**2025 REPORT**

# Institutional Effectiveness

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

**SONYA CHRISTIAN**
Chancellor

February 19, 2026

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

**RE: 2025 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 is 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, 2024, through June 30, 2025.

For any questions regarding this report, please contact Dr. Siria Martinez, Vice Chancellor, Equity, Innovation & Institutional Effectiveness, 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

# 2025 INSTITUTIONAL EFFECTIVENESS PARTNERSHIP INITIATIVE

**Prepared By**

**California Community Colleges Chancellor's Office**
Institutional Effectiveness Division

# TABLE OF CONTENTS

# EXECUTIVE SUMMARY

The Institutional Effectiveness Partnership Initiative (IEPI) continues to serve as a cornerstone of California Community Colleges' systemwide professional development efforts to advance student success, strengthen operational effectiveness, and promote equity-centered institutional transformation. In 2024–25, IEPI deepened its alignment with Vision 2030 by expanding technical assistance, enhancing leadership development, and strengthening professional learning opportunities that support equitable outcomes for all students.

Through the Partnership Resource Teams (PRTs), Mini-PRTs, and targeted technical assistance, IEPI supported colleges in improving planning, governance, fiscal health, enrollment management, and student equity. Evaluations conducted throughout 2024–25 affirm the sustained effectiveness of the PRT model, noting consistent gains in institutional capacity, cross-functional collaboration, and alignment with statewide reforms.

Systemwide Communities of Practice (CoPs)—including ACUE's Equitable Online Teaching Certification, Puente's Equitable Placement and Completion CoPs, and Strategic Enrollment Management (SEM) programs—advanced evidence-based teaching, improved equity-centered counseling, and strengthened enrollment strategies. These opportunities collectively supported hundreds of faculty, staff, and administrators in enhancing student engagement, retention, and completion.

IEPI also played a central role in advancing Equal Employment Opportunity (EEO) initiatives through expanded statewide engagement, technical assistance, and increased visibility of equity-centered hiring practices. These efforts reinforced the system's commitment to cultivating a diverse, culturally responsive workforce that reflects California's communities.

Leadership development continued to be a defining priority in 2024–25. Programs such as ALIVE, ARLI, Leading from the Middle, LIFT, Nandi, Great Teachers Seminar, UC Davis Wheelhouse leadership programs, and the Women's Equity Empowerment Program collectively strengthened the pipeline of diverse leaders prepared to champion institutional transformation. These cohorts increased participants' capacity to navigate complex organizational environments, implement equity-driven initiatives, and lead with courage and cultural humility.

Across all programming, IEPI remained focused on equity, access, continuous improvement, and sustainable institutional capacity. The 2024–25 activities illustrate the system's dedication to supporting colleges and districts in transforming practices, cultivating inclusive learning environments, and advancing equitable outcomes for California's diverse student population.

# 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 facilitates programming in alignment with statewide and systemwide goals and initiatives to meet the needs of students,

faculty, staff, and administrators both inside and outside of the classroom.

- Through 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.

FRAMEWORK OF INDICATORS

IEPI's Framework of Indicators, pursuant to Education Code section 84574.6, 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.

Districts and colleges have been encouraged to align short and long-term local goals to statewide goals, outlined in Vision 2030, focused on progressing student completion, transfer, employment, district equity gaps and regional equity gaps. In 2018, the Board of Governors suspended the Framework of Indicators following the development of the Student Success Metrics, which satisfy the aforementioned Education Code requirements. Student Success Metrics are an effort to align and streamline legislation and budget changes with the framework of indicators across multiple programs to assist colleges in program planning and ongoing evaluation.

# TECHNICAL ASSISTANCE

## PARTNERSHIP RESOURCE TEAMS

Partnership Resource Teams (PRTs) 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 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 Vision 2030'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 2025 cycle.

| Area of Focus | Institutions (%) |
|---|---|
| Integrated Planning & Resource Allocation | 36% |
| Enrollment Management | 35% |
| Research and Data for Institutional Effectiveness | 29% |
| Governance, Decision-making, Communication | 25% |
| Professional Development | 25% |
| Technology and Tools | 22% |
| Pathways Infrastructure | 16% |
| SLO/SAO Assessment, Improvement, Integration | 15% |
| Fiscal Management and Strategies | 12% |
| Student Equity | 10% |
| Social Justice and Inclusiveness | 10% |
| Student Services | 10% |

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 related issues. During the second visit, the team helps the institution develop its Innovation and Effectiveness Plan (I&EP) to address the areas of focus. Upon completion of the I&EP, the institution becomes eligible for an IEPI grant of up to $250,000 to help facilitate and expedite the implementation of its plan. The third visit serves as a follow-up, allowing the PRT to assess progress, review sustainability, and help the institution navigate any unanticipated challenges encountered during the early stages of implementation of their I&EP.

As of the Fall 2025 cycle, 131 institutions were selected to receive technical assistance by a full Partnership Resource Team. Fifty-four of those have received assistance from two successive teams, twenty-eight have received assistance from three successive teams, and two have received assistance from four 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, 23 institutions have received Mini-PRT assistance and grants of $100,000 each. (Two of those institutions received assistance from two Mini-PRTs.) Areas of focus for these Mini-PRTs 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 engages a third-party evaluator to assess its effectiveness. The sample Partnership Resource Team (PRT) Technical Assistance Feedback Summary Report (Appendix 1) presents evaluation findings for institutions that received their initial visits in Fall 2024. The evaluation was conducted primarily through surveys that included both closed-ended and open-ended questions. Respondents included PRT members and participating institutions at the conclusion of each of the first two PRT visits. The report highlights the value and effectiveness of the PRT process for participating institutions, as well as for the individuals who serve on the teams.

*SUSTAINING INSTITUTIONAL EFFECTIVENESS: PRT Process Impact through Spring 2025* (Appendix 2) reports on the Partnership Resource Team (PRT) processes that began during or after Fall 2020 and completed the final visit before July 1, 2024. PRT Leads and Members, and representatives from participating Client Institutions were surveyed and interviewed. Interview groups were assembled based on institutional affiliation and existing team compositions, with individual interviews conducted to supplement group interviews.

Survey data from team members and institutions were analyzed and findings were summarized. Results indicate that the PRT process continues to have produced sustained positive effects on Client Institutions. PRTs have facilitated the exchange of effective practices, identified innovative solutions, and collaboratively executed strategies.

Both PRT Members and Client Institution representatives expressed strong appreciation for the structure, consistency, and organization of the PRT process. Participants who have participated in multiple cycles demonstrated a deeper understanding of the benefits and derive additional value from repeat participation. Evaluation respondents also shared perspectives and insights on systemwide issues such as diversity, equity, inclusion, and access, as well as on the connection between technical assistance and Vision 2030 goals.

# COMMUNITIES OF PRACTICE

## EQUITABLE ONLINE TEACHING CERTIFICATE PROGRAM

The Association of College and University Educators (ACUE) facilitated professional development cohorts for English and Math faculty in alignment with AB 705/AB 1705 priorities. During the 2024–2025 academic year, ACUE delivered ten online, asynchronous cohort-based certification courses designed to strengthen online and equitable teaching across the system in alignment with Vision 2030's goal of Equity in Support.

The 2024-25 cohorts included over 137 tenured, tenure-track, adjunct faculty, and staff with course topics covering everything from "Fostering a Culture of Belonging" to "Designing Learner-Centered and Equitable Courses". The courses were designed to expand faculty capacity in implementing evidence-based teaching practices that demonstrably improve student engagement, success, and equity outcomes —particularly in transfer-level Math and STEM courses.

## EQUITABLE PLACEMENT AND COMPLETION

The Chancellor's Office partnered with Puente to facilitate communities of practice designed to provide an equity-centered, social justice approach to transfer level math and English courses as well as counseling. During the 2024-25 academic year, Puente facilitated crucial conversations about equitable placement and completion. Over 90 participants across three cohort disciplines (Math, English, Counseling) led by Puente faculty trainers engaged in skill-building activities with promising practices to be implemented in classroom and student conversations. Additionally, Puente provided an intensive in-person workshop for counseling professionals that are current, past, or prospective community of practice participants.

## 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 2024-25, the Program facilitated the second half of the 2023-24 cohort and launched the new 2025-26 cohort. For FY 2023-2024, 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:

1. Up to 15 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 30 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 2024-25 and 2025-26 Cohort

The 2024-25 Cohort was launched in fiscal year 2023-24 and completed half of the program during that year. For cohort 2024-25, the college teams came together in May 2025, to participate in a final convening where they discussed policy reform, strategic direction, emerging legislative themes and shared their project outcomes through interactive sessions designed to promote the SEM Community of Practice.

In June 2025, the 2025-26 cohort was launched, where 15 colleges 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 knowledge-building and interactive learning sessions. A list of the SEM Academy session titles

is included below.

*Supporting the Student Journey – Knowledge-Building Sessions*

- The Role of Target Student Enrollment Groups in SEM Planning and Implementation

- Reaching, Engaging, and Retaining Students Through Strategic Marketing and Communication

- From Application to Arrival: Strategic Enrollment Management and Onboarding for Student Success

- Laying the Foundation: Designing Schedules for Completion

- From Insight to Action: Advancing SEM Through Data

- SEM and the Student-Centered Funding Formula

*Supporting the Student Journey – Interactive Sessions*

- A Blueprint for Case Management: Turning Data, Outreach, and Care into Action

- One College's Outreach and Enrollment Makeover: How They Did It (An What We Can Learn)

- Leadership for Data-Informed Scheduling

- SEM and the Student Journey: Proven Practices for Student Persistence, Completion, and Success

- Designing for Success: Student-Frist CPL Pathways

- What Do Students Need (Right Now) to Succeed? Shaking Up the Classroom with Culturally Responsive Reaching and Data-Informed Instruction

## EQUAL EMPLOYMENT OPPORTUNITY

Equal Employment Opportunity (EEO) efforts within the California Community Colleges system continued to advance equity and diversity in 2024–25 by strengthening inclusive hiring practices and expanding statewide engagement. Building on the system's commitment to moving beyond compliance, the Institutional Effectiveness Partnership Initiative (IEPI) supported districts through annual EEO Certification, strategic technical assistance, and expanded outreach to ensure equitable recruitment and workforce development. These activities reinforce the system's dedication to cultivating a workforce that mirrors California's rich diversity and supports a culture of belonging for students, faculty, staff, and administrators.

Key systemwide initiatives included technical assistance for the Career Connect initiative to integrate EEO principles into recruitment pathways, as well as the coordination of the annual Los Angeles Job Fair, which expands access to diverse candidate pools. IEPI also

delivered statewide presentations at the Association of Chief Human Resource Officers (ACHRO) conference, the Collective Equity Impact Institute, and the Chief Instructional Officer (CIO)convenings to share best practices, policy updates, and tools that strengthen local EEO implementation. These efforts collectively ensure that districts remain equipped to build equitable, culturally responsive hiring structures that foster long-term institutional effectiveness.

To broaden awareness and elevate equity-centered leadership, IEPI amplified its media presence through contributions to podcast episodes and social media campaigns celebrating system leaders during Black History Month, Women's History Month, and Hispanic Heritage Month. These communications highlight the transformative impact of diverse leadership across the community college system and reinforce the state's commitment to inclusive excellence. Through these integrated efforts, spanning certification, technical assistance, outreach, and public engagement, the Chancellor's Office continues to position California Community Colleges as a national model for equitable hiring and workforce diversity.

## SUPPORTING SYSTEMWIDE LEADERSHIP

The California Community Colleges system is committed to cultivating leadership capacity at every level of the institution through coordinated, equity-centered professional development. Systemwide leadership development efforts are intentionally designed to support the people doing the work—faculty, staff, and administrators—by providing role-specific learning experiences that build individual and collective capacity for institutional transformation. Aligned with the Equity in Support component of Vision 2030, these professional development opportunities are grounded in equity principles and focus on strengthening the structures, practices, and cultures that shape the student experience. By investing in the leadership of our people, the system is advancing its commitment to equitable outcomes and inclusive excellence.

### ADVANCING LEADERSHIP INSTITUTE FOR INSTRUCTIONAL VPS IN EQUITABLE EDUCATION

The Advancing Leadership Institute for Instructional VPs in Equitable Education (ALIVE) program is designed to prepare community college deans of color and allies to promote into Chief Instructional Officers (CIO) role. Participants learn both the technical skills and interpersonal knowledge required to succeed in the CIO role rooted in diversity, equity, inclusion, and accessibility topics relevant to community colleges and their students. This year-long cohort, offered at no cost to participants, provides structured mentorship, monthly cohort workshops, reading assignments, and two mandatory in-person training sessions aligned with the fall and spring CIO conferences. The 2024–25 cohort engaged in learning grounded in the Inclusion, Diversity, Equity, Accessibility, and Anti-Racism (IDEAA) framework, including topics such as navigating California community college administration as a person of color, deconstructing institutional inequities, effective influence within the system, and managing budget, enrollment, and workplace challenges.

## ASPIRING RADICAL LEADERSHIP INSTITUTE

The Aspiring Radical Leaders Institute (ARLI) is a statewide, two year-long professional development opportunity that contributes to the California Community Colleges Chancellor's Office Vision 2030 to increase faculty and staff diversity in our system. Institute participants are selected for demonstrating a passion for disrupting status quo structures that view structural racism as the central threat to the well-being of BIPOC faculty, staff, and students in the community college system. In 2024-25, ARLI cohort members participated in several activities designed to reimagine how to lead and how to show up within educational spaces. The activities included conference presentations with best/promising practices and strategies, guest lectures with "radical" leaders within the CCC system, and other engagements.

## GREAT TEACHERS SEMINAR

The Great Teachers Seminar (GTS) is a professional development opportunity for faculty rooted in the belief that faculty learn best from one another. Facilitated by the Faculty Association of California Community Colleges (FACCC), GTS provides a space for educators to come together as experts in teaching regardless of discipline. Participants share innovations in teaching and learning and are encouraged to strategize with colleagues in an exploratory and supportive environment.

In 2024-25, IEPI supported 40 scholarships for faculty participants to remove the financial barriers that part-time and newer faculty are often faced with. During the seminar, participants engage in small group discussions as well as facilitated discussions around equity-focused strategies to better serve students, incorporating linguistic justice into assignments and grading, utilizing the social determinants for success as a guide, incorporating universal design learning into communications with students, using a flipped classroom method, as well as other student-centered areas.

## LEADING FROM THE MIDDLE

In 2024, the Chancellor's Office continued its partnership with the RP Group to expand Leading from the Middle (LFM), the California Community Colleges' only statewide leadership development program tailored specifically for middle leaders. Through a year-long cohort model engaging 124 participants across 21 college teams, LFM focuses on strengthening individual and collective leadership capacity by advancing equity-minded leadership identity, deepening institutional knowledge, and equipping teams with tools such as logic models, stakeholder mapping, and resistance-engagement strategies. The program's project-based approach supported teams in developing and implementing campus initiatives aligned with local strategic goals and statewide priorities, including Vision 2030. LFM's coaching model further reinforced sustainability planning and real-time application of leadership practices throughout the cycle.

Building on ten years of impact, the 2024 program continued to develop a robust pipeline of middle leaders prepared to champion institutional transformation and student equity systemwide. Participants reported increased confidence, stronger cross-departmental collaboration, and greater ability to navigate organizational structures to advance equity-centered change. The program's emphasis on racial justice, data-informed decision-

making, and collective leadership contributed to broader culture shifts across participating colleges. Alumni also continued to assume expanded leadership roles—including committee leadership, initiative coordination, and campus-wide equity efforts—reinforcing LFM's long-term value to the system. As a result, LFM remains a critical component of the system's strategy to cultivate leaders who can carry forward statewide reforms and ensure equitable outcomes for all students.

## LEADERSHIP INSTITUTE FOR TOMORROW

The Leadership Institute for Tomorrow (LIFT) is a comprehensive leadership development opportunity for California Community Colleges classified professionals, combining webinar series that leads into an annual in-person conference. Throughout the Spring 2025 semester, the webinar series focused on providing best practices to support classified professionals in their career journeys. The topics covered a broad spectrum from emotional intelligence to navigating workplace politics and engaging in effective communication.

The 2024-25 LIFT Institute is a five-day conference designed to provide attendees with professional support in the form of networking and job-relevant culturally competent resources, increase leadership identity, and increase confidence in the application of diversity, equity, and inclusion strategies. Attendees had the opportunity to collaborate in college teams, connect with a mentor, and network with colleagues across 15 community colleges.

## NANDI

In 2024, the Chancellor's Office continued to advance systemwide leadership through the Nandi programming, a growing professional development initiative dedicated to supporting Black women professionals and students across the California Community Colleges system. The 2nd Annual Nandi Conference held October 3–4, 2024, engaged 77 respondents and demonstrated strong effectiveness in strengthening equity-focused leadership capacity. Participants engaged in several activities focused on personalized healing and wellness, self-advocacy, de-centering traditional institutional ideologies, as well as topics related to personal and professional growth to better support our students.

In addition to the annual conference, Nandi partnered with colleges (such as Fullerton College) and statewide organizations (such as A2MEND) through in-person and virtual events to extend professional learning opportunities around mental health and career advancement opportunities.

## PIPELINES TO POSSIBILITIES

The Pipelines to Possibilities (P2P) Program aims to diversify California Community colleges (CCCs) through a mentor partnership with Historically Black Colleges and Universities. P2P supports graduate students of color at HBCUs in pursuing faculty and administrative careers in California community colleges through mentorship and professional development opportunities. The cohort-based program paired first-year P2P "interns" with a mentor at a California community college who supported them in developing their professional materials (e.g., CV) and networking. P2P focused on the following learning outcomes for both interns

and mentors: professional development training, pedagogy, networking, advocacy and social justice, mentoring, and professional growth. Interns and mentors attended a series of events over the spring 2025 semester, which included an orientation and nine professional development (PD) events. Examples of the PD event topics are emotional intelligence, microaggressions, neuro-diverse learners, and navigating California community college's application process.

## SUCCESS CENTER FOR CALIFORNIA COMMUNITY COLLEGES

The Success Center for California Community Colleges has been a strategic partner in advancing the core tenets of Vision 2030, systemwide commitment to diversity, equity, inclusion, and accessibility through a reiterative cycle of professional learning to create both policy and behavioral change. The Success Center supported meaningful conversations at the 2024 Diversity, Equity, Inclusion, and Accessibility in Action Institute as well as conversations around mental wellness through the Aspiring Radical Leadership Institute. Through this partnership, subject matter experts facilitated both virtual and in-person sessions on leadership in challenging times, supporting the equitable success of our students with fidelity, and creating accessible opportunities for students and employees within the system.

## 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 2024-2025 fiscal year, Wheelhouse engaged in the following activities for the Institute on Leadership:

- ECMC matching funds, representing one-third of the total grant for this reporting period.

- July 2024 (Tue 7/16 to Fri 7/19): Wheelhouse launched the CEO Institute of Leadership Cohort 7 (19 CEO Fellows) and the Advancing Leaders Institute (ALI) Cohort 2 (25 cabinet-level participants). The two cohorts gathered at UCLA for multi-day convenings.

- October 2024 (Sun 10/20 to Tue 10/22): Wheelhouse reconvened the CEO Cohort 7 and the ALI Cohort 2 for a multi-day convening at UC Davis.

- January 2025 Wed (1/29 to Fri 1/31): The last CEO Cohort 7 convening met at UC Davis.

- October 2024 to January 2025: Wheelhouse recruited CEO Cohort 8 (14 Fellows) and ALI Cohort 3 (27 participants).

- October 2024 to May 2025: 3 ALI remote group coaching sessions were completed with matching funds from ECMC Foundation.

- January 2025 to June 2025: Created a research-based brief and piloted a CEO session

on external advocacy for California Community College baccalaureate programs. Built the Step Back Consultancy Toolkit to enhance cabinet-level problem-solving and teamwork.

- May 2025: Hosted 2 ALI orientations for ALI Cohort 3 and 1 CEO Cohort 8 orientation in preparation for the July 2025 convening at UCLA.

## 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. In 2024-25, the program supported five cohorts of leaders across the state through activities designed to reduce equity gaps in student completion and retention, cultivating opportunities for courageous leadership that prioritizes equity in mindset and practice, and fostering innovations in teaching and learning. The program is developed around the following pillars: self-advocacy, self-leadership, well-being, empowerment, and influence. Participants engage in activities such as creating individual action plans aligned to the five pillars and a student advocacy plan developed in groups.

## DIVERSITY, EQUITY, AND INCLUSION CURRICULUM FOR CLASSIFIED PROFESSIONALS

In 2022, the Chancellor's Office launched a diversity, equity, and inclusion (DEIA) needs assessment for classified professionals to better understand their professional development needs. The results indicated a need for role-specific, flexible learning opportunities. The DEIA curriculum was designed for classified professionals working in roles related to basic needs, enrollment management, and financial aid. Each course begins with a foundational DEIA module to help participants self-identify if they are a beginner, intermediate, or expert within the given topic and then provides a corresponding learning module through the Vision Resource Center.

