. Designing Learner-centered and Equitable Courses

2. Promoting Active Learning Online

3. Inspiring Inquiry and Lifelong Learning in Your Online Environment

4. Creating an Inclusive and Supportive Online Learning Environment

ACUE Certified faculty exhibit a noticeable impact in their teaching. These courses were strategically assigned for incorporation of evidence-based, equity-minded teaching and learning practices taught in an online environment that demonstrably impact student outcomes in transfer-level Math and STEM online courses. ACUE courses use evidence-based practices that promote equity in the classroom and increase student rates of succeeding— earning higher grades and completing at increased rates. Research shows that they are also more connected with their peers and report renewed enthusiasm for teaching.

The ACUE program was set up to allow maximum participation across the California Community College system. Key program metrics/results:

- 142 faculty completed their courses and earned an effective teaching practices credential.

- 5 faculty earned the full certification in ACUE's Effective Teaching Practices Framework.

- 96% of faculty reported that they would recommend the ACUE course to a colleague.

- 99% of faculty reported that the course helped refine their teaching practice.

- On average, faculty cohorts reported a 50-100% increase in their confidence using evidence

Equitable Placement and Completion

During the 2023-2024 academic year, Puente partnered with the California Community College Chancellor's Office division of Institutional Effectiveness to implement culturally competent professional development to facilitate crucial conversations about equitable placement and completion. Through a Community of Practice (ComP) model of consistent gatherings, 141 participants from 84 different colleges/districts worked to shift their practice in 3 discipline-specific cohorts led by Puente faculty trainers. Additionally, for the first time Puente and IEPI offered a high-impact 2-night/3-day Linguistic Justice In-Person Intensive for 49 current, past, and prospective ComP participants. ComP facilitators and participants also shared resources during and following meetings (e.g., via online channels and office hours).

Ed Insights effectiveness data analysis included the following positive findings upon completion of the ComPs:

- 87% of respondents tried new strategies including:

  ○ Revising activities/assignments (e.g. changing major assignments, reflection papers, assignments connected to current events, using Puente Anthology)

- o Incorporating code meshing into written assignments

- o Using alternative grading methods

- 100% of respondents felt "moderately," "quite," or "extremely able" to

  - o "Employ an equity-minded lens when completing job-related tasks" and

  - o "Implement equity-minded processes, policies, and/or practices from my role"

- 100% of respondents reported they were either "starting to" or "consistently" applying an "anti-racist and/or critical framework"

- Upon completion of the Linguistic Justice In-person Intensive:

  - o 81% of respondents felt quite or extremely empowered to utilize linguistic justice in their classroom

  - o 100% respondents reported a commitment to begin, continue, and/or coach others in the use of linguistic justice practices at their college

  - o Respondents were able to connect linguistic justice and equitable placement & belonging.

Financial Aid and Basic Needs

In 2023-24, the Financial Aid and Basic Needs (FABN) Community of Practice (ComP) engaged five California community colleges—City College of San Francisco, Foothill College, Fullerton College, Lake Tahoe Community College, and Oxnard College—in year 2 of a collaborative effort to advance financial stability among students. Aligned with the California Community Colleges' Vision 2030, this 17-month initiative focused on creating integrated support systems for financial aid and basic needs. Each college developed tailored action plans, including the launch of centralized basic needs centers to provide accessible resources for food, housing, and financial aid guidance. The colleges also facilitated workshops and communication campaigns to raise awareness of available financial resources and reduce stigma associated with seeking assistance. Key outcomes included establishing cross-departmental coordination, streamlining the financial aid process, and building data dashboards for monitoring student needs and outcomes. This initiative emphasized continuous knowledge-sharing through peer learning and collaboration, ensuring each college could adapt best practices to their unique contexts while fostering a culture of shared accountability and equity-focused support across campus staff and student services.

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 each year in learning and applying SEM practices and processes. In FY 2023-24, the Program facilitated the second half of the 2023-24 cohort and launched the new 2024-25 cohort. For FY 2022-2023, an estimated 360 community college professionals (college team

members, coaches, and core project planning team members) participated in the year-long SEM Program across both cohorts. The expected outcomes and activities completed for each cohort are described below.

The following outlines the expected outcomes and key activities completed for each cohort during the year.

1. Up to 16 college or district teams (approximately 150-160 participants per cohort) will learn and apply foundational SEM principles, designed to enhance and support the student journey.

2. Participants and coaches will deepen their understanding of SEM and ability to apply holistic, integrated SEM practices focused on optimizing student enrollment and improving completion rates. This work will be carried out through three in-person convenings, monthly meetings, and two site visits with program coaches to provide ongoing support and guidance.

3. Up to 34 SEM coaches will be trained to provide ongoing, structured support to their assigned colleges. These coaches will come from diverse backgrounds, including faculty, deans, vice presidents, and college presidents.

Current Outcomes 2023-24 and 2024-25 Cohort

The 2023-24 Cohort was launched in FY2022-23 and completed half of the program during that year. For FY2023-24, the college teams came together in January 2024 to share their progress and discuss points of integration to support the sustainability of their work. They also continued to work throughout the remainder of the year engaging in monthly meetings and site visits with their coaches. In May 2024, the team participated in a final convening where they discussed the impact of new legislation on SEM and shared their project outcomes through interactive sessions designed to promote the SEM Community of Practice.

In June 2024, the 2024-25 cohort was launched, where 15 colleges, one district team, and their assigned coaches participated in the SEM Academy. During the Academy, teams worked with coaches to refine their SEM projects, identify specific student outcomes they aimed to impact, and engage in interactive learning sessions. A list of the SEM Academy session titles is included below.

Supporting the Student Journey – Interactive Session #1

- Developing a SEM Plan with Targeted Student Enrollment Groups

- Targeted Marketing and Communications

- Taking a Strategic Approach to Student Outreach, Enrollment, and Onboarding

- Schedule Development Part I: Scheduling and Program Pathways

- SEM and the Student-Centered Funding Formula

- Policy Changes and the Impact on SEM

Supporting the Student Journey – Interactive Session #2

- Using the Luminescence of Data to Guide SEM

- Building Proactive Strategies and Teams for Equity, Persistence, and Success

- Schedule Development Part II: Student-Centered Scheduling Practices

- SEM and the Student Journey: Persistence and Completion in Year 1 and Year 2

- Dual Enrollment: Support Services Inside and Outside the Classroom

- Faculty Reflection on Data, Pedagogy, and Classroom Practices

EQUAL EMPLOYMENT OPPORTUNITY

Equal Employment Opportunity (EEO) programming within the California Community Colleges system serves as a cornerstone for advancing equity and diversity beyond legal compliance. This program supports colleges in fostering inclusive hiring practices through policy development, training, technical assistance, and strategic resource allocation. Key initiatives include the CCC Registry for diverse recruitment, monitoring district EEO plans, and overseeing the effective use of state-allocated EEO funds. These efforts underscore the system's proactive commitment to cultivating a workforce reflective of California's diverse population.

Diverse faculty, staff, and administrators are essential to creating a culture of belonging across California's community colleges. By prioritizing equitable representation, the system ensures that students and employees alike experience an environment where their identities and contributions are valued. This cultural shift enhances institutional effectiveness and enriches educational outcomes, affirming the state's leadership in advancing diversity, equity, and inclusion.

To sustain and amplify these efforts, the Chancellor's Office provides continuous support through resources like the Model EEO Plan and the EEO Diversity Best Practices Handbook. These tools empower districts to implement innovative approaches to hiring and retention, ensuring long-term progress in building diverse, inclusive, and thriving college communities. This commitment goes beyond compliance, aiming to establish California's community colleges as national exemplars of equity and opportunity in higher education.

The EEO Innovative Best Practices Grants further exemplify the system's commitment to advancing equity and diversity beyond compliance. These grants provide funding to community college districts to develop and implement creative, evidence-based strategies that promote equitable hiring and retention practices. By fostering innovation, the grants encourage districts to address systemic barriers, enhance outreach to underrepresented communities, and cultivate pathways for diverse talent. Successful initiatives funded by these grants not only strengthen the workforce within individual colleges but also serve as scalable models for the entire system, reinforcing California's leadership in building inclusive and dynamic educational institutions.

SUPPORTING SYSTEMWIDE LEADERSHIP

Advancing Leadership Institute for Instructional VPs in Equitable Education (ALIVE)

The third California Community Colleges Chief Instructional Officers' ALIVE academy cohort included 32 diverse participants from 21 California community colleges that ranged from deans, associate deans and directors when they first began the program. To date, five (5) of the 32 participants (16%) have been successful in securing promotional opportunities during the 2023-2024 academic year.

Aspiring Radical Leadership Institute

In the third year of the inaugural cohort, the Coalition engaged in the following activities to support ARLI fellows:

- January 25-26, 2024: ARLI Session I

- March 6-8: AMEND Annual Summit

- April 18-19, 2024: ARLI Session II

- April 5-7, 2024: APAHE Annual Conference

- June 18-22, 2024: ARLI Social Ecological Immersion Trip (Atlanta, Georgia and Montogomery, Alabama)

Great Teachers Seminar

The Great Teacher's Seminar is a professional development opportunity, in partnership with the Faculty Association for California Community Colleges, designed to foster exemplary teaching practices through collaborative learning and reflection. The week-long seminar emphasizes sharing universal teaching practices beyond individual expertise, building networks among educators, encouraging introspection about personal biases and teaching practices, and promoting diversity, equity, inclusion, and accessibility in education. The Great Teachers Seminar is unique in its participant-driven structure which allows attendees to interrogate and uncover their most teaching challenges and work through solutions to address them. Equity-driven teaching not only enhances student engagement and success but also cultivates environments where all learners feel valued, supported, and capable of reaching their full potential. By empowering faculty to reflect on their biases, embrace diverse perspectives, and implement inclusive strategies, the program creates a ripple effect that extends beyond the classroom.

