2023 REPORT

Institutional Effectiveness Partnership Initiative

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

A11Y 5/8/24

March 11, 2024

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

RE: Receipt of Institutional Effectiveness Legislative Report

Governor Newsom:
Pursuant to Section 194 of the State Budget Act of 2022, the California Community Colleges submits the annual legislative report on Institutional Effectiveness. This report includes activities funded pursuant to this budget allocation and progress toward college and district institutional effectiveness indicator goals. This report reflects the period from July 01, 2022, through June 30, 2023.

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

Sonya Christian, Chancellor

Enclosure: Report

2023 INSTITUTIONAL EFFECTIVENESS PARTNERSHIP INITIATIVE

Prepared By

California Community Colleges Chancellor's Office

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IEPI 2022-23 LEGISLATIVE REPORT

OVERVIEW

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

Thanks to the state investments in IEPI, the Chancellor's Office is able to 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 regional gaps;

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

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

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

FRAMEWORK OF INDICATORS

IEPI's Framework of Indicators, pursuant to Education Code section 84754.6, measured the ongoing condition of the California Community Colleges' operational environment by focusing on IEPI's four major aspects of institutional effectiveness:

1. Student performance and outcomes;

2. Accreditation status;

3. Fiscal viability; and

4. Programmatic compliance with state and federal guidelines.

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

IE 2022-2023 Program Allocation

Program	Allocation
Technical Assistance	$7.5M
Systemwide Professional Development	$4,902,413M
Supporting Faculty Professional Learning	$14.2M
Supporting Systemwide Transformation and Leadership	$1,426,614M
Statewide Initiatives	$1,155,966M

TECHNICAL ASSISTANCE

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

PARTNERSHIP RESOURCE TEAMS

Partnership Resource Teams are comprised of subject-matter experts from the expansive California Community Colleges, whose collective expertise is matched to an institution's identified needs. Institutions are selected to receive team visits based on a Letter of Interest submitted by the institution's chief executive officer which identifies one or more areas of focus and need for assistance. In the Letter of Interest, institutions must identify how their areas of focus relate to the Vision's core commitments. To date, the two most popular areas of

focus have been enrollment management and integrated planning and resource allocation. The chart below provides a breakdown of the most common areas of focus by popularity through the fall 2023 cycle.

Area of Focus	Institutions (%)
Enrollment Management	38%
Integrated Planning & Resource Allocation	37%
Research and Data for Institutional Effectiveness	30%
Governance, Decision-making, Communication	24%
Technology and Tools	24%
Professional Development	23%
SLO/SAO Assessment, Improvement, Integration	17%
Pathways/Infrastructure	16%
Fiscal Management and Strategies	14%
Student Services	9%
Distance Education	8%
Social Justice and Inclusiveness	8%

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

Through the fall 2023 cycle, 127 institutions were selected to receive technical assistance by a full Partnership Resource Team. Sixty-two of those have received assistance from two successive teams, and nine have received assistance from three successive teams.

MINI PARTNERSHIP RESOURCE TEAMS

Mini-Partnership Resource Teams are typically composed of three or four volunteer experts and differ from full teams as they primarily focus on a narrower set of needs for assistance and conduct one visit only. Since fall 2018, 14 institutions have received Mini-Partnership Resource Team assistance, and grants of $75,000 each. (One of those institutions received assistance from two Mini-PRTs.) Areas of focus for these Mini-Partnership Resource Teams included best practices in budgets and fiscal health, resource allocation, degree audit implementation, professional development related to diversity, equity and inclusion, student-centered scheduling, and credit for prior learning.

PARTNERSHIP RESOURCE TEAM EVALUATION

As with specialized training, the Partnership Resource Team (PRT) process utilizes a third-party evaluator. The sample Partnership Resource Team (PRT) Technical Assistance Feedback Summary Report (Appendix 1) includes evaluation of the PRT process for institutions that received their initial visits in fall 2022. The evaluation was conducted primarily through survey tools with both closed-ended and open-ended questions. Respondents were team members and participating institutions at the conclusion of each of the first two Partnership Resource Team visits. The report demonstrates the value and effectiveness of the Partnership Resource Team process to participating institutions, as well as to the individuals who have volunteered to serve on a team.

SUSTAINING INSTITUTIONAL EFFECTIVENESS: PRT Process Impact through Spring 2023 (Appendix 2) reports on the Partnership Resource Team processes that began during or after Fall 2018 and completed the final visit before July 1, 2022. PRT Leads and Members and representatives at Client Institutions receiving services were surveyed and interviewed. Interview groups were assembled based on institutional affiliation and existing team compositions. Individual interviews supplemented the group interviews. Team member and institution survey responses were analyzed and the findings from interviews were summarized. Results indicate that the Partnership Resource Team process continues to have sustained positive effects on Client Institutions. PRTs facilitated brainstorming good practices, identifying innovative solutions, and collaboratively executing strategies. PRT Members and Client Institution representatives value and trust the structure, dependability, and organization of the PRT Process. Those who have participated through multiple cycles have a deeper understanding of the benefits that PRT technical assistance can offer and derive additional value from repeat participation. Evaluation participants also shared perspectives and insights on issues and challenges facing the entire state community college system, such as diversity, equity, inclusion and access, and on the relationship between technical assistance and the Vision for Success.

COMMUNITIES OF PRACTICE

Communities of Practice (ComP) support a systems-focused approach to designing and delivering equity-oriented, learner-centered and contextually relevant professional development experiences for California community college faculty, classified professionals, and administrators. The ComP areas of focus are informed by the core commitments and systemwide program goals outlined in the Vision for Success, Diversity, Equity, Inclusion, and Accessibility (DEIA) goals, the California Community Colleges Roadmap, and Guided Pathways.

EQUITABLE PLACEMENT AND COMPLETION

During the 2022-2023 academic year, Puente partnered with the California Community College Chancellor's Office division of Institutional Effectiveness to implement culturally competent professional development to facilitate crucial conversations about equitable placement and completion. Through a Community of Practice model of consistent gatherings, participants worked to shift their practice in 3 discipline-specific cohorts led by Puente faculty trainers. Puente also hosted a one-time data coaching event "What's Data Got to Do

with it? Data Analysis Through a Racial Justice Lens" (Data Literacy). ComP facilitators and participants also shared resources with one another during and following meetings (e.g., via online resource hubs and office hours). The data analysis of the effectiveness of these ComPs by EdInsights included the following findings:

- Repeat faculty respondents' familiarity with concurrent support services offered at their college and with AB 705 increased overtime.

- Many respondents reported attending ComP sessions supported their learning and application of equitable practices. They mentioned that sessions were a "safe space to talk honestly," "engage intellectually through critical discussions," and "connect with a group of individuals who empower them to champion equity efforts."

- Respondents showed growth in applying anti-racist, equitable, and justice-centered practices at their college and in communicating to students about concurrent support services.

- Faculty respondents reported applying equitable practices in their classroom by:

  o adjusting their course curriculum (e.g., syllabus, grading scales, learning modality, group projects, exams); and

  o adjusting their interactions with students (e.g., "listening to students" and discussing "the importance of one's language, identity, and humility").

ACUE: EQUITABLE ONLINE TEACHING CERTIFICATE PROGRAM

California Community Colleges has partnered with ACUE to deliver faculty professional development cohorts in alignment with the Institutional Effectiveness Partnership Initiative (IEPI) and AB 705. In the spring of 2023, ACUE delivered nine online, asynchronous cohort-based certification courses in support of the California Community Colleges Chancellor's Office goal of cultivating inclusive excellence in transfer-level math and English through systemwide communities of practice. The three courses offered were:

1. Inspiring Inquiry and Lifelong Learning in Your Online Environment

2. Designing Learner-centered and Equitable Courses

3. Inclusive Teaching for Equitable Learning

4.

The ACUE program was set up to allow for maximum participation across the California Community Colleges. In the spring of 2023 across nine individual courses offerings, there were 167 enrolled faculty that resulted in 143 course credentials earned. More than 99% of all course-takers agreed that the content was relevant.

ACUE Certified faculty exhibit a noticeable impact in their teaching. These courses were strategically assigned for incorporation of evidence-based, equity-minded teaching and

learning practices taught in an online environment that demonstrably impact student outcomes in transfer level Math, STEM and SLAM online courses. ACUE courses use evidence-based practices that are shown to promote equity in the classroom and increase student rates of succeeding—earning higher grades and completing at increased rates. Research shows that they are also more connected with their peers and report renewed enthusiasm for teaching.

TEACHING AND LEARNING

The goals of this project were to pilot a Community of Practice (ComP) structure that would integrate five colleges in the Los Angeles Community College District (LACCD) in a shared process to develop knowledge about inclusive and equity-minded approaches to supporting teaching and student success, and to foster the development of individual ComPs at the college level. The model connected two levels of ComPs at the district and college levels. Faculty and staff were trained in equity-minded teaching and learning practices and self-care. The district-level ComP created a partnership space for Professional Development (PD) offices and faculty to share resources, learn, and practice across colleges, upon which, each college was able to build capacity to establish and develop their own ComPs for faculty and staff tailoring to their individual needs and contexts.

Overall, the project produced gains specifically noted in the following areas:

1. **Equity and inclusion pedagogy development** for District ComP members. The project established a shared discourse, values, purpose and materials. This is essential for sustained and effective communication and collaboration across colleges. The materials stand as common resources that each college could use, further develop and add to in order to share and expand knowledge.

2. **Knowledge efficiencies** through structural templates and guidelines for ComP building. These were helpful in quick starting the process for the individual colleges, especially when supplemented by additional support through individual meetings as needed.

3. **Differentiation in Summer Academies format.** Each college launched Summer Academies that addressed the specific needs of the college. This demonstrated their ability to reframe and match the equity-minded frameworks they learned to college needs. Rather than simple replication, the participants engaged in complex application in responding to contextual needs and parameters. This is critical for ComP sustainability. It is also a signal of the ComP's success in helping participants take a systems view of equity to address the complexities of each college's needs, aspirations, opportunities and resources. This achieves the project aim to begin building resources for a self-sustaining model at scale in the following ways:

   a. **Resources as templates. District ComP capacity expansion.** Having experienced conceptualizing, designing and implementing Summer Academies, the District ComP participants now form an expanded expertise. They are able to share their experiences and lessons learned with other colleges who seek to develop their own Summer Academies and ComPs.

b. **Expanded resources and presenters.** The project had a set of sample structures and content for different versions of Summer Academies. In moving forward, these provide multiple samples that other colleges can examine to understand the differentiation possible in designing their own college-specific Summer Academies. Furthermore, rather than reinventing the wheel, colleges now have more resources collectively. Any college can invite another college to present workshops they have developed, which expands audiences for all colleges. There is potential for greater efficiencies in shared PD rather than the traditional isolation of PD offices within the confines of their respective colleges. This also creates leadership opportunities for PD offices and faculty/staff to present workshops at other colleges.

CREDIT FOR PRIOR LEARNING

The Chancellor's Office partnered with the San Diego and Imperial County Community Colleges Association (SDICCCA) to design a regional approach to the implementation of credit for prior learning (CPL) across ten colleges in the San Diego area through a Community of Practice (ComP). The ten colleges involved in the ComP include: Cuyamaca College, Grossmont College, Imperial Valley College, MiraCosta College, Palomar College, San Diego City College, San Diego College of Continuing Education, San Diego Mesa College, San Diego Miramar College and Southwestern College. The ComP focused on maximizing opportunities for specialized professional learning, networking, and community building in addition to sharing actionable strategies to effectuate change aligned with systemwide priorities. To approach the pilot implementation, SDICCCA focused on the following goals:

- Institutionalizing Credit for Prior Learning in the SDICCCA region;

- Integrating Credit for Prior Learning into SDICCCA culture;

- Ensuring that the SDICCCA region incorporates superior practices in CPL and share with state partners; and

- Evaluating the effectiveness of the Credit for Prior Learning.

Over the course of 2022-23, SDICCCA engaged in monthly specialized training sessions which led to the development of "train the trainer" learning modules to help colleges scale and institutionalize the lessons learned from the ComP.

DUAL ENROLLMENT

In partnership with the Career Ladders Project, the dual enrollment community of practice brought together teams of K-12 and college staff to create equitable dual enrollment plans for their high school/college partnership. The programming focused on the following participant outcomes:

- Observable increases in the number of students participating in dual enrollment;

- Evidence of participants' improved knowledge of cultivating processes, procedures,

and policies to enable students from historically underrepresented groups to access and succeed through dual enrollment;

- Evidence of planning and/or goal setting by ComP members to increase the number of students participating in dual enrollment and decrease equity gaps to ensure historically marginalized students are included; and

- Demonstrate the incorporation of evidence based, equity minded practices that demonstrably impact key student level performance indicators (access, equity gaps, acceleration, and pathway extensions) in dual enrollment.

Participants identified barriers to creating and sustaining equitable dual enrollment programs and the support needed to successfully implement dual enrollment programs.

FINANCIAL AID AND BASIC NEEDS

The California Community Colleges Financial Aid and Basic Needs Community of Practice (ComP), facilitated by JFF, launched in January 2023. The ComP consists of five California Community Colleges with teams comprising financial aid and basic needs leaders collaborating around creating a systemwide prototype for financial aid and basic needs service coordination.

The ComP aims to achieve four overarching project goals:

1. Support and spur college-level innovation across the range of college affordability supports, including Financial Aid Office (FAO) and Basic Needs Centers, by applying student-centered and equity-centered design principles.

2. Support the change management and institutional capacity building needed to redefine the mission, roles, and responsibilities of FAO as critical institutional stakeholders in campus efforts to address social determinants of educational success and equity.

3. Leverage the opportunities created by SB 129 Trailer Bill, a one-time capacity-building investment, to promote cross-institutional learning and sharing of emerging best practices for implementing Basic Needs Centers as part of a holistic strategy to improve student financial stability.

4. Facilitate integration, alignment, and flexibility across a range of student support offices, programs and funding streams.

The ComP has had two phases, Developing the Action Plan and Phase 2(Piloting the Action Plan) During Phase One colleges came together to learn about various topics that informed the development of their college-specific action plans. To support and spur college-level innovation, colleges participated in learning sessions featuring nationally recognized financial aid and basic needs experts as guest speakers. These connections to subject matter experts in the field helped generate new ideas and innovative ways of approaching the work that colleges could bring back to their campuses. Each college selected a problem of practice

around financial aid and basic needs service coordination and developed an action plan to address it, including items such as a logic model, change activities, problem statement and vision statement. These action plans will serve as a roadmap to support the change management and institutional capacity building to address social determinants of education success and equity, translating their vision into action.

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 2022-23, the Program facilitated the second half of the 2022-23 cohort and launched the new 2023-24 cohort. For FY 2022-2023, an estimated 360 community college professionals (college team members, coaches, and core project planning team members) participated in the year-long SEM Program across both cohorts. The expected outcomes and activities completed for each cohort are described below.

As a result of the SEM Program:

- Up to 15 college teams consisting of 10 members each (approximately 150 participants per cohort) will learn and apply foundational SEM principles designed to support and enhance the student journey.

- Participants and coaches will increase their: 1) understanding of SEM, and 2) ability to apply holistic and integrated SEM practices focused on optimizing student enrollment and facilitating student completion.

- Thirty SEM coaches will be trained to provide regular and structured support to

- their assigned colleges. The 30 coaches are interdisciplinary in nature and consist of faculty, deans, vice presidents, and college presidents.

- The Vision Resource Center (VRC) will experience increased access and use of SEM resources and materials posted on the SEM Community of Practice site.

Current Outcomes 2022-23 Cohort

The 2022-23 Cohort was launched in FY2021-22 and had completed half of the program during that year. For FY2022-23, the college teams came together in January 2023 to share their progress and discuss points of integration to support the sustainability of their work. They also continued to work throughout the remainder of the year engaging in monthly meetings and site visits with their coaches. In May 2023, the team participated in a final convening where they shared their project outcomes through interactive sessions designed to promote the SEM Community of Practice.

SYSTEMWIDE PROFESSIONAL DEVELOPMENT

Equal Employment Opportunity (EEO)

IEPI is responsible for ensuring compliance with Equal Employment Opportunity (EEO) laws and regulations providing systemwide technical support to community college districts for all applicants and employees. The advancement of EEO practices and implementation of Title V regulations relating to the recruitment, hiring and retention of diverse faculty and staff are intended to holistically support environments that fosters unconditional belonging. As the system has transitioned from compliance-based practices to empowerment, IEPI provides and/or coordinates services such as policy development, technical assistance, training, monitoring and compliance activities such as overseeing the California Community Colleges Registry, assisting districts in developing and monitoring their equal employment opportunity plans, and monitoring district expenditures of equal employment opportunity plans.

In 2022-23, IEPI has dedicated its efforts to the exploration and implementation of best and promising practices tailored to local contexts. To support colleges in the implementation of promising practices that contribute to equitable hiring and employment practices, the Chancellor's Office has engaged colleges in the following activities:

I. Representation Matters Webinar Series: Through a comprehensive webinar series, the EEO unit has homed in on the relationship between workforce diversity and equitable outcomes in achievement for Black, Native Hawaiian, Asian American, Pacific Islander, and LatinX and Hispanic students. Webinar attendees were introduced to effective institutional practices and resources that demonstrate the actions needed to address the systemic inequities around hiring, retention, and support for faculty and staff of color.

II. EEO Promising Practices Road Show: Supporting colleges and districts with innovative EEO strategies and promising practices that can be systematically scaled has been a key component to the revised EEO Plan implementation. The EEO Promising Practices Road Show featured best and promising practices focused on equity-centered pre-hiring, hiring and retention strategies from colleges in Northern and Southern California.