## EQUITY-CENTERED COUNSELING CURRICULUM

Counselors play an instrumental role in helping students achieve their educational and professional goals. A 2023 survey of counseling professionals throughout the state identified the need for strategies to support different student populations in the CCCs. Equity-centered counseling practices help ensure students receive the personalized guidance they need to succeed. The Equity-centered counseling curriculum was designed by counselors, for counselors and consists of six modules: 1) Equity-Centered Counseling Foundations; 2) Counseling and Equitable Placement; 3) Counseling Working Adults; 4) Counseling Students Seeking Academic Redemption; 5) Counseling Men of Color; and 6) Counseling Justice-Involved Students.

## SUPPORTING SYSTEMWIDE TRANSFORMATION

To drive meaningful and lasting changes across California community colleges, the system invests in professional development opportunities that support transformation at the institutional level. These efforts focus on systemic processes and operations by aligning

professional learning with core institutional structures. Statewide opportunities such as the Collective Equity Impact Institute bring together stakeholders from across the state to build shared capacity, shift institutional culture, and embed equity-centered practices into key areas such as hiring, pedagogy, and student support services. By connecting professional learning to institutional strategy, these opportunities are essential to advancing equity and driving systemwide transformation.

## ARTIFICIAL INTELLIGENCE (AI) WEBINAR SERIES

In 2024–25, the Chancellor's Office continued to expand artificial intelligence learning opportunities through the New Year, New AI: Updates, Insights & Professional Development Opportunities webinar series, offered in partnership with the Academic Senate for California Community Colleges. Building on prior systemwide efforts, the series provided faculty, classified professionals, and administrators with foundational and advanced demonstrations of generative AI tools, opportunities to deepen their understanding of emerging technologies, and guidance for integrating AI into instructional and non-instructional roles. Across the February, March, and May sessions, participants consistently reported that webinars remain their primary resource for learning about generative AI, with the majority indicating they use AI at least "sometimes" to support their work. Respondents also emphasized the need for ongoing, role-specific training, hands-on practice, and support addressing ethical, legal, and implementation concerns. The series will continue as the system advances proactive and informed approaches to AI adoption in California Community Colleges.

## COLLECTIVE EQUITY IMPACT INSTITUTE

The Collective Equity Impact Institute is an annual convening that brings educators, administrators, and community college stakeholders together to share effective, evidence-informed practices for advancing student success and fostering inclusive, supportive learning and work environments across districts and colleges. The institute featured sessions highlighting strategies aligned with Vision 2030, institutional effectiveness, and equitable outcomes for students. Participants identified key implementation strategies, including strengthening campus policies and practices, expanding collaboration within and across colleges, and enhancing support for underserved and historically underrepresented student populations.

## VISION 2030 REGIONAL WORKSHOPS

Between November 2024 and May 2025, the Chancellor's Office hosted five regional workshops in partnership with the regional consortiums to discuss, engage, and plan efforts to support statewide and local goals. Over the course of two days, district and college teams had the opportunity to engage in data-informed planning aligned to Vision 2030 and frame local plans and strategies in alignment with statewide and regional goals. To date, the Vision 2030 Regional Workshops have been convened in the following regions: Orange County, North/Far North, Bay Area, Inland Empire/Desert, and the South-Central Coast. The Vision 2030 Regional workshops will continue with the remaining regions in 2025-26.

## VISION ALIGNED REPORTING

Vision Aligned Reporting (VAR) is intended to assist colleges with understanding progress, identifying barriers and opportunities for targeted improvement, recognize and build on strengths, and improve student outcomes by transforming data into measurable actions. Vision Aligned Reporting builds on existing efforts by refining the data process to support improvement across activities, programs, and campuses by utilizing tools such as DataVista and DataMart. In 2024-25, IEPI supported the continuation of regional events to aid college leads and teams to coordinate an integrated plan for local implementation and reporting.

# STATEWIDE INITIATIVES

## CALIFORNIA CONSERVATION CORPS

During the 2024–25 fiscal year, the California Conservation Corps (CCC) focused on expanding educational access and career pathway opportunities for corpsmembers. A total of 4,724 corpsmember engagements were recorded—a 40 percent increase from the prior year—across campus tours, classes, and special events at both remote and on-ground college locations. Nineteen colleges partnered with Corps Centers to host Corps-College Liaisons, who advance statewide objectives by coordinating local outreach and connecting corpsmembers to academic and workforce opportunities. Through these efforts, 1,247 corpsmembers received targeted support through campus tours, departmental presentations, CCCApply and financial aid workshops, one-to-one counseling, and onboarding and registration assistance.

# SUPPORTING VISION 2030 WITH FIDELITY

Professional development plays a critical role in advancing the goals of Vision 2030 by equipping practitioners with the tools and strategies needed to implement scalable, sustainable, and equity-driven change. Led by various divisions within the California Community Colleges Chancellor's Office, these professional learning events are designed to support the implementation of Vision 2030 demonstration projects and related initiatives that reflect the system's long-term priorities. Grounded in the values of equity and innovation, this program ensures that both local and systemwide efforts remain aligned, effective, and responsive to the needs of all students, especially those who have been historically underserved. To support these efforts, IEPI funding invested in the following activities:

- Credit for Prior Learning Demonstration Project

- Rural Colleges Transfer Collaborative Demonstration Project

- Veterans Mental Health Demonstration Project

- Vision Aligned Reporting Academy

- Climate Fellows

- Artificial Intelligence Fellows

- Expanding Rising Scholars Network Projects

## EVALUATION

The Institutional Effectiveness division engages in evaluation and refinement for its professional development programming to ensure learning opportunities align with systemwide priorities, including Vision 2030, IEPI goals, and statewide Chancellor's Office priority areas. Program evaluation examines participation patterns, engagement structures, and alignment with statewide goals to ensure PD initiatives meaningfully advance diversity, equity, inclusion, and accessibility (DEIA); equitable workforce and leadership development; and improved student access, support, and success. Central to this work is the intentional expansion of programming that reaches historically underserved employee groups, such as classified professionals and part-time faculty, while also strengthening leadership development across all roles.

In 2024–25, the IE Division supported a broad portfolio of PD activities delivered across informational, short-term intensive, and sustained engagement formats. These included systemwide webinars, regional convenings, communities of practice, in-person institutes, leadership academies, and long-term cohort-based programs. Evaluation findings from 126 discrete PD events show that overall attendance totaled 13,358 participants, including 6,077 unique attendees, with classified professionals representing the largest share of participants (39%). As in prior years, informational activities, particularly those supporting systemwide transformation, drew the highest participation (90%), while short-term intensive and sustained engagement activities provided more targeted, cohort-based learning environments aligned with deeper skill development and long-term implementation support.

The 2024–25 evaluation also reflects strengthened alignment of PD activities with Vision 2030. Of the PD activities with completed learning outcomes tools, 92% aligned with at least one Vision 2030 goal, and 69% aligned with IEPI goals, with the greatest emphasis placed on student achievement and success. Observations of PD content further confirmed strong integration of Chancellor's Office priority areas, especially DEIA and Generative AI. These findings underscore the division's progress in embedding statewide goals across PD design while highlighting opportunities to broaden outreach, expand data collection, and increase offerings specifically aligned with Vision 2030 implementation.

Looking ahead, the IE Division will use these evaluation insights to enhance program accessibility, strengthen vendor alignment with statewide goals, refine learning outcome frameworks, and expand strategies that support new participant engagement, particularly among employee groups experiencing financial, time, or structural barriers to PD participation. This ongoing evaluation cycle ensures that IE-supported PD continues to evolve in service of California Community Colleges' long-term goals for equity, institutional effectiveness, and student success.

## CONCLUSION

The 2024–25 year demonstrates IEPI's continued leadership in advancing institutional effectiveness, fostering equity-centered transformation, and strengthening statewide capacity-building. Through technical assistance, professional learning, leadership development, and systemwide collaboration, IEPI supported colleges in aligning local efforts with Vision 2030 and the broader statewide commitment to student success and equity.

The sustained positive impact of the Partnership Resource Teams, the expansion of Communities of Practice, and the deepened emphasis on equitable hiring, teaching, and leadership collectively show meaningful progress toward creating student-ready institutions. Evaluations affirm that IEPI's collaborative, iterative approach continues to empower colleges to innovate, address persistent challenges, and implement solutions that endure beyond a single program cycle.

As the Chancellor's Office continues to advance Vision 2030, IEPI's role—as a convener, partner, and catalyst for sustainable change—will remain integral to achieving equitable student outcomes and shaping the future of higher education in California.

# APPENDIX 1: PARTNERSHIP RESOURCE TEAM (PRT) TECHNICAL ASSISTANCE FEEDBACK SUMMARY REPORT

# Partnership Resource Team (PRT)
## Technical Assistance
## Feedback Summary Report
## Cycle 11A
## Visit 1 and Visit 2
### PRT Services Commenced in Fall 2024

June 15, 2025
Robert Pacheco, Ed.D.
External Evaluator

# Table of Contents

# Introduction

## Background

The *Partnership Resource Team (PRT)* component of the *Institutional Effectiveness Partnership Initiative (IEPI)* provides technical assistance at no cost to colleges, districts, and the California College System Office with a goal of improving institutional effectiveness. The PRT process follows a positive "colleagues-helping-colleagues" model that delivers customized support based on individualized needs. Prospective Client Institutions initiate the process by submitting a Letter of Interest that outlines how a PRT can assist their key *Areas of Focus* (*AOFs*). Based on the letters of interest, the Project Director and the IEPI coordinating group assemble teams aligning their expertise with the institutions' needs for each semiannual cycle.

Under the full-PRT model, each PRT typically conducts three visits to the institution.

*Visit 1* focuses on gathering information about the institution's *AOFs*, facilitating institution-wide discussions, and supporting institutional reflection. Following the visit, the PRT provides the institution with two documents:
- *Summary of Initial Visit* and,
- *List of Primary Successes and a Menu of Options*

Outlining what the team heard during the visit and suggestions for improvements and effective practices.

*Visit 2* centers on helping the institution with drafting an *Innovation* and *Effectiveness Plan (I&EP)* to address its *AOFs*. Upon submission of the I&EP, institutions may be eligible for a Seed Grant of up to $200,000 to support the implementation of the Plan.

The *Follow-up Visit* assesses early progress on the *I&EP* and enables the PRT to offer suggestions to strengthen implementation and promote long-term sustainability.

PRT Members are current or former community college personnel whose expertise aligns with the client institutions' *AOFs*. Drawing on their diverse skills and experiences, PRTs provide targeted, peer-based technical assistance to improve institutional effectiveness. (In this report, "PRT Members" includes both Members and Leads unless otherwise specified.)

## Goals of the Visit 1 and Visit 2 Report

This report aims to:

- Assess the impact of the PRT Process on Client Institutions during Visits 1 and 2.
- Evaluate the value of participation for both the Client Institutions and PRT Members.
- Identify technical assistance strategies, tools, and concepts that positively influenced the visits and supported institutions in addressing their *Areas of Focus*.

The report summarizes findings from services provided to Client Institutions during Cycle 11A, which began in Fall 2024. The Cycle 11A cohort included 11 institutions. For Visit 1, survey responses were received from ten institutions: four single-college districts, three colleges within multi-college districts, and four district offices. Similarly, 10 institutions responded to the Visit 2 survey; however, the respondents were not entirely the same as those for Visit 1. To protect anonymity and allow for aggregate analysis, results are reported collectively rather than by individual institutions.

## Areas of Inquiry

The evaluation explored key aspects of the PRT experience through both quantitative and qualitative data collection. The surveys were designed around four primary *Areas of Inquiry*.
- The Visit Process
- Training Concepts Used During the Visit
- Logistics Before, During, and After the Visits
- Miscellaneous (Aspects Not Captured Elsewhere)

### The Visit Process

The first set of Areas of Inquiry focused on the Visit Process from the perspectives of both Client Institutions and PRT Members. **Table 1** presents the specific constructs measured for Visits 1 and 2 related to this aspect of the evaluation.

| Table 1. The Visit Process | | |
| --- | --- | --- |
| **Client Institution Only Items** | **Client Institution and PRT Items** | **PRT Only Items** |
| ***Familiarity***<br>• With the *AOFs*<br>• With the PRT Process<br><br>***Adherence to the PRT Approach***<br>• *Sufficiency of the Information to work with PRT*<br>• *Effective Guidance on the I&EP* [1]<br>• Positive, constructive approach<br>• *Usefulness of MOO[2]*<br>• *PRT Lead Facilitation[3]*<br><br>***Expectations for the Visit***<br>• Expectations Met?<br>• If Not Met, why?<br><br>***Overall Satisfaction***<br><br>***Additional Information Needed***<br><br>***Next Steps as Result of Visit[4]*** | ***Confidence That** PRT Process **Will Help Institution Improve Effectiveness***<br><br>***Adherence to the PRT Approach***<br>• PRT's preparedness<br>• PRT helpful attitude<br>• Consideration of institutional context (needs, culture, and practices)<br>• Open-mindedness<br>• Focus on Sustainable and Sound Practices[5]<br>• Focus on solutions [6]<br>• Knowledge of Sound Practices[7]<br>• PRT expertise fit<br>• Recognition of institutional personnel as problem-solving peers<br><br>***PRT Functioning***<br>• How the PRT functioned well<br>• How the PRT could have functioned better<br><br>***Challenges in Process*** | ***Institution's Receptiveness[8]***<br><br>***Adherence to the PRT Approach***<br>• Application of Appreciative Inquiry[9]<br>• Refrained from Judgmental or Prescriptive comments[10]<br>• Positive, constructive, solutions approach<br><br><br>***Takeaways from the Visit***<br><br>***Overall Effectiveness of PRT Training*** |

---

[1] *Visit 2* Only
[2] *Visit 2* Only
[3] *Visit 2* Only
[4] *Visit 2* Only
[5] *Visit 2* Only
[6] *Visit 2* Only
[7] *For Client Institutions, Visit 2 only*
[8] *Visit 1* Only
[9] *Visit 1* Only
[10] *Visit 1* Only

In addition to the closed-ended questions about the Visit experience, the surveys included open-ended questions asking respondents to:

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

Respondents were also asked to list up to three expectations they had for the visits and indicate whether those expectations were met. For Visit 1, PRT Members were additionally asked to briefly assess the institution's overall receptiveness to the PRT Process.

## Training Concepts Used for the Visit

The second set of Areas of Inquiry focused on the training concepts used by PRT Members during their visits. To gather this information, PRT Members responded to a closed-ended question rating the overall effectiveness of the training and to open-ended questions identifying the training concepts, tools, and techniques they found most valuable.

| Table 2.   Training Concepts Used for the Visits |
| --- |
| **PRT Items** |
| <ul><li>Most Useful Aspects of PRT Training</li><li>Recommended Changes or Improvements to the Training</li><li>PRT Practice That Was Especially Helpful</li></ul> |

PRT Members recommended improvements or changes to the training based on their experiences during the visits. They also identified specific PRT practices or actions that were especially helpful in supporting the process. *Table 2* summarizes the constructs considered within these *Areas of Inquiry*.

## Logistics

The third set of *Areas of Inquiry* focused on the *Logistics* before, during, and after the visits. Client Institutions were asked to evaluate the effectiveness of key logistical elements throughout the cycle, including scheduling visit dates and meetings, as well as communicating with the PRT Lead and Project Director.

PRT Members reflected on their understanding of roles, agreement on visit outcomes, and communication among team members. They also reported on time spent preparing for each visit, completing follow-up activities, and preparing for the next visit. Additional topics included scheduling, the effectiveness of team meetings, and the coordination and leadership provided

by PRT Leads. ***Table 3*** displays the constructs measured for the *Logistics Areas of Inquiry* for Visits 1 and 2.

| Table 3. Logistics | | |
|---|---|---|
| **Client Institution Only Items** | **Client Institution and PRT Items** | **PRT Only Items** |
| *Communication*<br><br>• *With Project Director/PRT Lead <u>Before</u> the Visit*<br>• *With Project Director/PRT Lead <u>After</u> the Visit*<br>• *Dissemination of Information*<br>  • *Next Steps*<br>  • *Seed Grants[11]* | *Scheduling*<br><br>• *Visit*<br>• *Meetings during Visit*<br><br>*Effectiveness*<br>• *PRT Lead Coordination and Effectiveness* | ***Team Camaraderie** and **Operations***<br><br>• *Clarity of Roles*<br>• *Shared Outcomes for Visits*<br>• *Communication*<br>  • *Clarity*<br>  • *Timeliness*<br>• *Hours Spent on* PRT *Process*<br>• *Availability of Information, including Travel, Reimbursements, etc.*<br>• *Access to Institutional Information*<br>• *Useful of Face-to-Face PRT Meeting before Visit*<br>• *Effectiveness of PRT Phone Conferences before the Visit*<br>• *Time Availability for Meetings During Visit* |

## Miscellaneous

The final *Area of Inquiry* elicited open-ended responses from Client Institutions and PRT Members on topics not previously covered in the survey.

---

[11] Visit 2 only.

## Components of the Report

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

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

The *Key Findings* section summarizes survey results from both the Client Institutions and PRT Members for each visit in a concise, accessible format. The *Analysis and Findings* section offers a detailed narrative interpretation of the results, accompanied by tables to illustrate trends and insights. The *Appendix* provides more detailed data related to specific *Areas of Inquiry*.

Together, these components provide policymakers, IEPI staff, researchers, and institutional stakeholders with accessible and appropriately detailed findings to inform future practice and decision-making.

# Summary of Findings
## Visit 1

| KEY FINDINGS | | | VISIT ONE |
|---|---|---|---|
| **PRT Technical Assistance Scorecard \| Cycle 11A** | | | |
| **AREA OF INTEREST** | **CLIENT INSTITUTION FEEDBACK** | | **PRT FEEDBACK** |
| **FAMILIARITY** | | | |
| *With Areas of Focus* | Very Strong | | Not Applicable |
| *With the PRT Process* | Very Strong | | |
| **CONFIDENCE IN PRT PROCESS** | Very Strong | | Strong |
| **INSTITUTIONAL RECEPTIVENESS** | Not Applicable | | Very Strong |
| **EXPECTATIONS FOR THE VISIT** | | | |
| Areas of Interest | Listen and Facilitate Conversations on the Areas of Focus (3) | Met | Not Applicable |
| | Frame the Issues with the College Representatives (2) | Met | Not Applicable |
| **PRT APPROACH** | | | |
| *Sufficiency of Information Provided* | Very Strong | | Not Applicable |
| *PRT's Preparedness* | Very Strong | | Very Strong |
| *Positive, Constructive and Solution-Oriented Approach* | Very Strong | | Not Applicable |
| *PRT Helpful Attitude* | Very Strong | | Very Strong |
| *PRT Consideration of Specific Needs, Culture and Practices* | Very Strong | | Very Strong |
| *PRT Open-mindedness* | Very Strong | | Very Strong |
| *PRT Institutional Fit* | Very Strong | | Very Strong |
| *Recognition of Institutional Personnel as Problem-Solving Peers* | Very Strong | | Very Strong |
| *Focused on Solutions Rather than Problems* | Not Applicable | | Very Strong |
| *Applied Appreciative Inquiry Techniques* | Not Applicable | | Very Strong |
| *PRT Refrained from Judgmental or Prescriptive Comments* | Not Applicable | | Very Strong |
| *Knowledge of Sound Practices Related to Areas of Focus* | Not Applicable | | Very Strong |
| **LOGISTICS** | | | |
| *Communication with IEPI Project Director/PRT Lead Before the Visit* | Very Strong | | Not Applicable |
| *Communication with IEPI Project Director/PRT Lead After the Visit* | Very Strong | | Not Applicable |
| *Scheduling Visit Date* | Very Strong | | Very Strong |
| *Scheduling Meetings During Visit* | Very Strong | | Very Strong |
| *Effectiveness: PRT Lead* | Very Strong | | Not Applicable |
| *Dissemination of Info: Next Steps* | Very Strong | | Not Applicable |
| *Access to Information: Travel* | Not Applicable | | Very Strong |
| **PRT PROCESS** | | | |
| *How the PRT Functioned Well* | PRT Readiness for the Work (4) | | Active Listening (8) |
| *How the PRT Could Have Functioned Better* | None (6) | | |