Leading from the Middle

Leading from the Middle (LFM) is a professional development program by the RP Group designed to cultivate equity-minded middle leaders across California Community Colleges. Over a twelve-month cohort-based experience, college teams develop work plans centered on advancing institutional transformation and student equity aligned to their college strategic

goals and statewide goals. The academy included virtual and in-person convenings coupled with ongoing coaching to develop leadership skills and implement campus changes. Leading from the Middle programming emphasizes the importance of creating lasting change by embedding sustainable plans and utilizing peer support networks to share ongoing progress, best practices, and strategies to maintain momentum beyond the academy programming. Leading from the Middle operates to build a pipeline of leaders equipped to champion equity and innovation within the California Community Colleges system.

Leadership Institute for Tomorrow

The Leadership Institute for Tomorrow (LIFT) is a comprehensive leadership development opportunity for California Community Colleges classified professionals, combining an annual in-person conference and a webinar series. The LIFT Webinar Series addressed classified professionals' needs identified in a 2021 Diversity, Equity, Inclusion, and Accessibility survey, covering topics such as career advancement, pathways to faculty roles, confronting workplace inequities, and leadership development. These monthly webinars provided essential tools for career navigation, justice advocacy, and professional growth, further reinforcing LIFT's commitment to sustained, inclusive career advancement.

The LIFT Conference offered workshops that promoted mentorship, culturally relevant resources, and collaborative opportunities among participants from 15 colleges. The conference featured several activities grounded in leadership skills, practical tools such as design thinking, and increasing professional relationships.

Nandi

The Nandi programming, centered on supporting Black women professionals and students in California community colleges, aims to foster equity, empowerment, and professional growth. The 2023 Nandi Symposium, a cornerstone of this initiative, was highly regarded by participants for creating visibility and empowerment opportunities. The symposium focused on the following:

- Community Building: Participants highlighted the value of shared experiences and the uplifting keynote address.

- Equity Capability: While respondents felt "quite able" to engage in equity-related actions, institutional support remains critical for maximizing their potential.

- Support Networks: Most attendees reported strong collegial support, though mentorship opportunities require strengthening.

- Culturally Relevant Practices: The symposium provided strategies to enhance Black women educators' and students' success, with a focus on community building, mentorship, and advocacy.

- Future Needs: Suggestions for future programming include enhanced career development, structured networking, and actionable strategies for equity and leadership.

These efforts reflect a commitment to advancing diversity, equity, inclusion, and accessibility within the California Community Colleges system and beyond.

Pipeline to Possibilities

The Pipelines to Possibilities (P2P) Program aims to address equity gaps in faculty representation within the California Community Colleges by creating a recruitment pipeline of graduate and doctoral students from Historically Black Colleges and Universities (HBCUs). To support the pipeline from student to employee, P2P focuses on recruiting, mentoring, and professionally developing graduate students to prepare them for faculty, counseling, and administrative roles in the California Community Colleges system in an internship format. Through P2P programming, interns participate in mentorship pairings, professional development seminars on topics like equitable pedagogies and navigating tenure-track pathways to prepare them for faculty roles within the California Community College system.

Success Center for California Community Colleges

The Success Center for California Community Colleges has been a strategic partner in advancing diversity, equity, inclusion, and accessibility and ensuring equitable student success through practices, policies, and behaviors. The Success Center served as a thought partner to cultivate meaningful conversations for the DEIA Summit in fall 2023 and the second Trustee Welcome in spring 2024. Through this partnership, subject matter experts facilitated conversations on effective boards and trusteeship as well as sustainable equitable practices to contribute to a sense of belonging on campus.

UC Davis Wheelhouse Institute on Leadership

IEPI partnered with UC Davis Wheelhouse: The Center for Community College Leadership and Research (Wheelhouse) on the leadership development effort, Advancing Leaders Institute's, for aspiring CEOs in addition to the Institute on Leadership, for sitting community college presidents and chancellors.

In the 2023-2024 fiscal year, Wheelhouse engaged in the following activities for the Institute on Leadership:

- During the sixth cohort of the Institute on Leadership, the cohort convened for a one multi-day in-person session at UCLA (July 2023) and several sessions convened remotely.

- Launched the seventh cohort comprised of 19 California Community Colleges CEO fellowships.

In the 2023-2024 fiscal year, Wheelhouse engaged in the following activities for the Advancing Leaders Institute:

- Advancing Leaders Institute, Cohort 1, Session 1, July 20-23, 2023 at UC Davis.

- Advancing Leaders Institute, Cohort 1, Session 2, November 29-December 1, 2023, at UC Davis.

Women's Equity Empowerment Program

The Women's Equity Empowerment Program (WEEP) is a collaboration with the Yasmin Davidds Leadership Institute to empower community college professionals by fostering leadership skills and advancing equity-focused practices. Delivered virtually in a cohort model, the program spanned six sessions over two months, culminating in certifications and practical action plans for participants. The five pillars of the WEEP program, self-advocacy, self-leadership, well-being, empowerment, and influence serve as the foundation of the holistic leadership skills and tools to aid in the advancement of student success, institutional strategies, and statewide goals. The Women's Equity Empowerment Program addresses the leadership and equity gaps within California's community college system by equipping professionals with tools to foster inclusive environments and improve student outcomes. Its emphasis on actionable change ensures lasting benefits for institutional practices, making it a vital initiative to advance the state's Vision 2030 and broader equity goals.

SUPPORTING SYSTEMWIDE TRANSFORMATION

Artificial Intelligence (AI) Webinar Series

In Spring 2024, the Chancellor's Office launched the Artificial Intelligence webinar series in partnership with the Academic Senate for California Community Colleges. The Generative AI in Higher Education Webinar Series aims to equip participants with foundational knowledge and practical demonstrations of generative AI applications, such as ChatGPT, to enhance teaching, learning, and productivity. The series also addresses ethical concerns, institutional implementation, and evolving uses of generative AI platforms in higher education. The series will continue as the system is proactively remaining at the forefront of immersive technology.

Diversity, Equity, Inclusion and Accessibility in Action Institute

In September 2023, the California Community Colleges Chancellor's Office hosted the Diversity, Equity, Inclusion, and Accessibility (DEIA) in Action Institute, a cornerstone event aimed at advancing equity and fostering unconditional belonging across the state's community college system. Building on the goals outlined in the 2019 Diversity, Equity, and Inclusion (DEI) Integration Plan, the institute addressed the systemic need for open dialogue, actionable solutions, and collaborative partnerships to strengthen DEIA and anti-racism initiatives.

The DEIA in Action Institute brought together stakeholders from all segments of the community college ecosystem, including students, trustees, classified professionals, administrators, and faculty, to collectively focus on closing equity gaps and dismantling systemic barriers. Grounded in its mission to elevate equity work, the institute provided participants with practical tools, actionable strategies, and a platform for networking and collaboration to drive measurable progress at both institutional and system levels.

Vision Aligned Reporting

In September 2023, the California Community Colleges Chancellor's Office hosted the Diversity, Equity, Inclusion, and Accessibility (DEIA) in Action Institute, a cornerstone event aimed at advancing equity and fostering unconditional belonging across the state's

community college system. Building on the goals outlined in the 2019 Diversity, Equity, and Inclusion (DEI) Integration Plan, the institute addressed the systemic need for open dialogue, actionable solutions, and collaborative partnerships to strengthen DEIA and anti-racism initiatives.

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STATEWIDE INITIATIVES

California Conservation Corps

The California Community College Chancellor's Office (Chancellor's Office) designs, develops and implements collaborative education and training opportunities with the California Conservation Corps. The collaboration is part of the Chancellor's implementation of the College-Corps Partnership Initiative and introduces corpsmembers to community college opportunities. The goal is to increase corpsmember enrollment in community college coursework after completing their California Community Colleges service.

Objectives:

- Increase college readiness

- Integrate college courses with system programs

- Formalize California Community College's career pathways through certificated training

- Enhance and sustain Corps-College partnership

- Results:

- Foster sustainable partnerships between our system and local colleges facilitated through the College-Corps Partnership Initiative

- Customized education programs for corpsmembers

- Programs developed for tours, noncredit courses, certificates and education services

During the 2023-24 fiscal year, a collaboration between 25 community colleges and California Conservation Corps Centers engaged approximately 3,380 corpsmembers in campus tours, classes, and special events at remote and on-ground college locations. Nineteen of these colleges partnered with Corps Centers to host Corps-College Liaisons, who advance the Corps' statewide objectives at the local level.

2023-24 accomplishments include:

Campus Engagement

- 1,123 Corpsmember engagements were recorded across campus tours, career, and specialty department presentations, CCCApply and financial aid workshops, one-to-one counseling, and onboarding/registration support activities.

Specialized Coursework

- 190 corpsmembers completed OSHA 10, 30, and/or HAZWOPER certification.

- 167 engagements were recorded by corpsmembers who participated in the Energy Corps and EV Charging Station certificate program hosted by Cerritos College.

- 51 corpsmembers enrolled in the Electrical Trainee Program hosted by Cerritos College.

- 48 corpsmembers enrolled in EMT/EMR courses.

- 87 corpsmembers enrolled in Physical Fitness and Nutrition courses.

- 247 corpsmembers complete the Cuesta College Conservation Awareness noncredit online course.

- 175 engagements were recorded by corpsmembers in Forestry, Urban Gardening, and related activities, reflecting participation across various program opportunities. Seven corpsmembers earned a Forestry Certificate of Achievement.