III. EEO 10-Point Plan for Faculty Diversity Hiring: To bolster statewide faculty diversification efforts, the Equal Employment Opportunity 10-Point Plan for Faculty Diversity Hiring was launched to assist campuses and districts with high impact strategies to move the needle in achieving equity for historically marginalized populations. Through a collaborative effort between system stakeholders, the plan offers guidance on equity-focused pre-hiring, hiring and retention practices and policies.

IV. EEO Plan Data Analyses Curriculum: The district EEO Plans provide critical actions for colleges to increase diversity, equity, inclusion, and accessibility outcomes for individuals from diverse communities. The EEO Plan Data Analyses Curriculum provides guidance for identifying investments in areas that create the greatest impact for the diverse student communities we serve. The curriculum is designed to support EEO committee members, human resource professionals, screening committee members, executive managers, and other individuals involved in developing, implementing, or revising recruitment, screening, hiring, professional development, retention and other employment processes.

V. Equal Employment Opportunities Innovative Best Practices Grant: In spring 2023, IEPI deployed the Equal Employment Opportunity Innovative Best Practices Grant to encourage and support institutions as they pilot and develop innovative DEIA-minded practices, particularly in the realms of Pre-Hiring Interventions, Post-Hiring Interventions, or Diversity Promising Interventions. IEPI's strategic allocation of resources signifies a proactive approach to addressing equity concerns in various stages of the hiring processes. Additionally, the institute has embraced the significance of asynchronous training opportunities, recognizing the diverse schedules and learning preferences of its stakeholders. This multifaceted approach underscores IEPI's dedication to advancing DEIA principles and fostering a more inclusive educational landscape.

CLASSIFIED PROFESSIONALS: LEADERSHIP INSTITUTE FOR TOMORROW (LIFT)

In spring 2023, the Chancellor's Office launched a system-level approach primarily focused on supporting systemwide DEIA efforts and opportunities for classified professionals to advance their careers and navigate career pathways. IEPI partnered with the Leadership Institute for Tomorrow (LIFT) to facilitate professional development programming for classified professionals through monthly webinars followed by a weeklong institute. LIFT programming emphasizes how one might uncover and grow their leadership capacity and abilities as a classified professional by providing content and support for career goal setting, promoting mentorship, emphasizing the importance of active leadership, and developing participants' leadership mindset. In a post-LIFT programming assessment, participants indicated increased perceptions of self-leadership, a level of awareness of the steps to advance their careers, knowledge, confidence and empowerment related to cultural competency and equity-mindedness. The institute also cultivated opportunities to connect with peers and mentors who professionally support them following the week-long event.

SUPPORTING FACULTY PROFESSIONAL LEARNING

Culturally Responsive Pedagogy and Practices Grants

The 2021 Budget Postsecondary Education Trailer Bill (AB 132) appropriated $20 million in one-time funding for allocation to community college districts to support a systemwide effort to provide culturally competent professional development, with an emphasis on improving learning outcomes. A total of $5.8 million was provided to districts through apportionment during the 2021-2022 academic year First Principal Apportionment (P1). The remaining $14.2 million was made available to districts as Culturally Responsive Pedagogy & Practices (CRPP) Innovative Best Practices Grants through the RFA process.

The CRPP Innovative Best Practices Grants are competitive, one-time grants to aid institutions in developing innovative Diversity, Equity, Inclusion and Accessibility (DEIA)-minded and culturally competent professional development training for faculty. Trainings focus specifically on nurturing the development of culturally responsive pedagogy and classroom practices for disproportionately impacted and underrepresented communities.

A list of awarded colleges can be found on the Chancellor's Office Website.

SUPPORTING SYSTEMWIDE TRANSFORMATION AND LEADERSHIP

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

- The Coalition: Aspiring Radical Leaders Institute (ARLI);

- Wheelhouse: Institute on Leadership;

- The California Community Colleges Chief Instructional Officers' Advancing Leadership Institute for Instructional Vice Presidents in Equitable Education Academy;

- Pipelines 2 Possibilities; and

- The Success Center for California Community Colleges

The funding of these initiatives is informed by the work of the DEIA Implementation Workgroup and is reinforced by the statewide commitment to support the strategies in the Diversity, Equity and Inclusion Integration Plan. Descriptions of each program can be found in the 2022 IEPI Legislative Report

The Coalition – Aspiring Radical Leaders Institute (ARLI)

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

- September 10, 2022 at 10a-12p: ARLI Capstone Workshop/Q&A

- October 20-21, 2022 at Cosumnes River College, Sacramento: Cultivating Innovative Leadership and Engineering Organizational Change

- November 3, 2022: COLEGAS Conference Mixer

- February 15-16, 2023 at Skyline College, San Bruno: ARLI Capstone Workshop for final edits

- April 26-28, 2023: APAHE Capstone Poster Presentation

- Various dates: Check ins with Coalition board members (14) who served as Mentors and their ARLI Mentees (34)

UC Davis Wheelhouse Institute on Leadership

IEPI partnered with UC Davis Wheelhouse: The Center for Community College Leadership and Research (Wheelhouse) on a new 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 2022-2023 fiscal year, Wheelhouse recruited and served:

- A diverse cohort of 14 current leaders. These Wheelhouse fellows comprised the sixth

cohort of the Institute on Leadership. In 2023, this cohort gathered for two multi-day in-person sessions at UC Davis (March and September), one multi-day in-person session at UCLA (July) and several sessions convened remotely.

- An inaugural cohort of 32 aspiring leaders who were majority female and of color. The Advancing Leaders Institute convened for a four-day institute at UCLA in July, a 3-day institute at UC Davis in November, and several remote sessions.

In addition to the 2021-22 face-to-face and remote offerings for these cohorts, it additionally featured:

- Technical knowledge about successful advocacy and fund development strategies;

- Individual and group coaching to address capacity building in areas identified by leadership self-assessments.

The California Community Colleges Chief Instructional Officers' Advancing Leadership Institute for Instructional Vice Presidents in Equitable Education Academy (ALIVE)

The second ALIVE cohort included 25 diverse participants from 21 California community colleges that ranged from deans, associate deans and directors when they first began the program. To date, six of the 25 participants (24%) have been successful in securing promotional opportunities during the 2022-2023 academic year. Participant outcomes from the second cohort are highlighted in the table below.

Pipelines to Possibilities Program

During the 2022-23 academic year, the Pipelines 2 Possibilities cohort-based program paired first year P2P "interns" with a mentor of color in the California Community Colleges who supported them in developing their professional materials (e.g., CV) and networking. Interns also attended a series of eight PD events over the spring 2023 semester—on topics such as California community college students, equity-minded classrooms, microaggressions, and the application, hiring and interview process. Second year P2P "fellows" attended a six session PD series covering hiring and tenure, and professional competencies, such as communication and emotional intelligence. Fellows also had access to a mentor with plans in progress to place fellows at California Community Colleges for a practical equity-based internship in the future.

The Success Center for California Community Colleges

In spring 2023, IEPI partnered with the Success Center on the 2023 Trustee Welcome "Partners in the Vision" to build upon the Trustee Fellowship and the role of district level trustees in ensuring excellence and equity in student outcomes. The professional learning event featured roundtable discussions with Chancellor's Office Executive Leadership and a micro-workshop from the Aspen Institute on the College Excellence Program. The Workshop explored characteristics of high-performing trustee Boards and the framework, outlined in the Aspen College Excellence Program, Boards can adopt to support transformational institutional change at their local districts.

STATEWIDE INITIATIVES

California Conservation Corps

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

Objectives

- Increase college readiness

- Integrate college courses with CCC programs

- Formalize CCC's career pathways through certificated training

- Enhance and sustain Corps-College partnership

Results

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

- Customized education programs for Corpsmembers

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

During the 2022-23 fiscal year, collaboration between 25 community colleges and California Conservation Corps Centers resulted in approximately 2,640 Corpsmembers participating in remote and on-ground college campuses for tours, classes, and/or special events. Seventeen community colleges have partnered with Corps

Centers to host Corps-College Liaisons. Corps-College Liaisons advance the Corps' statewide objectives at the local level. 2022-23 accomplishments include:

- 678 Corpsmembers participated in campus tours and career and specialty department presentations.

- 268 Corpsmembers completed CCCApply and participated in financial aid, one-to-one counseling, and onboarding workshops.

- 156 Corpsmembers completed OSHA 10 certification.

- 155 Corpsmembers complete the Energy Corps and EV Charging Station certificate program hosted by Cerritos College.

- 19 Corpsmembers enrolled in the Electrical Trainee Program hosted by Cerritos College.

- Corpsmembers enrolled in EMT/EMR courses.

- 68 Corpsmembers enrolled in Physical Fitness and Nutrition courses.

- 181 Corpsmembers complete the Cuesta College Conservation Awareness noncredit online course.

- 157 Corpsmembers participated in Forestry, Urban Gardening, and GIS courses.

- 125 Corpsmembers pursued training in Fire Science coursework.

- 387 Corpsmembers completed a Traitify Assessment.

- 248 Corpsmembers participated in job readiness training.

- 108 Corpsmembers completed the 200-hour Utility Line Clearance Training.

- 25 Corpsmembers completed the Pre-Inspector Arborist Training.

Efforts currently in development include:

- Credit for prior learning pilot – Lake Tahoe Community College, Cerritos College and College of the Siskiyous collaborate on a multi-college certificate and expand the use of

- SkillsMatch to capture student learning and skill attainment.

- Butte College's Pre-Inspector Arborist and Utility Line Clearance training expanded to eleven colleges.

- Expand the use of Traitify personality/career assessment for all Corpsmembers.

- Cuesta College is developing a culinary SPIKE cooking course. This course is designed to assist Corpsmembers in emergency response preparation and meal execution.

Central Valley Higher Education Consortium (CVHEC)

California Colleges Guidance Initiative (CCGI)

The Central Valley Higher Education Consortium (CVHEC) partnered with the Chancellor's Office to launch a regional pilot of the California Colleges Guidance Initiative (CCGI) with the goal of full implementation and adoption of the californiacolleges.edu platform in K-12 Districts in the Central Valley. They also wanted to establish a model of communications that could be replicated in regions throughout California.

The CVHEC team worked systematically with CCGI to bring awareness of the career and college guidance tools and enhanced data-informed functionality of californiacolleges.edu to K-12 leadership, teachers, counselors, college access staff, students, and parents across the CVHEC 9-county region. CVHEC and CCGI also wanted to promote the 3-year pilot regional project which covered the cost for high schools and community colleges that joined CCGI.

This effort was designed to accomplish the following objectives:

- Educate audiences about CCGI and its value to K-12, California Community Colleges and California State University.

- Drive participation in the CV Pilot throughout the nine-county region.

- Deepen engagement with CCGI among partner districts in the nine-county region.

- Establish a communications model that can be replicated in regions throughout California.

Outcomes:

CVHEC and CCGI teams collaborated on the onboarding and engagement of higher education partners and the K-12 Districts. CVHEC K-12 liaisons and regional coordinators communicated with hard-to-reach districts, and supported CCGI staff with clarification and understanding of the local environments and nuances. CVHEC continued to bring awareness of the platform tools at community and K-12 forums, via local news outlets and social media.

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As a result, to date 60% (50 of 83) of the K-12 districts in the CVHEC 9-county region have fully implemented the californiacolleges.edu platform.

Rising Scholars

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

- Prison to University Conference: ALIGHN-Ed in Higher Education- July 2022

- Breaking Bars Community Network- Liberating Scholars Educational Training (LSET)- November 2022

Students Making a Change

Students Making a Change (SMAC) aims to educate students on their right to equitable placement under AB 1705 (formerly AB 705) and empower them to be advocates for robust implementation. This student-led campaign focuses on impacting the narrative regarding community colleges from being the last choice to being the smart choice for students. The long-term result of this effort will be to close the achievement gap that historically impacted students of color and to create an equitable system that will graduate a proportional number of Black and Brown students.

SMAC focused efforts on the following outcomes:

- SMAC conducted one on one interviews with core community-based organizations involved in AB1705 and AB1705 to be able to have conversations with students and hold trainings, workshops, and outreach regarding the legislation.

- SMAC engaged students through outreach, workshops and social media at 11 campuses: Allan Hancock College, Antelope Valley College, Berkeley City College, Fresno City College, Glendale Community College, John Adams Center at City College of San Francisco, Monterey Peninsula College, Saddleback College, San Jose City College, College of San Mateo and Skyline College. Spring 2023 SMAC designed several plans for videos that will work toward a greater narrative shift aligned with the vision of AB1705.

- SMAC Organizers focused on re-engagement, retention, and student empowerment through outreach, recruitment and relationship building – the foundations of campus-based community organizing for student leadership and policy change. This included AB705 implementation reports from California Acceleration Project and Public Policy Institute of California (PPIC). Summer 2023, SMAC concluded its cohort of five Fellows.

EVALUATION

The Education Insights Center (EdInsights), an education research and policy center located at California State University, Sacramento, provides regular evaluation reports of IEPI professional development (PD) efforts in advancing the Vision for Success and the Governor's Roadmap for California Community Colleges. EdInsights supports Institutional Effectiveness in measuring and understanding outcomes and impacts from the division's Community of Practice PD offerings and other online and in-person PD opportunities sponsored by IEPI. EdInsights utilizes attendance data, pre-, post-, and, when appropriate, follow-up event evaluation surveys, event observations and review of event-related Chancellor's Office materials and communications to measure change among participants for peer-based learning and long-term engagements, such as communities of practice. EdInsights utilizes a framework to measure change and the impact of professional learning engagements called the 3Cs — capabilities, confidence and connection. Whenever possible, EdInsights used pre-/post-surveys after participation to assess changes in the 3Cs, participants' behavior and practices, and intent or action toward changing policies (i.e., classroom, departmental, institutional).

Between July 1, 2022 and June 30, 2023, EdInsights evaluated programming in five overarching categories including informational webinar aeries, in-person networking events, year-long programs, communities of practice (ComP), and a cohort-based intersegmental partnership internship program. In general, respondents found informational webinar events "moderately" to "quite useful" in meeting Vision and the IEPI legislatively mandated goals.

As professional development events have transitioned from online to back in-person, IEPI has focused on developing targeted specialized programming built for smaller audiences. The design of specialized professional development was informed by capturing the emerging

needs from the field to create professional learning opportunities that are engaging, role-specific and impactful. IEPI has created intentional partnerships with external and system stakeholders focused on designing and delivering equity-centered content to increase participant capability, confidence and connection to colleagues from different colleges, districts and regions.

CONCLUSION

IEPI plays a pivotal role in supporting district and college faculty, staff, and administrators with the implementation of policies, practices, and procedures that contribute to a sense of belonging on our campus. Since its inception, IEPI has provided access to continuous improvement and sustained success through professional development activities. By systematically addressing institutional barriers, investing in professional learning opportunities ensures that districts and colleges are equipped with the tools to meet evolving challenges, foster a culture of innovation and provide high-quality education for our students. IEPI is committed to partnering with system stakeholders, aligning local practices to the implementation of systemwide initiatives, and empowering faculty, staff and administrators to strive toward educational excellence and success

APPENDIX

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

Appendix 2: Sustaining Institutional Effectiveness PRT Process Impact Report

California Community Colleges
Institutional Effectiveness

Partnership Resource Team (PRT)
Technical Assistance
Feedback Summary Report
Cycle 9A
Visit 1 and Visit 2
PRT Services Commenced in Fall 2022

August 21, 2023
Robert Pacheco, Ed.D.
External Evaluator

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Introduction

Background

The *Partnership Resource Team (PRT)* component of the *Institutional Effectiveness Partnership Initiative (IEPI)* provides technical assistance at no cost for those institutions identified as needing support. Prospective *Client Institutions* submit a *Letter of Interest*, explaining how the PRTs could help them improve their institutional effectiveness in "*Areas of Focus*" (*AOFs*) they regard as very important. The PRT process uses a positive, "colleagues-helping-colleagues" model and is available to colleges, districts, centers, and the system office itself.

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

Under the IEPI full-PRT model, each PRT typically makes three visits to each participating institution. During *Visit 1*, *PRT Members* gather information on the institution's *AOFs*, help the institution reflect on its situation, and facilitate institution-wide discussions. *(Note that the term "PRT Members" in this report includes both Members and Leads, unless otherwise specified.)* The PRT then provides ideas for improvement and best practices for implementation of the strategies in the form of a *List of Primary Successes and Menu of Options*.

During *Visit 2*, the PRT helps the institution begin drafting an *Innovation* and *Effectiveness Plan (I&EP)* to address its *AOFs*. Seed Grants of up to $200,000 are available to institutions that receive team visits and submit their *I&EPs*. During the *Follow-up Visit*, the PRT facilitates conversations about early progress on the *I&EP* and makes suggestions on how to improve the implementation of the *I&EP* and sustain long-term progress.

PRT Members are current or former community college personnel, whose areas of expertise are matched with the client institutions' *AOFs*. Using their broad array of member competencies and skills, the PRTs provide technical assistance on a wide variety of topics to improve institutional effectiveness.

Goals of the Visit 1 and Visit 2 Report

The goals of this report are to gather evidence to:

- Assess the impact of the *PRT Process* on *Client Institutions* during the first two visits in the PRT Process;
- Determine the value gained by participating in *Visit 1* and *Visit 2* of the *PRT Process* by both the *Client Institutions* and the *PRT Members*.
- Identify the technical assistance techniques, tools, and concepts that positively impact Visits 1 and 2 visits and best assist *Client Institutions* in addressing the identified *AOFs*.

This report presents the findings on the services delivered to the *Client Institutions* by the PRTs for the cycle that commenced in the fall of 2022 (Cycle 9A). Most visits during this Cycle returned to a face-to-face model of interaction.