# Summary of Findings
## Visit 1

| KEY FINDINGS (Continued) | | VISIT ONE |
|---|---|---|
| **PRT Technical Assistance Scorecard | Cycle 11A** | | |
| **AREA OF INTEREST** | **CLIENT INSTITUTION FEEDBACK** | **PRT FEEDBACK** |
| **CHALLENGES** | | |
| *General Areas* | Insufficient Time During the Visit (6) | Insufficient time for the Discussions Needed at the Meetings (10) |
| **ANY ADDITIONAL INFORMATION NEEDED** | None (2) | Not Applicable |
| **TEAM OPERATION** | | |
| *Clarity of Roles* | Not Applicable | Very Strong |
| *Shared Outcomes for Visits* | | Very Strong |
| *Communication: Clarity* | | Very Strong |
| *Communication: Timeliness* | | Very Strong |
| *Access to Information: Areas of Focus* | | Very Strong |
| *Access to Information: Logistics* | | Very Strong |
| *Time Availability: Institutional Meetings* | | Very Strong |
| *Time Availability: Team Meetings* | | Very Strong |
| *Effectiveness of PRT Phone or Zoom Conferences(s) before the Visit* | | Very Strong |
| *Usefulness of Face-to-Face or Zoom PRT Meeting Immediately before Visit* | | Very Strong |
| *Coordination and Leadership of PRT Lead* | | Very Strong |
| *Average Preparation Time for Visit (hours)* | | 5.1 |
| *Average Time Completing Follow-up Activities (hours)* | | 1.1 |
| *Average Time Preparing for Next Visit (hours)* | | 1.0 |
| **TRAINING** | | |
| *Concepts Applied to the Visit* | Not Applicable | Active Listening (6) |
| | | Appreciative Inquiry (2) |
| *Particular Helpful Practice* | Not Applicable | Active Listening (3) |
| *Overall Usefulness and Effectiveness of the Training* | Not Applicable | Very Strong |
| **TRAINING SUGGESTIONS** | | |
| *Suggestions, Methods, and Curriculum* | Not Applicable | None (4) |
| **TEAM TAKEAWAYS** | | |
| *For Application at Home Sites/Other Venues* | Not Applicable | None (5) |
| **FINAL THOUGHTS AND COMMENTS** | | |
| *Additional Feedback, If Any* | Not Applicable | None (4) |

# Summary of Findings
## Visit 2

| KEY FINDINGS | | | VISIT TWO |
|---|---|---|---|
| **PRT TECHNICAL ASSISTANCE SCORECARD\| Cycle 11A** | | | |
| **AREA OF INTEREST** | **CLIENT INSTITUTION FEEDBACK** | | **PRT FEEDBACK** |
| **FAMILIARITY** | | | |
| *With Areas of Focus* | Very Strong | | Not Applicable |
| *With the PRT Process* | Very Strong | | |
| **CONFIDENCE IN PRT PROCESS TO IMPROVE EFFECTIVENESS** | Very Strong | | Very Strong |
| **EXPECTATIONS FOR THE VISIT** | | | |
| *Areas of Interest* | Guide the Institution in the Creation of the I&EP (4) | Met | Not Applicable |
| **PRT APPROACH** | | | |
| *Sufficiency of Information Provided* | Very Strong | | Not Applicable |
| *PRT's Preparedness* | Very Strong | | Very Strong |
| *PRT Positive, Constructive Approach* | Very Strong | | Not Applicable |
| *PRT Solutions-Based Approach* | Not Applicable | | Very Strong |
| *PRT Knowledge of Sound Practices* | Very Strong | | Very Strong |
| *PRT Helpful Attitude* | Very Strong | | Very Strong |
| *PRT Consideration of Specific Needs, Culture and Practices* | Very Strong | | Very Strong |
| *PRT Open-mindedness* | Very Strong | | Very Strong |
| *PRT Institutional Fit* | Very Strong | | Very Strong |
| *Focus on Sustainable and Sound Practices* | Very Strong | | Very Strong |
| *Focused on Solutions Rather than Problems* | Very Strong | | Very Strong |
| *Recognition of Institutional Personnel as Problem-Solving Peers* | Very Strong | | Very Strong |
| *Menu of Options (MOO) Useful Options and Examples* | Very Strong | | Not Applicable |
| *PRT Lead Facilitation of Discussion of Options* | Very Strong | | Not Applicable |
| *Guidance on the I&EP* | Very Strong | | Not Applicable |
| **LOGISTICS** | | | |
| *Communication with IEPI Project Director/PRT Lead Before the Visit* | Very Strong | | Not Applicable |
| *Communication with IEPI Project Director/PRT Lead After the Visit* | Very Strong | | Not Applicable |
| *Scheduling Visit Date* | Very Strong | | Very Strong |
| *Scheduling Meetings During Visit* | Very Strong | | Very Strong |
| *Coordination and Leadership: PRT Lead* | Very Strong | | Not Applicable |
| *Coordination of PRT Meetings* | Very Strong | | Not Applicable |
| *Dissemination of Information: Next Steps* | Very Strong | | Not Applicable |
| *Dissemination of Information: Seed Grants* | Very Strong | | Not Applicable |

# Summary of Findings
## Visit 2

| KEY FINDINGS (Continued) | | VISIT TWO |
|---|---|---|
| **PRT TECHNICAL ASSISTANCE SCORECARD \| Cycle 11A** | | |
| **AREA OF INTEREST** | **CLIENT INSTITUTION FEEDBACK** | **PARTNERSHIP RESOURCE TEAM FEEDBACK** |
| **PRT PROCESS** | | |
| *How the PRT Functioned Well* | Afforded Space for the Institution to Carve out Unique Solutions (4) | Responses Varied; No Theme Emerged |
| *How the PRT Could Have Functioned Better* | None (8) | None (8) |
| **ANY ADDITIONAL INFORMATION NEEDED** | None (4) | Not Applicable |
| **CHALLENGES** | | |
| *General Areas* | Preparedness for the Goals of the Visit (2) | Responses Varied; No Theme Emerged |
| **TEAM OPERATION** | | |
| *Clarity of Roles* | Not Applicable | Very Strong |
| *Shared Outcomes for Visits* | | Very Strong |
| *Communication: Clarity* | | Very Strong |
| *Communication: Timeliness* | | Very Strong |
| *Access to Information: Areas of Focus* | | Very Strong |
| *Access to Information: Travel* | | Very Strong |
| *Time Availability: Institutional Meetings* | | Very Strong |
| *Time Availability: Team Meetings* | | Very Strong |
| *Effectiveness of PRT Phone or Zoom Conference(s) before the Visit* | | Very Strong |
| *Usefulness of Face-to-Face Before the Visit* | | Very Strong |
| *Effectiveness of Communication During Visit* | | Very Strong |
| *Time Available for PRT Meetings during the Visit* | | Very Strong |
| *Coordination and Leadership of PRT Lead* | | Very Strong |
| *Average Preparation Time for Visit (hrs)* | | 2.9 |
| *Average Time Completing Follow-up Activities (hrs)* | | 1.4 |
| *Average Time Preparing for Next Visit (hrs)* | | 0.5 |
| **TRAINING** | | |
| *Concepts Applied to the Visit* | Not Applicable | Appreciative Inquiry (7) |
| *Particular Helpful Practice* | Not Applicable | Appreciative Inquiry (4) |
| *Overall Usefulness and Effectiveness of the Training* | | Very Strong |
| **TRAINING SUGGESTIONS** | | |
| *Suggestions, Methods, and Curriculum* | Not Applicable | None (7) |
| **TEAM TAKEAWAYS** | | |
| *For Application at Home Sites/Other Venues* | Not Applicable | Institutions Resolve Common Community College Challenges Uniquely Based on Local Culture and History (4) |
| **CLIENT INSTITUTION NEXT STEPS** | | |
| *Reported Next Actions in the PRT Process* | Secure Institutional Buy-In to the Efforts of the I&EP (4) | Not Applicable |
| **OVERALL SATISFACTION** | | |
| *With PRT Technical Assistance* | Very Strong | Not Applicable |

## The Visit Process

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

The first Area of Inquiry in the Visit 1 Client Institution survey examined institutional representatives' familiarity with the technical assistance process after completing the initial visit of the Three-Visit PRT Process. Specifically, the survey assessed familiarity with two key aspects:

- The institution's Areas of Focus (AOFs) for improving institutional effectiveness, as outlined in the Letter of Interest and any subsequent documents.
- The overall Three-Visit PRT Process: gathering information and establishing scope during Visit 1, supporting the institution with developing its Innovation and Effectiveness Plan (I&EP) in Visit 2, and following up on the early implementation of the I&EP during Visit 3.

Respondents rated their familiarity on a four-point scale: ***Very familiar***, ***Familiar***, ***Somewhat familiar***, or ***Not at all familiar***.

The Cycle 11A cohort included 11 institutions -- four single-college districts, three colleges within multi-college districts, and four district offices. Ten institutions responded to the Visit survey. Among them, seven reported being ***Very familiar*** with their specific AOFs, while three indicated they were ***Familiar.*** No institution reported being either ***Somewhat familiar*** or ***Not at all familiar*** with their *AOFs*. The average familiarity rating for the *AOFs* across institutions was ***Very familiar*** (M = 3.70).

For familiarity with the overall Three-Visit PRT Process, seven institutions reported being ***Very familiar***, and three reported being ***Familiar*** with no lower ratings. The overall rating for familiarity with the Three-Visit Process was also ***Very familiar*** (M=3.70).

*Table 4* provides a detailed breakdown of the mean responses for each aspect of familiarity.

| Table 4. Client Institution Overall Level of Familiarity with AOFs and PRT Process, Visit 1 | | |
|---|---|---|
| **Level of Familiarity** | Client Institution **Mean of Means** *1 (Low) - 4 (High)* | **Count** |
| With Institution's *AOFs* | 3.70 *(Very familiar)* | 10 |
| With Three-Visit PRT Process | 3.70 *(Very familiar)* | 10 |
| | | **Total Institutions: 10** |

**Tables A.1** and **A.2** in the Appendix to this report provide a more detailed overview of the responses from the client institutions.

## Confidence in the PRT Approach to Improve Effectiveness

In the respective surveys, both PRT Members and Client Institution representatives reported their level of confidence that the PRT Process would help improve the Client Institutions' effectiveness in their *AOFs*. Confidence was measured on a four-point scale: ***Very confident***, ***Confident, Somewhat confident***, or ***Not at all confident***.

As with the familiarity ratings, confidence scores are presented as aggregate data for the entire cohort; no ratings were computed for individual Client Institutions or PRT Members.

### Client Institutions

Among the 10 Client Institutions responding to the Visit 1 survey during Cycle 11A, seven reported being ***Very confident*** that the PRT Process would improve effectiveness with their specific *AOFs,* while three indicated they were ***Confident.*** No Client Institution reported being ***Somewhat confident*** or ***Not at all confident***. The overall rating *of the client institutions* for confidence in the PRT Process in this reporting cycle was ***Very High*** (M = 3.70).

### PRT Members

A total of 37 PRT Members responded to the survey. Regarding confidence in the PRT Process, 30 PRT Members reported that they were either ***Very confident*** (N=25) or ***Confident*** (N=5) that the PRT Process would support institution improvement. Seven (7) PRT Members reported being ***Somewhat confident***. N*o* PRT Member in Cycle 11A reported being ***Somewhat confident*** or ***Not at all confident***. The overall rating for the PRT members' confidence was ***"Confident"***

(M=3.49).  Historically, PRT members have reported slightly lower levels of confidence than Client Institution representatives reported.

*Table 5* presents the overall mean score for Client Institution representatives and PRT Member responses, as well as the scale categories for confidence at Visit 1. **Tables A.3** and **A.4** in the Appendix to this report detail the overall client institution responses and PRT member responses regarding the level of confidence in the PRT approach to improving institutional effectiveness.

| Table 5. Level of Confidence in the PRT Approach to Improve Effectiveness in the Identified Area of Focus, Visit 1 | | | | |
|---|---|---|---|---|
| **Level of Confidence** | **Client Institution Overall Response** | | **PRT Member Response** | |
| | **Mean of Means** *1 (Low) - 4 (High)* | **Count** | **Mean** *1 (Low) - 4 (High)* | **Count** |
| In the PRT Approach to Improve Effectiveness | 3.70 *(Very confident)* | 10 | 3.49 *(Confident)* | 37 |

## Expectations for the Visit

Client Institution representatives identified their expectations for Visit 1 and whether their expectations were met. If expectations were not met, respondents provided examples or elaborated on the reasons. Ten Client Institutions responded. Six responses listed two expectations, each of the remaining institutions listed only one. The evaluator analyzed and categorized the responses to identify common themes.

Two themes emerged from the responses: Client Institutions expected the PRT to 1) listen and facilitate conversations in the Areas of Focus and 2) frame the issues with the college representatives. Client institutions reported that expectations were met. Other expectations identified in the responses were unique to each institution, making it impossible to group them into broader categories. Importantly, however, no Client Institution reported any expectation as unmet. **Table 6** presents the categorized expectations, including a count for each category.

| Table 6. Client Institution Expectations for Visit 1 | |
|---|---|
| **Area** | **Met** |
| Listen and Facilitate Conversations on the Areas of Focus (3) | Yes |
| Frame the Issues with the College Representatives (2) | Yes |

## Adherence to the PRT Approach

The IEPI approach to technical assistance aims to maximize the likelihood that participating institutions successfully address their *AOFs*. The closer a PRT aligns with the IEPI-defined concepts, practices, and techniques covered in training and applied during visits, the more likely a positive technical assistance experience leading to favorable outcomes.

To evaluate adherence to the *PRT Approach*, both Client Institution representatives and PRT Members rated their agreement with a list of statements about the *Approach*. Both groups used a four-point scale: ***Strongly agree, Agree, Disagree***, or ***Strongly disagree,*** with an option of ***Not Applicable/Don't Know***.

While most of the survey items were consistent for both groups, PRT Members specifically assessed whether appreciative inquiry practices were applied during meetings, whether judgmental comments were avoided, whether sound practices were demonstrated, and whether the focus remained on solutions rather than problems. Client Institution representatives provided feedback on whether the PRT maintained a positive, constructive approach.

For Cycle 11A, Client Institution representatives overwhelmingly strongly agreed that the PRT adhered to all aspects of the PRT Process, with all responses falling within ***Strongly Agree*** or ***Agree***. No respondents indicated disagreement with any element of the PRT Process.

Similarly, PRT Members strongly agreed that the PRT adhered to all relevant elements of the PRT Process, with all responses falling within ***Strongly Agree*** or ***Agree***. No respondents indicated disagreement with any element.

*Table 7* reports the mean overall responses from Client Institutions and PRT Members' adherence to aspects of the *PRT Approach* for Visit 1. Additional detailed results are available in **Tables A.5** and **A.6** in the Appendix.

| Table 7. Level of Adherence to PRT Approach, Visit 1 | | | | |
|---|---|---|---|---|
| **Area of PRT Approach** | **Client Institution Overall Response** | | **PRT Member Response** | |
| | **Mean of Means** <br> *1 (Low) – 4 (High)* | **Count** | **Mean** <br> *1 (Low) - 4 (High)* | **Count** |
| We had the information we needed to work effectively with the PRT. | 3.80 <br> (Strongly agree) | 10 | N/A | N/A |
| The PRT was well prepared for the visit. | 3.80 <br> (Strongly agree) | 10 | 3.86 <br> (Strongly agree) | 37 |
| The PRT applied Appreciative Inquiry in meetings with institutional personnel. | N/A | N/A | 3.81 <br> (Strongly agree) | 37 |
| The PRT refrained from making judgmental or prescriptive comments in meetings with institutional personnel. | N/A | N/A | 3.81 <br> (Strongly agree) | 37 |
| The PRT took a positive and constructive approach to the work. | 3.80 <br> (Strongly agree) | 10 | N/A | N/A |
| The PRT was knowledgeable about sound practices related to the institution's identified *AOFs*. | N/A | N/A | 3.86 <br> (Strongly agree) | 37 |
| The PRT conveyed a helpful attitude in interactions with members of the institutional community. | 3.80 <br> (Strongly agree) | 10 | 3.86 <br> (Strongly agree) | 37 |
| The PRT took into consideration the institution's specific needs, culture, and practices. | 3.80 <br> (Strongly agree) | 10 | 3.81 <br> (Strongly agree) | 37 |
| The PRT focused on solutions rather than problems or where to place blame. | N/A | N/A | 3.86 <br> (Strongly agree) | 37 |
| The PRT Members kept an open mind about issues and possible solutions. | 3.80 <br> (Strongly agree) | 10 | 3.84 <br> (Strongly agree) | 37 |
| The expertise of the PRT Members was a good fit for the institution's *AOFs*. | 3.80 <br> (Strongly agree) | 10 | 3.86 <br> (Strongly agree) | 37 |
| The PRT recognized institutional personnel as problem-solving peers. | 3.80 <br> (Strongly agree) | 10 | 3.86 <br> (Strongly agree) | 37 |

## Client Institution Receptiveness

Visit 1 is the first contact between the PRT and the Client Institution representatives during the PRT Process. Establishing positive relationships is essential for the process's ultimate success. To help assess the impact of the first meeting, PRT Members reported the level of receptiveness demonstrated by the institutional representatives towards the PRT Process during the visit. The item is an open-ended response, allowing PRT members to provide free responses to the prompt.

The evaluator compiled the responses into a list and examined them to determine whether, collectively, the institutions were overall receptive to the visiting PRTs. The level of receptiveness was considered for the entire cohort of institutions, recognizing that individual levels of openness to PRTs would vary from one institution to another. Twenty-four PRT Members supplied responses to this item. The responses were all general and provided no identifiable themes for Cycle 11A.

As with previous iterations of the survey for prior cycles, PRT Members used terms such as "open," "hospitable," and "welcoming" to describe the level of receptiveness demonstrated by institutional personnel. A general conclusion, however, could be drawn that the institutions were receptive to the PRTs during Visit 1. No PRT Member reported any institution being unreceptive to the team.

## PRT Functioning

The PRT's performance, both in preparing for and during the visit, was examined to determine the level of preparedness and the efficacy of existing processes and practices. The evidence collected from this item is used to identify steps for formative improvements to within-cycle PRT practices and to detect possible topics for PRT training for future cycles. The Client Institution representatives and the PRT Members identified examples of how the PRT functioned well.

Ten Client Institution representatives and 30 PRT Members responded to this question. One theme emerged from the responses for each reporting group. For Client Institution representatives, the PRT arrived ready to complete the work. For PRT Members, the team performed well by actively listening to the institutional representatives as directed in the PRT training. *Table 8* reports the most common Client Institution and *PRT* member-coded ways the PRT functioned well for Visit 1.

| Table 8. Examples of PRT Functioning Well, Visit 1 | |
|---|---|
| Client Institution**s** | **PRT Members** |
| • PRT Readiness for the Work (4) | • Active Listening (8) |

## How the PRT Could Have Functioned Better

Client Institutions and the PRT Members were asked to share suggestions on how the PRTs could have functioned better before or during Visit 1. Eight Client Institutions responded to this

item, with four indicating they had no suggestions (i.e., "None"). Similarly, 21 PRT Members responded with eight also reporting no suggestions for improvement (i.e., "None").

The remaining responses from both groups were individualized and did not reveal any consistent themes. *Table 9* summarizes the most common suggestions, where applicable, from *Client Institutions* and *PRT Members* regarding areas for potential improvement in Visit 1.

| Table 9. Examples of How PRTs Could Function Better. Visit 1 | |
|---|---|
| **Client Institutions** | **PRT Members** |
| • None (4) | • None (8) |

### Challenges Preparing for or During the Visit

Client Institution representatives and PRT Members were also asked to identify any challenges encountered while preparing for or during Visit 1. Six Client Institutions responded, with three reporting  insufficient time for in-depth discussions during the visit was a significant challenge. Of the 18 PRT Members who responded, ten echoed this concern, noting that inadequate time for engagement was a particular challenge.

*Table 10* highlights the most frequently reported challenges from both *Client Institutions* and *PRT Members* during Visit 1 of the PRT Process.

| Table 10. Challenges Preparing for or during Visit 1 | |
|---|---|
| **Client Institutions** | **PRT Members** |
| • Insufficient Time During the Visit (6) | • Insufficient time for the Discussions Needed at the Meetings (10) |

### Takeaways

To assess the perceived value of participation, PRT Members were asked to report any personal or professional takeaways from their experience for Visit 1. As with previous open-ended items, responses were reviewed for common themes.

Ten PRT Members responded to this question; five indicated they had no takeaways (i.e., "None"). The remaining responses were varied and highly individualized, with no single theme emerging across participants. *Table 11* presents the reported takeaways from PRT Members following Visit 1.

| Table 11. PRT Member Takeaways from the PRT Process, Visit 1 |
| --- |
| **PRT Members** |
| • None (5) |

## Additional Information Needed

Client Institution representatives were asked to provide additional information (if any) that would have helped them better prepare for the visit. Three Client Institution representatives responded, with two indicating no additional information was needed. The other response was individual and could not be generalized into a theme for the cycle. *Table 10* reports the most common Client Institution assessment of any additional information needed for the visit.

| Table 10. Any Additional Information Needed by Client Institutions, Visit 1 |
| --- |
| **Client Institutions** |
| • None (2) |

## Training Concepts Used During the Visit

### Most Useful Aspects of Training

Concepts and practices presented during the PRT trainings are valuable tools for *PRT members* during their visits. PRT Members reported the concepts and practices learned during the PRT training that proved most beneficial to them during the initial visit. Twenty PRT Members responded to the question. Two themes emerged from the responses. PRT Members identified active listening as a critical practice presented at the training and used during the first visit.