- 142 corpsmember engagements were recorded in Fire Science coursework training.

- 102 corpsmembers completed the 200-hour Utility Line Clearance training.

- 45 corpsmembers completed the Pre-Inspector Arborist training.

- 51 corpsmembers participated in the FAA Drone Pilot training.

- 76 corpsmembers participated in small engine repair coursework.

Career Readiness

- 459 corpsmembers completed a Ratify Assessment hosted by Lake Tahoe Community College.

- 150 corpsmembers participated in job readiness training.

Efforts currently in development include:

- Credit for Prior Learning (CPL) pilot – CPL Workgroup is focused on aligning the skills acquired by corpsmembers during their service year with relevant coursework offered at community colleges. The primary goal is to develop a skills certificate that

corpsmembers can earn through CPL.

- Statewide Expansion of Training Programs- Butte College's Pre-Inspector Arborist and Utility Line Clearance training continues statewide expansion addressing employment and certification needs.

- Culinary Outdoor Cooking Courses- Cuesta College completed the pilot for Outdoor Cooking I course. Two additional pilots planned for Spring 2025. Curriculum for Outdoor Cooking I and II is in formal approval process.

- Commercial Driver's License (CDL)- Planning is underway with Allan Hancock College to establish a Commercial Driver's License (CDL) cohort specifically for corpsmembers, providing them with valuable skills and certification to enhance their career opportunities.

Rising Scholars

IEPI is legislatively mandated to support formerly and currently incarcerated education efforts. IEPI funds supported event costs such as speaking fees for formerly and currently incarcerated education events in addition to the following activities:

- Prison to University Conference- August 2023

- PD Training Series: Trauma-Informed & Neuroscience Strategies for Serving juvenile justice impacted- October 2023

- Workshop: Intentional Partnership with Umoja and Pathways to HBCUs- November 2023

- PD Training: Designing Pathways from Prison to Campus- December 2023

- Workshop: The Life-course Framework for Boys and Men of Color- February 2024

- Workshop: Higher Education Transformation for Black Americans Impacted by Social In-justices-February 2024

- Regional Rising Scholars Dual Enrollment Conference- March 2024

- Workshop: Higher Education Transformation for Black Americans Impacted by Social In-justices- April 2024

SUPPORTING VISION 2030 WITH FIDELITY

The California Community Colleges Vision 2030 initiative outlines a strategic framework for advancing equity, excellence, and innovation across the state's 116 community colleges. A critical component of Vision 2030 is the support and implementation of demonstration projects, which serve as pilot programs or scalable models aimed at addressing systemic challenges, fostering student success, and driving institutional transformation. Here's why it is important to support these demonstration projects:

1. Advancing Equity and Access

   Projects like the Equity Accelerator and Gender Equity Workgroup Consultant focus on scaling equity-centered programs and addressing barriers faced by historically underserved groups. These initiatives directly contribute to reducing opportunity gaps and ensuring all students have access to high-quality education and support systems.

2. Fostering Innovation and Workforce Readiness

   Demonstration projects such as the AI Roadmap and CMU-CoC Gen AI Professional Development prepare faculty and students for emerging technologies and industries. By integrating cutting-edge tools and frameworks, these projects ensure that California Community Colleges remain leaders in preparing a future-ready workforce.

3. Improving Educational Pathways

   Programs like Academic Transfer Pathways and Faculty Supports and the Credit for Prior Learning Demonstration Project streamline student pathways to degree completion and career advancement. These efforts improve alignment between coursework, transfer institutions, and workforce needs, reducing time-to-degree and fostering upward mobility.

4. Addressing Climate Change and Sustainability

   The inclusion of Climate Fellows and projects like SEI Climate Corps reflects a commitment to addressing environmental challenges. These projects develop curriculum and campus initiatives to equip students and staff with the knowledge and skills needed to combat climate change and promote sustainability.

5. Supporting Holistic Student Success

   Initiatives such as the Veterans Mental Health Demonstration Project and RSN Workshops highlight the focus on addressing the mental health and social justice needs of specific student populations. These programs ensure that students receive comprehensive support, contributing to both their academic and personal well-being.

6. Building Institutional Capacity

   Programs like the Vision-Aligned Reporting Academy and Fiscal Projections, Planning, and Budget Development strengthen institutional effectiveness and foster data-informed decision-making. These efforts are essential for long-term planning and resource allocation to sustain innovation and student success.

7. Expanding Professional Development and Collaboration

   Projects such as FCCC Conferences and Events and Online Network of Educators (@ ONE) create opportunities for faculty and staff to share best practices, collaborate on challenges, and refine their professional skills, ultimately enhancing student experiences.

By supporting these demonstration projects, California Community Colleges can develop scalable models for success, leverage innovative solutions, and accelerate progress toward the ambitious goals outlined in Vision 2030. These projects address immediate needs while also laying the groundwork for a more equitable, resilient, and future-focused educational system.

EVALUATION

The Institutional Effectiveness (IE) Division is committed to evaluating and enhancing its professional development (PD) programming to better align with systemwide priorities, including Vision 2030 and other statewide goals. The evaluation assesses participation trends, engagement formats, and outcomes to ensure PD initiatives effectively advance institutional goals such as diversity, equity, inclusion, accessibility (DEIA), equitable workforce development, equal employment opportunity, and student success. These efforts emphasize continuous improvement and expanded programming to reach underserved groups, including classified professionals and part-time faculty.

In 2023-24, professional development opportunities were designed across three engagement types to meet the unique needs of participants:

- Informational Activities: Short, accessible webinars with minimal interaction. These events attract high participation from all job roles, particularly classified professionals.

- Short-Term Intensive Activities: In-depth learning sessions over a few days, emphasizing peer interaction and practical application.

- Sustained Engagement Activities: Long-term mentorships or series that provide participants with ongoing support to implement strategies.

During the 2023–24 fiscal year, 81 PD events engaged 13,615 personnel, with 6,146 unique attendees. While overall attendance increased, the data suggests that further outreach is needed to engage new participants and address financial or scheduling barriers, particularly for part-time faculty. These findings will guide future programming improvements to enhance accessibility and alignment with Vision 2030 goals.

CONCLUSION

The Institutional Effectiveness Partnership Initiative (IEPI) plays a vital role in advancing student success and equity across California's community colleges. In 2023-24, IEPI remains dedicated to supporting district and college faculty, staff, and administrators by fostering policies, practices, and procedures that enhance student belonging and institutional effectiveness. Through a robust array of professional development activities, IEPI offers tools and strategies to address institutional barriers, promote continuous improvement, and adapt to emerging challenges. Aligning with Vision 2030, IEPI emphasizes collaboration with system stakeholders to implement systemwide initiatives, cultivate innovation, and equip districts and colleges to provide high-quality, equitable education. These efforts empower educators and administrators to build sustainable practices that drive educational excellence and enduring student success.

APPENDIX 1: SUSTAINING INSTITUTIONAL EFFECTIVENESS PRT PROCESS IMPACT REPORT

California Community Colleges
Institutional Effectiveness

SUSTAINING INSTITUTIONAL EFFECTIVENESS:

PRT Process Impact through Spring 2024

Themes | Conclusions | Recommendations

THE PARTNERSHIP RESOURCE TEAM (PRT) component of the Institutional Effectiveness Partnership Initiative (IEPI) provides technical assistance at no cost to institutions approved for support in their self-identified Areas of Focus (AOFs). The PRT process uses a positive "colleagues-helping-colleagues" model to work with colleges, districts, centers, and the system office to improve institutional effectiveness.

Prospective Client Institutions submit Letters of Interest (LOI) detailing their challenges, opportunities for improvement, and how the PRT process could help improve their institutional effectiveness. The Project Director reviews these LOIs and assembles PRTs, ensuring the Lead and Member expertise aligns with the Client Institution's needs.

The PRT process typically involves three visits. During the first visit, the PRT actively listens to the Client Institution representatives, to gather more information and facilitate institution-wide discussions of the applicable issues. PRT Members listen to the institution representatives with an open mind and without drawing any conclusions about how the institution might address its challenges.

After the visit, the PRT prepares a Summary of Initial Visit (SIV), an overview of the information heard during the visit. The PRT also creates the Menu of Options (MOO), which includes ideas, suggestions for improvement, and best practices for addressing the identified challenges.

On the second visit, the PRT helps the institution draft an Innovation and Effectiveness Plan (I&EP) outlining specific strategies and techniques. During the third visit, the team conducts follow-up meetings with point persons and others to assess progress and provide additional guidance.

Institutions that complete the PRT process and submit their I&EP are eligible for Seed Grants of up to $200,000 to support the implementation of their plans.

INTRODUCTION

THIS REPORT MARKS THE EIGHTH annual evaluation assessing the impact of the full PRT technical assistance process on Client Institutions' (CIs) efforts to build and sustain institutional effectiveness and PRT Members' professional development and growth during the PRT Process. In this report, "Members" refers to both PRT Leads and other participating team members unless otherwise noted.

Each successive annual evaluation builds upon the previous year's efforts, strengthening the quality of analysis, conclusions, and recommendations by expanding both quantitative and qualitative data collection. Past evaluations have included individual and group interviews with key participants, such as CEOs, substantive and logistical point persons, institutional representatives, and PRT Members. This year, group interviews were structured around

PRT Member roles and functions within their respective teams, along with whole-team interviews for specific institutions.

In addition to the qualitative inquiry, this evaluation includes a survey administered to critical CI participants. The survey covers various topics, such as initial and sustained progress in the Areas of Focus outlined in their Innovation and Effectiveness Plans and the broader impact of PRT technical assistance on institutional systems and processes. The PRT Member survey elicited information on how participating in the PRT process enhanced their professional development and networking, influenced their work or activities at their home institutions, and contributed to their professional growth overall.

