



2020 REPORT

Institutional Effectiveness Partnership Initiative (IEPI) Legislative Report

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



California
Community
Colleges

ELOY ORTIZ OAKLEY
Chancellor

March 2, 2021

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

RE: Institutional Effectiveness Partnership Initiative Legislative Report

Dear Governor Newsom:

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

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

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

Assistant Vice Chancellor of Student Equity and Success Dr. Siria Martinez may be contacted for questions and comments. She can be reached at smartinez@cccco.edu.

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

Sincerely,

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

Eloy Ortiz Oakley, Chancellor

Chancellor's Office

1102 Q Street, Sacramento, CA 95811 | 916.445.8752 | www.cccco.edu

2020 INSTITUTIONAL EFFECTIVENESS PARTNERSHIP INITIATIVE (IEPI) LEGISLATIVE REPORT

Prepared By

California Community Colleges Chancellor's Office

Institutional Effectiveness Division

Table of Contents

- Overview 9
 - Reporting 10
- Framework of Indicators 10
- Technical Assistance 11
 - Background 11
 - Partnership Resource Team Process Evaluation 12
 - Mini-Partnership Resource Teams 13
 - Partnership Resource Communities of Practice. 13
- Professional Development 14
 - Background and Approach 14
 - Event topics 14
 - Highlights from 2019-20 16
 - Strategic Enrollment Management 17
 - Evaluation 18
- The Success Center for California Community Colleges 18
 - Overview 18
 - Vision Resource Center. 19
- System Leadership. 19
- Statewide Initiatives 21
 - California Conservation Corps 21
 - Rising Scholars Program. 22
- Other Efforts to Support *Vision for Success* 22

Diversity, Equity and Inclusion 22

Fiscal Monitors. 22

Supporting California’s Central Valley 23

Supporting Classified Staff 23

Next Steps and Future Efforts 24

Upcoming Trainings 24

Conclusion 26

Appendices 27

OVERVIEW

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

IEPI, now in its seventh year, continues to serve the Chancellor's Office in its mission to challenge the status quo and drive innovation in higher education. IEPI directs its efforts toward supporting the *Vision for Success* (the *Vision*), a call to action adopted by the Board of Governors in 2017 that lays out several ambitious goals and a set of comprehensive commitments all centered on ensuring that students achieve their academic dreams.

The six *Vision* goals include:

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

IEPI continues to play a pivotal role in disseminating promising practices for improving student performance and outcomes and increasing the leadership capacity of faculty, staff and administrators. Consistent with the interests of the Legislature, Governor Newsom and the Board of Governors, California community colleges have been called to make progress on student performance and outcomes with equity at the center of data, analysis, program planning and evaluation. A critical focus for 2019-20 activities was the integration of effective district and college practices with an equity lens.

Beginning in March 2020, an ongoing critical focus for IEPI has been responding to the challenges caused by the COVID-19 pandemic. IEPI played a major role in developing and

contributing to the Chancellor's Office's Emergency Planning COVID-19 webinar series, which provided informational and applicable content to the field in a timely manner. This report covers IEPI's COVID-19 response in detail.

The Institutional Effectiveness division of the Chancellor's Office, which oversees IEPI, consists of only five state employees. This is notable considering the fact that the division serves all 116 colleges and 74 districts in the community college system. The Institutional Effectiveness division accomplishes its work in collaboration with several key partners, including Santa Clarita Community College District, Chabot-Las Positas Community College District, Ohlone College, the Academic Senate for California Community Colleges and the Success Center for California Community Colleges. In addition to these key partners, IEPI consults the knowledge and expertise of the Chancellor's Office at large as well as stakeholders through the system's Consultation Council and 32 statewide working groups. From fall 2014 to fall 2020, the IEPI Executive Committee functioned as the central governing body for IEPI and, among other responsibilities, helped shepherd the two major components of the initiative: technical assistance and specialized training. An important feature of IEPI, which accounts for much of its success, is that it draws on the expertise and innovation from the California community colleges to help colleges and districts advance effective practices.

REPORTING

The 2019-20 State Budget Act (Chapter 23, Statutes of 2019) requires the chancellor, beginning in the 2019-20 fiscal year, to report on the use of these funds to the Department of Finance and the Joint Legislative Budget Committee by Dec. 31 of each year, including activities funded pursuant to this allocation and progress toward college and district institutional effectiveness indicator goals. The 2020-21 State Budget Act (Chapter 6, Statutes of 2020) includes the same requirement for the 2020-21 fiscal year. This report responds to this requirement and reflects the period from Nov. 16, 2019 through Nov. 15, 2020.

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 (see above). Notably, the Framework goal-setting process provided colleges and districts the opportunity to engage in short- and long-term aspirational goal-setting.