Additionally, PRT Members also employed appreciative inquiry during their Visit 1 meetings. Other responses were individual or general, and the data revealed no other themes from the responses. *Table 12* reports the most common training aspect cited as applicable by PRT Members for Visit 1.

| Table 12. Most Useful Training Aspects, Visit 1 |
| --- |
| **PRT Members** |
| • Active Listening (6) |
| • Appreciative Inquiry (3) |

### Especially Helpful Practice or Action

As a follow-up, PRT Members noted a particular practice they found most helpful in ensuring a successful and effective visit. Eight PRT Members responded to the question. The PRT Members again identified active listening as a beneficial practice during Visit 1. The responses revealed no other theme. *Table 13* shows the most common helpful practice reported by PRT Members for Visit 1.

| Table 13. Particularly Helpful Practice or Action, Visit 1 |
| --- |
| **PRT Members** |
| • Active Listening (2) |

### Training Suggestions

PRT Members offered suggestions for training improvements based on their experiences during Visit 1. Eight PRT Members responded to the question. The most common response to this question was "None." No other theme emerged from the responses. *Table 14* reports the most common responses regarding suggestions for training improvement.

| Table 14. Training Suggestions: Visit 1 |
| --- |
| **PRT Members** |
| • None (4) |

### Overall Usefulness and Effectiveness of the Training

In the final training-related question, PRT Members were asked to rate the overall usefulness and effectiveness of the PRT training, considering their experiences both before and during Visit 1. Responses were recorded using a four-point scale: ***Excellent, Good, Fair, or Poor,*** with an option to select ***"Don't Know*****."**

A total of 37 PRT Members responded to the question. The average rating for the training was ***Excellent*** *(M = 3.86)*, indicating a high level of satisfaction with both the usefulness and effectiveness of the training provided.

*Table 15* presents the mean *PRT Member* response and corresponding scale category for the Visit 1 training. Additional details are provided in *Table A.7* in the Appendix, which displays the full distribution of responses related to the training's overall quality.

| Table 15. PRT Member Rating of the Overall Usefulness and Effectiveness of the PRT Training, Visit 1 | | |
|---|---|---|
| **Level** | **Mean** <br> *1 (Low) - 4 (High)* | **Count** |
| Overall Usefulness and Effectiveness of the Training | 3.86 <br> *(Excellent)* | 37 |

## Logistics

Client Institution representatives and PRT Members were asked in their respective surveys about the *Logistics* before, during, and after Visit 1. These include scheduling, communication, and the effectiveness of leadership by the PRT Lead. Responses for both groups were recorded using a four-point scale to measure the areas: ***Strongly agree, Agree, Disagree***, or ***Strongly disagree,*** with an option of ***Not Applicable/Don't Know***. Client Institution representatives and PRT Members reported each aspect of the logistics as ***Excellent***. *Table 16* reports the overall ratings for Visit 1 of the Client Institutions and the PRT Members.

| Table 16. Responses Regarding Logistics Before, During, and After Visit 1 | | | | |
|---|---|---|---|---|
| | Client Institution Overall Response | | PRT Member Responses | |
| Areas | Mean of Means 1 (Low) - 4 (High) | Count | Mean 1 (Low) - 4 (High) | Count |
| a. Scheduling of the date of the Visit | 3.70 (Excellent) | 10 | 3.81 (Strongly agree) | 37 |
| b. Scheduling of meetings to be held during the Visit | 3.70 (Excellent) | 10 | 3.81 (Strongly agree) | 37 |
| c. FOR CEO AND INSTITUTIONAL POINT PERSONS ONLY: Communication with the IEPI Project Director and/or PRT Lead before Visit | 3.80 (Excellent) | 5 | N/A | N/A |
| d. FOR CEO AND INSTITUTIONAL POINT PERSONS ONLY: Communication with the Project Director and/or PRT Lead after Visit | 3.80 (Excellent) | 5 | N/A | N/A |
| e. FOR CEO AND INSTITUTIONAL POINT PERSONS ONLY: Effectiveness of the PRT Lead in coordinating with the institution regarding the visit. | 3.80 (Excellent) | 5 | N/A | N/A |
| f. FOR CEO AND INSTITUTIONAL POINT PERSONS ONLY: Provision of information about the institution's next steps following the visit. | 3.80 (Excellent) | 5 | N/A | N/A |
| h. Availability of information about travel arrangements, reimbursements, and related logistics | N/A | N/A | 3.81 (Excellent) | 37 |
| I. Access to information related to the institution's AOFs | N/A | N/A | 3.84 (Excellent) | 37 |
| j. Effectiveness of PRT Phone or Zoom conference(s) before the visit. | N/A | N/A | 3.84 (Excellent) | 37 |
| k. Usefulness of face-to-face PRT meeting immediately before the visit | N/A | N/A | 3.86 (Excellent) | 37 |
| 1. Time available for meetings with the institution's personnel during the visit | N/A | N/A | 3.86 (Excellent) | 37 |
| m. Time available for PRT meetings during the visit | N/A | N/A | 3.81 (Excellent) | 37 |
| n. Coordination and leadership by the PRT Lead | N/A | N/A | 3.84 (Excellent) | 37 |

## Clarity of Roles

PRT Members were asked to rate their understanding of their Roles, Outcomes, and Communication. A total of 37 respondents agreed on the *Clarity of Roles*, a shared understanding of *Outcomes*, and the clarity and timeliness of communication with each other for Visit 1. The mean results in all four areas indicate that PRT Members ***Strongly agreed***. No PRT Member ***Disagreed*** or ***Strongly Disagreed*** with the statements. ***Table 17*** reports the PRT Members' overall ratings for these areas for Visit 1.

| Table 17. PRT Member Clarity of Roles, Outcomes, and Communication, Visit 1 | | |
|---|---|---|
| **Answer Options** | **Mean** *1 (Low) - 4* | **Count** |
| Were Clear about the Roles and Responsibilities of the Team. | 3.86 (Strongly agree) | 37 |
| Were on the Same Page about Anticipated Outcomes of the PRT Process. | 3.86 (Strongly agree) | 37 |
| Communicated Clearly with Each Other. | 3.84 (Strongly agree) | 37 |
| Communicated in a Timely Fashion with Each Other. | 3.84 (Strongly agree) | 37 |

## Hours Spent on the PRT Process

To assess the workload for members during the PRT Process, PRT Members were asked to identify the time spent preparing for the visit, completing follow-up activities, and preparing for the next visit. The mean time spent by PRT Members for each phase of Visit 1 during Cycle 11A was calculated as an aggregate. ***Table 18*** displays the meantime reported by PRT Members on Visit 1.

| Table 18. Mean Hours Spent on PRT Process, Visit 1 | | |
|---|---|---|
| **Answer Options** | **Mean** | **Count** |
| Preparing for this Visit | 5.1 | 37 |
| Completing any Follow-up Activities Related to this PRT Visit to Date | 1.1 | 37 |
| Preparing for the Next PRT Visit (if any) to Date | 1.0 | 37 |

## Final Thoughts and Comments

The final item of the survey invited PRT Members to share any additional feedback or comments not addressed in previous questions. Ten PRT Members and three of the ten Client Institution representatives responded. Among PRT Members, the most common response was "None." The remaining responses were general, and no consistent themes emerged. Similarly, the Client Institutions' responses were varied and did not yield identifiable patterns.

*Table 19* reports the most frequently reported miscellaneous comments from PRT Members for Visit 1.

| Table 19. PRT Member Final Thoughts and Comments, Visit 1 |
|---|
| **PRT Members** |
| • None (4) |

## Conclusion

Overall, the survey ratings and responses from both the Client Institutions and the PRT Members for Visit 1 of Cycle 11A were highly positive. Notably, strong results were reported in the areas of adherence to the PRT Process, logistics, and institutional familiarity with their Areas of Focus (AOFs). Confidence in the PRT Process as a tool for improving institutional effectiveness also remained high across the cohort.

As expected, PRT Members consistently cited *active listening* as a particularly valuable training practice. This aligns with the intent of Visit 1, where the PRT's role is to create space for the institution to reflect and self-assess its current state in preparation for improvements. Active listening is a key concept taught in PRT training and an essential expectation for Visit 1 interactions.

The mean number of hours reported by PRT Members for Visit 1 preparation and participation appeared appropriate for this stage of the process.

Although most aspects of the PRT Process were rated highly, the collection of *takeaways* from PRT members continues to be an area for reflection. Given the nature of Visit 1, which focused primarily on listening and relationship-building, it may be premature to expect meaningful takeaways in this step. Moving this item to the Visit 2 survey, when deeper engagement and interactions begin, may yield more insightful responses.

Overall, the findings from Visit 1 in Cycle 11A are consistent with trends observed in earlier cycles and continue to reflect the strong implementation of the PRT Process Model.

# Visit Two

## The Visit Process

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

*Visit 2* centers to help the institution with drafting an *Innovation* and *Effectiveness Plan (I&EP)* to address its *AOFs*.

The first *Area of Inquiry* in the Visit 2 Client Institution survey focused on representatives' level of familiarity with the technical assistance process. Specifically, their understanding of their institutions' Areas of Focus (AOFs) and the PRT Three-Visit Process. Both aspects were evaluated after Visit 1.

A deeper understanding of the AOFs and the structure of the PRT Process is associated with more successful outcomes. As institutions deepen their knowledge and understanding of the AOFs that technical assistance aims to address, the purpose of each visit, they are more likely to experience meaningful progress in institutional effectiveness.

To assess familiarity with these two critical aspects of the PRT Process, the evaluator used separate survey items:

- **The institution's AOFs** for improving institutional effectiveness, as outlined in the Letter of Interest (together with any subsequent modifications and more detailed commentary); and
- **The Three-Visit PRT Process** (Visit 1: gathering information and defining scope; Visit 2: helping the institution develop its I&EP; Visit 3: following up on the early implementation of the I&EP)

Responses were on a four-point scale for each aspect: ***Very familiar***, ***Familiar***, ***Somewhat familiar***, or ***Not at all familiar***.

Cycle 11A included 11 institutions: four single-college districts, three colleges in multi-college districts, and four district offices. Ten total institutions responded to the Visit 2 survey; however, the respondents differed slightly from those in Visit 1.

Of the 10 institutions:

- Nine reported being **Very familiar** with their *AOFs;* one reported being **Familiar**. None reported being **Somewhat familiar** or **Not at all familiar.** The overall rating for familiarity was **Very familiar** (M=3.90).
- Eight reported being **Very familiar** with the PRT Three-Visit Process, and two reported being **Familiar**. Again, no respondents selected **Somewhat familiar** or **Not at all familiar**. The overall mean of familiarity with the PRT Process was **Very familiar** (M = 3.80)

**Table 20** presents the mean scores for Client Institution responses and the associated scale category regarding familiarity with each *Area of Inquiry*.

Additional detail can be found in **Tables A.8** and **A.9** in the Appendix, which summarizes client institution responses regarding their familiarity with the Areas of Focus and the PRT Three-Visit Process.

| Table 20. Client Institution Overall Level of Familiarity with AOFs and PRT Process, Visit 2 | | |
|---|---|---|
| **Level of Familiarity** | **Client Institution Mean of Means** *1 (Low) - 4 (High)* | **Count** |
| With Institution's *AOFs* | 3.90 *(Very familiar)* | 10 |
| With Three-Visit PRT Process | 3.80 *(Very familiar)* | 10 |
| | | **Total Institutions: 10** |

## Confidence in the PRT Approach to Improve Effectiveness

The next *Area of Inquiry* in Visit 2 surveys assessed the level of confidence that Client Institution representatives and PRT Members had in the PRT Process to improve institutional effectiveness in their identified *AOFs*. Responses were on a four-point scale: **Very confident**, **Confident,** **Somewhat confident**, or **Not at all confident**.

### Client Institutions

Of the 10 responding Client Institutions, Nine reported being **Very confident** that the PRT Process would help improve institutional effectiveness in their AOF; one reported being **Confident**, and none reported being either **Somewhat confident** or **Not at all confident**.

The overall rating for the Client Institutions' confidence was **Very Confident** *(M = 3.90).*

Thirty-two (32) PRT Members responded to the question regarding their confidence that the PRT Process would support the Client Institutions in improving effectiveness in their respective AOFs.

Twenty-eight respondents reported being **Very confident**; four reported being **Confident**; and none indicated being **Somewhat confident** or **Not at all confident.**

The overall rating for the PRT Members was **"Very confident"** (M = 3.88), an improvement from the rating for confidence reported after Visit 1.

**Table 21** presents the overall mean scores for Client Institutions and PRT Member responses, as well as the scale categories for confidence at Visit 2. A detailed display of the overall Client Institution responses regarding the level of confidence in the *PRT Approach to Improve Institutional Effectiveness* can be found in **Table A.10** in the Appendix to this report. A detailed display of the overall PRT Member responses regarding the level of confidence in the *PRT Approach to Improve Institutional Effectiveness* can be found in **Table A.11** in the Appendix to this report.

| Table 21. Level of Confidence in the PRT Approach to Improve Effectiveness in the Area of Focus, Visit 2 | | | | |
|---|---|---|---|---|
| **Level of Confidence** | Client Institution **Overall Response** | | **PRT Member Response** | |
| | **Mean of Means** 1 (Low) - 4 (High) | **Count** | **Mean** 1 (Low) - 4 (High) | **Count** |
| In the PRT Approach to Improve Effectiveness | 3.90 *(Very confident)* | 10 | 3.88 *(Very confident)* | 32 |

## Overall Satisfaction

Client Institutions rated their satisfaction with the quality of PRT technical assistance using a five-point scale: **Not at all Satisfied**, **Somewhat satisfied**, **Satisfied**, **Quite Satisfied**, and **Extremely satisfied**. Of the 10 institutions that responded, nine reported being **Extremely satisfied** and one reported **being Quite satisfied**. The overall satisfaction rating was **"Very satisfied"** (M = 4.90).

*Table 22* reports the mean Client Institution response and the associated scale category regarding the overall satisfaction with the PRT technical assistance to date. *Table A.14,* located in the Appendix, displays a more detailed rating of the overall usefulness and effectiveness of the PRT training.

| Table 22. Client Institution Rating of the Overall Satisfaction with the PRT Technical Assistance to date. | | |
|---|---|---|
| **Level** | **Mean** <br> *1 (Low) - 5 (High)* | **Count** |
| Satisfaction with PRT Technical Assistance | 4.90 <br> *(Very satisfied)* | 10 |

**Expectations for the Visit**

Client Institution representatives were asked to describe their expectations for Visit 2. Within the PRT Process, Visit 2 has a distinct purpose compared to Visit 1. While the initial visit centers on actively listening, allowing PRT Members to gain a deeper understanding of the institution's culture, the *AOFs*, and challenges, Visit 2 emphasizes collaboration. During this second visit, PRT Members support the institution in brainstorming ideas, exploring possible solutions, and initiating the development of the I&EP.

Seven representatives responded to this open-ended question. One provided three expectations, another listed two, and the remaining five each shared one expectation. The evaluator compiled these responses and categorized them into common themes.

A single clear theme emerged: Client Institution representatives expected the PRT to provide guidance in developing the I&EP. Respondents confirmed that this expectation was met. *Table 23* reports the coded responses and frequency.

| Table 23. Client Institution Expectations, Visit 2 | |
|---|---|
| **Area** | **Met** |
| • Guide the Institution in the Creation of the I&EP (4) | Yes |

## Adherence to the PRT Approach

Adherence to the PRT Approach during Visit 2 was assessed by asking both PRT Members and Client Institution representatives to indicate their level of agreement with a series of statements reflecting key elements of the process, such as team preparedness and the open-mindedness of the PRT members.

Most survey items were consistent across both groups. However, for Visit 2, the Client Institutions were asked additional questions regarding whether they had the necessary information to work effectively with the PRT, the usefulness of the Menu of Options (MOO), and the effectiveness of the guidance provided in developing the I&EPs.

Responses from both PRT Members and Client Institutional representatives indicated strong agreement that the PRT adhered closely to the intended approach.

*Table 24* presents the mean responses from both groups regarding each aspect of adherence to the PRT Approach. On average, both PRT Members and Client Institutions *Strongly agreed* that the PRT followed the PRT Model during Visit 2.

| Table 24. Level of Adherence to PRT Approach, Visit 2 | | | | |
|---|---|---|---|---|
| **Area of PRT Approach** | **Client Institution Overall Response** | | **PRT Member Response** | |
| | **Mean of Means** 1 (Low) – 4 (High) | **Count** | **Mean** 1 (Low) - 4 (High) | **Count** |
| We had the information we needed to work effectively with the PRT. | 3.90 (Strongly agree) | 10 | N/A | N/A |
| The PRT was well prepared for the visit. | 3.80 (Strongly agree) | 10 | 3.84 (Strongly agree) | 32 |
| The PRT took a positive, constructive approach to the work. | 3.80 (Strongly agree) | 10 | N/A | N/A |
| The PRT took a positive, constructive, solutions-based approach to the work. | N/A | N/A | 3.84 (Strongly agree) | 32 |
| The PRT was knowledgeable about sound practices related to the institution's identified *AOFs*. | 3.80 (Strongly agree) | 10 | 3.84 (Strongly agree) | 32 |
| The PRT conveyed a helpful attitude in interactions with members of the institutional community. | 3.80 (Strongly agree) | 10 | 3.84 (Strongly agree) | 32 |
| The PRT took into consideration the specific needs, culture, and practices of the institution. | 3.80 (Strongly agree) | 10 | 3.84 (Strongly agree) | 32 |
| The PRT Members kept an open mind about issues and possible solutions. | 3.90 (Strongly agree) | 10 | 3.81 (Strongly agree) | 32 |
| The expertise of the PRT Members was a good fit for the institution's *AOFs.* | 3.80 (Strongly agree) | 10 | 3.81 (Strongly agree) | 32 |
| The PRT focused on sustainable and sound practices. | 3.90 (Strongly agree) | 10 | 3.84 (Strongly agree) | 32 |
| The PRT focused on solutions rather than problems or where to place blame. | 3.80 (Strongly agree) | 10 | 3.84 (Strongly agree) | 32 |
| The PRT recognized institutional personnel as problem-solving peers. | 3.90 (Strongly agree) | 10 | 3.84 (Strongly agree) | 32 |
| THE PRT's Menu of Options (MOO) provided useful options and examples for our consideration. | 3.80 (Strongly agree) | 10 | N/A | N/A |
| The PRT Lead effectively facilitated discussions of our options during the visit. | 3.90 (Strongly agree) | 10 | N/A | N/A |
| The PRT provided effective guidance to the institution as we worked on the development of our I&EP. | 3.80 (Strongly agree) | 10 | N/A | N/A |

*Tables A.12* and *A.13* in the **Appendix** to this report detail the overall responses from Client Institutions and PRT Members regarding the level of adherence to the PRT Approach to Improve Institutional Effectiveness.

## PRT Functioning

Client Institutions and the PRT Members were asked how the PRT functioned and to provide examples. Eight Client Institution representatives responded to this question. Their responses were compiled and reviewed for possible themes. One clear theme emerged: the PRT was effective in allowing institutions the space to create their solutions for the identified Areas of Focus.

Fifteen PRT Members responded. The members' responses were more general, and no distinct themes emerged. *Table 25* reports the most common Client Institution and *PRT* member-coded ways the PRT functioned well for Visit 2.

| Table 25. Examples of PRT Functioning Well, Visit 2 | |
|---|---|
| Client Institution**s** | **PRT Members** |
| • Afforded Space for the Institution to Carve out Unique Solutions (4) | • Responses Varied; No Theme Emerged |

## How the PRT Could Have Functioned Better

Both the Client Institutions and the PRT Members were asked how the PRT could have functioned better before or during Visit 2. The evaluator compiled and reviewed the responses to identify these areas of improvement.

Eight Client Institution representatives responded to this question, and all noted "None," suggesting no areas in which the PRT needed to improve. Similarly, 20 PRT Members responded to the item. Like the Client Institution respondents, the most common response for PRT Members was "None." *Table 26* reports the most common feedback from Client Institutions and PRT Members regarding potential improvements to the PRT's function during Visit 2.

| Table 26. Examples of How PRTs Could Function Better, Visit 2 | |
|---|---|
| Client Institution**s** | **PRT Members** |
| • None (8) | • None (8) |

## Challenges Preparing for or During the Visit

Client Institutions and PRT Members were asked to identify any challenges they faced while preparing for or during the visit. Eight Client Institution representatives and fifteen PRT members responded to the question.