For the Cycle 9A cohort of participating institutions, there were 15 participating institutions: eleven community colleges and four district offices. Representatives of all *Client Institutions* responded to both the V1 and V2 surveys. Fifty-six *PRT Members* responded to the feedback survey for *Visit 1* and 46 *PRT Members* responded to the feedback survey for *Visit 2*.

Areas of Inquiry

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

The Areas of Inquiry in the surveys are divided into four aspects of the PRT experience:

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

The Visit Process

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

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

Table 1 displays the constructs measured concerning the Visit Process for *Visit 1* and *Visit 2*.

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

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[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 also contained open-ended questions of both the *Client Institutions* and the *PRT Members*, asking respondents to:

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

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

Training Concepts Used for the Visit

The second set of *Areas of Inquiry* concerned the *Training Concepts Used for the Visit* by the *PRT Members*. To discover this information, in one closed-ended item *PRT Members* were asked to rate the overall effectiveness of their PRT training, and in open-ended items, *PRT*

Table 2.   Training Concepts Used for the Visits
PRT Items
- Most Useful Aspects of the PRT Training   - Recommended Changes or Improvements to the Training   - PRT Practice That Was Especially Helpful

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

Logistics

The third set of Areas of Inquiry considered the *Logistics* before, during, and after the visits. Closed-ended and open-ended items were generated to discover this information. *Client Institutions* were asked about scheduling of visit dates and meetings as well as communication with the PRT Lead and Project Director before and after the visits. *PRT Members* were asked about the clarity of roles, agreement as to outcomes for the visit, and communication among *PRT Members*. In addition, *PRT Members* were asked about the time spent preparing for each visit, completing follow-up activities, and preparing for the next visit. *PRT Members* were also asked about other issues such as scheduling, the effectiveness of team meetings, and

coordination and leadership of PRT Leads. **Table 3** displays the constructs measured for the *Logistics Areas of Inquiry* for both *Visit 1* and *Visit 2*.

Table 3. Logistics		
Client Institution Only Items	**Client Institution and PRT Items**	**PRT Only Items**

Communication
• *With Project Director/PRT Lead <u>Before</u> the Visit*
• *With Project Director/PRT Lead <u>After</u> the Visit*
• *Dissemination of Information*
   • *Next Steps*
   • *Seed Grants[11]*
	Scheduling
	• *Visit*
	• *Meetings during Visit*
	
	Effectiveness
	• *PRT Lead Coordination and Effectiveness*
		Team Camaraderie and *Operations*
		• *Clarity of Roles*
		• *Shared Outcomes for Visits*
		• *Communication*
		   • *Clarity*
		   • *Timeliness*
		• *Hours Spent on PRT Process*
		• *Availability of Information, including Travel, Reimbursements, etc.*
		• *Access to Institutional Information*
		• *Usefulness of Face-to-Face or Zoom PRT Meeting Immediately before Visit*
		• *Effectiveness of PRT Phone or Zoom Conference(s) before the Visit*
		• *Time Availability for Meetings During Visit*
		• *Effectiveness of Zoom Communication During Visit*

Final Thoughts and Comments

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[11] Visit 2 only.

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

Components of the Report

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

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

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

KEY FINDINGS			VISIT ONE
PRT Technical Assistance Scorecard | Cycle 9A			
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		Very Strong
INSTITUTIONAL RECPTIVENESS	Not Applicable		Very Strong
EXPECTATIONS FOR THE VISIT			
Areas of Interest	Facilitate Conversations on the Areas of Focus (3)	Met	Not Applicable
	Frame the PRT Process (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
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 or Place Blame	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

KEY FINDINGS (Continued)		VISIT ONE
PRT Technical Assistance Scorecard | Cycle 9A		
AREA OF INTEREST	**CLIENT INSTITUTION FEEDBACK**	**PRT FEEDBACK**
PRT PROCESS		
How the PRT Functioned Well	PRT Preparedness for the Meetings (3)	Active Listening Demonstrated During the Visit (7)
	Leadership of the PRT Lead (2)	Setting a Positive Tone for the Meetings (5)
How the PRT Could Have Functioned Better	None (6)	None (11)
CHALLENGES		
General Areas	Time Constraints on the Visit Date (5)	Time Limits on the Day of the Visit (6)
ANY ADDITIONAL INFORMATION NEEDED	None (4)	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 (hrs)		9.5
Average Time Completing Follow-up Activities (hrs)		3.3
Average Time Preparing for Next Visit (hrs)		2.0
TRAINING		
Concepts Applied to the Visit	Not Applicable	Active Listening (11)
		The Role of the PRT Lead (5)
Particular Helpful Practice	Not Applicable	Active Listening (10)
Overall Usefulness and Effectiveness of the Training	Not Applicable	Very Strong
TRAINING IMPROVEMENTS		
Suggestions, Methods, and Curriculum	Not Applicable	None (10)
TEAM TAKEAWAYS		
For Application at Home Sites/Other Venues	Not Applicable	Colleges were Adjusting to the End of COVID on College Operations in Similar Ways (6)
FINAL THOUGHTS AND COMMENTS		
Positive Observations during the Visit and After	Not Applicable	None/Not Applicable (11)

KEY FINDINGS			VISIT TWO
PRT Technical Assistance Scorecard | Cycle 9A			
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	The Institution Would Develop an I&EP (4)	Met	Not Applicable
	The PRT Would Facilitate Collective Thinking about I&EP Goals (2)	Met	
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 the 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
PRT Solutions-Focused 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 and Leadership: PRT Lead	Very Strong		Not Applicable
Dissemination of Information: Next Steps	Very Strong		Not Applicable
Dissemination of Information: Seed Grants	Very Strong		Not Applicable
CHALLENGES			
General Areas	Conflicting College-wide Priorities (5)		Responses Varied; No Theme Emerged

PRT Technical Assistance Scorecard | Cycle 9A

AREA OF INTEREST	CLIENT INSTITUTION FEEDBACK	PRT FEEDBACK
PRT PROCESS		
How the PRT Functioned Well	Assistance in the Development of the I&EP (6)	Responses Varied; No Theme Emerged
	PRT Non-judgmental in the Institution Decisions on the Plan (5)	
How the PRT Could Have Functioned Better	None (5)	None (11)
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: 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 or Zoom Meeting Immediately before the Visit		Very Strong
Effectiveness of Zoom 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)		5.5
Average Time Completing Follow-up Activities (hrs)		0.9
Average Time Preparing for Next Visit (hrs)		0.9
TRAINING		
Concepts Applied to the Visit	Not Applicable	Appreciative Inquiry (6)
		Dos and Don'ts (4)
Particular Helpful Practice	Not Applicable	Dos and Don'ts (4)
Overall Usefulness and Effectiveness of the Training		Very Strong
TRAINING IMPROVEMENTS		
Suggestions, Methods, and Curriculum	Not Applicable	None (10)
TEAM TAKEAWAYS		
For Application at Home Sites/Other Venues	Not Applicable	Varied Way Colleges Respond and Develop Teams to Manage I&EPs (5)
CLIENT INSTITUTION NEXT STEPS		
Reported Next Actions in the PRT Process	Begin Implementation of the I&EP into Existing College Structures and processes (7)	Not Applicable

Analysis and Findings

Visit One

The Visit Process

Familiarity with Areas of Focus and the PRT Process

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

- The institution's *AOFs* for improving institutional effectiveness as outlined in the *Letter of Interest* (together with any subsequent modifications and more detailed treatments)
- The *Three-visit PRT Process* (Gathering information and establishing scope in *Visit 1*, helping the institution develop its Innovation and Effectiveness Plan in *Visit 2*, and following up on the early implementation of the Innovation and Effectiveness Plan in Visit 3)

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

The familiarity levels reported herein are captured for the overall cohort of institutions participating in Cycle 9A and not for any one individual institution. For Cycle 9A, 15 *Client Institutions* (11 colleges and 4 community college districts) received services as part of the *PRT Process*. As a group, representatives of 13 out of the 15 *Client Institutions* reported that they were ***Very familiar*** with their specific *AOFs;* 2 reported being ***Familiar*** with their *AOFs***.** No *Client Institution* reported being either ***Somewhat familiar*** or ***Not at all familiar*** with their *AOFs*. The overall rating for the *Client Institutions* for familiarity with the institution's *AOFs* in this reporting cycle was ***Very familiar*** (M=3.87).

Concerning familiarity with the *Three-Visit Process* as a whole*,* 12 out of the 15 *Client Institutions* reported being ***Very familiar***; three reported being ***Familiar.*** No *Client Institution* reported being either ***Somewhat familiar*** or ***Not at all familiar*** with their *AOFs*. The overall rating for the *Client Institutions* for familiarity with the institution's *AOFs* in this reporting cycle was ***Very familiar*** (M=3.80). ***Table 4*** reports the mean *Client Institution* responses for each aspect of familiarity along with the associated placement on the scale.

Table 4. Client Institution Overall Level of Familiarity with AOFs and PRT Process, Visit 1		
Level of Familiarity	**Client Institution Mean of Means** *1 (Low) - 4 (High)*	**Count**
With Institution's *AOFs*	3.87 *(Very familiar)*	15
With *Three-visit PRT Process*	3.80 *(Very familiar)*	15
		Total Institutions: 15

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

Confidence in the PRT Approach to Improve Effectiveness

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

As with the ratings for familiarity discussed previously, the rating for confidence is reported at an aggregate level for the entire cohort; no confidence ratings were computed for any one *Client Institution* or *PRT Member*.

Client Institutions

As a group, representatives of 11 out of the 15 *Client Institutions* receiving services during *Visit 1* of Cycle 9A reported that they were ***Very confident*** that the *PRT Process* would improve effectiveness with their specific *AOFs;* four reported being ***Confident***. No *Client Institution* reported being ***Somewhat confident*** or ***Not at all confident***. The overall rating for the *Client Institutions* for confidence in the *PRT Process* in this reporting cycle was ***Very confident*** (M=3.73).

PRT Members

Fifty-six *PRT Members* responded to the item concerning confidence that the *PRT Process* would assist the *Client Institutions* in improving effectiveness in their respective *AOFs*. Specifically, 49 of the 56 *PRT Members* reported being ***Very confident*** (N=41) or ***Confident*** (N=8) that the *PRT Process* would help the institution improve its effectiveness. Seven *PRT Members* reported that they were ***Somewhat confident***. No *PRT Member* in Cycle 9A reported being ***Not at all confident***. The overall rating for the *PRT Members* for confidence was ***Very confident*** (M=3.61).

Table 5 reports the overall mean score for *Client Institution* representatives and *PRT Member* responses and scale categories for confidence at *Visit 1*. A detailed display of the overall *Client Institution* responses and *PRT Member* responses for the Level of Confidence in the *PRT Approach to Improve Institutional Effectiveness* can be found in **Table A.3** and **Table A.4** in the Appendix to this report.

Table 5. Level of Confidence in the PRT Approach to Improve Effectiveness in the 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	3.73 *(Very confident)*	15	3.61 *(Very confident)*	56

Expectations for the Visit

Client Institution representatives were asked to identify the expectations held for *Visit 1* in the *PRT Process*. *Client Institutions* were also asked, if any expectation held was not met, to elaborate or provide an example to explain why. Twelve *Client Institution* respondents supplied answers to the question. Three *Client Institution* representatives listed three expectations: the other respondents each listed either one or two expectations. The responses were placed into a list, examined, and categorized for the discovery of common themes.

Two themes emerged from the responses. First, institutional respondents expected the PRT to facilitate conversations on the *Areas of Focus.* The expectation was identified as being met. Second, the Client Institution respondents expected the PRT would frame the PRT Process. This expectation was also identified as being met. No individual expectation noted by any of the *Client Institution* respondents was identified as not having been met. **Table 6** reports the coded expectations of the *Client Institution* respondents, with a count for each category of expectation.

Table 6. Client Institution Expectations for Visit 1	
Area	**Met**
Facilitate Conversations on the *Areas of Focus* (3)	Yes
Frame the PRT Process (2)	Yes

Adherence to the PRT Approach

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

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

For Cycle 9A overall, the *Client Institution* representatives responding to the items **Strongly agreed** that the PRT adhered to all listed aspects of the PRT Process. All institutional respondents rated their agreement as **Strongly Agree** or **Agree**. No respondent disagreed that PRT adhered to any aspect of the PRT Process. The *PRT Members* as a group also **Strongly agreed** that the PRT adhered to all listed aspects of the *PRT Process*. Only one respondent disagreed on three individual items, but those ratings did not impact the aggregate rating for Cycle 9A.

Table 7 reports the mean overall *Client Institution* response and the mean overall *PRT Member* response concerning each of the aspects of the *PRT Approach* for *Visit 1*. A detailed display of

the overall *Client Institution* responses and *PRT Member* responses for the Level of Adherence to the *PRT Approach* can be found in **Table A.5** and **Table A.6** in the Appendix to this report.

Table 7. Level of Adherence to PRT Approach, Visit 1				
Area of PRT Approach	**Client Institution Overall Response**		**PRT Member Response**	
	Mean of Means *1 (Low) – 4 (High)*	**Count**	**Mean** *1 (Low) - 4 (High)*	**Count**
We had the information we needed to work effectively with the PRT.	3.80 (Strongly agree)	15	N/A	N/A
The PRT was well prepared for the visit.	3.87 (Strongly agree)	15	3.80 (Strongly agree)	56
The PRT applied Appreciative Inquiry in meetings with institutional personnel.	N/A	N/A	3.77 (Strongly agree)	56
The PRT refrained from making judgmental or prescriptive comments in meetings with institutional personnel.	N/A	N/A	3.77 (Strongly agree)	56
The PRT took a positive and constructive approach to the work.	3.73 (Strongly agree)	15	N/A	N/A
The PRT was knowledgeable about sound practices related to the institution's identified *AOFs*.	N/A	N/A	3.79 (Strongly agree)	56
The PRT conveyed a helpful attitude in interactions with members of the institutional community.	3.73 (Strongly agree)	15	3.77 (Strongly agree)	56
The PRT took into consideration the specific needs, culture, and practices of the institution.	3.73 (Strongly agree)	15	3.77 (Strongly agree)	56
The PRT focused on solutions rather than problems or where to place blame.	N/A	N/A	3.77 (Strongly agree)	56
The PRT Members kept an open mind about issues and possible solutions.	3.80 (Strongly agree)	15	3.77 (Strongly agree)	56
The expertise of the PRT Members was a good fit for the institution's *AOFs*.	3.80 (Strongly agree)	15	3.79 (Strongly agree)	56
The PRT recognized institutional personnel as problem-solving peers.	3.80 (Strongly agree)	15	3.75 (Strongly agree)	56

Client Institution Receptiveness

Visit 1 is the initial contact between the *PRT* and the *Client Institution* representatives during the *PRT Process.* Establishing positive relationships at this point in the process is important for the ultimate success of the process. To help assess the impact of the first meeting, *PRT Members* were asked to report the level of receptiveness demonstrated by the institutional representatives towards the *PRT Process* during the visit.

The level of receptiveness was considered for the whole cohort of institutions, recognizing that individual levels of openness to PRTs would vary from client institution to client institution. The responses on receptiveness were placed on a list and examined to determine whether, as a group, the institutions were receptive to the visiting PRTs. Forty-five *PRT Members* supplied responses to this item. The responses were general in nature and no themes could be derived from the responses. *PRT Members* did use terms such as "open," "welcoming" and "friendly" to describe the level of receptiveness demonstrated by institutional personnel. A general conclusion, however, could be drawn that the institutions were receptive overall to the PRTs during *Visit 1*. No *PRT Member* reported any institution being unreceptive to the team.

PRT Functioning

How well the PRT functioned preparing for and during the visit was examined to determine the level of PRT preparedness and the efficacy of existing PRT processes and practices. Evidence collected from this item is to be used to identify steps for formative improvements to within-cycle PRT practices and to detect possible topics for PRT training sessions for future cycles. Both the *Client Institution* representatives and the *PRT Members* were asked to identify how the PRT functioned well.

Twelve *Client Institution* representatives and 44 *PRT Members* responded to this question. Two themes emerged from the responses for each of the reporting groups. For *Client Institution* representatives, the PRT performed well in their preparedness for the meetings and the leadership of the PRT Lead. For *PRT Members*, the team performed well by actively listening during the visit and in setting a positive tone for the meetings.

Table 8 reports the most common *Client Institution* and *PRT Member* coded ways in which the PRT functioned well for *Visit 1*.

Table 8. Examples of PRT Functioning Well, Visit 1	
Client Institutions	**PRT Members**
• PRT Preparedness for the Meetings (3) • Leadership of the PRT Lead (2)	• Active Listening Demonstrated During the Visit (7) • Setting a Positive Tone for the Meetings (5)

How the PRT Could Have Functioned Better

Both the *Client Institutions* and the *PRT Members* were also asked to name examples of how the PRTs could have functioned better before or during *Visit 1*. Twelve *Client Institutions* responded to the item and six reported that they had no suggestions (i.e., "None") for how the PRT could have functioned better. Thirty-six *PRT Members* responded to the question, with

eleven reporting that they had no suggestions (i.e., "None") for how the PRT could have performed better. The balance of the responses for both the *Client Institutions* and the *PRT Members* were individual in nature. **Table 9** reports the most common *Client Institution* and *PRT Member* coding for ways in which the PRT could have functioned better for *Visit 1*.

Table 9. Examples of How PRTs Could Function Better, Visit 1	
Client Institutions	**PRT Members**
• None (6)	• None (11)

Challenges Preparing for or During the Visit

Next, the *Client Institutions* and *PRT Members* were asked to identify any specific challenges encountered while preparing for or during *Visit 1*. *Client Institutions* reported that the time constraints on the visit date posed challenges. *PRT Members* noted that the time limits on the day of the visit posed similar challenges. **Table 10** reports the most common *Client Institution* and *PRT Member* coded areas on the challenges faced during the *PRT Process* for *Visit 1*.