Findings from the surveys and the interviews were analyzed to identify effective practices that can be shared across the system. The evaluation also generates themes, conclusions, and recommendations for enhancing the delivery of technical assistance through the PRT Process. Additionally, participants provided insights on broader issues affecting the California Community Colleges system, such as diversity, equity, inclusion, and access (DEIA), the Vision for Success, and other relevant issues.

The report is organized as follows: an overview of the PRT process, an analysis of survey results and interview findings, followed by themes, conclusions, and recommendations based on the analysis.

APPLICATION AND BREADTH OF THE PROCESS

51 PROCESSES WITH ONE CYCLE

177 PROCESSES WITH TWO OR MORE PRTs

228 TOTAL PRT PROCESSES

CLIENT INSTITUTION PARTICIPATION

Colleges and districts are encouraged through varied communications to submit LOIs if they determine that technical assistance would benefit them in addressing their AOFs. LOIs are reviewed and approved cyclically, with two cycles of assistance provided each year. As of the date of this report, 130 separate CIs (colleges, districts, centers, and the system office itself) have participated in or have been approved to participate in at least one PRT process. Sixty institutions have received or will receive assistance from two successive PRTs each and 19 from three successive PRTs each, resulting in 228 PRT processes over 19 cycles. The primary goals of the PRT component of IEPI for CIs include improving institutional effectiveness and operations and expanding organizational capacity. The chart at left notes CIs' participation in the PRT Process for the life of the PRT initiative.

PRT MEMBER PARTICIPATION

PRT members are recruited and assigned through an application process that matches individual member skills, abilities, and talents with specific institutional needs. Over the ten-year life of IEPI, over 600 California community college administrators, faculty, and staff have served on at least one PRT in nearly 1,400 separate assignments. Over 355 members have served on 2 or more PRTs. Nearly 90 current or former chief executive officers have served on PRTs with 65 of them serving on multiple teams. In addition, 39 non-CEOs have served as Leads. For PRT Members, PRT goals include professional development and increased learning and connections throughout the system in a network of PRT process participants. Additionally, through engagement in the process, PRT Members bring back practices, procedures, and strategies learned from the CI and from each other to apply at their home institutions. The following figure depicts the PRT Member participation in the PRT Process for the life of the PRT initiative.

Service on Partnership Resource Teams, Cycles 1-11A

1395
Separate PRT
assignments

87
Current or Former
CEOS on PRTs

65
CEOs on
2 or more
Assignments

613
Community College
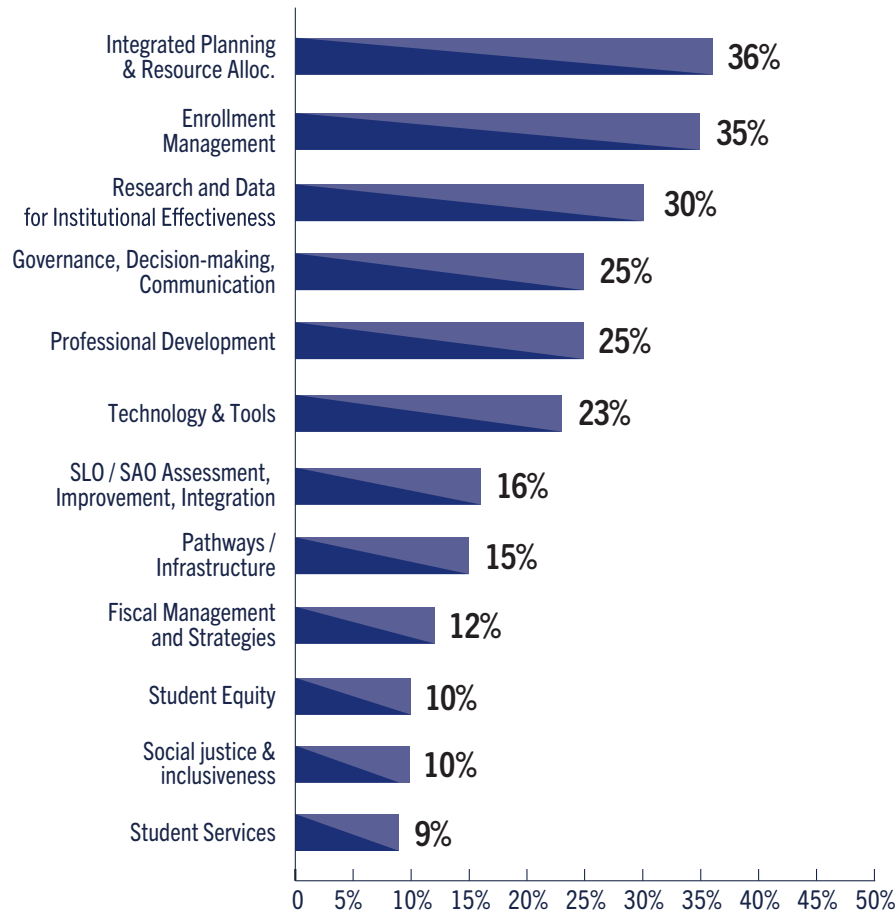Professionals as PRT
Members or Leads

CLIENT INSTITUTION AREAS OF FOCUS

Client Institution CEOs consider and prioritize Areas of Focus (AOFs) and generate Letters of Interest (LOIs) based on each college or district's specific needs and distinctive culture. A review of the Areas of Focus at each institution during the period of interest for this evaluation reveals patterns of AOFs shared by CIs in the system. Top AOFs across institutions include enrollment management, integrated planning and resource allocation, research and data for institutional effectiveness, governance and decision-making, technology and tools, and professional development.

Over the life of IEPI, the most common categories of the AOFs have remained largely stable; however, the variety of AOFs continues to increase, and the way CIs frame the AOFs has continued to evolve. In the first two years of IEPI, Innovation and Effectiveness Plan strategies often focused on addressing accreditation compliance and fiscal stability, matching the initially stated goals of the initiative. At the outset of IEPI, CI participation in many PRT processes centered on avoiding or removing ACCJC sanctions or preparing for an imminent institutional self-evaluation report. Accreditation continues to be a factor in requesting services, but using PRTs to address external accountability efforts is now more proactive than reactive.

In the last seven years of IEPI, CIs' confidence in the PRT process as a method for improvement has continued to grow and mature. The number of institutions signing up for additional PRT cycles continues to rise, with peer assistance becoming a regular resource in the toolbox of institutional effectiveness. The following chart lists the top 12 AOFs ranked by the percentage of full-PRT processes to date that included those AOFs.

Twelve Most Common PRT Areas of Focus, Cycles 1-11A*

Area of Focus	Percent
Integrated Planning & Resource Alloc.	36%
Enrollment Management	35%
Research and Data for Institutional Effectiveness	30%
Governance, Decision-making, Communication	25%
Professional Development	25%
Technology & Tools	23%
SLO / SAO Assessment, Improvement, Integration	16%
Pathways / Infrastructure	15%
Fiscal Management and Strategies	12%
Student Equity	10%
Social justice & inclusiveness	10%
Student Services	9%

* Percent of 228 full-PRT processes approved through date of report.

CLIENT INSTITUTION SURVEY RESULTS

Surveys were administered to Client Institution (CI) representatives, including CEOs, substantive point persons, and other relevant representatives capable of providing actionable information for the evaluation. The survey instrument included a series of open- and closed-ended questions regarding the institution's Areas of Focus (AOFs), as well as factors that support or limit progress.

THE MOST IMPORTANT AREA OF FOCUS

Institutional respondents were asked to identify the two most important AOFs from their complete list, rated the progress on each, and outlined the positive and negative factors impacting that progress. Additionally, CI representatives provided an estimate of the progress their institution might have made without PRT services.

The key AOFs identified by CIs include Integrated Planning and Resource Allocation, Enrollment Management; Governance, Decision-making, and Communication; Professional Development; Research and Data for Institutional Effectiveness; Student Equity (including DEIA and Anti-Racism), and Technology

and Tools as the most critical AOFs. The following table provides a detailed list of the most important AOFs identified by CI representatives.

| MOST IMPORTANT AREAS OF FOCUS OF RESPONDING CLIENT INSTITUTIONS	
AREA OF FOCUS	COUNT OF INSTITUTIONS
Integrated Planning and Resource Allocation	7
Enrollment Management	6
Governance, Decision-making, and Communication	4
Professional Development	4
Research and Data for Institutional Effectiveness	4
Student Equity (including DEIA and Anti-Racism)	3
Technology and Tools	2

CI representatives rated their institution's overall progress on the most important AOF on a scale of 1 (No Progress) to 5 (Great Progress). The progress assessed was attributed, at least in part, to the institution receiving PRT services.

OVERALL PROGRESS ON THE MOST IMPORTANT AOFs

Approximately 75% of the respondents (73.3%; N=22) reported making either *Good* or *Great Progress* on the most critical AOF. Another 17% (16.7%; N=5) reported *Moderate Progress*. About seven percent (6.7%; N=2) reported Little Progress. Finally, about 3% (3.3%; N=1) reported that they *Did Not Know* about the progress made. No respondent reported that the institution made *No Progress at All* on the AOFs.

The following chart illustrates the overall progress reported by CI representatives on the most important AOFs.