The evaluator reviewed and categorized the responses to identify potential themes. For Client Institutions, a recurring theme was *Preparedness for the goals of Visit 2*. PRT Member responses were individual or general, and no themes could be derived. **Table 27** reports the most cited ways in which the PRT could have functioned more effectively during Visit 2.

| Table 27. Challenges Preparing for and During Visit 2 | |
|---|---|
| Client Institutions | PRT Members |
| • Preparedness for the Goals of Visit 2 (2) | • Responses Varied; No Theme Emerged |

## Takeaways

PRT Members were also asked to identify takeaways from Visit 2, to assess the value gained through their participation. Fifteen PRT Members responded. The evaluator listed the identified takeaways and then reviewed them to categorize them into possible themes. One theme emerged from the responses regarding the takeaways from Visit 2: *Institutions addressed commonly faced problems based on their culture and history*. **Table 28** reports the most common ways the *PRT Members* identified that the PRT could have functioned better for *Visit 2*.

| Table 28. Takeways from Visit 2 |
|---|
| PRT Members |
| • Institutions Resolve Common Community College Challenges Uniquely Based on Local Culture and History (4) |

## Additional Information Needed

Client Institution representatives were asked to suggest any additional information that might have helped better prepare them for the visit. Six Client Institution representatives responded; three indicated that no additional information was needed ("None"). **Table 29** reports the most mentioned types of information requested by Client Institution representatives.

| Table 29. Any Additional Information Needed by Client Institutions, Visit 2 |
|---|
| Client Institutions |
| • None (4) |

## Training Concepts Used During the Visit

### Most Useful Aspects of Training

PRT Members identified which concepts and practices from the PRT training were most useful during Visit 2. Sixteen Members responded to the prompt. *Appreciative inquiry* emerged as the most frequently cited and impactful practice applied during the visit. Other responses were individual or general, and no additional themes could be derived. ***Table 30*** reports the most commonly cited training aspect by PRT Members for *Visit 2*.

| Table 30. Most Useful Training Aspects, Visit 2 |
| --- |
| **PRT Members** |
| • Appreciative Inquiry (7) |

### Especially Helpful Practice or Action

As a follow-up, PRT Members identified a particular practice they found most helpful in ensuring a successful and effective visit. Ten PRT Members responded to the item. The PRT Members again identified appreciative inquiry as an especially helpful practice during *Visit 2.* No other themes emerged from the responses. ***Table 31*** shows the most common helpful practices reported by PRT Members for *Visit 2*.

| Table 31 Helpful Practice or Action, Visit 2 |
| --- |
| **PRT Members** |
| • Appreciative Inquiry (4) |

### Training Suggestions

Based on their experience during the Visit, PRT members suggested improvements for PRTs in future cycles. Fourteen *PRT members* responded to the question. The only common response to suggested training improvements was "None." ***Table 32*** reports the most common response by PRT Members to this item.

| Table 32. Suggested Improvements to Training, Visit 2 |
| --- |
| **PRT Members** |
| • None (7) |

## Overall Usefulness and Effectiveness of the Training

PRT Members rated the overall usefulness and effectiveness of the training, considering their experiences during *Visit 2* and throughout the PRT Process. Responses were captured using a four-point scale: ***Excellent, Good, Fair,*** *or **Poor.***

All PRT Members rated the training as either ***Excellent*** or ***Good***. The overall mean rating was ***Excellent (M = 3.81). Table 33*** reports the mean *PRT Member* response and the associated scale category regarding the usefulness and effectiveness of the PRT training for *Visit 2*. A detailed display of individual responses is available in ***Table A.15*** in the Appendix.

| Table 33. PRT Member Rating of the Usefulness and Effectiveness of the PRT Training, Visit 2 | | |
|---|---|---|
| Level | Mean<br>*1 (Low) - 4 (High)* | Count |
| Usefulness and Effectiveness of the Training | 3.88<br>*(Excellent)* | 32 |

## Logistics

The next *Area of Inquiry* focused on the *Logistics* before, during, and after the visits. Both closed-ended and open-ended survey items were used to gather this information. Although there was some variation in ratings, Client Institutions and the PRT Members consistently rated the logistics for Visit 2 as ***Excellent***. ***Table 34*** reports on the overall logistical ratings by Client Institutions and the PRT Members for *Visit 2*.

| Table 34. Responses Regarding Logistics Before During, and After the Visit, Visit 2 | | | | |
|---|---|---|---|---|
| | Client Institution Response | | PRT Member Responses | |
| **Area of Logistics** | **Mean of Means** *1 (Low) - 4 (High)* | **Count** | **Mean** *1 (Low) - 4 (High)* | **Count** |
| Scheduling of the date of the Visit | 3.90 *(Excellent)* | 10 | 3.81 *(Excellent)* | 32 |
| Scheduling of meetings to be held during the Visit | 3.80 *(Excellent)* | 10 | 3.81 *(Excellent)* | 32 |
| FOR CEO AND INSTITUTIONAL POINT PERSONS ONLY: Communication with the IEPI Project Director and/or PRT Lead before Visit | 3.75 *(Excellent)* | 8 | N/A | N/A |
| FOR CEO AND INSTITUTIONAL POINT PERSONS ONLY: Communication with the Project Director and/or PRT Lead after the Visit | 3.75 *(Excellent)* | 8 | N/A | N/A |
| FOR CEO AND INSTITUTIONAL POINT PERSONS ONLY: Effectiveness of the PRT Lead in coordinating with the institution regarding the visit. | 3.75 *(Excellent)* | 8 | N/A | N/A |
| FOR CEO AND INSTITUTIONAL POINT PERSONS ONLY: Provision of information about the institution's next steps following the visit. | 3.75 *(Excellent)* | 8 | N/A | N/A |
| FOR CEO AND INSTITUTIONAL POINT PERSONS ONLY: Provision of information about applying for the IEPI Seed Grants | 3.75 *(Excellent)* | 8 | N/A | N/A |
| Information about travel arrangements, reimbursements, etc. | N/A | N/A | 3.84 *(Excellent)* | 32 |
| Access to information related to the institution's *AOFs* | N/A | N/A | 3.81 *(Excellent)* | 32 |
| Effectiveness of PRT Phone or Zoom conference(s) before the visit | N/A | N/A | 3.84 *(Excellent)* | 32 |
| Usefulness of face-to-face PRT meeting just before the visit | N/A | N/A | 3.88 *(Excellent)* | 32 |
| Time available for meetings with members of the institutional community during the visit. | N/A | N/A | 3.81 *(Excellent)* | 32 |
| Time available for PRT Meetings during the visit | N/A | N/A | 3.84 *(Excellent)* | 32 |
| Coordination and leadership by the PRT Lead | N/A | N/A | 3.88 *(Excellent)* | 32 |

For Visit 2, PRT Members rated their level of agreement regarding the *Clarity of Roles*, shared understanding of *Outcomes*, and clarity and timeliness of *Communication* among team members. The mean results across all four areas reflect strong agreement, indicating that members clearly understood their roles and responsibilities, shared a common understanding of intended outcomes, and communicated effectively and in a timely manner. These high ratings are consistent with historical trends throughout the PRT technical assistance initiative. *Table 35* reports the overall ratings by PRT Members for *Visit 2*.

| Table 35. PRT Member Clarity of Roles, Outcomes, and Communication, Visit 2 | | |
|---|---|---|
| Answer Options | Mean<br>*1 (Low) - 4 (High)* | Count |
| Were Clear about the Roles and Responsibilities of the Team. | 3.81<br>*(Strongly agree)* | 32 |
| Were on the Same Page about Anticipated Outcomes of the PRT Process. | 3.81<br>*(Strongly agree)* | 32 |
| Communicated Clearly with Each Other. | 3.81<br>*(Strongly agree)* | 32 |
| Communicated in a Timely Fashion with Each Other. | 3.84<br>*(Strongly agree)* | 32 |

## Hours Spent on the PRT Process

PRT Members reported the number of hours spent preparing for Visit 2, completing follow-up activities, and preparing for the next visit. The average time spent on each activity was calculated and reported as aggregate data. *Table 36* displays the mean hours reported by PRT Members for Visit 2.

| Table 36. Mean Hours Spent on PRT Process, Visit 2 | | |
|---|---|---|
| Answer Options | Mean | Count |
| Preparing for this Visit | 2.9 | 32 |
| Completing Any Follow-up Activities Related to this PRT Visit to Date | 1.4 | 32 |
| Preparing for the Next PRT Visit (if any) to Date | .5 | 32 |

## Next Steps

Client Institutions were asked to list up to three next steps that they planned to take following *Visit 2.* Nine institutions responded, and one theme emerged: to secure institutional buy-in to the efforts of the PRT. *Table 37* reports the most common response by Client Institutions to this item.

| Table 37. Next Steps, Visit 2 |
| --- |
| **PRT Members** |
| • Secure Institutional Buy-In to the Efforts Outlined in the I&EP (4) |

## Final Thoughts and Comments

The final *Area of Inquiry* invited participants to share open-ended feedback on the PRT Process for Visit 2. One of the ten Client Institutions and 11 of the 32 PRT Members responded. Overall, the responses were positive and reaffirmed satisfaction with the PRT process, though no actionable themes or recommendations emerged from the responses.

## Conclusion

The survey results for Visit 2 continued to reflect positive assessment of the training, the structure of the visits, and overall adherence to the PRT Approach. *Appreciative inquiry* was identified as a key training concept applied during Visit 2, aligning well with the collaborative and forward-focused goals of the second visit.

Client institution respondents set their own expectations of the PRT during Visit 2; however, progress toward Areas of Focus varies across institutions. As a result, the expectations for activities during Visit 2 differ accordingly, depending on the institution's stage of implementation.

The next steps for the institutions focus on building internal buy-in and bringing PRT-supported efforts to governance bodies for broader dissemination and feedback through established councils and committees.

A key takeaway from this cycle is the recognition that while the challenges are common across California Community Colleges, the solutions must be uniquely tailored. There was no singular approach or method identified moving forward. A core strength of the PRT Process is its respect for institutional autonomy, empowering colleges and districts to define their needs and determine their strategies for addressing institutional and system-wide goals.

# Appendix
## Visit One

**Table A.1**
**Client Institution Familiarity with the Identified AOFs, Visit 1**

| Very familiar | | Familiar | | Somewhat familiar | | Not at all familiar | | Mean 1 (Low) – 4 (High) | Count |
|---|---|---|---|---|---|---|---|---|---|
| Percent | Count | Percent | Count | Percent | Count | Percent | Count | | |
| 70.0% | 7 | 30.0% | 3 | 0.0% | 0 | 0.0% | 0 | 3.70 (Very familiar) | 10 |

**Table A.2**
**Client Institution Familiarity with the Three-Visit PRT Process, Visit 1**

| Very familiar | | Familiar | | Somewhat familiar | | Not at all familiar | | Mean 1 (Low) – 4 (High) | Count |
|---|---|---|---|---|---|---|---|---|---|
| Percent | Count | Percent | Count | Percent | Count | Percent | Count | | |
| 70.0% | 7 | 30.0% | 3 | 0.0% | 0 | 0.0% | 0 | 3.70 (Very familiar) | 10 |

**Table A.3**
**Client Institution Confidence in PRT Approach to Improve Effectiveness in AOFs, Visit 1**

| Very confident | | Confident | | Somewhat confident | | Not at all confident | | Mean 1 (Low) – 4 (High) | Count |
|---|---|---|---|---|---|---|---|---|---|
| Percent | Count | Percent | Count | Percent | Count | Percent | Count | | |
| 70.0% | 7 | 30.0% | 3 | 0.0% | 0 | 0.0% | 0 | 3.70 (Very confident) | 10 |

**Table A.4**
**PRT Member Confidence in PRT Approach to Improve Effectiveness in the Area of Focus, Visit 1**

| Very confident | | Confident | | Somewhat confident | | Not at all confident | | Mean 1 (Low) – 4 (High) | Count |
|---|---|---|---|---|---|---|---|---|---|
| Percent | Count | Percent | Count | Percent | Count | Percent | Count | | |
| 67.6% | 25 | 13.5% | 5 | 18.9% | 7 | 0.0% | 0 | 3.49 (Confident) | 37 |

| Table A.5. Client Institution Responses on PRT Adherence to the PRT Approach, Visit 1 | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Approach** | **Strongly agree** | | **Agree** | | **Disagree** | | **Strongly disagree** | | **NA/Don't Know** | | Client Institution **Mean of Means** *1 (Low) - 4 (High)* |
| | **Percent** | **Count** | **Percent** | **Count** | **Percent** | **Count** | **Percent** | **Count** | **Percent** | **Count** | |
| We had the information we needed to work effectively with the PRT. | 80.0% | 8 | 20.0% | 2 | 0.0% | 0 | 0.0% | 0 | N/A | 0 | 3.80 (Strongly agree) |
| The PRT was well prepared for the visit. | 80.0% | 8 | 20.0% | 2 | 0.0% | 0 | 0.0% | 0 | N/A | 0 | 3.80 (Strongly agree) |
| The PRT took a positive, constructive approach to the work. | 80.0% | 8 | 20.0% | 2 | 0.0% | 0 | 0.0% | 0 | N/A | 0 | 3.80 (Strongly agree) |
| The PRT conveyed a helpful attitude in interactions with members of the institutional community. | 80.0% | 8 | 20.0% | 2 | 0.0% | 0 | 0.0% | 0 | N/A | 0 | 3.80 (Strongly agree) |
| The PRT took into consideration the specific needs, culture, and practices of the institution. | 80.0% | 8 | 20.0% | 2 | 0.0% | 0 | 0.0% | 0 | N/A | 0 | 3.80 (Strongly agree) |
| The PRT Members kept an open mind about issues and possible solutions. | 70.0% | 7 | 30.0% | 3 | 0.0% | 0 | 0.0% | 0 | N/A | 0 | 3.70 (Strongly agree) |
| The expertise of the PRT Members was a good fit for the institution's *AOFs*. | 70.0% | 7 | 30.0% | 3 | 0.0% | 0 | 0.0% | 0 | N/A | 0 | 3.70 (Strongly agree) |
| The PRT recognized institutional personnel as problem-solving peers. | 80.0% | 8 | 20.0% | 2 | 0.0% | 0 | 0.0% | 0 | N/A | 0 | 3.80 (Strongly agree) |

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

| Area | Strongly agree | | Agree | | Disagree | | Strongly disagree | | Don't Know | | Mean |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | 1 (Low) - 4 (High) |
| The PRT was well prepared for the visit. | 86.5% | 32 | 13.5% | 5 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 3.86 (Strongly agree) |
| The PRT applied Appreciative Inquiry in meetings with institutional personnel. | 81.1% | 30 | 18.9% | 7 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 3.81 (Strongly agree) |
| The PRT refrained from making judgmental or prescriptive comments in meetings with institutional personnel. | 81.1% | 30 | 18.9% | 7 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 3.81 (Strongly agree) |
| The PRT was knowledgeable about sound practices related to the institution's identified *AOFs*. | 86.5% | 32 | 13.5% | 5 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 3.86 (Strongly agree) |
| The PRT conveyed a helpful attitude in interactions with members of the institutional community. | 86.5% | 32 | 13.5% | 5 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 3.86 (Strongly agree) |
| The PRT took into consideration the specific needs, culture, and practices of the institution. | 81.1% | 30 | 18.9% | 7 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 3.81 (Strongly agree) |
| The PRT focused on solutions rather than problems or where to place blame. | 86.5% | 32 | 13.5% | 5 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 3.86 (Strongly agree) |
| The PRT Members kept an open mind about issues and possible solutions. | 83.8% | 31 | 16.2% | 6 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 3.84 (Strongly agree) |
| The expertise of the PRT Members was a good fit for the institution's *AOFs*. | 86.5% | 32 | 13.5% | 5 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 3.86 (Strongly agree) |
| The PRT recognized institutional personnel as problem-solving peers. | 86.5% | 32 | 13.5% | 5 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 3.86 (Strongly agree) |

| Table A.7 | | | | | | | | | | | |
| PRT Member Rating on the Overall Usefulness and Effectiveness of the Training, Visit 1 | | | | | | | | | | | |
| Excellent | | Good | | Fair | | Poor | | Don't Know | | Mean *1 (Low) – 4 (High)* | Count |
| Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | | |
| 86.5% | 32 | 13.5% | 5 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 3.86 (Strongly agree) | 37 |

| Table A.8 Client Institution Familiarity with the Identified AOFs, Visit 2 | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Very familiar** | | **Familiar** | | **Somewhat familiar** | | **Not at all familiar** | | **Mean** *1 (Low) – 4 (High)* | **Count** |
| **Percent** | **Count** | **Percent** | **Count** | **Percent** | **Count** | **Percent** | **Count** | | |
| 90.0% | 9 | 10.0% | 1 | 0.0% | 0 | 0.0% | 0 | 3.90 *(Very familiar)* | 10 |

| Table A.9 Client Institution Familiarity with the Three-Visit PRT Process, Visit 2 | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Very familiar** | | **Familiar** | | **Somewhat familiar** | | **Not at all familiar** | | **Mean** *1 (Low) – 4 (High)* | **Count** |
| **Percent** | **Count** | **Percent** | **Count** | **Percent** | **Count** | **Percent** | **Count** | | |
| 80.0% | 8 | 20.0% | 2 | 0.0% | 0 | 0.0% | 0 | 3.80 *(Very familiar)* | 10 |

| Table A.10 Client Institution Confidence in PRT Approach to Improve Effectiveness in AOFs, Visit 1 | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Very confident** | | **Confident** | | **Somewhat confident** | | **Not at all confident** | | **Mean** *1 (Low) – 4 (High)* | **Count** |
| **Percent** | **Count** | **Percent** | **Count** | **Percent** | **Count** | **Percent** | **Count** | | |
| 90.0% | 9 | 10.0% | 1 | 0.0% | 0 | 0.0% | 0 | 3.90 *Very confident)* | 10 |

| Table A.11 PRT Member Confidence in PRT Approach to Improve Effectiveness in the Area of Focus, Visit 1 | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Very confident** | | **Confident** | | **Somewhat confident** | | **Not at all confident** | | **Mean** *1 (Low) – 4 (High)* | **Count** |
| **Percent** | **Count** | **Percent** | **Count** | **Percent** | **Count** | **Percent** | **Count** | | |
| 87.5% | 28 | 12.5% | 4 | 0.0% | 0 | 0.0% | 0 | 3.88 *(Strongly agree)* | 32 |

| Table A.12 Client Institution Responses on PRT Adherence to the PRT Approach, Visit 2 | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Approach** | **Strongly agree** | | **Agree** | | **Disagree** | | **Strongly disagree** | | **NA/Don't Know** | | **Client Institution Mean of the Means** *1 (Low) - 4 (High)* |
| | **%** | **Count** | **%** | **Count** | **%** | **Count** | **%** | **Count** | **%** | **Count** | |
| We had the information we needed to work effectively with the PRT. | 90.0% | 9 | 25.0% | 1 | 0.0% | 0 | 0.0% | 0 | N/A | 0 | 3.90 (Strongly agree) |
| The PRT was well prepared for the visit. | 80.0% | 8 | 20.0% | 2 | 0.0% | 0 | 0.0% | 0 | N/A | 0 | 3.80 (Strongly agree) |
| The PRT took a positive, constructive approach to work. | 80.0% | 8 | 20.0% | 2 | 0.0% | 0 | 0.0% | 0 | N/A | 0 | 3.80 (Strongly agree) |
| The PRT was knowledgeable about sound practices related to the institution's identified *AOFs*. | 80.0% | 8 | 20.0% | 2 | 0.0% | 0 | 0.0% | 0 | N/A | 0 | 3.80 (Strongly agree) |
| The PRT conveyed a helpful attitude in interactions with members of the institutional community. | 80.0% | 8 | 20.0% | 2 | 0.0% | 0 | 0.0% | 0 | N/A | 0 | 3.80 (Strongly agree) |
| The PRT took into consideration the specific needs, culture, and practices of the institution. | 80.0% | 8 | 20.0% | 2 | 0.0% | 0 | 0.0% | 0 | N/A | 0 | 3.80 (Strongly agree) |
| The PRT Members kept an open mind about issues and possible solutions. | 90.0% | 9 | 25.0% | 1 | 0.0% | 0 | 0.0% | 0 | N/A | 0 | 3.90 (Strongly agree) |
| The expertise of the PRT Members was a good fit for the institution's *AOFs*. | 80.0% | 8 | 20.0% | 2 | 0.0% | 0 | 0.0% | 0 | N/A | 0 | 3.80 (Strongly agree) |
| The PRT focused on sustainable and sound practices. | 90.0% | 9 | 25.0% | 1 | 0.0% | 0 | 0.0% | 0 | N/A | 0 | 3.90 (Strongly agree) |
| The PRT focused on solutions rather than problems or where to place blame. | 80.0% | 8 | 20.0% | 2 | 0.0% | 0 | 0.0% | 0 | N/A | 0 | 3.80 (Strongly agree) |
| The PRT recognized institutional personnel as problem-solving peers. | 90.0% | 9 | 25.0% | 1 | 0.0% | 0 | 0.0% | 0 | N/A | 0 | 3.90 (Strongly agree) |
| THE PRT's Menu of Options (MOO) provided useful options and examples for our consideration | 80.0% | 8 | 20.0% | 2 | 0.0% | 0 | 0.0% | 0 | N/A | 0 | 3.80 (Strongly agree) |
| The PRT Lead effectively facilitated discussions of our options during the visit. | 90.0% | 9 | 25.0% | 1 | 0.0% | 0 | 0.0% | 0 | N/A | 0 | 3.90 (Strongly agree) |
| The PRT provided effective guidance to the institution as we worked on the development of our I&EP. | 80.0% | 8 | 20.0% | 2 | 0.0% | 0 | 0.0% | 0 | N/A | 0 | 3.80 (Strongly agree) |

| Area | Strongly agree | | Agree | | Disagree | | Strongly disagree | | NA/Don't Know | | Mean 1 (Low) - 4 (High) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | |
| The PRT was well prepared for the Visit. | 84.4% | 27 | 15.6% | 5 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 3.84 (Strongly agree) |
| The PRT took a positive, constructive, and solution-oriented approach to the work. | 84.4% | 27 | 15.6% | 5 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 3.84 (Strongly agree) |
| The PRT was knowledgeable about sound practices related to the institution's identified *AOFs*. | 84.4% | 27 | 15.6% | 5 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 3.84 (Strongly agree) |
| The PRT conveyed a helpful attitude in interactions with members of the institutional community. | 84.4% | 27 | 15.6% | 5 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 3.84 (Strongly agree) |
| The PRT took into consideration the specific needs, culture, and practices of the institution. | 84.4% | 27 | 15.6% | 5 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 3.84 (Strongly agree) |
| The PRT Members kept an open mind about issues and possible solutions. | 81.3% | 26 | 18.8% | 6 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 3.81 (Strongly agree) |
| The expertise of the PRT Members was a good fit for the institution's *AOFs.* | 81.3% | 26 | 18.8% | 6 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 3.81 (Strongly agree) |
| The PRT focused on sustainable and sound practices. | 84.4% | 27 | 15.6% | 5 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 3.84 (Strongly agree) |
| The PRT focused on solutions rather than problems or where to place blame. | 84.4% | 27 | 15.6% | 5 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 3.84 (Strongly agree) |
| The PRT recognized institutional personnel as problem-solving peers. | 84.4% | 27 | 15.6% | 5 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 3.84 (Strongly agree) |