Table 10. Challenges Preparing for or during Visit 1	
Client Institutions	**PRT Members**
• Time Constraints on the Visit Date (5)	• Time Limits on the Day of the Visit (6)

Takeaways

To help assess any value gained by members in their roles as volunteers, *PRT Members* were asked to report any takeaways gathered from *Visit 1*. One takeaway theme that emerged from the responses was that colleges were adjusting to the end of COVID-19 on college operations in similar ways. The other responses from *the PRT Members* were general in nature and no themes could be derived from the responses. **Table 11** reports the common team takeaway identified from *Visit 1*.

Table 11. PRT Member Takeaways from the PRT Process, Visit 1
PRT Members
• Colleges were Adjusting to the End of COVID-19 on College Operations in Similar Ways (6)

Additional Information Needed

Client Institution representatives were asked to identify what additional information (if any) would have helped them better prepare for the visit. Eleven *Client Institution* representatives responded to the question, with four institutional respondents indicating that there was no additional information needed. The remaining responses by representatives were individual in nature and could not be generalized into a general theme for the cycle. *Table 12* reports the most common *Client Institution* assessment of any additional information needed for the visit.

Table 12. Any Additional Information Needed by Client Institutions, Visit 1
Client Institutions
• None (4)

Training Concepts Used During the Visit

Most Useful Aspects of Training

PRT Members were asked to identify the concepts and practices learned during the PRT training that proved most useful to them during the initial visit. Twenty-eight *PRT Members* responded to the question. Two themes emerged from the responses. *PRT Members* identified active listening as a key practice presented at the training and used during the first visit in the process. In addition, PRT Members responded that the role of the PRT Lead in the process was a useful aspect of the trainings. Other responses were individual or general in nature and no other themes could be derived. *Table 13* reports the most common training aspect cited as useful by *PRT Members* for *Visit 1*.

Table 13. Most Useful Training Aspects, Visit 1
PRT Members
• Active Listening (11)
• The Role of the PRT Lead (5)

Especially Helpful Practice or Action

As a follow-up, *PRT Members* were asked to identify a particular practice that they found most helpful in ensuring a successful and effective visit. Twenty-four PRT Members responded to the question. The *PRT Members* again identified active listening as an especially helpful practice during *Visit 1.* No other responses could be grouped into any categories or themes. *Table 14* shows the most common helpful practice reported by *PRT Members* for *Visit 1*.

Table 14. Helpful Practice or Action, Visit 1
PRT Members
• Active Listening (10)

Training Suggestions

PRT Members were asked to offer suggestions for training improvements based on their experiences during *Visit 1*. Thirty-four *PRT Members* responded to the question. The most common response to this question was "None." No other responses could be grouped into any categories or themes. ***Table 15*** reports the most common response regarding suggestions for training improvement.

Table 15. Training Suggestions, Visit 1
PRT Members
• None (10)

Overall Usefulness and Effectiveness of the Training

In the final question concerning training, *PRT Members* were asked to rate the overall usefulness and effectiveness of the training, considering their experiences before and during *Visit 1*. A four-point scale was utilized: ***Excellent, Good, Fair, or Poor,*** with an option of ***Don't Know***.

Fifty-six PRT Members responded to the question. The overall rating by *PRT Members* of the usefulness and effectiveness of the training was ***Excellent (M=3.79)***. ***Table 16*** reports the mean *PRT Member* response along with the associated scale category as to the level of usefulness and effectiveness of the PRT training for *Visit 1*. A detailed display of the *PRT Members'* responses can be found in ***Table A.7*** in the Appendix to this report.

Table 16. PRT Member Rating of the Overall Usefulness and Effectiveness of the PRT Training, Visit 1		
Level	**Mean** *1 (Low) - 4 (High)*	**Count**
Overall Usefulness and Effectiveness of the Training	3.79 *(Excellent)*	56

Logistics

Client Institution representatives and *PRT Members* were asked in their respective surveys about the *Logistics* before, during, and after *Visit 1.* Such areas include scheduling, communication, PRT Lead effectiveness, etc. A four-point scale was used for the *Client Institution* survey: ***Strongly agree, Agree, Disagree***, or ***Strongly disagree,*** with an additional (non-scale) option of ***Not Applicable/Don't Know***. For *PRT Members,* a four-point scale was also used for the survey: ***Strongly agree, Agree, Disagree***, or ***Strongly disagree,*** also with an additional (non-scale) option of ***Not Applicable/Don't Know***. *Client Institutions* and the *PRT Members* rated all areas of logistics as ***Excellent***. ***Table 17*** reports the *Client Institutions'* and the *PRT Members'* overall ratings for *Visit 1*.

Table 17. Responses Regarding Logistics Before, During, and After Visit 1				
Areas	**Client Institution Overall Response**		**PRT Member Responses**	
	Mean of Means *1 (Low) - 4 (High)*	**Count**	**Mean** *1 (Low) - 4 (High)*	**Count**
a. Scheduling of the date of the visit	3.73 *(Excellent)*	15	3.75 *(Excellent)*	56
b. Scheduling of meetings to be held during the visit	3.73 *(Excellent)*	15	3.75 *(Excellent)*	56
c. FOR CEO AND INSTITUTIONAL POINT PERSONS ONLY: Communication with the IEPI Project Director and/or PRT Lead before visit	3.83 *(Excellent)*	12	N/A	N/A
d. FOR CEO AND INSTITUTIONAL POINT PERSONS ONLY: Communication with the PRT Lead and/or PRT Members after visit, to date	3.83 *(Excellent)*	12	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.	3.83 *(Excellent)*	12	N/A	N/A
f. FOR CEO AND INSTITUTIONAL POINT PERSONS ONLY: Provision of information about the institution's next steps following the visit.	3.83 *(Excellent)*	12	N/A	N/A
h. Availability of information about travel arrangements, reimbursements, and related logistics	N/A	N/A	3.79 *(Excellent)*	56
i. Access to information related to the institution's *AOFs*	N/A	N/A	3.79 *(Excellent)*	56
j. Effectiveness of PRT Phone conference(s) before the visit.	N/A	N/A	3.77 *(Excellent)*	56
k. Usefulness of face-to-face PRT meeting immediately before the visit	N/A	N/A	3.77 *(Excellent)*	56
l. Time available for meetings with the institution's personnel during the visit	N/A	N/A	3.75 *(Excellent)*	56
m. Time available for PRT meetings during the visit	N/A	N/A	3.75 *(Excellent)*	56
n. Coordination and leadership by the PRT Lead	N/A	N/A	3.80 *(Excellent)*	56

PRT Members were asked about their level of agreement as to the *Clarity of Roles*, common understanding of *Outcomes,* and clarity and timeliness of *Communication* with each other for

Visit 1. The mean results in all four areas indicate that *PRT Members **Strongly agreed*** that they were clear as to their roles and responsibilities, were on the same page for anticipated outcomes, and communicated clearly and timely with each other. No *PRT Member **Disagreed*** or ***Strongly disagreed*** with any of the statements. ***Table 18*** reports the *PRT Members'* overall ratings for these areas for *Visit 1*.

Table 18. PRT Member Clarity of Roles, Outcomes, and Communication, Visit 1		
Answer Options	**Mean** *1 (Low) - 4 (High)*	**Count**
Were clear about the roles and responsibilities of the team.	3.80 *(Strongly agree)*	56
Were on the same page about anticipated outcomes of the PRT Process.	3.80 *(Strongly agree)*	56
Communicated clearly with each other.	3.77 *(Strongly agree)*	56
Communicated in a timely fashion with each other.	3.77 *(Strongly agree)*	56

Hours Spent on the PRT Process

To assess the workload on members during the *PRT Process*, *PRT Members* were asked to list the number of hours spent preparing for the visit, completing follow-up activities, and preparing for the next visit. The mean time spent by *PRT Members* for each phase of *Visit 1* during Cycle 9A was calculated as an aggregate. ***Table 19*** displays the mean time reported by *PRT Members* on *Visit 1*.

Table 19. Mean Hours Spent on PRT Process, Visit 1		
Answer Options	**Mean**	**Count**
Preparing for this Visit	9.5	56
Completing any Follow-up Activities Related to this PRT Visit to Date	3.3	56
Preparing for the Next PRT Visit (if any) to Date	2.0	56

Final Thoughts and Comments

The final question in the survey asked *PRT Members* to provide any additional feedback or comments that were not otherwise covered in previous questions in the instrument. Thirty-four *PRT Member*s and ten of the 15 Client Institution representatives responded to this item. "None" or "Not Applicable" was the most common response for *PRT Members*. The other responses by PRT Members were general in nature and no themes could be derived from the responses. For Client Institutions, no theme could be derived from a review of the responses.

Table 20 reports the most common final thoughts and comments from *PRT Members* for *Visit 1*.

Table 20. PRT Member Final Thoughts and Comments Visit 1
PRT Members
• None/Not Applicable (11)

Conclusion

The ratings for *Visit 1* in Cycle 9A from both the *Client Institutions* and the *PRT Members* were very positive about PRT adherence to the *PRT Process* and Visit 1 logistics. Familiarity with the PRT Process and the Areas of Interest were both strong for Client Institutions. In addition, confidence that the PRT would be able to assist the institution in improving its effectiveness was also strong. Indeed in all areas, the scores for Cycle 9A, as in pre-COVID cycles and during the pandemic, remained consistently positive. Expectations for the visit were consistent with the purpose of Visit 1 and all of the expectations were indicated as having been met. Finally, receptiveness to the PRT Process by the participating institutions was very positive.

Visit Two

The Visit Process

Familiarity with Areas of Focus and the PRT Process

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

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

- The institution's *AOFs* for improving institutional effectiveness as outlined in the *Letter of Interest* (together with any subsequent modifications and more detailed treatments)
- The *Three-visit PRT Process* (Gathering information and establishing scope in *Visit 1*, helping the institution develop its Innovation and Effectiveness Plan in *Visit 2*, and following up on the early implementation of the Innovation and Effectiveness Plan in Visit 3)

A four-point scale was used for each aspect: ***Very familiar***, ***Familiar***, ***Somewhat familiar***, or ***Not at all familiar***. All 15 of the *Client Institutions* in Cycle 9A reported that they either were ***Very familiar*** (N=13) or ***Familiar*** (N=2) with their specific *AOF*. *No Client Institution* reported being ***Somewhat familiar*** or ***Not at all familiar*** with their *AOFs*. The overall rating for the *Client Institutions* for familiarity with the institution's *AOFs* in this reporting cycle was ***Very familiar*** (M=3.87).

Concerning the familiarity with the *Three-Visit Process* as a whole*,* 13 out of the 15 responding *Client Institutions* reported being ***Very familiar***; two reported being ***Familiar.*** No *Client Institution* reported being either ***Somewhat familiar*** or ***Not at all familiar*** with their *AOFs*. The overall rating for the *Client Institutions* for familiarity with the institution's *AOFs* in this reporting cycle was ***Very familiar*** (M=3.92). ***Table 21*** reports the mean scores for *Client Institution* responses along with the associated scale category as to the level of familiarity with each *Area of Inquiry*.

A detailed display of the overall Client Institution responses can be found in ***Table A.8*** and ***Table A.9*** in the Appendix to this report. Data is reported at the institutional level.

Table 21. Client Institution Overall Level of Familiarity with AOFs and PRT Process, Visit 2		
Level of Familiarity	**Client Institution Mean of Means** *1 (Low) - 4 (High)*	**Count**
With Institution's *AOFs*	3.87 *(Very familiar)*	15
With Three-visit PRT Process	3.87 *(Very familiar)*	15
		Total Institutions: 15

Confidence in the PRT Approach to Improve Effectiveness

The next *Area of Inquiry* in the *Visit 2* surveys concerned the level of confidence that the *Client Institution* representatives and the *PRT Members* report they had that the *PRT Process* would help to improve the *Client Institutions*' effectiveness in their identified *AOFs*. For this item, a four-point scale was utilized: ***Very confident***, ***Confident, Somewhat confident***, or ***Not at all confident***.

Client Institutions

Twelve out of the 15 responding *Client Institutions* reported being ***Very confident*** that the *PRT Process* would help improve institutional effectiveness; three reported being ***Confident***. No *Client Institution* reported being either ***Somewhat confident*** or ***Not at all confident***. The overall rating for the *Client Institutions* for confidence in the *PRT Process* in this reporting cycle was ***Very confident*** (M=3.80).

PRT Members

Forty-six *PRT Members* responded to the item concerning confidence that the *PRT Process* would assist the *Client Institutions* in improving effectiveness in their respective *AOFs*. All 29 respondents reported being either ***Very confident*** *(N=35)* or ***Confident*** (N=11) that the *PRT Process* would help the institution improve its effectiveness. No *PRT Member* indicated that they were either ***Somewhat confident*** or ***Not at all confident.*** The overall rating for the *PRT Members* for confidence was ***Very confident*** (M=3.76).

Table 22 reports the overall mean scores for *Client Institutions* and *PRT Member* responses and scale categories for confidence at *Visit 2*. A detailed display of the overall *Client Institution* responses and *PRT Member* 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.

Table 22. Level of Confidence in the PRT Approach to Improve Effectiveness in the Area of Focus, Visit 2				
Level of Confidence	**Client Institution Overall Response**		**PRT Member Response**	
	Mean of Means *1 (Low) - 4 (High)*	**Count**	**Mean** *1 (Low) - 4 (High)*	**Count**
In the PRT Approach to Improve Effectiveness	3.80 *(Very confident)*	15	3.76 *(Very confident)*	46

Expectations for the Visit

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

Client Institutions were also asked, if any expectation identified was not met, to elaborate or provide an example to explain why. Ten *Client Institution* respondents supplied responses to this item. Two *Client Institution* representatives identified three expectations, two institutions listed two expectations, and the remaining institutional representatives listed only one. The responses were placed into a list and then examined for possible categorization into any common themes.

Two themes emerged from the responses. First, respondents expected that the institution would develop an I&EP during this general period. Second, respondents identified the expectation that the PRT would facilitate conversations and framing of the goals in the I&EP. Both expectations were identified as being met by the respondents. No individual expectation from the list was identified as not having been met *Table 23* reports the coded expectation of the *Client Institution*, with a count for each.

Table 23. Client Institution Expectations, Visit 2	
Area	**Met**
• The Institution Would Develop an I&EP (4)	Yes
• The PRT Would Facilitate Conversations and Framing of the I&EP Goals (2)	Yes

Adherence to the PRT Approach

The adherence by the team to the *PRT Approach* in preparation for and during *Visit 2* was assessed by asking *PRT Members* and *Client Institution* representatives to report their level of agreement with a list of statements about observed aspects of the process such as team preparedness, the open-mindedness of the *PRT Members*, etc. Most of the aspects of the *PRT Process* measured in the survey items were the same for the *Client Institution* and the *PRT Members*. For *Visit 2*, *Client Institutions* only were asked about whether they had the information needed to work effectively with the PRT, whether the Menu of Options (MOO) was useful, and the effectiveness of guidance on the development of the *I&EPs*.

Table 24 reports the mean overall *Client Institution* response and the *PRT Member* response concerning all aspects of adherence to the *PRT Approach* for *Visit 2*. Both *PRT Members* and the *Client Institutions*, as groups, **Strongly agreed** that the *PRT Members* adhered to the *PRT Approach* in each of the identified aspects.

Area of PRT Approach	Client Institution Overall Response		PRT Member Response	
Table 24. Level of Adherence to PRT Approach, Visit 2				
	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.	3.80 (Strongly agree)	15	N/A	N/A
The PRT was well prepared for the visit.	3.87 (Strongly agree)	15	3.76 (Strongly agree)	46
The PRT took a positive, constructive approach to the work.	3.73 (Strongly agree)	15	N/A	N/A
The PRT took a positive, constructive, solutions-based approach to the work.	N/A	N/A	3.74 (Strongly agree)	46
The PRT was knowledgeable about sound practices related to the institution's identified *AOFs*.	3.80 (Strongly agree)	15	3.74 (Strongly agree)	46
The PRT conveyed a helpful attitude in interactions with members of the institutional community.	3.73 (Strongly agree)	15	3.76 (Strongly agree)	46
The PRT took into consideration the specific needs, culture, and practices of the institution.	3.80 (Strongly agree)	15	3.74 (Strongly agree)	46
The PRT Members kept an open mind about issues and possible solutions.	3.80 (Strongly agree)	15	3.74 (Strongly agree)	46
The expertise of the PRT Members was a good fit for the institution's *AOFs.*	3.87 (Strongly agree)	15	3.76 (Strongly agree)	46
The PRT focused on sustainable and sound practices.	3.73 (Strongly agree)	15	3.74 (Strongly agree)	46
The PRT focused on solutions rather than problems or where to place blame.	3.87 (Strongly agree)	15	3.76 (Strongly agree)	46
The PRT recognized institutional personnel as problem-solving peers.	3.83 (Strongly agree)	15	3.74 (Strongly agree)	46
THE PRT's Menu of Options (MOO) provided useful options and examples	3.80 (Strongly agree)	15	N/A	N/A
The PRT Lead effectively facilitated discussions of our options during the visit.	3.87 (Strongly agree)	15	N/A	N/A
The PRT provided effective guidance to the institution as we worked on the development of our I&EP.	3.87 (Strongly agree)	15	N/A	N/A

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

PRT Functioning

Both the *Client Institutions* and the *PRT Members* were asked to specify examples of how the PRT functioned well in preparation for and during *Visit 2*. Fourteen Client Institution representatives responded to this item. The responses to how well the PRT Functioned were placed into a list and then reviewed for categorization into possible themes. Two themes emerged from the *Client Institution* responses. First, *Client Institutions* reported that the PRT functioned well through the assistance in the development of the I&EP. Second, the *Client Institutions* reported that the PRT functioned well by being non-judgmental in the decisions that the institution made about its plan. Twenty-eight *PRT Members* responded to the question. The member responses were general in nature and no themes could be derived from the responses. **Table 25** reports the most common *Client Institution* and *PRT Member* coded ways in which the PRT functioned well for *Visit 2.*

Table 25. Examples of PRT Functioning Well, Visit 2	
Client Institutions	**PRT Members**
• Assistance in the Development of the I&EP (6) • PRT Non-judgmental in the Institution Decisions on the Plan (5)	• Responses Varied; No Theme Emerged

How the PRT Could Have Functioned Better

Both the *Client Institutions* and the *PRT Members* were also asked to note examples of how the PRTs could have functioned better before or during *Visit 2*. The responses for any areas of improvement identified by the *Client Institution* representatives and the *PRT Members* were again placed into a list and then considered for possible categorization based on any common themes or topics identified. Eleven *Client Institution* representatives responded to the item and five noted "None" for examples of how the PRT could have functioned better. Eighteen *PRT Members* responded to the item; 11 noted "None" for examples of how the PRT could have functioned better. No theme emerged from the other responses provided by *PRT Members* or *Client Institution* representatives. **Table 26** reports the most common *Client Institution* and *PRT Member* coded ways in which the PRT could have functioned better for *Visit 2.*

Table 26. Examples of How PRTs Could Function Better, Visit 2	
Client Institutions	PRT Members
• None (5)	• None (11)

Challenges Preparing for or During the Visit

Both the *Client Institutions* and *PRT Members* were asked to identify challenges either preparing for or during the visit. Fourteen *Client Institution* representatives responded to the item. Ten *PRT Members* responded to the item.