Overall Progress on MOST Important Area of Focus
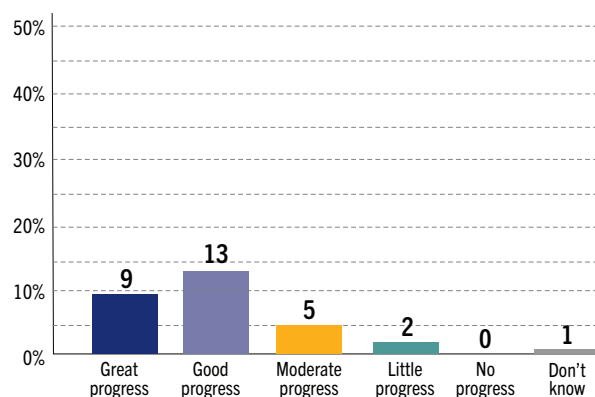
FACTORS SUPPORTING OR IMPEDING PROGRESS ON AOFS

CI representatives were also asked to identify the factors that supported progress on their most important AOF. The top responses were coded, categorized, and analyzed for emerging themes. Three primary themes were identified, as shown in the following table.

MAIN FACTORS HELPING SUSTAIN PROGRESS ON THE MOST IMPORTANT AREA OF FOCUS
▸ Communicating the AOFs with the Entire Institution After the Three-Visit Process (4)
▸ Finding an Institutional Champion to Shepherd Efforts During and After the Three-Visit Process (4)
▸ Incorporating the AOFs into College Processes (3)

Across the past seven cycles, CIs have consistently highlighted the role of an institutional "champion" as a critical success factor in sustaining progress on AOFs. Similarly, communicating institutional efforts related to AOFs throughout the college has been a key contributor to sustaining progress.

When asked about factors impeding progress, the top responses were also coded, categorized, and analyzed. Four key themes emerged, as outlined in the following table.

MAIN FACTORS LIMITING PROGRESS ON MOST IMPORTANT AREA OF FOCUS
▸ Conflicting Institutional Demands and Requirements (5)
▸ Existing Institutional Culture, History, and Structure (3)
▸ Institutional Attrition in Key Leadership Positions (including Administration, Point Persons, and Other Important Representatives) (3)
▸ Lost Momentum on the AOF after the Three-Visit Process (2)

ESTIMATED PROGRESS WITHOUT PRT SERVICES ON THE MOST IMPORTANT AOF

Approximately three-fourths of the respondents (73.3%; N=22) indicated that their institution would have made *Less Progress or No Progress* on the most important AOF without PRT services. Ten percent (10.0%; N=3) indicated that the institution would have made *About the Same Progress*, approximately 17% (16.7%; N=5) reported that they *Did Not Know* about the progress. Notably, no respondents reported that their institution would have made More Progress without the PRT support. The following chart presents the full results of the Client Institution's estimated progress without the assistance of the PRT.

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

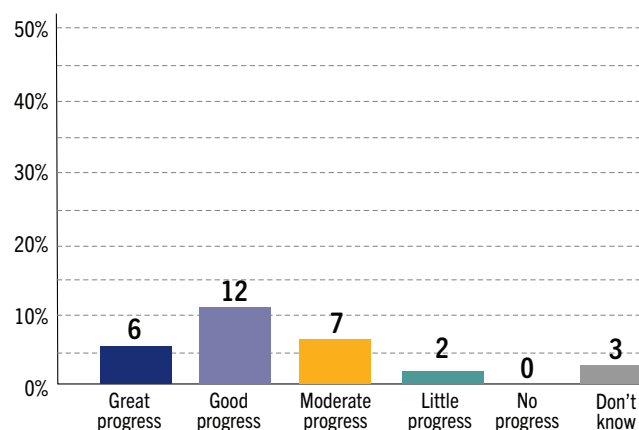| Category	Value
No progress without the PRT	8
Less progress without the PRT	14
About the same progress	3
More progress without the PRT	0
Don't know	5
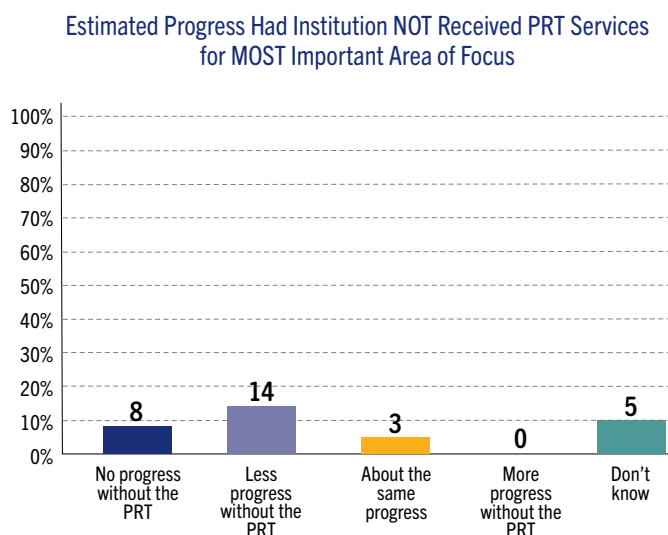
THE SECOND-MOST IMPORTANT AREA OF FOCUS

CI representatives were asked to identify their institution's second-most important AOF, if any, (some institutions had only one AOF). Respondents were asked to estimate the progress the institution would have made had the institution without PRT services and to identify factors that either sustained progress or limited progress on the second-most important AOF. The following AOFs were identified as the second-most important: Enrollment Management; Integrated Planning and Resource Allocation; Professional Development; Research and Data for Institutional Effectiveness; Student Equity (including DEIA and Anti-Racism); and Governance, Decision-making, and Communication.

AREA OF FOCUS	COUNT OF INSTITUTIONS
Enrollment Management	5
Integrated Planning and Resource Allocation	4
Professional Development	4
Research and Data for Institutional Effectiveness	4
Student Equity (including DEIA and Anti-Racism)	4
Governance, Decision-making, and Communication.	3
Other: Fiscal Management and Strategies (2), Technology and Tools (2), and Student Services (2)	6

OVERALL PROGRESS ON THE SECOND-MOST IMPORTANT AOFS

Reported progress on the second-most important AOF was substantially less than for the most important AOF. Sixty percent (60.0%; N=18) of respondents reported *Good or Great Progress* on the second-most important AOF. The difference is unsurprising, given the limited institutional resources and the dedicated efforts on the most important AOF. The following chart details the overall progress on the second-most important AOF. The main factors sustaining or limiting progress on the second-most important AOF mirrored those identified for the most important AOF.

Overall Progress on SECOND-MOST Important Area of Focus

Category	Count
Great progress	6
Good progress	12
Moderate progress	7
Little progress	2
No progress	0
Don't know	3

SUGGESTED IMPROVEMENTS TO THE PRT PROCESS

In the final section of the survey, CI representatives were asked for suggestions to improve the PRT process. The top responses for suggested improvements were coded, categorized, and examined for the existence of themes from the data. The most common response provided by institutional representatives was "None." However, a recurring theme among other responses was the need for flexibility in completing the PRT process, allowing adjustments based on institutional needs, scheduling, and progress.

> **SUGGESTED IMPROVEMENTS TO THE PRT PROCESS (CLIENT INSTITUTION REPRESENTATIVES)**
> ‣ None (11)
> ‣ Flexibility in Completing the PRT Process (depending on institutional need, scheduling, and progress) (3)

PRT MEMBER SURVEY RESULTS

GROWTH, DEVELOPMENT, AND CONNECTION

PRT Members responded to a series of open- and closed-ended questions about the impact of their participation in the PRT process, specifically regarding:

- Their professional growth and development
- Their connections with other professionals within the California Community College system
- Whether their home institution applied any practices learned through their participation

Most PRT Leads are chief executive officers at their home institutions; however, the initiative assigns leaders to other roles when their expertise closely aligns with the Client Institutions' AOFs. PRT Members come from various administrative, faculty, and support roles across instruction, student services, administrative services, and other areas.

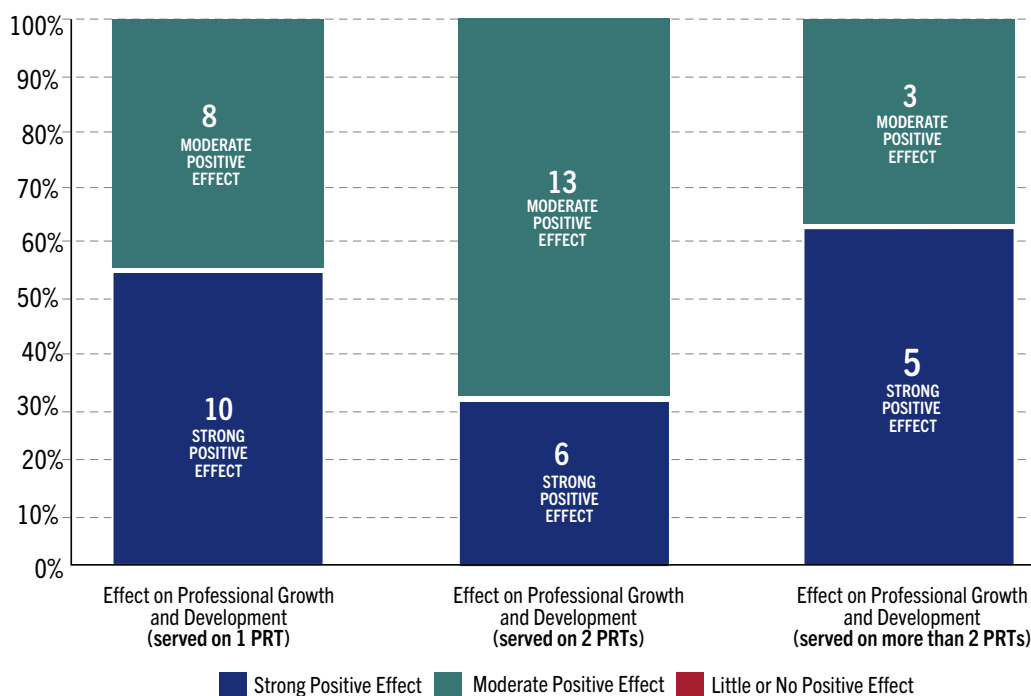## PROFESSIONAL GROWTH AND DEVELOPMENT

PRT MEMBERS (EXCLUDING LEADS)

PRT Members (excluding Leads) were asked to rate the impact of their participation on their professional growth and development using a scale of 1 (*Little* or *No Positive Effect*) to 3 (*Strong Positive Effect*).