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

| Table A.14 Client Institution Rating of the Overall Satisfaction with the PRT Technical Assistance to Date | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Very satisfied | | Quite satisfied | | Satisfied | | Somewhat satisfied | | Not at all satisfied | | Mean<br>1 (Low) – 5 (High) | Count |
| Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | | |
| 90.0% | 9 | 10.0% | 1 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 3.90<br>(Very satisfied) | 10 |

| Table A.15 PRT Member Rating of the Overall Usefulness and Effectiveness of the Training, Visit 2 | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Excellent | | Good | | Fair | | Poor | | NA/Don't Know | | Mean<br>1 (Low) – 4 (High) | Count |
| Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | | |
| 87.5% | 28 | 12.5% | 4 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 3.88<br>(Strongly agree) | 32 |

# APPENDIX 2: SUSTAINING INSTITUTIONAL EFFECTIVENESS: PRT PROCESS IMPACT THROUGH SPRING 2025

# California Community Colleges
## Institutional Effectiveness

# SUSTAINING INSTITUTIONAL EFFECTIVENESS:

## PRT Process Impact through Spring 2025

*Themes | Conclusions | Recommendations*

*The PARTNERSHIP RESOURCE TEAM (PRT) component of the Institutional Effectiveness Partnership Initiative (IEPI) offers no-cost technical assistance to colleges, districts, centers and the system office in support of their self-identified Areas of Focus (AOFs). Using a positive "colleagues-helping-colleagues" model, the PRT process promotes collaboration to strengthen institutional effectiveness.*

*Institutions interested in participating submit a Letter of Interest (LOI), which includes their institution's successes and outlines their challenges, opportunities for improvement, and goals. The Project Director reviews each LOI and assembles a team with expertise aligned to the institution's needs.*

*The PRT process typically includes three visits. The first is focused on listening and gathering information; the second is on supporting the development of an Innovation and Effectiveness Plan (I&EP); and the third is on follow-up and continued guidance.*

*Institutions that complete the PRT process and submit an Innovation & Effectiveness Plan (I&EP) are eligible for Seed Grants of up to $250,000 to support plan implementation.*

## INTRODUCTION

THIS REPORT PRESENTS THE NINTH annual evaluation assessing the Partnership Resource Team (PRT) technical assistance process. It examines the impact on colleges and districts as Client Institutions, particularly in their efforts to strengthen and expand institutional effectiveness.

In addition to institutional outcomes, the report also explores the effects of participation in the process on PRT Members – specifically in the areas of leadership development, professional skill-building, peer connection, networking, and application of insights at their home institutions. For the purposes in this report, the term "members" refers to both PRT Leads and participating team members, unless otherwise noted.

Each year, this evaluation builds upon the previous year's evaluation efforts to strengthen the quality and depth of data collection, analysis, and actionable recommendations. Previous evaluations have drawn on a variety of sources, including interviews with the college and the district teams, as well as individual and group interviews with key participants, such as CEOs, substantive and logistical point persons, institutional representatives, and PRT Members.

This year's evaluation report placed a greater emphasis on understanding the specific roles and functions within PRTs, with focused attention on faculty, classified, and confidential professionals, as well as the experiences of first-time participants in the process.

In addition to qualitative inquiry, this evaluation incorporated surveys administered to key Client Institution and PRT participants. The Client Institution survey explored several areas, including both initial and sustained progress in the areas of focus identified in their I&EPs, and the broader impact of PRT technical assistance on institutional systems and processes. The PRT Member survey examined participants' preparedness for the visits, the impact of the PRT experience on their professional development and networking, and how the experience influenced their work at their home institutions.

Survey and interview data were analyzed to identify key themes, draw conclusions, and develop recommendations to further enhance the effectiveness of the PRT process. Participants shared perspectives on broader issues and priorities affecting the California Community College system, including enrollment management, strategic planning, diversity, equity, inclusion, and access (DEIA), and Vision 2030.
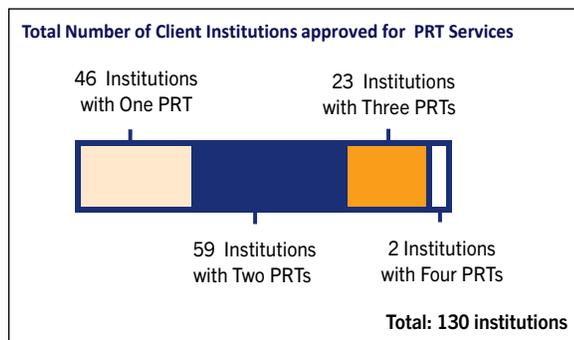
The report is organized as follows: an overview of the application and breadth of the PRT process, a report and analysis of survey results for both Client Institution representatives and PRT Members, a summary of the interview findings, followed by overarching themes, conclusions, and recommendations for strengthening the PRT process moving forward.

# APPLICATION AND BREADTH OF THE PROCESS

## CLIENT INSTITUTION PARTICIPATION

Colleges and districts are encouraged — through varied communications — to submit Letters of Interest (LOIs) when they determine that technical assistance would support progress in their AOFs. LOIs are reviewed and approved on a cyclical basis, with two cycles of assistance offered each year.

As of this report, 130 distinct Client Institutions — including colleges, districts, centers, and the system office — have participated in or have been approved to participate in the PRT process. IEPI has successfully completed 241 PRT processes for these institutions.

**Total Number of Client Institutions approved for PRT Services**

46 Institutions with One PRT

23 Institutions with Three PRTs

59 Institutions with Two PRTs

2 Institutions with Four PRTs

**Total: 130 institutions**

### Total PRT Services to Date

**241** Total PRT Processes

As of the date of this report 46 institutions have received support from one PRT, 59 from two successive PRTs, 23 from three, and two institutions have now participated in four PRTs. Altogether, this represents 241 PRT processes conducted over 21 cycles.

The primary goals of the PRT process are to strengthen institutional effectiveness, improve operations, and expand organizational capacity. The accompanying chart illustrates CI participation throughout the life of the initiative.

Of the 241 total PRT processes conducted to date, an average of 23 colleges and districts receive technical assistance each year, with each team consisting of approximately 6 members.

Average PRT Size: **6.3** Members

## PRT MEMBER PARTICIPATION

PRT Members are recruited and assigned through an application process that aligns each individual member's skills, expertise, and experience with the specific needs of participating institutions. Over the 11-year span of IEPI, 660 California community college administrators, faculty, and staff have served on at least one PRT, with 1,525 separate assignments completed. Nearly 380 members have participated in two or more PRTs.

Nearly 90 current or former chief executive officers have served as PRT Leads, 66 of whom have served on multiple teams. Additionally, 42 non-CEOs have taken on the role of PRT Lead.

### Service on Partnership Resource Teams, Cycles 1-11B

**1,525**
Separate PRT assignments

**660**
Volunteers have served on a PRT

**88**
Current or Former CEOs served as PRT Leads

For PRT Members, the goals extend beyond supporting the Client Institution — they include opportunities for professional and leadership development, cross-institutional learning, and systemwide networking. Members often return to their home institutions with new ideas, strategies, and practices inspired by both the Client Institution and fellow team members.

| COMMUNITY COLLEGE PROFESSIONALS AS PRT MEMBERS OR LEADS | |
|---|---|
| PARTICIPATION | MEMBERS |
| Volunteers serving on one PRT | 281 |
| Volunteers serving on two PRTs | 148 |
| Volunteers serving on three PRTs | 91 |
| Volunteers serving on four or more PRTs | 140 |
| Total | 660 |

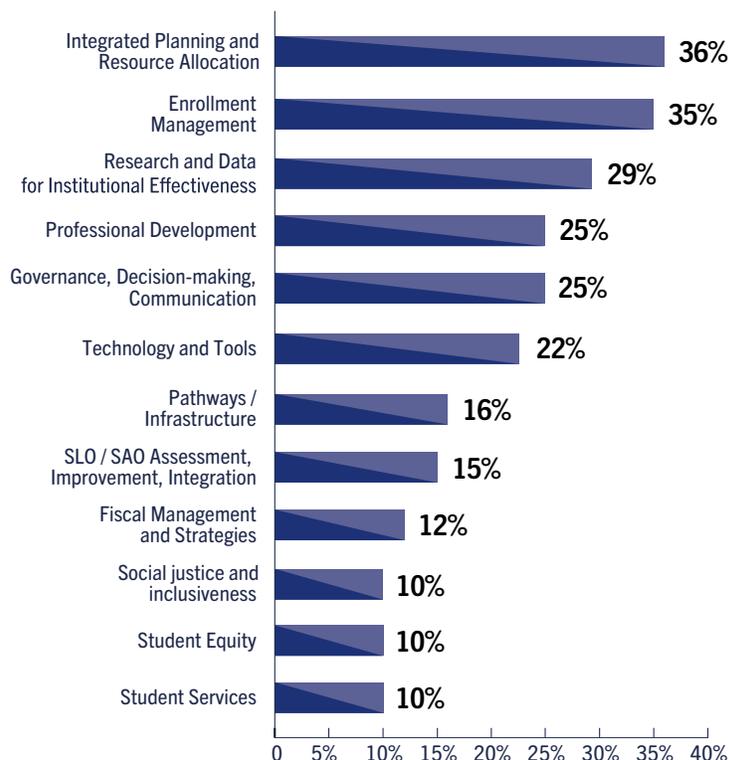## CLIENT INSTITUTION AREAS OF FOCUS

Client Institution CEOs identify and prioritize areas of focus and develop Letters of Interest based on their college or district's unique needs and culture. A review of AOFs during the evaluation period reveals common themes across the system. The most frequently identified AOFs include integrated planning and resource allocation, enrollment management, research and data for institutional effectiveness, professional development, governance and decision-making, and technology and tools.

While the core categories of AOFs have remained relatively consistent over the history of IEPI, the variety of framing of AOFs has evolved. In the early years, I&EP strategies often focused on addressing accreditation compliance and fiscal stability — aligned with the initiative's original goals. At that time, many colleges and districts used the PRT process to address accreditation-related challenges, such as avoiding or responding to accreditation sanctions or preparing for institutional self-evaluation reports. Although accreditation reaffirmation remains a factor, the use of PRTs has shifted to a more proactive approach supporting broader institutional improvements.

Over the past eleven years of IEPI, confidence in the PRT process has grown steadily. An increasing number of institutions have returned for additional PRT cycles, viewing the colleagues-helping-colleagues model as a regular and valuable resource in advancing institutional effectiveness.

The chart below lists the top 12 AOFs ranked by the percentage of full PRT processes that include each Area of Focus.

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

| Area of Focus | Percentage |
|---|---|
| Integrated Planning and Resource Allocation | 36% |
| Enrollment Management | 35% |
| Research and Data for Institutional Effectiveness | 29% |
| Professional Development | 25% |
| Governance, Decision-making, Communication | 25% |
| Technology and Tools | 22% |
| Pathways / Infrastructure | 16% |
| SLO / SAO Assessment, Improvement, Integration | 15% |
| Fiscal Management and Strategies | 12% |
| Social justice and inclusiveness | 10% |
| Student Equity | 10% |
| Student Services | 10% |

\* Percent of 241 full-PRT processes approved through date of report.

# CLIENT INSTITUTION SURVEY RESULTS

The PRT process encourages colleges and districts to reflect on effective ways to use their time, funding, and resources to strengthen institutional effectiveness. Implementing such changes requires time and is influenced by factors such as the complexity of the AOF, institutional culture, governance systems, history, and scheduling differences across institutions.

To account for this, the report focuses on a four-year period and includes only those institutions that have had sufficient time to make meaningful progress on their AOFs. This approach allowed colleges and districts latitude to address their AOFs in the way that aligned best with their local context.

The survey was distributed to representatives of Client Institutions that received PRT services during the relevant period. Respondents included CEOs, substantive and logistical point people, and other key participants who were positioned to provide informed and actionable feedback.

The survey included a mix of open- and closed-ended questions regarding each institution's AOFs. Respondents were asked to rate progress on their top two AOFs (where applicable) and to identify factors that either supported or hindered their efforts to achieve the objectives of their Innovation and Effectiveness Plans (I&EPs).

Additionally, the survey asked whether and to what extent institutions believed they would have made similar progress without PRT assistance, and it gathered feedback on the PRT methods and approaches that were most effective. The survey concluded with an open prompt inviting respondents to share suggestions for improving the PRT process.

## THE MOST IMPORTANT AREA OF FOCUS

Survey respondents were shown the actual language used in their AOFs. Institutional representatives determined which AOFs they considered most important. Although the specific verbiage of AOFs varied among institutions, the general categories remained consistent. The responses were then coded and categorized by the evaluator using the same classification system employed by the Project Director and staff for internal tracking. Ratings of the AOFs as most important rested with the institutional representatives.

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 | 6 |
| Enrollment Management | 6 |
| Governance, Decision-making, and Communication | 5 |
| Professional Development | 5 |
| Research and Data for Institutional Effectiveness | 4 |
| Student Equity (including DEIA and Anti-Racism) | 4 |
| Technology and Tools | 3 |

The distribution of AOF topics during this reporting period was more even than in previous cycles. Many colleges and districts identified hybrid AOFs – those that spanned multiple topic areas – making classification less discrete. Nonetheless, the categorization used in this report matched with the internal system developed by the Project Director.

This categorization yields more consistent findings aligned with the purpose of IEPI to enhance institutional effectiveness. Institutions, in turn, take a broader view of their work and, as noted below, the more successful PRT experiences are those that map the AOFs to larger planning efforts at the institutions. While the lead AOFs remained the same for the most recent reporting period, the number of institutions identifying professional development as a focus area has steadily increased.

Additionally, student equity initiatives are often embedded within broader student success strategies. Integrated Planning and Resource Allocation and Enrollment Management remain the top AOFs for institutions seeking PRT assistance.

## OVERALL PROGRESS ON THE MOST IMPORTANT AOFs

Representatives from 30 institutions that received PRT services during the reporting period responded to this item. Of these (80.0%; N=24) reported making either *Good* or *Great Progress* on their most important AOF. Another (16.7%; N=5) reported making *Moderate Progress*. Only one institution (3.3%; N=1) reported making *Little Progress*. No respondents reported making *No Progress* at *All* or *Do Not Know.*

In summary, nearly all institutions (96.7%; N=29) reported at least Moderate Progress on their most important AOF.

The following chart provides a more detailed illustration of the reported progress levels.

**Overall Progress on MOST Important Area of Focus**

- Great Progress, 33.3%
- Good Progress, 46.6%
- Little Progress, 3.3%
- Moderate Progress, 16.7%
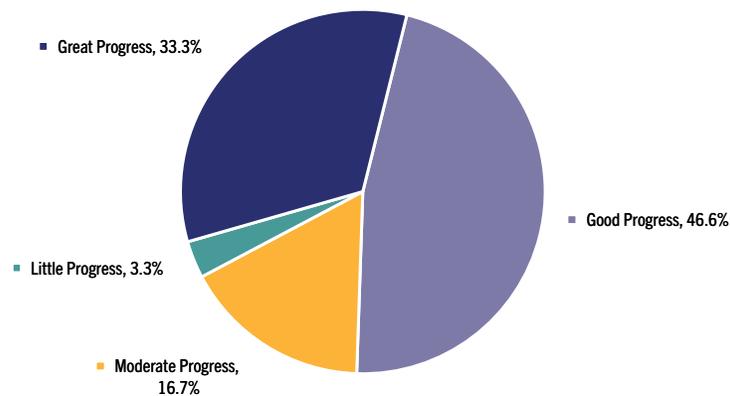
Overall, institutions receiving services during this reporting period demonstrated strong progress on their AOFs. An increasing number of institutions are returning for additional PRT support, and the PRT process is now more widely understood. This growing familiarity has contributed to more effective use of technical assistance and strengthened commitment to improving institutional effectiveness.

### FACTORS SUPPORTING OR IMPEDING PROGRESS ON AOFs

To better understand what contributes to institutional progress on AOFs, respondents were asked to identify key factors supporting their efforts through open-ended questions. The evaluator coded and categorized them for emerging themes. Three principal themes surfaced, as shown in the following table.

---

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

---

Across the last eight reporting cycles, college and district representatives consistently emphasized the importance of having an institutional "champion" — a dedicated leader who drives and sustains momentum. Institutions lacking such a figure often struggle, especially when facing resistance to change or turnover in key leadership roles.

Another commonly cited factor was clear and consistent communication of AOF-related work across the institution. Keeping the campus community informed and engaged supports alignment and shared ownership of the goals.

Lastly, formally integrating the AOFs into institutional planning and decision-making processes has proven essential. Embedding the work into broader college and district systems — particularly in alignment with system-wide expectations — helps sustain progress over time. plays as a critical success factor in sustaining progress on AOFs.

Respondents also identified key barriers to progress. After coding and analysis, two main themes emerged, summarized in the table below.

These limiting factors often reflect the absence of conditions that support success. Competing demands and lack of alignment with broader institutional goals can divert focus from AOF implementation. In addition, leadership changes – whether planned or unplanned – frequently disrupt momentum, leading to shifting priorities and a loss of direction in the work initiated through the PRT.

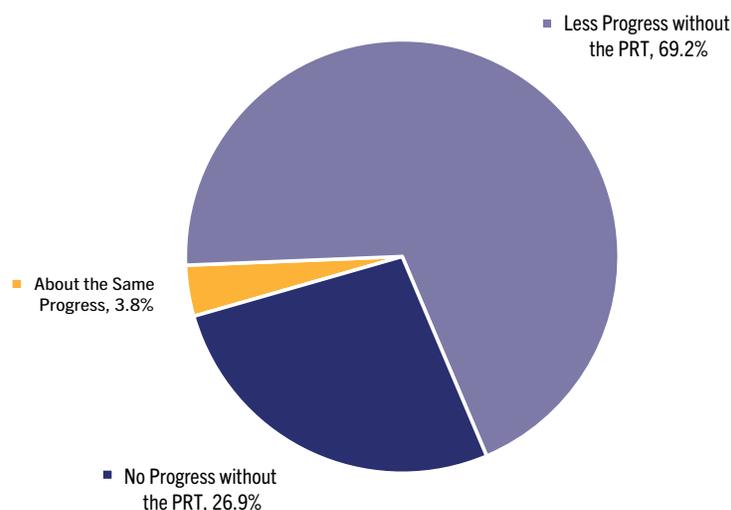## ESTIMATED PROGRESS WITHOUT PRT SERVICES ON THE MOST IMPORTANT AOF

More than 90% of respondents (96.2%; N=25) indicated that their institution would have made *Less Progress* or *No Progress* on their most important AOF without PRT support. One institution (3.8%; N=1) reported that it would have made *About the Same Progress*. No institution reported making *No Progress at all* or *Don't Know*.