The challenges identified by the institutional respondents and the *PRT Members* were placed into a list and then reviewed for categorization into possible themes. *Client Institutions* noted that conflicting college-wide priorities at the institution were a challenge preparing for or during the visit. *PRT Member* responses were either individual or general in nature and no themes could be derived. *Table 27* reports the most common *Client Institution* and *PRT Member* coded ways in which the PRT could have functioned better for *Visit 2*.

Table 27. Challenges Preparing for and During Visit 2	
Client Institutions	PRT Members
• Conflicting College-wide Priorities (5)	• Responses Varied; No Theme Emerged

Takeaways

PRT Members were also asked to identify takeaways from *Visit 2* to measure some of the value gained by *PRT Members* as participants in the process. Seventeen *PRT Members* responded to the item and the responses were considered for categorization. One theme emerged from the data: the varied way in which institutions respond and develop teams to project manage the plan. Some noted that the uniqueness in approach was probably college culture-based, others noted that variations in college participatory governance structures produced variations in managing the plan. *Table 28* reports the most common *PRT Member* coded ways identifying key takeaways from the visit.

Table 28. Takeaways from the Visit
PRT Members
• Varied Way Colleges Respond and Develop Teams to Manage I&EPs (5)

Additional Information Needed

Client Institution representatives were asked to identify what additional information (if any) would have helped them better prepare for the visit. Ten *Client Institution* representatives responded to the question, with three respondents indicating that there was no additional information ("None") needed. **Table 29** reports the most common *Client Institution* additional information needed for the visit.

Table 29. Any Additional Information Needed by Client Institutions, Visit 2
Client Institutions
• None (3)

Training Concepts Used During the Visit

Most Useful Aspects of Training

PRT Members were asked to identify the concepts and practices learned during the PRT training that proved most useful to them during the visit. Thirty *PRT Members* responded to the question. *PRT Members* identified appreciative inquiry as a key practice used during the second visit in the process. Additionally, PRT Members recalled the observations of the Dos and Don'ts panel. Other responses were individual or general in nature and no other themes could be derived. **Table 30** reports the most common training aspect cited as useful by *PRT Members* for *Visit 2*.

Table 30. Most Useful Training Aspects, Visit 2
PRT Members
• Appreciative Inquiry (6)
• Dos and Don'ts Panel (4)

Especially Helpful Practice or Action

As a follow-up, *PRT Members* were asked to identify a particular practice that they found most helpful in ensuring a successful and effective visit. Twenty-five *PRT Members* responded to the question. The *PRT Members* identified the Dos and Don'ts Panel suggestions as an especially helpful practice during *Visit 2.* No other responses could be grouped into any categories or themes. **Table 31** shows the most common helpful practice reported by *PRT Members* for *Visit 2*.

Table 31. Helpful Practice or Action, Visit 2
PRT Members

• Dos and Don't Panel Suggestions (4)

Training Suggestions

PRT Members were asked, based on their experience during the visit, to make suggestions for training improvements for PRTs in future cycles.   Twenty-four *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 (10)

Overall Usefulness and Effectiveness of the Training

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

All *PRT Members* responded that the training was either ***Excellent*** or ***Good***. **Table 33** reports the mean *PRT Member* response along with the associated scale category as to the level of usefulness and effectiveness of the PRT training for *Visit 2*.   The overall rating by *PRT Members* of the usefulness and effectiveness of the training was ***Excellent (M=3.83)***. A detailed display of the overall *PRT Member* responses can be found in **Table A.14** in the Appendix to this report.

Table 33. PRT Member Rating of the Usefulness and Effectiveness of the PRT Training, Visit 2		
Level	**Mean** *1 (Low) - 4 (High)*	**Count**
Usefulness and Effectiveness of the Training	3.76 *(Excellent)*	46

Logistics

The next *Area of Inquiry* addressed the *Logistics* before, during, and after the visit. Closed-ended and open-ended items were generated to discover this information. While there is some slight variation in ratings, *Client Institutions* and the *PRT Members* rated logistics **Excellent** overall. **Table 34** reports the *Client Institutions'* and the *PRT Members'* overall ratings 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	3.73 *(Excellent)*	15	3.74 *(Excellent)*	46
Scheduling of meetings to be held during the visit	3.80 *(Excellent)*	15	3.73 *(Excellent)*	46
FOR CEO AND INSTITUTIONAL POINT PERSONS ONLY: Communication with the IEPI Project Director and/or PRT Lead before visit	4.00 *(Excellent)*	12	N/A	N/A
FOR CEO AND INSTITUTIONAL POINT PERSONS ONLY: Communication with the PRT Lead and/or PRT Members after visit, to date	4.00 *(Excellent)*	11	N/A	N/A
FOR CEO AND INSTITUTIONAL POINT PERSONS ONLY: Effectiveness of the PRT Lead in coordinating with the institution regarding the visit.	4.00 *(Excellent)*	11	N/A	N/A
FOR CEO AND INSTITUTIONAL POINT PERSONS ONLY: Provision of information about the institution's next steps following the visit.	3.92 *(Excellent)*	11	N/A	N/A
FOR CEO AND INSTITUTIONAL POINT PERSONS ONLY: Provision of information about applying for the IEPI Seed Grants	3.92 *(Excellent)*	11	N/A	N/A
Information about travel arrangements, reimbursements, etc.	N/A	N/A	3.76 *(Excellent)*	46
Access to information related to the institution's *AOFs*	N/A	N/A	3.76 *(Excellent)*	46
Effectiveness of PRT phone conference(s) before the visit	N/A	N/A	3.76 *(Excellent)*	46
Usefulness of face-to-face PRT meeting just before the visit	N/A	N/A	3.73 *(Excellent)*	46
Time available for meetings with members of the institutional community during the visit.	N/A	N/A	3.73 *(Excellent)*	46
Time available for PRT Meetings during the visit	N/A	N/A	3.73 *(Excellent)*	46
Coordination and leadership by the PRT Lead	N/A	N/A	3.73 *(Excellent)*	46

PRT Members were asked about their level of agreement as to the *Clarity of Roles*, common understanding of *Outcomes*, and clarity and timeliness of *Communications* with each other for *Visit 2.* The mean results in all four areas indicate that *PRT Members* **Strongly agreed** that they were clear as to their roles and responsibilities, were on the same page for anticipated outcomes, and communicated clearly and timely with each other. The *PRT Member* ratings for these areas of interest have traditionally been very positive over the life of the PRT technical assistance initiative. **Table 35** reports the *PRT Members'* overall ratings for *Visit 2*.

Table 35. PRT Member Clarity of Roles, Outcomes, and Communication, Visit 2		
Answer Options	**Mean** *1 (Low) - 4 (High)*	**Count**
Were clear about the roles and responsibilities of the team.	3.80 *(Strongly agree)*	46
Were on the same page about anticipated outcomes of the PRT Process.	3.80 *(Strongly agree)*	46
Communicated clearly with each other.	3.87 *(Strongly agree)*	46
Communicated in a timely fashion with each other.	3.87 *(Strongly agree)*	46

Hours Spent on the PRT Process

In addition, *PRT Members* were asked about the number of hours spent preparing for the visit, completing follow-up activities, and preparing for the next visit. The means for the time spent reported by *PRT Members* for the visits were calculated for *Visit 2* as aggregates. **Table 36** displays the mean times reported by *PRT Members* on *Visit 2*.

Table 36. Mean Hours Spent on PRT Process, Visit 2		
Answer Options	**Mean**	**Count**
Preparing for this visit	6.1	46
Completing Any Follow-up Activities Related to this PRT Visit to Date	2.0	44
Preparing for the Next PRT Visit (if any) to date	1.1	44

Next Steps

Client Institutions were asked to list up to three next steps that the institution planned to take as a result of *Visit 2.* Eleven *Client Institution* representatives responded to this item. One theme emerged from the responses. The common next step identified by the Client Institutions was to begin implementation efforts for the I&EP in existing college structures and processes. The balance of the responses were general in nature or unique to the Client Institution itself and not generalizable into a theme across institutions. ***Table 37*** displays the most common theme identified as next steps for the institution in the *PRT Process*.

Table 37. Next Steps, Visit 2
Common Theme
Begin Implementation of the I&EP into Existing College Structures and processes (7)

Final Thoughts and Comments

The final *Area of Inquiry* elicited open-ended responses from participants to share any other, additional thoughts or comments on the *PRT Process* for *Visit 2*. Six *Client Institutions* responded to the question and fifteen *PRT Members* provided feedback on this item. Responses were general, and overall, very positive about the *PRT process*, but provided no new actionable data beyond what was already garnered from responses to the earlier questions in the survey.

Conclusion

The ratings and responses for *Visit 2* in Cycle 9A from both the *Client Institutions* and the *PRT Members* were very positive about PRT adherence to the *PRT Process* and the Logistics surrounding *Visit 2*. Familiarity with the Areas of Interest and the PRT Process were reported as strong, as was the confidence that the PRT Process would improve effectiveness. For the first time in the evaluations, the value of the Dos and Don'ts panel was expressly called out as an effective training practice or action. Institutional obligations to other, sometimes conflicting, college-level priorities pose challenges to making progress on the areas of focus.

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		
86.7%	13	13.3%	2	0.0%	0	0.0%	0	3.87 *(Very familiar)*	15

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		
80.0%	12	20.0%	3	0.0%	0	0.0%	0	3.80 *(Very familiar)*	15

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		
73.3%	11	26.7%	4	0.0%	0	0.0%	0	3.73 *(Very confident)*	15

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		
73.2%	41	14.3%	8	12.5%	7	0.0%	0	3.61 *(Very confident)*	56

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%	12	20.0%	3	0.0%	0	0.0%	0	N/A	0	3.80 (Strongly agree)
The PRT was well prepared for the visit.	86.7%	13	13.3%	2	0.0%	0	0.0%	0	N/A	0	3.87 (Strongly agree)
The PRT took a positive, constructive approach to the work.	73.3%	11	26.7%	4	0.0%	0	0.0%	0	N/A	0	3.73 (Strongly agree)
The PRT conveyed a helpful attitude in interactions with members of the institutional community.	73.3%	11	26.7%	4	0.0%	0	0.0%	0	N/A	0	3.73 (Strongly agree)
The PRT took into consideration the specific needs, culture, and practices of the institution.	73.3%	11	26.7%	4	0.0%	0	0.0%	0	N/A	0	3.73 (Strongly agree)
The PRT Members kept an open mind about issues and possible solutions.	80.0%	12	20.0%	3	0.0%	0	0.0%	0	N/A	0	3.80 (Strongly agree)
The expertise of the PRT Members was a good fit for the institution's *AOFs*.	80.0%	12	20.0%	3	0.0%	0	0.0%	0	N/A	0	3.80 (Strongly agree)
The PRT recognized institutional personnel as problem-solving peers.	80.0%	12	20.0%	3	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.	80.4%	45	19.6%	11	0.0%	0	0.0%	0	0.0%	0	3.80 (Strongly agree)
The PRT applied Appreciative Inquiry in meetings with institutional personnel.	76.8%	43	21.4%	13	0.0%	0	0.0%	0	0.0%	0	3.77 (Strongly agree)
The PRT refrained from making judgmental or prescriptive comments in meetings with institutional personnel.	78.6%	44	21.4%	11	1.8%	1	0.0%	0	0.0%	0	3.77 (Strongly agree)
The PRT was knowledgeable about sound practices related to the institution's identified *AOFs*.	78.6%	44	21.4%	12	0.0%	0	0.0%	0	0.0%	0	3.79 (Strongly agree)
The PRT conveyed a helpful attitude in interactions with members of the institutional community.	76.8%	43	23.2%	13	0.0%	0	0.0%	0	0.0%	0	3.77 (Strongly agree)
The PRT took into consideration the specific needs, culture, and practices of the institution.	78.6%	44	21.4%	11	1.8%	1	0.0%	0	0.0%	0	3.77 (Strongly agree)
The PRT focused on solutions rather than problems or where to place blame.	76.8%	43	23.2%	13	0.0%	0	0.0%	0	0.0%	0	3.77 (Strongly agree)
The PRT Members kept an open mind about issues and possible solutions.	76.8%	43	23.2%	13	0.0%	0	0.0%	0	0.0%	0	3.77 (Strongly agree)
The expertise of the PRT Members was a good fit for the institution's *AOFs*.	78.6%	44	21.4%	12	0.0%	0	0.0%	0	0.0%	0	3.79 (Strongly agree)
The PRT recognized institutional personnel as problem-solving peers.	76.8%	43	23.4%	12	1.8%	1	0.0%	0	0.0%	0	3.75 (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		
78.6%	44	21.4%	12	0%	0	0.0%	0	0.0%	0	3.79 (Excellent)	56

Visit Two

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		
86.7%	13	13.3%	2	0%	0	0.0%	0	3.87 (Very familiar)	15

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		
86.7%	13	13.3%	2	0%	0	0.0%	0	3.87 (Very familiar)	15

Table A.10
Client Institution Confidence in PRT Approach to Improve Effectiveness in AOFs, Visit 2

Very confident		Confident		Somewhat confident		Not at all confident		Mean 1 (Low) – 4 (High)	Count
Percent	Count	Percent	Count	Percent	Count	Percent	Count		
80.0%	12	20.0%	3	0%	0	0.0%	0	3.80 (Very confident)	15

Table A.11
PRT Member Confidence in the PRT Approach to Improve Effectiveness in the Area of Focus, Visit 2

Very confident		Confident		Somewhat confident		Not at all confident		Mean 1 (Low) – 4 (High)	Count
Percent	Count	Percent	Count	Percent	Count	Percent	Count		
86.2%	25	13.8%	4	0.0%	0	0.0%	0	3.86 (Very confident)	46

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.	80.0%	12	20.0%	3	0.0%	0	0.0%	0	N/A	0	3.80 (Strongly agree)
The PRT was well prepared for the visit.	86.7%	13	13.3%	2	0.0%	0	0.0%	0	N/A	0	3.87 (Strongly agree)
The PRT took a positive, constructive approach to the work.	73.3%	11	26.7%	4	0.0%	0	0.0%	0	N/A	0	3.73 (Strongly agree)
The PRT was knowledgeable about sound practices related to the institution's identified *AOFs*.	80.0%	12	20.0%	3	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.	73.3%	11	26.7%	4	0.0%	0	0.0%	0	N/A	0	3.73 (Strongly agree)
The PRT took into consideration the specific needs, culture, and practices of the institution.	80.0%	12	20.0%	3	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.	80.0%	12	20.0%	3	0.0%	0	0.0%	0	N/A	0	3.80 (Strongly agree)
The expertise of the PRT Members was a good fit for the institution's *AOFs*.	86.7%	13	13.3%	2	0.0%	0	0.0%	0	N/A	0	3.87 (Strongly agree)
The PRT focused on sustainable and sound practices.	73.3%	11	26.7%	4	0.0%	0	0.0%	0	N/A	0	3.73 (Strongly agree)
The PRT focused on solutions rather than problems or where to place blame.	80.0%	12	20.0%	3	0.0%	0	0.0%	0	N/A	0	3.80 (Strongly agree)
The PRT recognized institutional personnel as problem-solving peers.	86.7%	13	13.3%	2	0.0%	0	0.0%	0	N/A	0	3.87 (Strongly agree)
THE PRT's Menu of Options (MOO) provided useful options and examples for our consideration	80.0%	12	20.0%	3	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.	86.7%	13	13.3%	2	0.0%	0	0.0%	0	N/A	0	3.87 (Strongly agree)
The PRT provided effective guidance to the institution as we worked on the development of our Innovation and Effectiveness Plan.	86.7%	13	13.3%	2	0.0%	0	0.0%	0	N/A	0	3.87 (Strongly agree)

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

Area	Strongly agree		Agree		Disagree		Strongly disagree		NA/Don't Know		Mean
	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	1 (Low) - 4 (High)
The PRT was well prepared for the visit.	76.1%	35	23.9%	11	0.0%	0	0.0%	0	0.0%	0	3.76 (Strongly agree)
The PRT took a positive, constructive, and solution-oriented approach to the work.	73.9%	34	26.1%	12	0.0%	0	0.0%	0	0.0%	0	3.74 (Strongly agree)
The PRT was knowledgeable about sound practices related to the institution's identified *AOFs*.	73.9%	34	26.1%	12	0.0%	0	0.0%	0	0.0%	0	3.74 (Strongly agree)
The PRT conveyed a helpful attitude in interactions with members of the institutional community.	76.1%	35	23.9%	11	0.0%	0	0.0%	0	0.0%	0	3.76 (Strongly agree)
The PRT took into consideration the specific needs, culture, and practices of the institution.	73.9%	34	26.1%	12	0.0%	0	0.0%	0	0.0%	0	3.74 (Strongly agree)
The PRT Members kept an open mind about issues and possible solutions.	73.9%	34	26.1%	12	0.0%	0	0.0%	0	0.0%	0	3.74 (Strongly agree)
The expertise of the PRT Members was a good fit for the institution's *AOFs*.	76.1%	35	23.9%	11	0.0%	0	0.0%	0	0.0%	0	3.76 (Strongly agree)
The PRT focused on sustainable and sound practices.	73.9%	34	26.1%	12	0.0%	0	0.0%	0	0.0%	0	3.74 (Strongly agree)
The PRT focused on solutions rather than problems or where to place blame.	76.1%	35	23.9%	11	0.0%	0	0.0%	0	0.0%	0	3.76 (Strongly agree)
The PRT recognized institutional personnel as problem-solving peers.	73.9%	34	26.1%	12	0.0%	0	0.0%	0	0.0%	0	3.74 (Strongly agree)

Table A.14

Table A.14 PRT Member Rating of the Overall Usefulness and Effectiveness of the Training, Visit 2											
Excellent		Good		Fair		Poor		NA/Don't Know		Mean *1 (Low) – 4 (High)*	Count
Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count		
76.1%	35	23.9%	11	0.0%	0	0.0%	0	0.0%	0	3.76 *(Excellent)*	46

California Community Colleges
Institutional Effectiveness

SUSTAINING INSTITUTIONAL EFFECTIVENESS:

PRT Process Impact through Spring 2023
Themes | Conclusions | Recommendations

THE PARTNERSHIP RESOURCE TEAM (PRT) component of the Institutional Effectiveness Partnership Initiative (IEPI) provides technical assistance at no cost for those institutions approved for support in Areas of Focus (AOFs) they have identified as most important. The PRT process uses a positive "colleagues-helping-colleagues" model to work with colleges, districts, centers, and the system office. Prospective Client Institutions submit Letters of Interest (LOI) explaining their challenges, opportunities for improvement, and how the PRT process could help improve their institutional effectiveness.