Among respondents who have participated in one PRT, all (100%; N=18) reported a *Strong* or *Moderate Positive Effect* on their professional growth and development, with just over half 55.6%; N=10 reporting a *Strong Positive Effect*. No respondent reported *Little* or *No Positive Effect*.

Again, among respondents who have participated in two PRTs, all respondents (100%; N=19) reported a *Strong* or *Moderate Positive Effect* on their professional growth, with just under one-third (31.6%; N=6) reporting a *Strong Positive Effect*. No respondent reported *Little* or *No Positive Effect*.

For respondents who have participated in three PRTs or more, all respondents (100%; N=8) again reported a *Strong* or *Moderate Positive Effect* on their professional growth and development, with five of the eight (62.5%; N=5) reporting a *Strong Positive Effect*. No respondent in any category reported *Little* or *No Positive Effect*.

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

Legend: Strong Positive Effect | Moderate Positive Effect | Little or No Positive Effect

PRT LEADS

PRT Leads were similarly asked to rate the impact of their participation on their professional growth and development on a scale of 1 (*Little or No Positive Effect*) to 3 (*Strong Positive Effect*). All Leads (100%, N=13) reported a *Strong* or *Moderate Effect* on their professional growth and development, with approximately three-fourths (76.9%; N=10) reported a *Strong Effect*. No Lead reported *Little* or *No Effect*.

Both PRT Leads and Members identified the main aspects of the PRT process responsible for their professional growth and development ratings. The top responses were coded, categorized, and analyzed for themes. Three critical themes emerged.

First, appreciative inquiry and active listening were reported as vital training components that contributed to positive ratings. Additionally, respondents pointed out that the comradery experienced from participation in the team was a critical factor in their ratings for importance. Finally, observing other CIs address challenges similar to those in their own institutions helped PRT Members reflect on the challenges in greater depth and apply what they learned to their home institutions.

The following table outlines critical factors contributing to professional growth and development as identified by PRT participants.

Effect of Participation in PRT Process on Professional Growth and Development (PRT Leads)
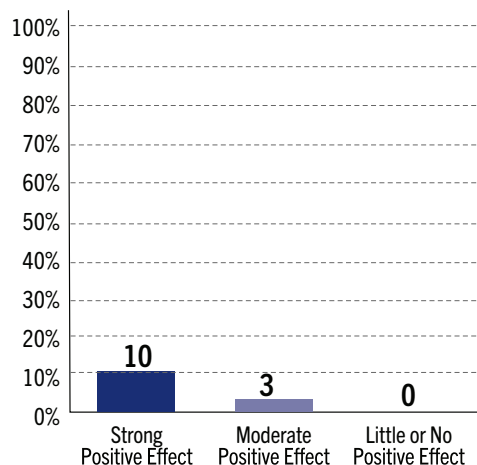
## CONNECTIONS WITH OTHER PROFESSIONALS IN THE CALIFORNIA COMMUNITY COLLEGES

PRT Members were asked to rate the effect of participation in the PRT process on their connections with other professionals in the California Community College system, using a scale of 1 (*Little or No Positive Effect*) to 3 (*Strong Positive Effect*). Almost two-thirds of the PRT Members (64.6%; N=31) respondents reported that their participation in the PRT process had a *Strong* or *Moderate Positive Effect* on their connections, with one-third of the total respondents (33.3%; N=16) indicating a *Strong Positive Effect*. About ten percent (10.4%; N=5) reported *Little or No Positive Effect*. One-fourth of the respondents (25.0%; N=12) reported *Don't Know/Not Applicable*.

The large number and percentage of respondents reporting that the PRT experience either had little or no effect or they do not know whether the experience did have an impact on connections with other professionals may be a reflection of a lack of clarity or confusion on the respondents' parts about the notion of connection with other professionals. Moreover, the notion of professionals may be job-specific (e.g., faculty or business services), and sharing PRT experiences might be less readily applied in the workplace.

Effect of PRT Process on Connections with Other Professionals (PRT Members Excluding Leads)

The open-ended responses did not provide insights as to why approximately one-third of PRT Members reported *Little or No Effect* or chose "*Don't Know/Not Applicable*."

Focusing on PRT Leads specifically, most respondents (84.6%; N=11) reported a *Strong* or *Moderate Positive Effect* on their connections with other professionals, with nearly three-fourths (72.7%; N=8) reporting a *Strong Positive Effect*.

Both PRT Leads and Members identified the primary aspects of the PRT process that contributed to their ratings. The top responses were coded and categorized, with PRT Lead leadership and teamwork being the most commonly mentioned factors. The accompanying table provides further details on the top responses and counts for the main aspects of the PRT Process responsible for the ratings.
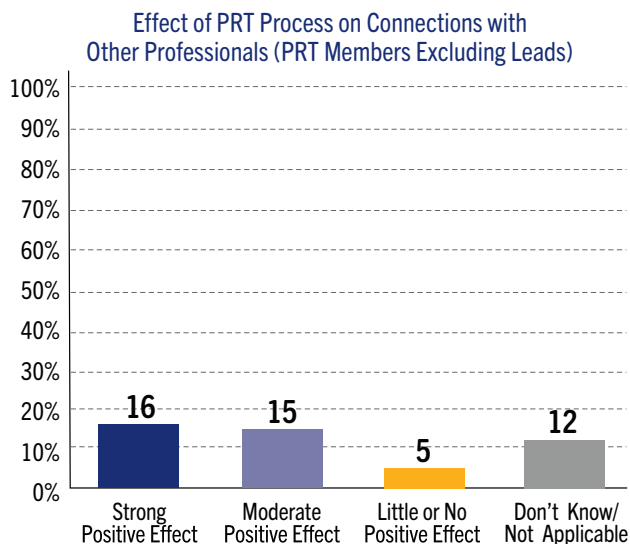
APPLYING PRACTICES LEARNED

Next, PRT Members were asked whether their home institutions had applied any practices learned through participation in the PRT process. Respondents answered either "yes" or "no." Approximately three-fourths (72.4%; N=42) reported applying techniques, strategies, or ideas to their home institutions. While open-ended responses were individual in nature and could not be categorized into more prominent themes, the marked proportion of positive answers highlights the potential ripple effect of the PRT process on the system beyond its direct impact on Client Institutions.

Applied Any Practices Learned through Participation in the PRT Process

YES	42
NO	16
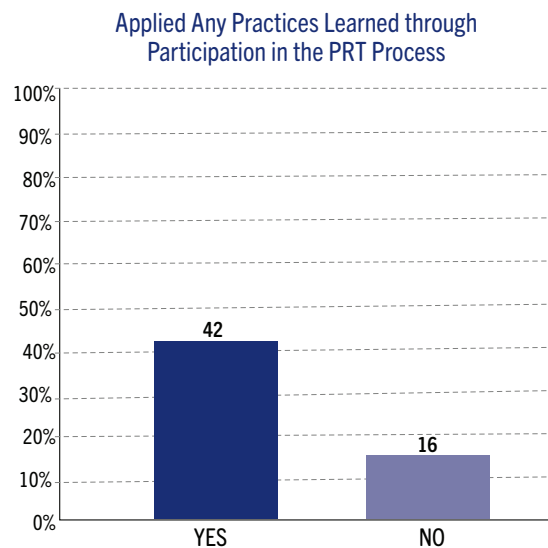
EFFECTS OF SERVING ON MULTIPLE PRTS

PRT Members who had served on more than one PRT were asked to describe the effects of participating in additional PRTs on their professional or personal growth, or on their home institutions. While the responses were mostly general in nature, many noted that serving on multiple PRTs broadened their understanding of the more significant issues faced by California Community Colleges. Members emphasized the value of this continued experience.

SUGGESTED IMPROVEMENTS TO THE PRT PROCESS

In a final area of interest, the survey asked PRT Members to offer suggestions for improving the PRT process. Responses were coded and categorized, and common themes were identified. The most frequent response was "None." However, similar to feedback from Client Institution representatives, PRT Members suggested that increased use of technology before and during the process would enhance their collaboration with Client Institutions.

THE MAIN ASPECTS OF THE PRT PROCESS RESPONSIBLE FOR RATINGS

▶ None (15)
▶ Better Use of Technology and Social Media for Communication (9)

EMERGENT THEMES FROM THE IN-DEPTH INTERVIEWS

This year's qualitative evaluation methods built upon the insights gathered from previous years' interviews. For the 2024 Process Impact Report, the evaluator chose to conduct group participant interviews as the primary inquiry method. The groups were organized into the following categories:

- Client Institution team, including CEOs, substantive and logistical point persons, and other relevant institutional representatives
- Client Institution team alongside their PRT Lead for the specific process
- PRT members assigned to the same institution for a specific cycle
- PRT members categorized by role and function

Individual interviews were conducted as needed to complement the group interviews and offer an alternative space for participants to share responses. While individual interviews were not the primary focus, every effort was made to hear from all participants who volunteered.

In previous evaluations, group interviews proved effective in fostering dynamic conversations that highlighted experiences and perspectives not always surface in one-on-one settings. This year, the groups were selected based on institutional affiliation, team composition, and PRT function, offering fresh perspectives and vantage points compared to previous evaluations, which focused more on participant roles and experience.