The following chart provides a detailed illustration of the estimated overall progress that Client Institutions would have achieved without PRT assistance.

Institutional respondents frequently report that they were already aware of their AOFs prior to soliciting PRT assistance. While they believe they would eventually address these areas independently, the PRT added value by helping frame the work, introducing accountability structures, and offering an external, system-wide perspective that challenged their thinking.

The PRT model offers a strong structural foundation for institutional improvement. In addition, accompanying seed grants provide essential funding for implementation – allowing colleges and districts to pursue meaningful change without further straining already limited budgets.

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



- Less Progress without the PRT, 69.2%
- About the Same Progress, 3.8%
- No Progress without the PRT, 26.9%

## THE SECOND-MOST IMPORTANT AREA OF FOCUS

Where relevant, institutions also identified a second-most important AOF. As with the primary AOFs, survey respondents were shown the original language used by their institution. These responses were then coded and categorized to align with the internal classification system used by the Project Director and staff for tracking purposes. The designation of the second-most important AOF was determined by institutional representatives.

The following table provides a detailed list of the second-most important AOFs identified by institutional representatives.

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

The distribution of AOF topics was relatively even, and in many cases, the second-most important AOFs closely aligned with the institution's primary AOF. These were often extensions of the same overarching focus rather than entirely separate or distinct AOFs.

## SUGGESTED IMPROVEMENTS TO THE PRT PROCESS

In the final section of the survey, institutional representatives were invited to share suggestions for improving the PRT process. The following table provides a detailed list of the suggested improvements to the PRT process. The most common response was "None." While institutions value the structure of the PRT process to provide impetus to change and to hold institutions accountable for their work, many institutional representatives also value the flexibility afforded to the colleges and districts to adapt the PRT work to their home schedules, culture and history.

**SUGGESTED IMPROVEMENTS TO THE PRT PROCESS (CLIENT INSTITUTION REPRESENTATIVES)**

▸ None (10)
▸ Greater flexibility in completing the PRT Process (depending on institutional need, scheduling, and progress) (5)

# PRT MEMBER SURVEY RESULTS

## GROWTH, DEVELOPMENT, AND CONNECTION

In addition to the measured effect on institutional effectiveness at colleges and districts, IEPI also evaluates the impact of the PRT process on participating team members themselves.

To capture these effects, surveys were administered to PRT participants during the reporting period. Respondents represented a range of roles, including administrative, faculty, and support roles across instructional, student services, administrative services, and other areas.

The survey included both open- and closed-ended questions focused on four key areas:

- Professional growth and leadership development
- Skill development (collaboration, facilitation, and systems thinking)
- Application of insights and practices at home institutions
- Creation and maintenance of professional networks and collaboration

A particular area of interest was the impact of the PRT process on faculty, mid-level administrators, and classified professionals. PRT Leads and Members come from across all functional areas of institutions and are selected for their expertise relevant to the Client Institution's AOFs.

### PRT MEMBERS (EXCLUDING LEADS)

PRT Members (excluding Leads) were asked to rate the impact of their participation on professional growth and leadership development using a scale of 0 to 4 (*No Impact, Minimal Impact, Moderate Impact, Significant Impact*). An additional response category was included: *Not Sure*.

Among respondents who participated in one PRT all (N=39) reported either a *Significant* or *Moderate Impact* on professional growth and leadership development. More than two-thirds (69.2%; N=27) indicated a *Significant Impact*. No respondents reported *Minimal* or *No Impact*, and none selected *Not Sure*.

Similarly, all respondents who had participated in two or more PRTs, all (N=26) also reported a *Significant* or *Moderate Impact* on professional growth and leadership development. More than half (53.8%; N=14) reported a *Significant Impact*. Again, no respondent reported *Minimal* or *No Impact*, and none selected *Not Sure*.

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

■ Moderate Impact, 30.8%

■ Moderate Impact, 46.2%

■ Significant Impact, 69.2%

■ Significant Impact, 53.8%

Effect on Professional Growth and Leadership Development (**served on 1 PRT**)

Effect on Professional Growth and Leadership Development (**served on two or more PRTs**)
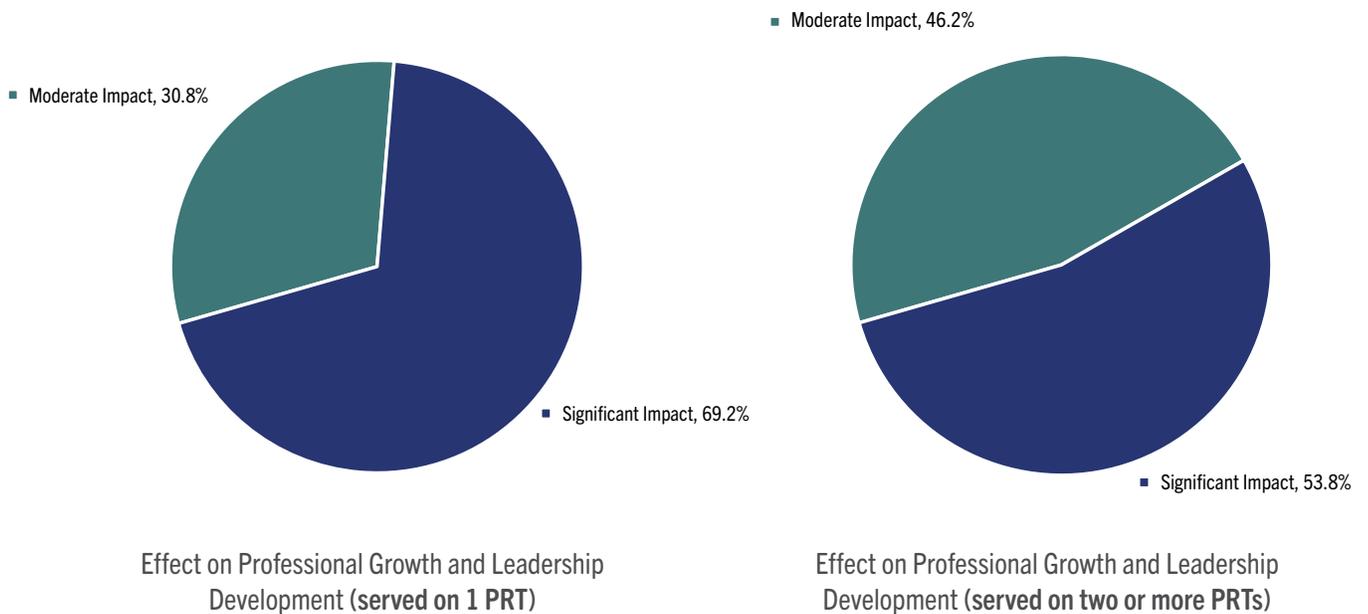
To gain deeper insight into how participation of non-Lead PRT Members supported their professional growth and leadership development, respondents were asked to elaborate through open-ended prompts. Responses were analyzed for recurring themes. The three most commonly cited themes are listed in the following table.

### WAYS SERVING ON PRT CONTRIBUTED TO PROFESSIONAL GROWTH AND LEADERSHIP (NON-LEAD PRT MEMBERS, ONE PRT PROCESS)

▸ Exposure to Ways other Colleges and Districts Address Commonly Faced Challenges (7)
▸ Working in a Professional Team Setting with a Common Goal (6)
▸ Learning Information-Processing Techniques (Active Listening and Appreciative Inquiry) (5)

Non-Lead Members with experience in two-or-more PRTs were asked to describe how serving on a PRT contributed to their professional growth and leadership. The responses were identified, coded and categorized; two themes emerged, as shown in the following table.

### WAYS SERVING ON PRT CONTRIBUTED TO PROFESSIONAL GROWTH AND LEADERSHIP (NON-LEAD PRT MEMBERS, TWO-OR-MORE PRT PROCESSES)

▸ Working with PRT Leads Focused on Institutional Improvement (5)
▸ Working in a Professional Team Setting with a Common Goal (4)

PRT Lead modeling of the PRT approach and working with other PRT Members have been consistent reasons identified as contributing to personal professional growth and leadership development.

## PRT LEADS

Most PRT Leads are chief executive officers at their colleges and districts; however, recent years have seen the greater use of leaders from other operational areas such as instruction, student services, administrative services, and other areas.

PRT Leads rated the impact of their participation on their professional growth and leadership development using the same 0 to 4 scale used for non-Lead PRT Members.

Of the respondents, 86.7% (N=13) reported a *Significant* or *Moderate Impact* on professional growth and leadership development, with approximately one-fourth (26.7%; N=4) reporting a *Significant Impact*. Two respondents (13.3%; N=2) reported *Minimal Impact* on professional growth and leadership development. No respondent reported *No Impact*. Likewise, no respondent indicated that they were *Not Sure*.

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



- Significant Impact, 26.7%
- Moderate Impact, 60.0%
- Minimal, 13.3%
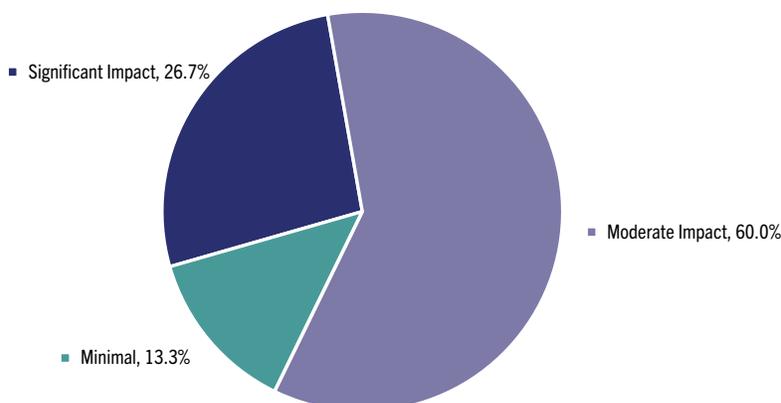
The evaluator identified, coded, categorized, and analyzed emerging themes in the same method as for PRT Members, using the same approach. Two primary themes were identified, as shown in the following table.

### WAYS SERVING ON PRT CONTRIBUTED TO PROFESSIONAL GROWTH AND LEADERSHIP (PRT LEADS)

▶ Connecting with CEOs at Colleges and Districts (4)
▶ Outreaching to other CEOs after the PRT Process in other Areas (3)

The aspects of connection and outreach are likely significant for the PRT Leads in particular because of the existing networking opportunities that exist for upper and executive management in California Community Colleges.
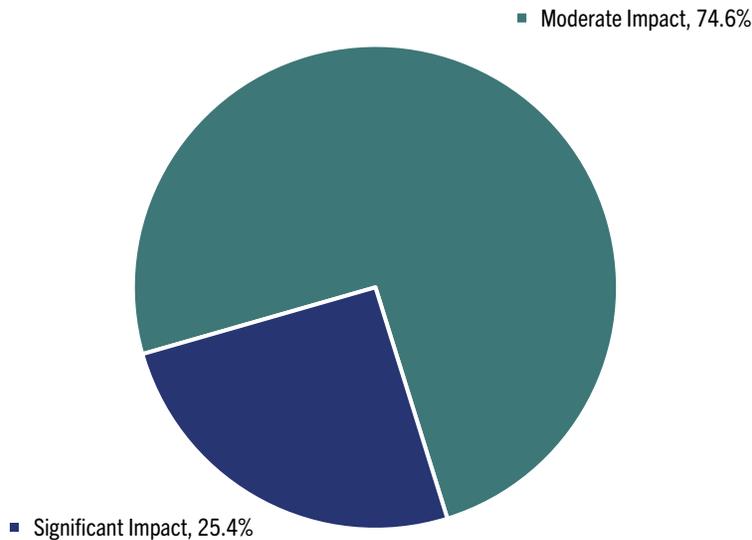
## SKILL DEVELOPMENT

PRT Members rated the impact of PRT participation on their skill development (collaboration, facilitation and systems thinking).

PRT Members (excluding Leads) rated the impact of their participation on their skill development using a scale of 0 to 4 (*No Impact, Minimal Impact, Moderate Impact, Significant Impact*). An additional response category was included: *Not Sure*.

Among respondents who have participated in one PRT, almost three-fourths (74.6%; N=71) reported a *Significant Impact* on skill development, with approximately one-fourth (25.4%; N=18) reporting a *Moderate Impact*. No respondent reported *Minimal* or *No Impact*. Likewise, no respondent indicated that they were *Not Sure*.

**Effect of Participation in PRT Process on Skill Development (PRT Members Excluding Leads)**



■ Moderate Impact, 74.6%

■ Significant Impact, 25.4%

Impact on Skill Development (**Served on 1 PRT**)

The survey asked respondents through open-ended prompts to share the ways PRT contributed to skill development.

**WAYS SERVING ON PRT CONTRIBUTED TO SKILL DEVELOPMENT (ALL PRT MEMBERS)**

▶ Applying Appreciative Inquiry (11)
▶ Practicing Active Listening (8)
▶ Learning from Other PRT Members and Leads (5)

## APPLICATION OF INSIGHTS AND PRACTICES AT HOME INSTITUTIONS

Next, the survey asked PRT Members whether they applied any insights or practices at their home college or district. Respondents answered either "yes" or "no." Approximately two-thirds (69.1%; N=47) reported applying techniques, strategies, or ideas to their home institutions. Approximately one third (31.9%; N=19) of the respondents that said they didn't apply any insights or practices at their home institution.

Applied Any Insights and Practices Learned through
Participation in the PRT Process
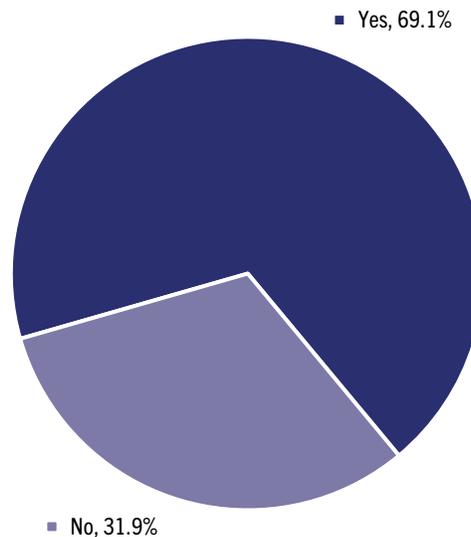
- Yes, 69.1%

- No, 31.9%

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

"I am interested in understanding what took

place at the other colleges and districts with the

other PRTs. I would appreciate learning what

worked and didn't at the other colleges. Having

an accessible space to house all this wealth of

information would be fantastic to access after

the visits are over."

— PRT Lead

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

# CREATION AND MAINTENANCE OF CONNECTIONS AND COLLABORATION

PRT Members reported on the impact of PRT participation on their creation and maintenance of professional connections and collaboration with other participants in the process. Respondents answered either "yes" or "no." Over three-fourths of the respondents (76.5%; N=52) reported serving on a PRT influenced their professional network within the California Community College system.

**Participation in the PRT Process Influenced their Professional Network**

- Yes, 76.5%
- No, 23.5%
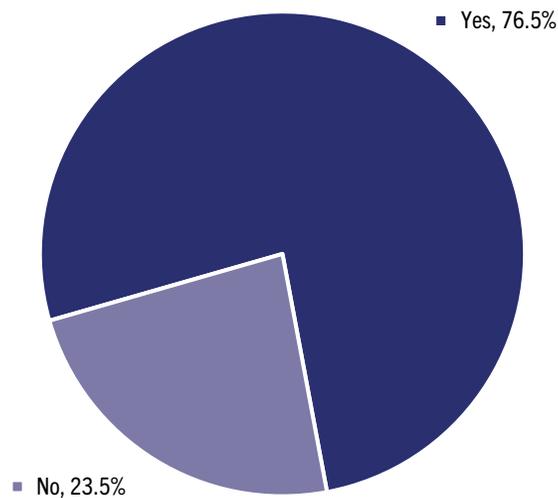
PRT Members reported they whether maintained contact or collaboration with individuals met through the PRT experience. Respondents answered either "yes" or "no." Almost half of the respondents (45.6%; N=31) reported maintaining contact and collaboration with professionals met through the PRT experience.

**Maintained Contact with Individuals Met Through PRT**

- Yes, 45.6%
- No, 55.4%
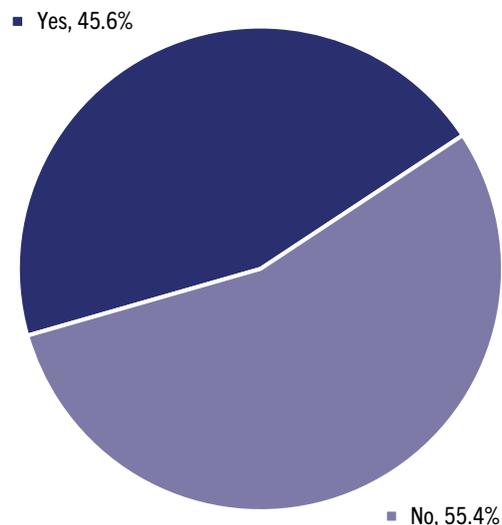
# EMERGENT THEMES FROM THE IN-DEPTH INTERVIEWS

This year's interviews and focus groups built upon the methodological insights gathered from previous years' qualitative interviews.

The development of the evaluation protocol for each interview or focus group started with a collaborative dialogue between the project director and the evaluator about the questions of interest for the initiative, using an iterative process to formulate, refine, and ultimately agree on evaluation items that would help answer the larger, broad-based areas of inquiry for the PRT process.

Practical technical assistance is a collaborative, two-way effort to facilitate improvement in institutional effectiveness by enhancing systems, building greater capacity and institutional bandwidth, and improving policies, procedures, and practices at the colleges and districts.

Specifically, effective technical assistance is a method of mutual learning through actions and knowledge acquisition that promotes new mindsets, beliefs, and behaviors. The goal of the interviews was to learn from the participants themselves the catalysts for change and improvement.

For the 2025 Process Impact Report interviewees are grouped into the following categories:

- Client Institution representatives, interviewed individually or in groups, including CEOs, substantive and logistical point persons, and other relevant institutional representatives who participated in the process and who could provide actionable evidence
- Client Institution CEOs and representatives alongside their PRT Lead for the specific process

- Client Institution CEOs and representatives alongside their PRT Lead and Members for the specific process
- PRT Leads and Members in focus groups or individually
- PRT Members categorized by role and function in focus groups.

Individual interviews were added to complement the group interviews and offer an alternative space for participants to share. While individual interviews were not the primary focus of the qualitative component of the evaluation, the evaluation team made every effort to hear from all participants who volunteered and who showed a sincere interest in sharing their insights.

Group interviews prove effective in fostering dynamic conversations that highlight experiences and perspectives that do not emerge in the one-on-one setting. The group format enabled participants to respond to open-ended prompts, engage with each other's input, and contribute freely to the conversation. Interviewees built upon and refined the responses of other participants, and alternative viewpoints were welcomed and shared without the interviewer's interference.

Scheduling conflicts are a fact of life, given the busy calendars of college and district leaders, and summer breaks vary among institutions that use semester and quarter systems. Nevertheless, focus groups remained the primary method for gathering information through dialogue and exchange. When focus groups proved infeasible or impossible to schedule, the evaluator conducted individual interviews to balance the desire to gather meaningful input from participants with the individuals' willingness to participate in the evaluation process.

## CLIENT INSTITUTION CEOS, POINT PERSONS, AND REPRESENTATIVES
(Group and Individual)

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

- ✓ The PRT Lead and Members provide timely and relevant information to the Client Institution.
- ✓ The PRT came to the visit with techniques for overcoming challenges in change implementation.
- ✓ Client Institutions note that while learning new techniques remains essential, the main challenge is fostering motivation and improving current organizational, cultural, and historical structures.

**"Appreciative Inquiry helped us focus on our strengths to find positive solutions, rather than highlighting our weaknesses."**

— Client Institution Point Person

- ✓ The main challenges to institutional improvement are related to motivation and change management. PRTs help institutions address these challenges.
- ✓ A shared mindset gained at the beginning of the PRT technical assistance process is key to lasting culture change.
- ✓ Community colleges and districts are complex, so establishing a clear vision and direction for PRT participation early helps align personnel and supports lasting change.

**"As a CEO with many responsibilities, finding an individual who supported the process, motivated others to complete tasks, ensured follow-through, and provided regular updates proved invaluable. It was a little risky at first to delegate this away, but staff came back positive about their work."**

— Client Institution CEO

- ✓ Client Institutions reported that PRT Members supported the Areas of Focus by building strong relationships with leaders, collaborating as peers, and constructively addressing institutional challenges.