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

INTRODUCTION

THIS REPORT IS THE SEVENTH annual evaluation measuring the impact of the full-PRT technical assistance process on Client Institution (CI) efforts to sustain institutional effectiveness and on the professional development and growth of the volunteer PRT Members participating in the process. (In this report, unless otherwise indicated, the term "Members" includes both PRT Leads and other participating team members.)

Each successive annual evaluation has bolstered the strength of its analysis, conclusions, and recommendations by extending the coverage and depth of the interviews conducted. Last year, the evaluation added group interviews of key participants, including CEOs, substantive and logistical point persons, important institutional representatives, and PRT Members. This year, interview groups were assembled based on institutional affiliation and existing team compositions.

In addition to the qualitative component of the inquiry process, the data collection included a survey administered to critical CI participants on a variety of relevant topics, including progress on the Areas of Focus identified in their I&EPs and the broader impact, if any, of participation in PRT technical assistance on other college systems and processes. A survey was also administered to PRT Members, eliciting information on how participation in the PRT Process augmented their professional development and professional networking, whether their PRT efforts affected

work or activities at their home institutions, and the impact of multiple PRT experiences.

The evaluation used the findings from the surveys and the interviews to generate themes, conclusions, and recommendations for improved delivery of technical assistance through the PRT Process to participating institutions. Participants also shared perspectives and insights on issues facing the California Community Colleges system, such as diversity, equity, inclusion, and access (DEIA), the Vision for Success, and other relevant statewide initiatives. Detailed information about the methodology used in this evaluation is located in the final section of this report.

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

APPLICATION AND BREADTH OF THE PROCESS

CLIENT INSTITUTION PARTICIPATION

Colleges and districts are encouraged through varied communications to submit LOIs if they determine that technical assistance would benefit them in addressing their AOFs. LOIs are reviewed and approved cyclically, with two cycles of assistance provided each year. As of the date of this report, 127 separate CI (colleges, districts, centers, and the system office itself) have participated in or have been approved to participate in at least one PRT process. Sixty-two institutions have received or will receive assistance from two successive PRTs each and nine from three successive PRTs each, resulting in 207 PRT processes over 18 cycles. The primary goals of the PRT component of IEPI for CIs include improving institutional effectiveness and operations and expanding organizational capacity. The chart at left notes CIs' participation in the PRT Process for the life of the PRT initiative.

56 PROCESSES FOR INSTITUTIONS WITH ONE PRT CYCLE

PRT MEMBER PARTICIPATION

151 PROCESSES FOR INSTITUTIONS WITH TWO OR MORE PRT CYCLES

PRT members are recruited and assigned through an application process that matches individual member skills, abilities, and talents with specific institutional needs. Over the nine-year life of IEPI, over 580 California community college administrators, faculty, and staff have served on at least one PRT in more than 1,200 separate assignments. Over 320 have served on two or more PRTs. Eighty current or former chief executive officers have served as PRT Leads, with 56 of them serving as Leads on multiple teams. In addition, 28 non-CEOs have served as Leads. For PRT Members, PRT goals include professional development and increased learning and connections throughout the system in a network of PRT process participants. Additionally, through engagement in the process,

207 TOTAL PRT PROCESSES

PRT Members bring back practices, procedures, and strategies learned from the CI and from each other to apply at their home institutions. The following figure depicts the PRT Member participation in the PRT Process for the life of the PRT initiative.

Service on Partnership Resource Teams, Cycles 1-10A

1277
Separate
PRT Member
Assignments

80
Current or
Former CEOs as
PRT Leads

56
PRT Leads
on 2 or more
Assignments

586
Community College
Professionals as PRT
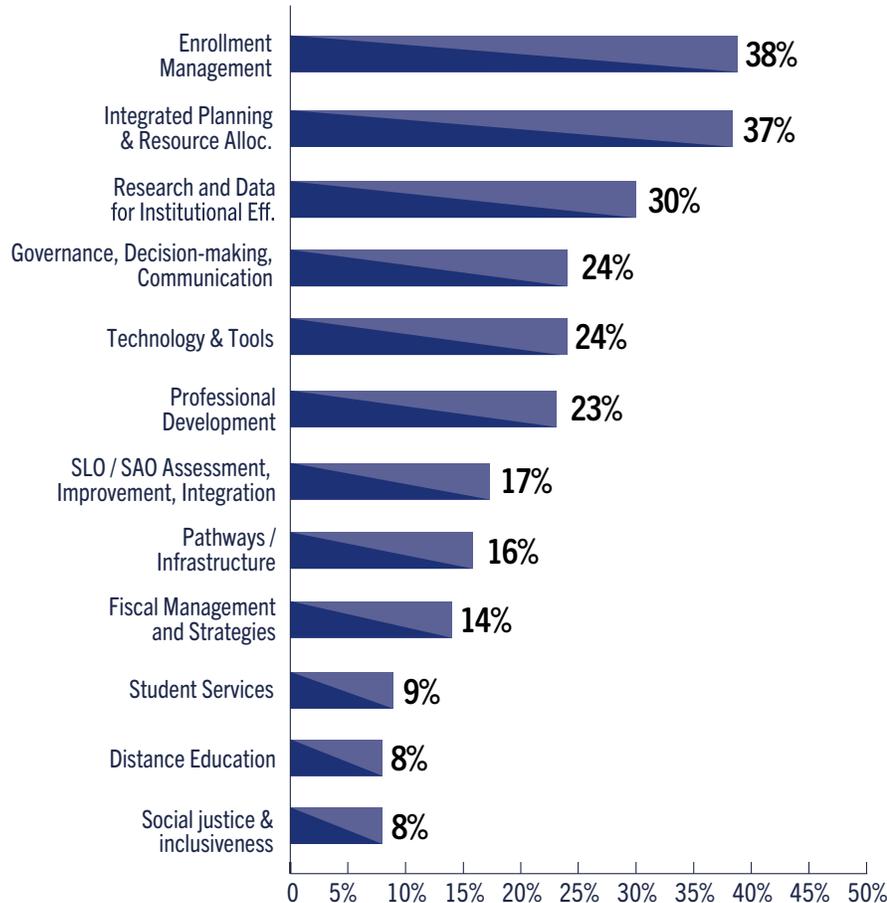Members or Leads

CLIENT INSTITUTION AREAS OF FOCUS

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

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

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

Twelve Most Common PRT Areas of Focus, Cycles 1-10A*

Area of Focus	Percent
Enrollment Management	38%
Integrated Planning & Resource Alloc.	37%
Research and Data for Institutional Eff.	30%
Governance, Decision-making, Communication	24%
Technology & Tools	24%
Professional Development	23%
SLO / SAO Assessment, Improvement, Integration	17%
Pathways / Infrastructure	16%
Fiscal Management and Strategies	14%
Student Services	9%
Distance Education	8%
Social justice & inclusiveness	8%

* Percent of 207 full-PRT processes approved through date of report.

CLIENT INSTITUTION SURVEY RESULTS

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

THE MOST IMPORTANT AREA OF FOCUS

Institutional respondents were asked to identify the two most important Areas of Focus from their complete list and then rate the progress on each. Representatives were also asked to identify factors impacting that progress. Finally, CI representatives estimated the progress the institution would have made had the institution not received PRT services.

Client Institutions identified Enrollment Management; Integrated Planning and Resource Allocation; Research and Data for Institutional Effectiveness; Governance, Decision-making, and Communication;

Professional Development; Technology and Tools; and Student Equity (including DEIA and Anti-Racism) as the most critical AOFs. The following table provides a complete 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**
Enrollment Management	9
Integrated Planning & Resource Allocation	7
Research and Data for Institutional Effectiveness	5
Governance, Decision-making, Communication	5
Professional Development	5
Technology & Tools	4
Other: Fiscal Management and Strategies (3), Distance Education (3), Anti-Racism and Equity (3)	9

CI representatives rated on a scale of *1 (No Progress)* to *5 (Great Progress)* the level of overall progress, if any, that their institution has made on their most important Area of Focus that was at least partially attributable to participation in the PRT process.

OVERALL PROGRESS ON THE MOST IMPORTANT AOFs

Approximately 80% of the respondents (79.5%; N=35) reported making either *Good* or *Great* Progress on the most critical AOF. About 16% (15.9%; N=7) reported *Moderate* Progress. One respondent reported *Little* Progress (2.3%; N=1). One CI representative reported that they *Did Not Know* about the progress made (2.3%; N=1). No respondent reported *No Progress at All*.

The following chart depicts the complete results for the overall progress on the most important AOFs noted by CI representatives.

Overall Progress on MOST Important Area of Focus

Category	Count
Great progress	10
Good progress	25
Moderate progress	7
Little progress	1
No progress	0
Don't know	1
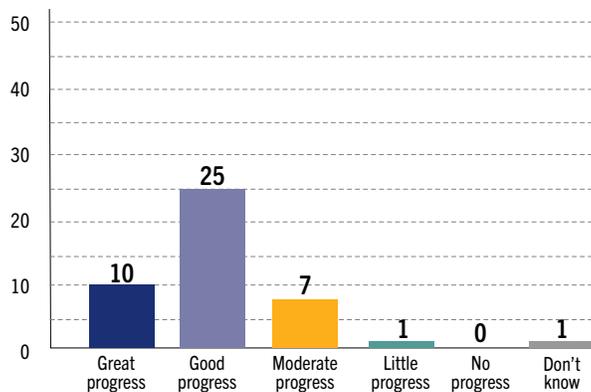
FACTORS HELPING OR IMPEDING PROGRESS ON AOFs

CI representatives were also asked to identify the factors that supported or impeded progress on the most important AOF. The top responses for the factors sustaining or limiting progress were coded and categorized. Four themes emerged from the responses for factors helping sustain progress on the most important AOFs, as shown in the following table.

MAIN FACTORS HELPING SUSTAIN PROGRESS ON MOST IMPORTANT AREA OF FOCUS

▶ Finding an Institutional Champion to Shepherd Efforts During and After the Three-Visit Process (7)
▶ Communicating the AOFs with the Entire Institution After the Three-Visit Process (5)
▶ Funding Professional Development Opportunities to Meet Important Institutional Goals (5)
▶ Incorporating the AOFs into Institutional Planning and Resource Allocation Processes (5)

Over the past four years, Client Institutions have consistently identified the designation of an institutional "champion" to help sustain progress on the AOFs as a critical success factor. This year, Client Institutions identified funding for professional development as an additional factor impacting sustained progress on the AOFs.

Four themes emerged as factors limiting progress on the most important AOFs, as shown in the following table.

### MAIN FACTORS LIMITING PROGRESS ON MOST IMPORTANT AREA OF FOCUS

▶ Conflicting Institutional Demands and Requirements (9)
▶ Institutional Attrition in Key Leadership Positions (including Administration, Point Persons, and Other Crucial Representatives) (7)
▶ Lost Momentum on the AOF after the Three-Visit Process (5)
▶ Existing Institutional Culture, History and Structure (5)

The disruption due to COVID-19, the most commonly identified factor limiting progress on the most critical AOF in last year's evaluation, was not identified as a primary factor this reporting year.

ESTIMATED PROGRESS WITHOUT PRT SERVICES ON THE MOST IMPORTANT AOF

Approximately 93% of the respondents (93.2%; N=41) reported that the Client Institution would have made *Less Progress* or *No Progress* on the most important AOF had the institution **not** received PRT services.

Only one respondent indicated that the institution would have made *About the Same Progress* (2.2%; N=1). Two respondents (4.5%; N=2) reported that they *Did Not Know* about the progress on the AOF. No respondent reported it would have made *More Progress* without the PRT support. The following chart reports the full results of the Client Institution's estimated progress without the assistance of the PRT on AOFs

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

Category	Value
No progress without the PRT	6
Less progress without the PRT	35
About the same progress	1
More progress without the PRT	0
Don't know	2
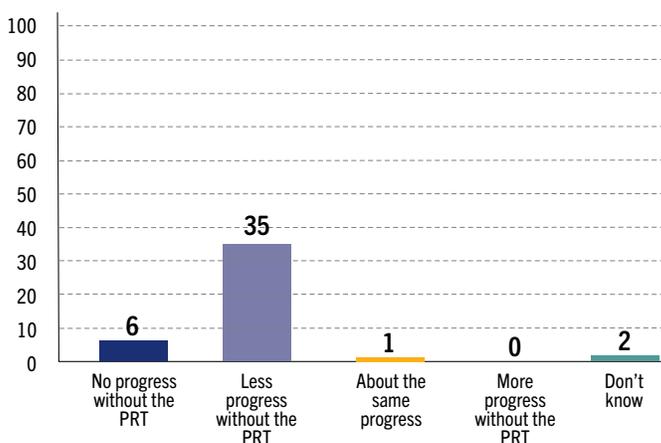
THE SECOND-MOST IMPORTANT AREA OF FOCUS

CI representatives were asked to identify the second-most important AOF, if any (some institutions had only one AOF). In addition, representatives were asked to estimate the progress the institution would have made had the institution not received PRT services and, finally, to identify factors helping sustain progress or limiting progress on the second-most important AOF.

CI representatives identified the following AOFs as the second-most important: Enrollment Management; Integrated Planning and Resource Allocation; Research and Data for Institutional Effectiveness; Student Equity (including DEIA and Anti-Racism); Professional Development; and Governance, Decision-making, and Communication.

SECOND-MOST IMPORTANT AREAS OF FOCUS OF RESPONDING CLIENT INSTITUTIONS	
AREA OF FOCUS	COUNT OF INSTITUTIONS
Enrollment Management	5
Integrated Planning & Resource Allocation	4
Research and Data for Institutional Effectiveness	4
Student Equity (including DEIA and Anti-Racism)	4
Professional Development	4
Governance, Decision-making, Communication	4
Other: Fiscal Management and Strategies (3), Technology and Tools (2), Student Services (2), Pathways/Infrastructure (2)	9

OVERALL PROGRESS ON THE SECOND-MOST IMPORTANT AOFs

The progress reported by Client Institutions on the second-most important AOF was substantially less than for the most important AOF. Almost two-thirds (64.7%; N=22) of the Client Institution respondents reported *Good* or *Great Progress* on the second-most important AOF. This proportion is substantially higher than that in the three previous evaluations. That progress on the second-most important AOF is less than progress on the most important AOF is unsurprising given the considerable institutional efforts on the most important AOFs. The following chart shows the complete results for overall progress on the second-most important AOFs. The main factors helping sustain or limit progress on the second-most important AOF were similar to the factors identified by Client Institutions for the most important AOF.

Overall Progress on SECOND-MOST Important Area of Focus

Great progress	Good progress	Moderate progress	Little progress	No progress	Don't know
5	17	10	0	0	2
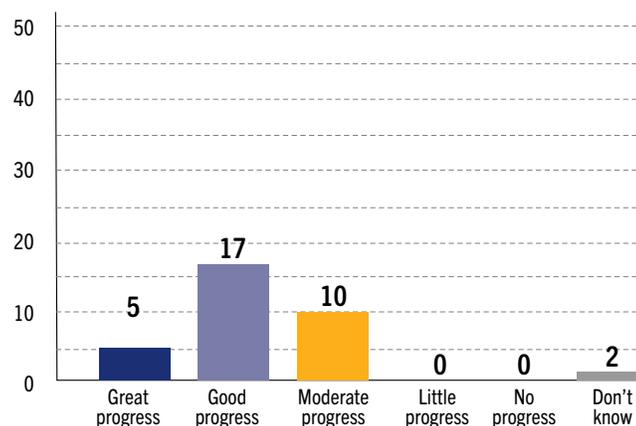
SUGGESTED IMPROVEMENTS TO THE PRT PROCESS

In the final area of interest in the survey for Client Institutions, representatives were asked to provide specific suggestions for improvement to the PRT process. Responses were coded and categorized for themes. "None" was the most common response. The other common theme was augmented use of technology, including social media, cloud storage, communication tools, and online report and form submission.