The group format allowed participants to respond to open-ended prompts, and react to each other's input, and contribute freely to the conversation. Interviewees built upon and refined other participants' responses, and alternative viewpoints were shared without interviewer interference.

Scheduling group interviews posed a challenge due to the busy calendars of the participants.

GROUP INTERVIEWS WITH CLIENT INSTITUTION TEAMS
(CEOs, Point Persons, and Other Representatives)

The following themes emerged from the group interviews with CI teams consisting of CEOs, substantive and logistical point persons, and other relevant institutional representatives:

PRT PROCESS AND TECHNIQUES

- ✓ Addressing institutional improvement challenges is most effective when done collaboratively, fostering mutual learning and open-mindedness.

- ✓ PRTs take a supportive "colleagues helping colleagues" approach, allowing Client Institutions wide latitude to explore and resolve their institutional effectiveness challenges.

- ✓ Client Institutions find that the positive approach demonstrated by PRTs encourages positive outcomes throughout the PRT Process.

- ✓ Most Client Institutions recognize the areas of institutional capacity required to drive systematic improvement. The PRT Process provides the structure and support to help them achieve these goals.

GROUP INTERVIEWS WITH CLIENT INSTITUTION TEAMS *(continued)*

"This was not our first PRT so we already had an idea of the process which made going through things easier and took out the angst of wondering how things worked."

— Client Institution CEO

✓ Client institutions that have participated in multiple PRTs gain a deeper understanding of technical assistance and derive more value from repeat participation in the PRT Process.

✓ Using Appreciative Inquiry, Client Institutions view past mistakes as learning opportunities rather than failures, which helps build a positive foundation for addressing new challenges.

"Having the time and space to talk with peers from other colleges really helps frame the challenges we faced from a new perspective - one that showed that solutions were possible."

— Client Institution Substantive Point Person

✓ The PRT Process offers a clear structure and timeline for exploring issues, considering options, and making decisions related to their AOFs.

✓ Client Institutions value the PRT Process' systematic, solutions-driven approach to driving institutional improvement.

✓ The PRT Process supports institution-wide decision-making by offering a structured process.

✓ Correctly framing the conversations during the first and second visits contributes to successful outcomes for Client Institutions throughout the PRT Process.

"We weren't rushed by the team to come up with solutions right away. We took time to discuss ideas which we rarely have a chance to do given our normal busy schedules."

— Client Institution CEO

CLIENT INSTITUTION SYSTEMS AND PROCESSES

✓ Most obstacles to success in the AOFs that Client Institutions are tied to challenges in motivation and change management, rather than a lack of knowledge to solve problems.

✓ Institutions benefit from having a "champion" guide the PRT Process and maintain progress in the AOFs. This champion, while passionate and knowledgeable, is not necessarily identified as tied to a specific position or role within the institution.

✓ Clear and ongoing communication about PRT efforts helps foster buy-in for and long-term receptivity to technical assistance provided.

GROUP INTERVIEWS WITH CLIENT INSTITUTION TEAMS *(continued)*

✓ Client Institutions appreciate the flexibility and nimbleness of the PRT Process in navigating current change processes within colleges and districts.

- -

"We freely 'poach' ideas from other schools and leading a PRT is no different. If we see a good idea at the Client Institution, we are bringing it home for sure."

— Client Institution CEO

- -

✓ Participation in the PRT process is often driven by preparations for upcoming accreditation visits or responses to accreditation recommendations.

✓ The success of the PRT Process is influenced by the existing culture, structures, and processes within the institution.

- -

"Making decisions here [at our institution] takes time and requires some finesse which the PRT caught on to at the start and helped us move."

— Client Institution CEO

- -

✓ Knowledge gained by Client Instiuttions that have participated in more than 2 PRTs delved deeper into the PRT Process as opposed to wider.

GROUP INTERVIEWS WITH CLIENT INSTITUTION TEAMS AND PRT LEADS

The following themes emerged from the group interviews with Client Institution CEOs, substantive and logistical point persons, and relevant institutional representatives, along with PRT Leads assigned to the institution:

PRT PROCESS AND TECHNIQUES

✓ PRT and Client Institution representatives view each other as peers working together to solve significant challenges at the college or district level.

- -

"We really appreciated the flexibility of the PRT Process to let us pivot and shift to different ideas and solutions."

— Client Institution CEO

- -

GROUP INTERVIEWS WITH CLIENT INSTITUTION TEAMS AND PRT LEADS
(continued)

- ✓ PRTs help Client Institutions overcome obstacles using methods such as active listening, appreciative inquiry, and change management techniques, fostering new strategies, techniques, approaches, and solutions.
- ✓ The professional relationships built during the PRT Process between Client Institution representatives and PRT Members extend beyond the three-visit PRT process, contributing to ongoing collaboration and improvement.

"The MOO was very useful to pull ideas that we thought might work best given our college's history."

— Client Instituton Representative

- ✓ Client Institutions find the MOO and the guidance provided by the PRT valuable for brainstorming best practices, identifying solutions, and implementing strategies.
- ✓ PRTs consistently came prepared for all three visits, and teams were well-matched to address the institution's unique AOFs.
- ✓ PRTs foster a transparent environment that encourages open discussion and effective problem-solving.
- ✓ Careful matching of PRT Members' expertise to the institution's AOFs significantly contributes to the success of the PRT.

- ✓ The Menu of Options (MOO) provided useful options and examples for the institution's consideration.

"I have had the chance to be with the same PRT lead and I love it because I learn so much. In the latest PRT, when I saw she was the lead again, I was so excited. I did not care where we were going for the PRT, I was going to learn and have fun."

— PRT Member

- ✓ The effectiveness of the PRT Lead in facilitating discussions during the Visits is crucial, with the PRT's success heavily depending on the Lead's expertise.

"The open-mindedness displayed by the team was so appreciated by the institution. The team did not come pre-judging our work."

— Client Institution Substantiate Point Person

GROUP INTERVIEWS WITH CLIENT INSTITUTION TEAMS AND PRT LEADS
(continued)

CLIENT INSTITUTION SYSTEMS AND PROCESSES

✓ Institutions need to create intentional opportunities within existing structures for dialogue among stakeholders, allowing collective interpretation of insights and findings from work on the I&EP.

- -

"Colleges feel so overwhelmed now with no time to tackle the big problems because they are too busy putting small fires out."

— PRT Member

- -

✓ Initiatives such as DEIA and Vision 2030 require institutional professionals to collectively analyze data, interpret its meaning, and apply new strategies to improve student outcomes. These efforts are becoming increasingly vital to institutional effectiveness.

- -

"I was surprised by how prepared the team was for Visit 1 and Visit 2. They had done their home work and came with an open mind."

— Client Instituton Representative

- -

✓ PRTs came prepared for all three visits in the process, and each team's integrated planning and enrollment management continue to grow in importance, institutions must prioritize their integration within long-term strategies to ensure ongoing improvement and effectiveness.

✓ Institutional effectiveness strategies are often developed through trial and error. The PRT Process fosters an environment where institutions feel more comfortable testing, refining, and implementing new ideas.

- -

"We included the PRT as part of our accreditation efforts to show we were trying to address challenges outside of the box."

— Client Institution Substantive Point Person

- -

✓ Institutions now function in more complex, uncertain environments, requiring greater preparedness. The PRT Process helps institutions now develop skills and strategies to navigate these post-pandemic challenges.

✓ Successful PRT practices are often expanded to other areas within the institution, supported by key representatives who champion these efforts and demonstrate the benefits of new tools and techniques.

GROUP INTERVIEWS WITH PRT MEMBERS

The following themes emerged from the group interviews with PRT Members as teams, including PRT Leads:

PRT PROCESS AND TECHNIQUES

✓ Observing how colleges and districts build momentum for change provides PRT Members with valuable insights that they can apply to their home institutions.

"I had the chance to meet up with a representative from the college we visited later at a conference, and it was great to hear about the successes and the struggles after the PRT Process was over."

— **PRT Member**

✓ Earlier and broader access to Client Institution representatives and documents would enhance PRT Members' preparedness in their roles in the PRT Process.

"The process for getting reimbursements and arranging for travel, etc. was really smooth which was important to me."

— **PRT Member**

✓ Digital-native PRT Members express a strong preference for more technology and social media integration to streamline meetings, share files, and communicate, improving overall efficiency.

✓ PRT Members expressed interest in learning more about the other PRTs working in the same or previous cycles. Having access to a participant list, a topic inventory, and a list of AOFs from Client Institutions would help build a shared knowledge base.

✓ Participation in multiple PRT cycles enhances professional growth and provides a sense of accomplishment, contributing to both individual development and system-wide improvement.

"I listed my PRT experience on a recent job application because the skills I learned can be used in many settings."

— **PRT Member**

CLIENT INSTITUTION SYSTEMS AND PROCESSES

✓ The Client Institutions are most successful when they focus on achievable short-term goals first. This builds a sense of self-efficacy and momentum for goal attainment.

GROUP INTERVIEWS WITH PRT MEMBERS *(continued)*

- ✓ While many Client Institutions have a solid understanding of what needs to be done to address their AOFs, they often require guidance on how to proceed. The MOO provides valuable resources to help them navigate these challenges.

- ✓ Client Institutions often seek quick fixes to problems, but as they engage in the process, they recognize the need for tools that support more informed decision-making.

- ✓ The success of the PRT Process is driven more by the institution than by the PRT itself. The PRT provides structure, space, and guidance, but the responsibility for performance improvement rests with the college or district.

- ✓ Institutions value the time between visits, using it to work on initiatives, reflect on challenges, and engage in meaningful dialogue to identify and implement solutions.