**"Our areas of focus were conducted at the institution level and we needed time and flexibility between visits to get the work done."**

— Client Institution CEO

## CLIENT INSTITUTION CEOS, POINT PERSONS, AND REPRESENTATIVES

*(continued)*

✓ Client Institutions found progress in Areas of Focus when the PRT allowed the college or district to tackle key self-identified issues.

**"The seed grant funding was critical to our success, I admit it. We addressed key challenges without reallocating previously assigned resources in high needs areas."**

— Client Institution CEO

✓ Some Client Institutions saw higher-than-expected participation and responsiveness from key groups and administrators in the PRT process.

✓ The three-visit structure for addressing Areas of Focus enables Client Institutions to explore different options, develop, and test solutions. Abbreviated visit cycles would be more effective for targeting specific, limited areas of improvement.

✓ Institutions seeking PRT assistance should collaboratively identify the Areas of Focus before requesting services.

**"We addressed some accreditation recommendations by integrating our areas of focus into our already-in-progress work and noted the PRT in our reports to the commission."**

— Client Institution Point Person

## CLIENT INSTITUTION TEAMS AND PRT LEADS AND MEMBERS

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:

✓ Client representatives found the PRT process to be flexible and responsive.

✓ Client institutions that have participated in more than one PRT report have reported that the process is more fluid and progress is made more quickly due to familiarity with the PRT process.

**"Do the work, it is as simple as that. It is why you asked for assistance in the first place. Be accountable to yourself and to the other people doing the work. Set an example for to the other professionals at your college."**

— Client Institution CEO

## CLIENT INSTITUTION TEAMS AND PRT LEADS AND MEMBERS

*(continued)*

✓ The PRTs provide assistance and feedback on the client's use of new information, practices, and resources related to their areas of focus.

---

**"Importantly, admit mistakes, but then share what you learned. Model what you want others to do in the PRT Process."**

— Client Institution CEO

---

✓ Most barriers to success in AOFs for Client Institutions stem from issues with motivation and change management, not insufficient knowledge of what needs to be done.

---

**"I am interested in understanding what took place at the other colleges and districts with the other PRTs. I would appreciate learning what worked and didn't at the other colleges. Having an accessible space to house all this wealth of information would be fantastic to access after the visits are over."**

— PRT Lead

---

✓ Effectively structuring conversations during the initial and second visits supports positive results for Client Institutions in the PRT process.

✓ The PRT provided subject-matter expertise, relevant resources, and continuous guidance and assistance to support the change initiatives at the college or district.

---

**"We became aware of another college in our region facing a similar challenge and we parlayed their expertise into the PRT Process. They were very willing to share their experiences and stay in contact to this day."**

— Client Institution Point Person

---

✓ Maintaining consistent communication about PRT efforts supports awareness of and openness to the technical assistance at the institution over time.

✓ The PRTs help explore data with the institution to identify strengths and resources, as well as ideas or challenges that impact the way the Client Institution currently operates.

✓ Upcoming accreditation visits or recommendations sometimes prompt PRT participation.

## CLIENT INSTITUTION TEAMS AND PRT LEADS AND MEMBERS

*(continued)*

✓ The representatives reported that the PRT supported the Client Institution in implementing strategies that promote active participation and foster consensus among institutional stakeholders.

**"Involve college leadership early and often, stay flexible and open, pace yourself to maintain energy. That is the key for a successful PRT process."**

— Client Institution Point Person

✓ The PRT facilitated the development of action plans, including the identification of possible areas of consideration.

**"Our college culture and way of doing things shaped how we partnered with the PRT and we were provided the flexibility to tackle our challenges, our way."**

— Client Institution Point Person

✓ The PRT process demonstrates the PRT's understanding of how change efforts fit within existing institutional timelines and demands.

✓ Client Institution representatives value regular check-ins as a measure of progress, not as a compliance requirement, so that progress can be monitored and modifications, if necessary, can be implemented.

✓ PRT Members and Client Institution representatives gain professional growth by learning from other colleges, adopting new practices, and collaborating on shared challenges.

**"To be successful, work collaboratively with the PRT, and allocate and dedicate the time necessary [to get the work done]. The PRT is part of the team to address the challenge."**

— Client Institution CEO

✓ Community colleges are sometimes preoccupied with tasks that lack a clear purpose, leaving confusion about how best to innovate and problem-solve.

## PRT LEADS AND MEMBERS

The following themes emerged from the group interviews with PRT Leads and Members:

✓ PRT Members enhanced their listening and facilitation abilities by actively engaging with others and using Appreciative Inquiry in challenging discussions.

> "The PRT does not exist to provide answers to problems. Its purpose is to assist colleges and districts in defining and framing problems, then collaboratively considering potential solutions, rather than presenting a single solution as some consultants are prone to do."
>
> — PRT Lead

✓ Working with other PRT Members and Client Institutions broadened the perspectives of PRT Members on community college challenges that are common throughout the system, but are addressed uniquely, given each institution's culture, governance, and history.

✓ PRT Members noted forming lasting relationships with teammates, often seeking their counsel after visits — connections they attribute to the PRT process.

✓ PRT Members appreciated learning from colleagues with diverse skills, leadership levels, and fields of study, both in terms of content and peer assistance facilitation.

> "This was really a 'team' effort by the PRT; they came ready and sincerely wanted to support the [institution's] efforts. They were very unselfish with their time and with helping serve the institution well."
>
> — PRT Member

✓ PRT Members appreciated learning about other institutions' approaches and used comparisons between their home institutions and the Client Institution to reflect and improve their practices.

✓ PRT Members stated that participating in the process enhanced their connections with both fellow PRT Members and Client Institution representatives.

> "Meeting as a team before the visit, especially the working dinner the night before, was very helpful."
>
> — PRT Member

✓ Adequate preparation and facilitation by the PRT Lead are vital for a successful visit for both the institution and the PRT.

## PRT LEADS AND MEMBERS *(continued)*

✓ Holding team meetings before the visit, especially over a meal, allows PRT Members to discuss potential challenges and ideas for the institution, facilitating teamwork.

---

**"You have to prepare and do your homework, but it is so rewarding to work together to address challenges that often we face at our home institutions."**

— **PRT Member**

---

✓ Appreciative inquiry helps the team frame college and district challenges and move beyond the deficit model when pursuing improvement.

✓ PRT Members value the sharing of experiences and networking as key benefits of participating in the PRT process.

---

**"I was impressed with work of the other PRT Members. They came prepared and gave [the institution] the space it needed to frame its solutions."**

— **PRT Lead**

---

## PRT MEMBERS BY FUNCTION

The following themes emerged from the group interviews with PRT Members by role or function at their college or district:

✓ PRT success relies on the PRT Lead's professional facilitation skills and their connection with the team, as well as the supportive mindset of the other members.

✓ PRT Members returning for additional cycles tend to let the process work instead of quickly proposing solutions.

✓ Faculty and classified professionals specifically emphasized the importance of participating as Members in the PRT process and highlighted the benefits gained from collaborative engagement within the PRT, as well as with college and district personnel.

---

**"Real change emerges from ongoing conversations about the data about things that matter to the college."**

— **PRT Member (Research)**

---

✓ PRT Members say that early access to Client Institution representatives and documents would better help them prepare more effectively for the PRT Process.

## PRT MEMBERS BY FUNCTION *(continued)*

> **"Dialogue about the data is important, but the college must have the stuctures in place to support difficult, but important decisions."**
>
> — **PRT Member (Research)**

✓ PRT Members view participation in the process as a means to advance their professional careers.

> **"Faculty must be given time to meet regularly with faculty & staff from other departments to share ideas."**
>
> — **PRT Member (Faculty)**

✓ PRT Members implement techniques acquired during the PRT Process, such as active listening and Appreciative Inquiry, within their home institutions and with peers.

> **"Scorecards & dashboards are important tools, but professionals need to be able to see a connection linking the data and the work that they do day-to-day."**
>
> — **PRT Member (Research)**

✓ Progress on the Areas of Focus depended on leadership's support for, and belief in, the PRT process.

✓ PRT processes can encourage a mindset that contributes to improvements in performance, collaboration, and well-being for individuals, teams, and programs.

✓ Participating institutions and the system would benefit from increased access to PRT lessons learned, promising practices, and insights from unsuccessful challenge resolutions.

✓ Community colleges often face initiative fatigue and struggle to meet new system expectations while addressing other local areas of need and improvement.

> **"Professional development provides opportunities to share with others what has been learned."**
>
> — **PRT Member (Faculty)**

✓ Future training and development that is skills-based, rather than merely knowledge acquisition, is expected to play a key role in future institutional progress, involving the use of exemplars, shared experiences across institutions, and consultation with experts in systems change and Appreciative Inquiry methods.

✓ Colleges and districts must allocate space within their structures and processes for constituents to discuss and interpret I&EP findings together.

# CONCLUSIONS

The following conclusions are drawn from the review and analysis of findings from the group and individual interviews, survey responses, and relevant documents:

## FLEXIBILITY AND COLLABORATION

✓ Client Institutions value flexibility in defining their challenges and creating effective solutions. A collaborative approach, particularly when addressing complex issues, is seen as highly effective. Institutions find value in learning from peers, adopting proven practices, and exploring innovative methods to address shared challenges.

✓ Community college leaders believe that collaborative, human-centered solutions are most effective for solving complex problems and improving student experience. Changing conditions have led to ongoing uncertainty and concern about the status of postsecondary education.

✓ The PRT process has facilitated collaboration among peers, resources, and Client Institutions seeking support in specific areas to enhance institutional effectiveness.

✓ The PRT process has achieved results through open communication between the Client Institution and the PRT during visits, as well as among PRT Members. Methods such as Appreciative Inquiry and active listening have played a significant role for various Client Institutions. PRT Members create an environment that allows colleges and districts to address complex issues. Seeking assistance often requires initiative, and PRTs support this process by reframing challenges as opportunities for improvement.

✓ Institutions seek robust partnerships to inform best practices by providing data, technical assistance, and collective thinking to address the equity, diversity, inclusion, and access goals. Limited capacity, especially time for meaningful dialogue, remains a major hurdle. The PRT environment helps institutional thought leaders reflect on equity-related challenges and advance Areas of Focus through open discussion and creativity.

## INSTITUTIONAL CAPACITY

✓ College and district capacity pose a significant hurdle in addressing issues of equity and diversity, particularly in the time allocated for dialogue on potential solutions. The PRT has proven to be one key tool for the institutional thought leaders to reflect on the issues currently faced.

✓ Creating space for experimentation and positive failure remains difficult in current community college structures. Frequent, small-scale trials, "little bets," are seen as valuable, yet institutions often revert to outdated methods despite their limitations.

✓ Progress on AOFs is often hindered by leadership turnover, interim appointments, loss of PRT champions and budget constraints. Emerging leaders prefer bottom-up models of leadership that incorporate collaboration and a shared responsibility for decision outcomes.

✓ Recruiting and retaining PRT Members is essential. Participation deepens members' understanding of the technical assistance and increases their value to the process, but impending retirements and turnover among experienced participants may create shortages.

# CONCLUSIONS *(continued)*

✓ The system office's initiatives, while valued by colleges and districts, pose challenges to institutions, particularly those with limited institutional bandwidth, high staff turnover, and leadership hiring issues.

## COLLEGIALITY AND COMMON EXPERIENCE

✓ Institutions align their Areas of Focus with the Vision for Success and Vision 2030, using the PRTs to build support for related actions.

✓ Client Institutions and PRT Members have found that many challenges are common across institutions in the state, which has been a source of discovery. As a result, participants are interested in exploring and adopting methods used by others to solve shared issues and to learn from other institutions.

✓ The PRT process has been executed effectively, with client representatives and PRT Leads consistently praising the Project Director and staff for their strong communication and support. Their focus on removing obstacles for successful PRT experiences is widely valued and considered essential throughout each cycle.

## EMERGING TRENDS

✓ Leaders must ensure that data is accurate and valuable to institutional representatives in decision-making, or efforts to move to action based on evidence will be futile. Data dashboards are a means to consume data, not an end in themselves.

✓ Technological change, shifting demographics, cultural changes, and evolving learner preferences require real-time adjustments to teaching and learning. Institutions must ensure data is accurate, relevant and actionable.

✓ Colleges and districts view the PRT as an ongoing partner in improving effectiveness, not just a one-time intervention. Open communication between institutions and PRT Members, using approaches such as Appreciative Inquiry, has been key to reframing challenges as opportunities.

✓ All colleges and districts face challenges in transitioning from an evidence-based culture to one of inquiry, and ultimately, innovation. Addressing these issues requires non-threatening environments and skilled facilitation by experienced peers.

# RECOMMENDATIONS

The following recommendations are based on the review of themes, conclusions, and current policies, procedures, and practices for the PRT process:

## BROADEN AWARENESS AND PARTICIPATION

- Broaden awareness of the advantages, opportunities, and benefits of serving on and leading Partnership Resource Teams.
- Leverage technology, media, and conference presentations to highlight the PRT efforts in supporting participating colleges and districts.
- Promote the sharing of practical tools and proven practices to encourage broader adoption of technical assistance across the system.
- Build and strengthen connections with statewide programs or organizations to expand knowledge, share resources, and provide better support to colleges and districts.

## STRENGTHEN SUPPORT

- Facilitate peer-to-peer discussions among leaders to share the value of PRTs and strengthen leadership confidence.
- Encourage structured opportunities for PRT Members and Client Institution representatives to connect during and after assignments.
- Engage CEOs, administrators, faculty, and classified professionals in the process to ensure broad institutional involvement.
- Leverage the peer assistance model to support institutions in meeting reporting requirements within a collaborative, supportive environment.

## ENHANCE PRT NETWORK

- Develop and expand a communications and collaborations network among PRT Members and institutions, through regional meetings, events, and webinars.
- Capture and share key takeaways from member interactions at these gatherings to strengthen collective learning.
- Encourage members to actively recruit new participants to maintain a strong and diverse pool for future PRT assignments.
- Promote sharing of practical tools and effective practices from Client Institutions at conferences and online to support broader adoption.

## MAINTAIN FUNDAMENTAL COMPONENTS WHILE BEING FLEXIBLE

- Maintain the Three-Visit PRT process while providing institutions with flexibility to address their specific Areas of Focus.
- Expand the use of Mini-PRTs to address targeted challenges and specific opportunities.

## ADVANCE SYSTEM IMPROVEMENTS

- Improve alignment in system priorities, Vision 2030 and DEIA initiatives, for institutions that are seeking technical assistance. Vision 2030 and DEIA initiatives throughout the PRT process.
- Engage with the Chancellor's Office staff to identify and report work in specified areas.

# RECOMMENDATIONS *(continued)*

## LEVERAGE TECHNOLOGY

- Upgrade tools for communication, file sharing, and collaboration, especially for resources, team documents.
- Provide technology solutions that enhance role effectiveness, improve record management, and streamline collaboration.

## STRENGTHEN LEADERSHIP

- Create venues for PRT Members and Leads to demonstrate Appreciative Inquiry and active listening as models for emerging institutional leaders.
- Develop strategies to maintain engagement across all phases of PRT Member involvement in technical assistance activities. While peer relationships may form organically, establishing more structured opportunities for interaction can facilitate learning among participants.

## INCREASE ACCESS FOR RESOURCE-LIMITED INSTITUTIONS

- Develop outreach strategies to support colleges and districts that struggle to submit an LOI due to staffing or resource issues limitations.
- Provide tailored support for institutions experiencing organizational instability or infrastructure challenges that hinder their ability to seek help despite demonstrated needs.

# METHODOLOGY

This evaluation was guided by a collaboratively developed mixed-methods plan created by the External Evaluator and Project Director. This approach was designed to capture a comprehensive understanding of the impact of the PRT process on both the Client Institutions and the PRT Members.

## EVALUATION DESIGN AND DATA COLLECTION:

A total of six complementary evaluation methods were utilized to collect both quantitative and qualitative data:

1. **Survey of Client Institution Representatives:** A survey was distributed to Client Institution representatives engaged in the PRT process between September 2020 and July 2024. Participants included CEOs, substantive and logistical point people, and other key representatives. The survey consisted of open- and closed-ended questions centered on the college or district's areas of focus. Respondents rated progress on their two highest-priority AOFs, identified supporting and hindering factors in advancing their objectives identified in their I&EP, and reflected on the role of PRT support. Additionally, respondents assessed the likelihood of making comparable progress, absent PRT assistance, and provided feedback on the most and least effective aspects of the process. The survey concluded by soliciting suggestions for PRT process improvements.

2. **Survey of PRT Members and Leads:** Another survey was administered to PRT Members and Leads, representing a broad range of roles, including administrative, faculty, and support functions across instructional, student services, administrative services, and other areas. This survey explored professional growth, leadership development, skill acquisition, such as collaboration, facilitation, and systems thinking, application of PRT practices at home institutions, and the development of professional networks. Both open- and closed-ended questions were utilized to capture a range of experiences and outcomes.

3. **Semi-structured Group Interviews with Client Institution Representatives:** Group interviews were conducted with representatives from Client Institutions, including CEOs and key implementation leaders, to provide in-depth context for survey findings. Discussions focused on progress toward AOFs, challenges encountered, and outcomes directly attributable to the PRT process.

4. **Joint Interviews with Client Institution Teams and PRT Leads and Members:** Targeted group interviews brought together Client Institution representatives and the PRT Members, focusing on the dynamics between institution leaders and PRT Members and how those relationships affected the process and outcomes. Structured individual interviews were needed due to scheduling and other logistical limitations, with additional PRT Leads and Members who participated in PRT processes during the period.

5. **Structured Individual Interviews with Client Institution Representatives:** Similarly, individual interviews with selected Client Institution representatives were conducted to ensure a diversity of perspectives, especially when key individuals could not participate in group interviews.

6. **Focus Groups by Function:** Individual interviews with selected PRT Members based on function (e.g., chief executive officer, research professionals, and faculty members) were conducted to gain the perspective on participation in the PRT by college or district role.

# METHODOLOGY *(continued)*

## PARTICIPATION AND DATA ANALYSIS

In total, 30 (of 52) Client Institution representatives and 71 (of 178) PRT Members responded to the surveys. These respondents reflected on their personal and institutional experiences, as well as the transfer and application of PRT insights to their home campuses. PRT Members who have participated in multiple assignments further discussed cumulative and longitudinal effects. Representatives from Client Institution and PRTs offered recommendations for refining the PRT process.

Eight group interviews were conducted with Client Institution teams, some including their PRT Leads and Members, and eight individual interviews were conducted with CEOs, lead point people, key institutional representatives, PRT Leads, and Members. All interviews were conducted virtually (via Zoom), each lasting approximately one hour, over eight weeks in spring and early summer 2025.

Survey responses served as the foundation for quantitative analysis of AOF progress and identification of factors. Interview data complemented this by providing in-depth narratives, uncovering contextual factors, and allowing exploration of issues not fully captured by the surveys.

The 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 whether the process influenced other institutional structures, systems, and practices.

As in previous PRT Process Impact Reports, surveys remained the primary tool for assessing progress on the AOFs and identifying supporting factors that hinder progress. The interviews provided deeper insight into narratives behind the survey responses and examined additional areas of interest not included in the surveys for all institutions.

Ethical considerations included obtaining informed consent for interviews and offering optional participation for the Project Director, whose involvement in selected sessions provided additional insight into process involvement efforts. No interviewee objected to the Project Director's presence.

Interviews followed suggested protocols based on participants' roles but allowed for open discussion of related or divergent topics.

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

**SIRIA S. MARTINEZ, Ph.D.**
Vice Chancellor of Equity, Innovation & Institutional Effectiveness
California Community Colleges Chancellor's Office

**PEGGY LOMAS, M.A.**
IEPI Project Director

**DAYLENE MEUSCHKE, Ed.D.**
Vice President, Institutional Research, Planning, and Institutional Effectiveness
Santa Clarita CCD

**CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE**

SACRAMENTO, CALIFORNIA
916.445.8752

**COLLEGE OF THE CANYONS/ SANTA CLARITA CCD**

SANTA CLARITA, CALIFORNIA
(661) 362-7800

# Connect with us!

## WEBSITES

**California Community Colleges**
cccco.edu

**Salary Surfer**
salarysurfer.cccco.edu

**I Can Go To College**
ICanGoToCollege.com

## SOCIAL MEDIA

**California Community Colleges Facebook**
facebook.com/CACommColleges

**California Community Colleges X (Formerly Twitter)**
x.com/CalCommColleges

**Chancellor Sonya Christian X (Formerly Twitter)**
x.com/sonyachristian

**Government Relations X (Formerly Twitter)**
x.com/CCGRAdvocates

**California Community Colleges YouTube**
youtube.com/CACommunityColleges

**California Community Colleges Instagram**
instagram.com/CaliforniaCommunityColleges

**California Community Colleges LinkedIn**
linkedin.com/company/
CaliforniaCommunityColleges/

**California Community Colleges Threads**
threads.com/@californiacommunitycolleges

California Community Colleges Chancellor's Office

1102 Q Street | Suite 4400 | Sacramento, CA 95811

www.cccco.edu