> **SUGGESTED IMPROVEMENTS TO THE PRT PROCESS (CLIENT INSTITUTION REPRESENTATIVES)**
> ▸ None (14)
> ▸ Augmented Use of Technology *(including social media, cloud storage, communication tools, and online report and form submission)* (8)

PRT MEMBER SURVEY RESULTS

GROWTH, DEVELOPMENT, AND CONNECTION

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

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

Most PRT Leads are chief executive officers at their home institutions. However, the initiative assigns leaders in other roles to lead teams when their areas of expertise match particularly well with the Client Institutions' AOFs. PRT Members serve in various administrative, faculty, and support roles in instruction, student services, administrative services, and other areas.
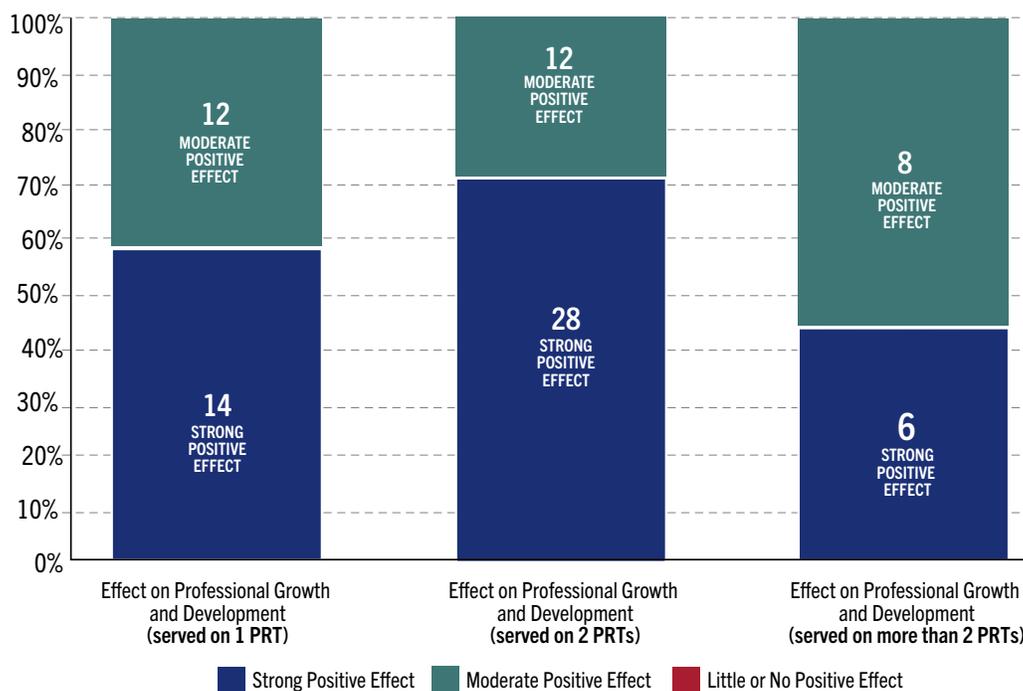
PROFESSIONAL GROWTH AND DEVELOPMENT

PRT MEMBERS (EXCLUDING LEADS)

PRT Members (excluding Leads) indicated on a scale of *1 (Little or No Positive Effect)* to *3 (Strong Positive Effect)* the effect that participation in the PRT process has had on their professional growth and development. Among respondents who have participated in one PRT, almost all (N=26) report either a *Strong* or *Moderate Positive Effect* on their professional growth and development, with one-half (N=14) reporting a *Strong Positive Effect*. Among respondents who have participated in two PRTs, nearly all (N=40) reported that participation had a *Strong* or *Moderate Positive Effect* on their professional growth, with two-thirds (N=28) reporting a *Strong Positive Effect*. For respondents who have participated in three PRTs, all (N=14) reported that participation had a *Strong* or *Moderate Positive Effect* on their professional growth and development, with six of the 14 reporting a *Strong Positive Effect*. No respondent in any category reported *Little* or *No Positive Effect*.

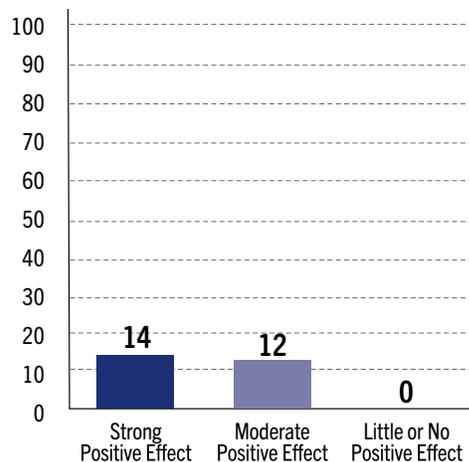## Effect of Participation in PRT Process on Professional Growth and Development (PRT Members Excluding Leads)

Effect on Professional Growth and Development (served on 1 PRT)
- 12 MODERATE POSITIVE EFFECT
- 14 STRONG POSITIVE EFFECT

Effect on Professional Growth and Development (served on 2 PRTs)
- 12 MODERATE POSITIVE EFFECT
- 28 STRONG POSITIVE EFFECT

Effect on Professional Growth and Development (served on more than 2 PRTs)
- 8 MODERATE POSITIVE EFFECT
- 6 STRONG POSITIVE EFFECT

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

PRT LEADS

PRT Leads indicated on the same scale the effect that participation in the PRT process has had on their professional growth and development. All Leads (N=26) reported either a Strong or Moderate Effect on their professional growth and development, with slightly under half (N=12) reporting a *Strong Positive Effect*. No Lead reported *Little* or *No Effect*. (Figures do not include Don't Know/Not Applicable categories.)

Both PRT Leads and PRT Members identified the main aspects of the PRT process that were primarily responsible for their ratings regarding professional growth and development. The top responses were coded and categorized, and themes were identified. The critical training components of appreciative inquiry, active listening, and change management topped the list of aspects of the PRT Process responsible for the ratings. PRT Lead leadership and working in teams were also important aspects. Seeing CIs tackle similar challenges helped PRT Members consider their own institutions' issues. The following table lists the aspects most commonly responsible for the ratings.

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

- Strong Positive Effect: 14
- Moderate Positive Effect: 12
- Little or No Positive Effect: 0

CONNECTIONS WITH OTHER PROFESSIONALS IN THE CALIFORNIA COMMUNITY COLLEGES

PRT Members indicated on a scale of *1 (Little or No Positive Effect)* to *3 (Strong Positive Effect)* the effect that participation in the PRT process has had on their connections with other professionals in the California Community Colleges system. About two-thirds of PRT Members (67.2%; N=41) responding to the survey reported that participation in the PRT process had a *Strong* or *Moderate Positive Effect* on their connections, with slightly more than one-sixth of the respondents (18.0%; N=11) reporting a *Strong Positive Effect*. About ten percent (9.8%; N=6) reported *Little or No Positive Effect*. About one-fourth of the respondents (23.0%; N=14) reported *Don't Know/Not Applicable*. Open-ended responses provided no insights as to why over one-third of PRT Members reported little or no effect or marked Don't Know/Not Applicable; some clarification of the prompt language might be in order.

Shifting the focus to the PRT Leads alone, the vast majority of the respondents (88.5%; N=23) reported that participation in the PRT process had a *Strong* or *Moderate Positive Effect* on their connections with other professionals, with almost seventy percent PRT Leads (69.2%; N=18) reporting a *Strong Positive Effect*.

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

Both PRT Leads and PRT Members identified the main aspects of the PRT process that were primarily responsible for their ratings regarding connections with other professionals. The top responses were coded and categorized. The two most commonly identified factors were PRT Lead leadership and the teamwork of the PRT. The accompanying table identifies the top responses and counts for the main aspects of the PRT Process responsible for the ratings.
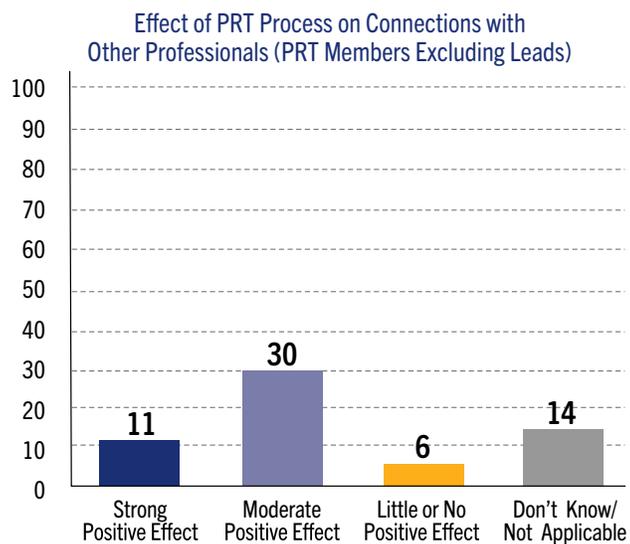
APPLYING PRACTICES LEARNED

Next, PRT Members were asked whether their home institutions had applied any practices they had learned through participation in the PRT process. Respondents were asked to answer the question yes or no. About three-fourths (72.7%; N=40) reported bringing techniques, strategies, or ideas to their home institutions. All responses were individual in nature and could not be categorized into larger themes. However, the high proportion of positive responses demonstrates that the PRT Process has substantial ripple effects on the system beyond its impact on client institutions.

Applied Any Practices Learned through Participation in the PRT Process
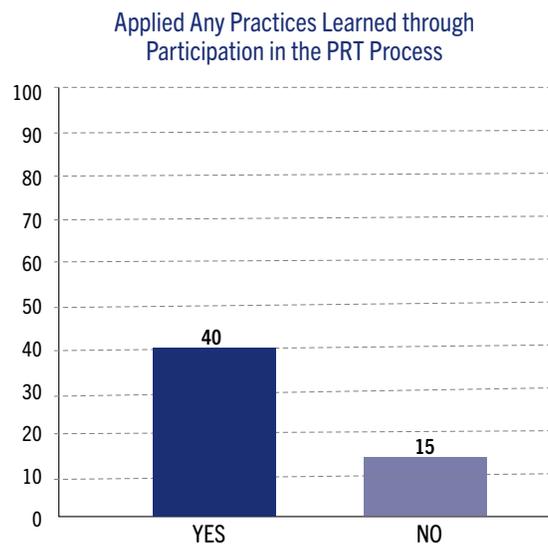
EFFECTS OF SERVING ON MULTIPLE PRTS

PRT Members who had served on more than one PRT were asked to describe the effects, if any, that serving on additional PRTs beyond the first one had on their professional or personal growth and/or their home institution. Responses were mostly unique to the PRT Member's own experience, But Members did note that the value of the added experience helped them apply the elements of the PRT process more efficiently and more fluidly and that the positive effect of multiple PRTs was highly dependent on the management style of the PRT Lead and the chemistry of the team itself.

SUGGESTED IMPROVEMENTS TO THE PRT PROCESS

In a final area of interest, the survey asked PRT Members to provide specific suggestions for improvements to the PRT process. Responses were coded and categorized, and themes were identified. "None" was the most common response given. As with the Client Institution representative recommendation for improvement of the PRT Process, PRT Members noted that the augmented use of technology before and during the process would improve their work with the Client Institutions.

SUGGESTED IMPROVEMENTS TO THE PRT PROCESS (PRT MEMBERS)

▶ None (21)
▶ Augmented Use of Technology *(including social media, cloud storage, communication tools, and online report and form submission)* (16)

EMERGENT THEMES FROM THE IN-DEPTH INTERVIEWS

This year's qualitative evaluation methods built upon the insights gathered from previous years' interview settings. For the 2023 administration, the evaluator chose to conduct group participant interviews as the primary inquiry method, with groups separated into the following categories:

- Client Institution team consisting of CEOs, substantive and logistical point persons, and other relevant institutional representatives
- Client Institution team, along with the PRT Lead for a specific process
- PRT members assigned to the same institution for a specific cycle.

For previous reporting years, the group interviews provided a dynamic setting for generating responses and engaging dialogue about experiences and phenomena not found in traditional one-on-one interviews. In the past, interview group members were selected based on participant role and experience. This year, the groups were selected based on institutional affiliation and existing team compositions. This year's goal was to slice the information provided by participants from a novel perspective different from that employed in previous administrations.

The group representatives were interviewed together and responded to open-ended prompts directly and in response to other participants' replies. Conversations emerging from the responses continued freely and openly, and the interviewer did not attempt to redirect the conversation. In this way, interviewees built upon one another's responses where appropriate, refined responses given, and provided alternative perspectives on the issues discussed.

Scheduling group interviews can be challenging, given the busy calendars of the participants. The evaluator conducted individual interviews where necessary to complement the group interview process and provide an alternative venue for responding to prompts. Every effort was made to meet and hear from all participants who volunteered to be part of the inquiry process.

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

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

PRT PROCESS AND TECHNIQUES

- ✓ CIs found value during the PRT process in reaching out to professionals from other colleges and districts that have tackled and perhaps overcome similar challenges to institutional systems and processes. The CIs have found the PRT members from sister colleges and districts very willing to share their experiences.

- ✓ CIs are extracting data on Vision for Success and equity measures and now also engage with the data to derive meaning in various discussion settings such as all-college events, faculty meetings, and strategic planning progress reporting.

GROUP INTERVIEWS WITH CLIENT INSTITUTION TEAMS *(continued)*

> **"We learned of (another college in our region) through the PRT Process that had the same challenge, and they were more than willing to share their experiences and meet with us."**
>
> — Client Institution Leader

✓ Client Institutions sustain progress after the three-visit process, often when leaders identify "champions" for the Areas of Focus and follow through with the I&EP by incorporating I&EP objectives into existing college processes and finding "ambassadors" to help support the institutional efforts.

✓ Client Institutions had "clear expectations" for participation in the PRT Process and the supportive, nonjudgmental accountability provided by the PRTs.

> **"We shared our work with data in a (regional community college group setting) and we found other colleges working on the same stuff. We have even connected since to share."**
>
> — Client Institution Leader

✓ Client Institutions value the Menu of Options (MOO) provided in the PRT Process as a helpful tool due to the wide variety of resources and the latitude to use the methods in the MOO at their discretion.

✓ Client Institutions indicate that PRT techniques of active listening and appreciative inquiry support difficult discussions on daunting challenges.

✓ Client Institutions find that the positive approach demonstrated by PRTs fosters positive decisions during the PRT Process.

✓ Client Institutions came up with their own solutions, given the support of the MOO and counsel of the PRT.

> **"We were relieved at the flexibility offered to adjust timelines and schedules to make the process more meaningful to us."**
>
> — Client Institution Substantive Point Person

✓ Client Institutions highlight the efforts of the PRT Members to facilitate discussions of possible options during the second visit as key to making sustained progress on the I&EP.

✓ Client Institutions value the time afforded to finish the work of the PRT Process and the guided flexibility in deadlines when more time is needed to finish the work.

CLIENT INSTITUTION SYSTEMS AND PROCESSES

✓ Client Institutions are directing attention to professional development as an area of focus to improve student success, equity, anti-racism, equitable access to curriculum and

GROUP INTERVIEWS WITH CLIENT INSTITUTION TEAMS *(continued)*

facilities, and other elements of institutional effectiveness.

✓ Client Institutions consider the data provided for Vision for Success and DEIA initiatives but often need help with the meaning of the results and how to make improvements. Managing data flow for decision-making can

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"We were able to consider important challenges at our college without taking (already-allocated) resources from other areas."

— **Client Institution Substantive Point Person**

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sometimes be difficult for institution data teams, making more meaningful engagement with the findings more difficult.

✓ Client Institutions appreciate the solutions-driven, systemic approach to institutional improvement during the PRT Process, which provides a framework for more significant institution-wide decision-making.

✓ Client institutions report that the seamless access to and use of seed funds to help defray

the cost of interventions provide continuity in their work following the PRT Process.

"Institutional history and culture impact the creation of the AOFs and make them priorities in our work."

— **Client Institution Substantive Point Person**

✓ Client Institutions highlight the nimbleness and flexibility of the PRT Process in helping navigate the change processes happening at colleges and districts today.

✓ Client Institutions continue to report that while knowledge acquisition of new techniques and strategies is still a need, the more significant challenge to meeting institutional goals rests in generating motivational change and improving existing organizational, cultural, and historical structures.

✓ Client Institutions note that preparation for upcoming accreditation visits and responses to accreditation recommendations for improvement remain reasons for participation in the PRT Process.

GROUP INTERVIEWS WITH CLIENT INSTITUTION TEAMS AND PRT LEADS

The following themes emerged from the group interviews with Client Institution CEOs, substantive and logistical point persons, and relevant institutional representatives, as well as the PRT Lead assigned to the institution for the specific cycle:

PRT PROCESS AND TECHNIQUES

✓ A vital aspect of the PRT Process that has made it effective over time is that it demonstrably benefits the Client Institutions and is seen as an ongoing solution, not a "one-off."

GROUP INTERVIEWS WITH CLIENT INSTITUTION TEAMS AND PRT LEADS

(continued)

✓ Active listening and appreciative inquiry, techniques taught during PRT Training, continue to be powerful tools to foster institutional confidence and the development of possible solutions to challenges.