PROFESSIONAL DEVELOPMENT

- ✓ Participation in the PRT Process offers professional development that extends beyond webinars and conferences, allowing members to apply techniques and strategies directly.

- -

"You have to fight the urge to want to get in there and help the college right away. You have to sit back and listen. That patience pays off later on after you have had a chance to reflect on the area of focus."

— **PRT Member**

- -

- ✓ Many PRT Members view their involvement in the PRT process as a pathway to professional growth and advancement opportunities.

- ✓ While meaningful participation requires a significant time investment, PRT members consistently report that the experience is rewarding and valuable.

- -

"I have both received services and my institution and been a PRT Lead and it has impacted how I interact with faculty and staff at my institution. I listen a lot more."

— **Client Institution CEO and PRT Lead**

- -

- ✓ PRT Members benefit from the collegiality built through their participation in the PRT Process. These connections often continue beyond visits, creating a network of shared professional interests.

- ✓ After returning to their home institutions, PRT Members implement strategies and techniques learned during the process, such as active listening, change management, and appreciative inquiry.

- ✓ PRT Members consistently cite the mentorship and guidance provided by the PRT Lead as the most valuable aspect of their PRT experience.

CONCLUSIONS

The following conclusions are based on the findings from the group and individual interviews and survey responses gathered in this year's evaluation:

✓ Recruitment of new PRT Members for processes is essential, as repeat participation enhances members' understanding of technical assistance and increases the value they derive from the process.

✓ The execution of the IEPI PRT Process and its high quality of service is consistently praised by Client Institution representatives, PRT Leads, and Members, who highlight the effectiveness of communication and collaboration with the Project Director and grant staff.

✓ The Project Director and grant staff have successfully removed barriers, ensuring a successful experience for PRT Leads, Members, and Client Institutions. This servant-leadership, problem-solving approach to meeting PRT and Client Institution needs is seen as invaluable.

✓ Client Institutions value maximum flexibility in identifying challenges and designing solutions. Representatives particularly appreciate the collaborative approach to addressing tough challenges.

✓ The success of the PRT Process has mainly been attributed to the open-mindedness and constructive dialogue between the Client Institution and PRT Members during the visits.

✓ PRT Members foster a nonjudgmental, supportive environment that reframes challenges as opportunities, making it easier for colleges and districts to seek help tackling daunting problems.

✓ Techniques such as Active Listening and Appreciative Inquiry have been essential in helping PRT Members and Client Institutions address their challenges effectively.

✓ While the principal focus of the project has been improving institutional effectiveness for Client Institutions, PRT Members highly value mentorship and team experience, seeing it as an essential form of professional development that is often lacking in traditional settings.

✓ Institutions must adapt to technological advancements and the emerging needs of digital-native learners, requiring greater agility in delivering curriculum and services.

✓ Colleges and districts are mindful of the Chancellor's Office initiatives, such as Vision 2030 and DEIA, and many see the PRT Process as a structural and systems support tool to help the institution with this work. Efforts on these initiatives are currently done by existing institutional committees, councils, and task forces.

✓ Institutions continue to identify enrollment management, integrated planning, data use, professional development, and governance and communication as critical Areas of Focus.

✓ Success often hinges on having institutional "champions" who drive progress during and after the PRT Process.

✓ Emerging institutional leaders and new students are digital natives which affects how institutions apply interventions and how PRTs store and share data.

✓ Faculty value participation in the PRT process both as part of the Client Institution and as PRT Members.

CONCLUSIONS *(continued)*

- ✔ The PRT Process encourages colleges and districts to reflect on how time, money, and efforts could be better allocated to improve institutional effectiveness.

- ✔ Decision-making at colleges and districts is not purely an academic exercise; it is also a social process influenced by relationships and collaboration.

- ✔ PRT Members and Client Institution representatives want to engage in more long-term follow-up to better understand the outcomes of the PRT Process on to which they contributed.

- ✔ Experimentation in finding solutions, facilitated in the PRT Process, should be encouraged, fostered, and rewarded. The PRT Process helps institutions move from reviewing findings to trying something new.

- ✔ Traditional college and district processes are often saddled with hierarchy, centralization, standardization, and structure, and accountability is assessed based on external standards.

- ✔ Institutions find that this model impedes the development of a more learner-centered institution.

- ✔ College leaders no longer see the traditional top-down management model to address institutional challenges, favoring flexible, systems-based models to address complex challenges.

- ✔ This more flexible model, facilitated in the PRT process, approaches challenges from a system's perspective and does not seek linear, spot solutions to time-bound problems.

- ✔ Successful institutions rely on a decentralized decision-making model, where leaders at all levels contribute to problem-solving and innovation.

RECOMMENDATIONS

Based on the conclusions and analysis of the interview and survey data, the following recommendations are proposed to improve and augment the PRT Process:

1. Preserve core essential elements of the Three-Visit PRT Process, allowing Client Institutions the flexibility necessary to address their Areas of Focus.

2. Enhance marketing of the PRT as a valuable professional development opportunity and experience for new PRT Members and Leads.

3. Consider expanding training in Active Listening and Appreciative Inquiry for experienced PRT Members and Leads to deepen their skills and improve Client Institution experiences.

4. Reflect on how the PRT Process can be adapted to meet the emerging needs of Client Institutions, particularly in the face of the current disruptive environment.

5. Develop and apply strategies to maintain connections between PRT Members before, during, and after their participation in the technical assistance work.

6. Encourage CEOs and point persons at Client Institutions to promote greater faculty participation in developing solutions and creating I&EPs.

RECOMMENDATIONS *(continued)*

7. Foster dialogue with Chancellor's Office staff on integrating Vision 2030 and DEIA initiatives into the PRT Process to better serve Client Institutions that focus on these goals.

8. Regularly promote the PRT process, especially to new institutional leaders who may not be made aware of its benefits.

9. Provide a digital space for PRT Leads and Members and Client Institutions to share best practices, tips, and success stories, facilitating cross-institutional learning.

10. Drawing on the products of the successful PRT Symposium, implement a system to share resources, such as a comprehensive "Menu of Options," for Client Institutions and future PRTs to examine and consider.

11. Develop and implement methods to document and leverage the growing network of conversations and interactions among PRT Members and institutions at regional meetings, conferences, and webinars.

12. Invest in improved technology for communication, file sharing, and collaboration within the PRT Process, particularly for working on SIVs, MOOs, and PRT Summaries.

13. Connect Client Institutions with successful "champions" from past PRTs to sustain progress beyond the Three-Visit Process.

14. Provide additional, flexible, on-demand, and real-time training for PRT Members on topics relevant to their roles.

15. Expand training content to include motivational and effective strategies to enhance PRT performance and facilitate institutional change.

16. Regularly engage past and current PRT Members in recruiting new participants to ensure a strong and ongoing pool of qualified personnel for future PRT assignments.

METHODOLOGY

This evaluation used a mixed-method approach to evaluate the longer-term effects of the PRT process on various areas of stakeholder interest.

The evaluation design consisted of seven inquiry methods:

✓ **A survey administered to Client Institution representatives,** including CEOs, substantive and logistical point persons, faculty, and other key participants. This survey targeted institutions that initiated their PRT processes during or after Fall 2019 and completed their final PRT visits before July 2023, the period of interest for this eighth evaluation.

✓ **A survey administered to PRT Leads and Members** who participated during the same period encompassing both Leads and Members.

✓ **Structured group interviews with Client Institution representatives,** including CEOs, substantive and logistical point persons, and other key institutional representatives

✓ **Structured group interviews with Client Institution representatives,** and their respective PRT Leads.

✓ **Structured group interviews with PRT Leads and Members** assigned to the same Client Institutions.

✓ **Structured individual interviews with additional PRT Leads and Members** who participated in PRT processes during the period.

✓ **Structured individual interviews with additional Client Institution representatives** who participated in the PRT processes during the period.

The evaluation yielded 35 survey responses from representatives of 30 institutions (out of 48 invited). Respondents rated progress on their most important and second-most important Areas of Focus (AoFs) and reported on the progress they believed would have been made without PRT assistance. Suggestions for improving the PRT process were also gathered.

Fifty-eight survey responses were received from PRT Members (out of 174 invited). These respondents reflected on how their participation affected their professional growth, development, and connections with other professionals in the California Community Colleges. They also shared whether their home institutions had applied practices learned through the PRT process. Members who participated in multiple PRTs discussed the cumulative effects on their professional or personal growth, as well as the impact on their home institutions. Like the Client Institution representatives, PRT Members also offered recommendations for refining the PRT process.

Ten group interviews were conducted with Client Institution teams, including some with the addition of their PRT Leads. Three additional group interviews involved PRT Leads and Members from the same Client Institutions. Ten individual interviews were conducted with CEOs, substantive or logistical point persons, key institutional representatives, PRT Leads, and Members. These interviews explored the direct and indirect impacts of the PRT process, how it might help institutions navigate recent significant changes in California community colleges, obstacles to sustained institutional progress, and

METHODOLOGY *(continued)*

whether the PRT process influenced other institutional structures, systems or processes. All interviews were conducted remotely via Zoom.

As in previous annual reports, surveys served as the primary tool for assessing progress on the AOFs and identifying supporting or hindering factors. This allowed interviewees to delve deeper into the qualitative effects of the PRT process during interviews.

In light of the intended use of the findings to improve PRT process practices, the evaluator invited the Project Director to participate in selected group interviews, with prior consent from the interviewees. The Project Director's participation was optional, and no interviewees objected to their involvement.

Interviews, which lasted approximately one hour each, followed tailored protocols based on participants' roles but allowed for open discussion of related topics. The interviews were conducted over twelve weeks in the summer and fall of 2024.

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