"The inherent importance of the AOFs to the work of the (institution) is why we made progress on them; we needed to get the work done and they were college priorities."

— Client Institution CEO and PRT Lead

✓ The PRT and Client Institution representatives perceived each other as peers coming together to solve significant college- or district-level problems.

✓ The mutual learning approach fostered by the PRT and, specifically the PRT Lead, helps create a growth mindset at the institution that opens new perspectives for experimentation.

✓ Change management remains one of the most significant areas for institutions to implement. Finding novel solutions and approaches to institutional challenges often works best when woven into existing systems rather than introduced as radical changes.

✓ Successful PRTs tap into the institutional passion for improving and the sense of curiosity present in leaders at all levels of the college or district.

✓ During the PRT Process, collaborative learning builds stronger bonds between the PRT and the Client Institution representatives.

✓ The key to sustaining success beyond the PRT Process is to see learning at the institution as continuous and ongoing and as an organizational, not just individual, process.

✓ The Areas of Focus at the institution must be collaboratively explored and jointly identified by institutional teams.

✓ Each PRT considers the institution's unique needs, history, and culture to help reach institutional leaders effectively.

✓ Participating institutions and the system would benefit from greater access to lessons learned from the PRT process, exposure to promising practices, and unsuccessful attempts to resolve challenges.

"The work with the team gave us an opportunity to align ourselves and face the same direction with colleagues, and not just face each other and brainstorm (as in traditional problem solving)."

— Client Institution CEO and PRT Lead

✓ Correctly framing the conversations at the outset of the first and second visits led to successful experiences for the institution.

✓ Client Institutions often eliminate dead-end solutions and follow guided hunches about what might work differently.

GROUP INTERVIEWS WITH CLIENT INSTITUTION TEAMS AND PRT LEADS

(continued)

CLIENT INSTITUTION SYSTEMS AND PROCESSES

✓ Client Institution leaders need to frame areas of improvement at critical points in time with the input of faculty, administrators, and classified staff.

- -

"Including the AOFs into our QFE work for accreditation helped us sustain progress on our work over time."

— Client Institution Substantive Point Person

- -

✓ Making productive use of data and findings in initiatives such as DEIA and Vision for Success requires occasions to bring college professionals together to consider the evidence and its meaning and to find new ways to try to get better student results based on the evidence.

- -

"The team and we saw each other as partners in tackling our challenges."

— Client Institution CEO

- -

✓ PRTs came prepared for all three visits in the process, and each team was well-matched to assist the applicable institution in its unique Areas of Focus.

✓ The institution must carve out dedicated space in existing institutional structures and processes for dialogue among constituents to help share insights and collectively interpret findings from work on the I&EP.

✓ College and district teams must meet regularly to share ideas and consider even mistakes made during the PRT Process.

- -

"The specificity of the documents that the Project Director provides (at the various stages of the process) helps the Client Institutions get the work done."

— Client Institution Representative

- -

✓ Client Institutions need assistance in encouraging widespread engagement in the Areas of Focus, and this work may be an appropriate component of future PRT cycles.

✓ Training and development will likely be central to future institutional improvement, including exemplars, shared institutional experiences, and access to experts in systems change and appreciative inquiry approaches.

✓ Enrollment management will continue to be a significant area of focus for institutions in the coming decade.

GROUP INTERVIEWS WITH PRT MEMBERS

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

PRT PROCESS AND TECHNIQUES

✓ Communication among PRT Members, especially before the first and second visits,

GROUP INTERVIEWS WITH PRT MEMBERS *(continued)*

is critical to successful engagement with the institutional representatives.

"We got focused really quickly to get moving and did not just talk about what we needed to do."

— **PRT Member**

✓ PRT Lead guidance in preparation and facilitation during the visits is critical to a positive experience for the institution and the PRT.

✓ It is important for Client Institutions to look forward to their next specific action steps even as they are reporting on the steps they have already taken to address their AOFs. By doing so, they enhance their self-efficacy and confidence. Such institutions are typically more successful than those that are unclear about their next steps.

"CEO and substantive point person awareness of and familiarity with the PRT Process helped bring college efforts to completion."

— **PRT Lead**

✓ Professional relationships established during the PRT process between Client Institution representatives and PRT Members continue after completing the Three-visit Process.

✓ Appreciative inquiry is a tool that offers the best potential to overcome the gap/deficit model often used in community colleges seeking improvement.

✓ Returning PRT Members feel more skilled at being nonjudgmental and keeping an open mind during each additional assignment.

"High levels of engagement (from the beginning) support sustained progress."

— **PRT Member**

✓ Returning PRT Members find it easier to be patient and let the process work rather than immediately jumping to possible solutions.

✓ PRT success depends on the rapport established and built by the PRT Lead with the team and the cooperative mindset developed among the PRT Members.

CLIENT INSTITUTION SYSTEMS AND PROCESSES

✓ The Client Institutions are most successful when they prioritize near-term goals first, to increase a sense of self-efficacy and goal attainment.

✓ PRTs would benefit from using social media and digital technology in filing, sharing, communication, and data storage. The use of technology has expanded over the life of the initiative but tends to be dependent on specific team members' skills.

✓ Returning PRT Members note that experience in multiple PRTs mediates the onboarding and time commitment needed to participate in the process meaningfully.

GROUP INTERVIEWS WITH PRT MEMBERS *(continued)*

✓ Participation in multiple PRT cycles contributes to member professional growth similar to, and in some instances more significant than, participation in accreditation site teams.

"The team provided energy and movement with the PRT Process, making it easier to sustain progress."

— **PRT Lead**

✓ Establishing trust within the PRT itself and with the Client Institution representatives is as essential in the PRT Process as the subject matter expertise the individual team members bring to the PRT process.

✓ There is sufficient time to review Client Institution documents and materials before each visit in the PRT Process.

✓ Networking among the team members and between the team and the Client Institution

"The process provides onramps for bringing in college constituencies such as faculty."

— **PRT Lead**

has been a robust professional development outcome of participation in the PRT Process.

✓ Anticipating possible resistance from some Client Institution personnel and coming to each visit prepared are essential skills for a PRT Member.

✓ Often, PRTs help institutions increase leverage on complicated challenges rather than trying simplistic fixes to old approaches. Finding solutions linearly is often not possible, and institutions encouraged by the PRT to take a more systems approach are often more successful.

✓ Observing how colleges and districts build a critical mass for change provides insights at PRT Members' home institutions.

INDIVIDUAL INTERVIEWS WITH PARTICIPANTS

The following themes emerged from the individual interviews with Client Institution CEOs, PRT Leads and Members, substantive and logistical point persons, and relevant institutional representatives:

PRT PROCESS AND TECHNIQUES

✓ The PRT provides ways to improve processes and expand knowledge acquisition that help the colleges and districts apply their energy to complex issues.

"We started things that we just would not have started without the PRT's help."

— **Client Institution Leader**

✓ Client Institutions are in some cases embedding efforts on significant system-wide initiatives

(e.g., the Vision for Success, DEIA) into their PRT Process, and using technical assistance to support their progress on the larger system goals.

CLIENT INSTITUTION SYSTEMS AND PROCESSES

✓ Many Client Institutions already have a solid idea of what needs to be done to address their AOFs, though they need guidance on how, and accessing the breadth of resources provided by the MOO helps them.

✓ Ultimately, success resulting from the PRT Process depends far more on the Client Institution than on the work of the PRT. The PRT provides the structure, space, and time to initiate the work and move forward, but the job of institutional performance improvement rests with the college or district itself.

> **"We were refocused away from what we cannot do and towards possibilities in new directions."**
>
> — Client Institution Substantive Point Person

✓ Colleges and districts need more space in their systems and processes to innovate and try something new.

✓ The Client Institution must distinguish what it can influence directly, what it can influence only indirectly or partially, and what is entirely external to the institution as a whole.

> **"The PRT Process helped us create space to say, 'Let's explore this.'"**
>
> — Client Institution Substantive Point Person

✓ Collaboration as part of the institutional culture fosters a more dynamic problem-solving approach.

✓ Client Institutions often start looking for cut-and-dried answers to problems, but they evolve to see that they need tools for better-informed decisions.

CONCLUSIONS

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

✓ PRTs provide institutions with uniquely tailored, collaboratively designed frameworks for planning and taking action steps to gain leverage and traction on complex and difficult challenges.

✓ An expansive network of institutions and participants in the PRT Process fosters conversations about institutional effectiveness outside the individual Client Institutions in organizations, groups, and settings regionally and beyond.

✓ It is important to recognize that every new system-wide initiative taxes institutional bandwidth, which is finite. The PRT Process in effect adds bandwidth in areas the client institution regards as particularly important.

CONCLUSIONS *(continued)*

- ✓ The rapid evolution of definitions and categories of student characteristics such as gender identities, ethnicities, and sexual preferences continues to challenge institutions as they develop strategies, tools, and techniques to meet the needs of all their students.

- ✓ Technological changes, and the emerging learner desires and dynamic student needs that come with them, require institutions to be more nimble.

- ✓ Community colleges' complex and novel problems are best solved collaboratively and iteratively, using a student-centered approach that values mutual learning and information-gathering and the pursuit of new lines of inquiry for future college or district work.

- ✓ Colleges and districts benefit from devoting time to reflect on where time, money, and efforts could be dedicated or repurposed to improve institutional effectiveness, which will improve student success.

- ✓ The established Three-Visit PRT Process should be retained and supported, with latitude in adjusting the schedule to individual college needs, where relevant.

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

- ✓ Institutions see professional development for all college areas as essential to tackling institutional challenges.

- ✓ The quality of IEPI training in active listening and appreciative inquiry is strong.

- ✓ The PRT Process's success is due in part to the diligence and guidance of the Project Director to hold both PRTs and Client Institutions accountable and provide sufficient berth to pivot in the process based on institutional needs.

- ✓ Client Institutions report significant value in the dedication of the Project Director and support staff of the initiative.

- ✓ Institutional "champions" both during the process and after the third visit are often critical components of success.

- ✓ The success of the Three-Visit Process depends significantly on the facilitation, coaching, and servant-leadership skills of the PRT Lead.

- ✓ Emerging institutional leaders and new students are digital natives who consume information instantaneously in a mobile world. This phenomenon impacts how Client Institutions apply interventions and how PRTs meet, share, and store data.

- ✓ The PRT training process is effective; the only substantive improvement needed is greater use of technology in delivering and storing documents and records.

- ✓ Most institutions would eventually make progress in their Areas of Focus, but using the PRT process improves the quantity and speed of the progress made and the accountability of leaders to their institution.

- ✓ PRTs help institutions get to a place where they can contemplate innovating regularly and routinely, but applying this aspect of the PRT Process to procedures and practices outside the AOFs could be improved.

CONCLUSIONS *(continued)*

- ✓ The PRT Process helps institutions move from reviewing findings to trying something new.

- ✓ Often traditional college and district processes value hierarchy, centralization, standardization, and structure, and assess accountability based on external standards. Many institutions find that this model militates against the development of a more learner-centered institution.

- ✓ Many colleges and districts today are seeking to implement an institutional effectiveness model of improvement, growth, and renewal. This more flexible model, facilitated in the PRT process, approaches challenges from a systems perspective, and does not seek linear, spot solutions to time-bound problems.

- ✓ Experimentation in finding solutions, also facilitated in the PRT Process, should be encouraged, fostered, and rewarded.

- ✓ Many mid-level college leaders no longer see traditional top-down management of institutional challenges as a viable model for finding solutions. Decision-making models at successful institutions are often composed of many different actions carried out by leaders in many roles and at many levels. Shepherding multiple centers of excellence at the institution is seen as a more effective model than traditional corporate approaches, given current demands and needs.

- ✓ Decision-making at colleges and districts is not merely an academic exercise but a highly social process.

- ✓ Leaders must make data accurate and valuable to institutional representatives in decision-making, or the efforts to move to action based on evidence will be futile.

- ✓ There is a sense of relief and camaraderie when Client Institutions and PRT Members discover that institutions share similar struggles with analogous issues and that all seek novel techniques and approaches to address these common problems.

- ✓ Partaking in the PRT Process as a Member or Lead is a meaningful professional development opportunity for participants, and involvement in multiple PRTs deepens the experience.

RECOMMENDATIONS

The following recommendations for improving and augmenting the PRT Process are based on the conclusions and analysis of the interview and survey data:

1. Maintain the principal features of the Three-Visit PRT Process.

2. Continue to provide latitude, where necessary and appropriate, to institutions that need more time to meet process and reporting deadlines.

3. In training for PRT Members, make available more coverage of motivational and affective domains in improving performance and facilitating change.

4. In PRT training, include information about upcoming professional development opportunities offered through CCCCO departments related to diversity, equity, inclusion, and access, and provide that information to applicable Client Institutions to help them improve and streamline their systems and processes in alignment with statewide initiatives' goals.

5. Market the PRT as a tool to improve DEIA and related efforts at applicable Client Institutions.

6. Initiate a more concerted effort to improve technology tools to reach institutional

RECOMMENDATIONS *(continued)*

representatives in their work and as a way for PRTs to communicate, store and retrieve files and records, and to collaborate on SIVs, MOOs, and PRT Process Summaries.

7. Offer a menu of additional on-demand and real-time training for PRT Members on helpful topics using engaging tools such as Mural or Miro.

8. Drawing on the products of the PRT Symposium in November 2023, institute a system to share the resources of a large array of Menus of Options for potential Client Institutions and future PRTs to examine and consider.

9. Develop and implement a method to capture the growing network of conversations and interactions among PRT Members and institutions that is beginning to occur in community college region meetings and get-togethers.

10. Provide additional training components for PRT Members in cooperation with other system offices and departments on the social and cultural changes and demographic shifts occurring at colleges and districts.

11. Expand the professional development offerings in appreciative inquiry for PRT Members, including on-demand presentations and access to appreciative inquiry professionals for further assistance in question development and group engagement at institutions.

12. Conduct an assessment and program review of PRT Process administration and support, in part to gauge how resources should best be deployed to sustain success, and to ensure smooth succession planning as new staff arrive in the program. Include interviews with the Project Director, Project Specialist, and SCCCD Deputy Chancellor.

13. Highlight the notion of institutional "champions" in professional development resources that PRTs can share with Client Institutions.

14. In follow-up communications with Client Institutions, suggest ways to help them use the benefits of the PRT Process in other institutional processes and systems — for example, ways to apply tools such as appreciative inquiry, change management, and active listening in other areas of college operations.

15. Regularly and routinely ask past and current PRT Members to recruit new waves of participants to ensure a continued viable pool of qualified personnel for assignment to PRTs.

16. Provide a venue or digital space for successful PRT Leads to share tips and suggestions for new PRT Leads.

17. Add sessions and workshops at professional organization conferences for instructional officers, student service professionals, researchers, faculty, and classified professionals to share insights derived from the PRT Process (e.g., decision-making models at successful institutions, the importance of experimentation, approaching challenges from a systems perspective, and so on).

18. Create and disseminate a meta-analysis evaluation report using data from all the previous annual PRT Process Impact Reports in an easily accessed and consumed format highlighting the initiative's impact from its inception in 2014.

19. Market the PRT Process regularly to ensure that potential Client Institutions and PRT Members are aware of the benefits of participation in the PRT Process.

METHODOLOGY

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

- ✓ **A survey administered to Client Institution representatives,** including CEOs, substantive and logistical point persons, faculty, and other critical participants at the institutions that began their PRT processes during or after Fall 2018 and completed their final PRT visits before July 2022, the period of interest for this seventh evaluation

- ✓ **A survey administered to PRT Leads and Members** who participated in PRT processes during the period of interest

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

- ✓ **Structured group Interviews with Client Institution representatives as above,** but with the applicable PRT Leads also participating

- ✓ **Structured group interviews with Leads and Members of PRTs** assigned together to specific Client Institutions

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

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

Forty-four survey responses were received from CEOs and other representatives from 28 institutions out of 54 that received invitations to participate. Client institution representatives rated progress on their most important and second-most important AOFs. Additionally, institutions reported the progress their institutions would have made on their AOFs in the absence of PRT assistance and suggested possible improvements to the PRT process.

For the PRT Member survey, sixty-one survey responses were received from PRT Members; 188 surveys were sent to participants. PRT Members reported the effect, if any, participation in the PRT process had on their professional growth and development and their connections with other professionals in the California Community Colleges. Additionally, respondents reported whether their home institutions had applied practices they had learned via participation in the PRT process. Members who had served on more than one PRT were also asked what effects serving on additional PRTs had on their professional or personal growth, and their home institutions. Like the Client Institution representatives, PRT Members suggested improvements to the PRT process.

Seven group interviews were conducted with Client Institution teams or Client Institution teams and PRT Leads, and four group interviews were conducted with PRTs assigned to the same Client Institution. Fourteen individual interviews were conducted with CEOs, substantive or logistical point persons, key institutional representatives, PRT Leads, and Members. Questions focused primarily on the most significant direct and indirect impacts of the PRT process, the ways the PRT process could help institutions address the potential impact of recent major changes in California community colleges,

METHODOLOGY *(continued)*

the obstacles to colleges and districts making sustained progress in their institutional effectiveness and how the PRT process could help overcome such obstacles, and, where relevant, whether the PRT Process impacted other institutional structures, systems or processes. Group and individual interviews were conducted remotely via Zoom.

As with all previous annual reports, this evaluation administration relied primarily on the surveys to gauge progress on the AOFs and to learn about factors that either hindered or supported the progress, which permitted more time for deeper conversations with interviewees about the effects of the process.

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

While the interview protocols included specific questions for each group based on their roles, interviewees could respond freely and discuss unsolicited but related topics. Each interview lasted one hour to afford respondents adequate time to respond. All the interviews took place over twelve weeks in the spring and summer of 2023.

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