The 2018-19 Budget Act required colleges to align to the *Vision for Success* by adopting local goals that allow for statewide progress in student completion, transfer, employment, equity gaps and regional equity gaps. The local goal-setting process helped colleges and districts strengthen cross-silo communication and facilitated a shared commitment to local-level institutional improvement. It also helped colleges integrate the Framework of Indicators across districts. Pursuant to this change, the Chancellor's Office developed the Student Success Metrics, which satisfy the aforementioned Education Code requirements. Consistent with these legislation and budget changes, efforts to align and streamline the Framework of Indicators across multiple programs to assist colleges in program planning and evaluation are ongoing.

TECHNICAL ASSISTANCE

BACKGROUND

As envisioned in the legislative authority, IEPI provides technical assistance to colleges, districts and centers through Partnership Resource Teams. The teams are made up of subject-matter experts from within the California community colleges as well as the Chancellor's Office whose collective expertise is matched to an institution's identified needs. Currently, the Partnership Resource Team pool includes more than 350 active volunteers. Prior to serving on a team, members receive webinar and workshop training on the model Partnership Resource Team process, their role as a team member, the Appreciative Inquiry approach and resources that are available to them as they serve in this capacity, including the Vision Resource Center. (Workshops are ordinarily held in person in Sacramento; however, under pandemic travel restrictions, they have been successfully adapted to a virtual environment).

Institutions are selected to receive a team visit based on a Letter of Interest submitted by the institution's chief executive officer that identifies one or more areas of focus for which they would like assistance. In late 2018, the Letter of Interest was revised so that colleges must identify how their areas of focus relate to the *Vision's* core commitments. To date, the two most popular areas of focus have been integrated planning and enrollment management. The chart below provides a breakdown of the most common areas of focus by popularity through the Fall 2020 cycle.

Area of Focus	Institutions (%)*
Integrated planning	40
Enrollment management	39
Evidence-based decision-making	27
Technology infrastructure and tools	26
Governance, decision-making, communication, and internal coordination	25
Student Learning Outcome (SLO) and Service Area Outcome (SAO) assessment	21
Professional development	15
Pathways and pathways infrastructure	12
Fiscal management and strategies	11
Distance education	10

**Percentage of full-PRT processes addressing each Area of Focus, through Cycle 7A, as identified through September 23, 2020. Institutions typically identify multiple Areas of Focus in each process, and may engage in additional PRT processes in succession, so figures do not sum to 100.*

Each team commits to making at least three visits to an institution. The team aims in its first visit to gain a clear understanding of the institution's stated needs and areas of focus, and

to identify any additional, related issues. On the second visit, the team helps the institution develop its Innovation and Effectiveness Plan for addressing the areas of focus. Upon completion of that plan, the institution becomes eligible for an IEPI grant of up to \$200,000 to help facilitate and expedite the implementation of its plan. On the third visit, the team follows up with the institution to assess progress and help resolve any unexpected challenges with early implementation of their Innovation and Effectiveness Plan.

Through the fall 2020 cycle, 100 institutions—including the Chancellor’s Office—have been selected to receive technical assistance by a full Partnership Resource Team. Thirty-nine of those are receiving assistance from a second team.

PARTNERSHIP RESOURCE TEAM PROCESS EVALUATION

As with specialized training, the Partnership Resource Team (PRT) process is evaluated by an outside evaluator. The ***Partnership Resource Team Technical Assistance Feedback Summary Report (Appendix 1)*** includes evaluation findings on the Partnership Resource Team process for institutions that received their initial and second visits in fall 2019. The evaluation of the Partnership Resource Team process was conducted primarily through survey tools that are completed by team members and participating institutions at the conclusion of each Partnership Resource Team visit. Team member and institution responses are then aggregated, analyzed and summarized. The report demonstrates the value of the Partnership Resource Team process to the institutions that have participated, as well as to the individuals who have volunteered to serve on a team. Such feedback has directly informed changes to the Partnership Resource Team process and team trainings. For example, Partnership Resource Team process documentation for both client institutions and Partnership Resource Teams has been refined to clarify expectations and responsibilities; emphasis on gauging and providing guidance on sustainability of progress has increased further during the third visit; and the proportion of experienced members on new Partnership Resource Teams has increased. The evaluation process itself has also seen further improvements.

Sustaining Institutional Effectiveness: PRT Process Impact as of Fall 2020: Themes, Conclusions, and Recommendations (Appendix 2) reports on the Partnership Resource Team client institutions that had completed their final visit by June 30, 2019. Based on structured interviews with institutional leaders and surveys of both institutional representatives and team leads and members, this analysis indicates that the Partnership Resource Team process continued to have sustained, positive effects on the vast majority of those institutions. Client institution representatives valued many aspects of the process, including accelerating progress on crucial operations such as integrated planning and enrollment management; providing structure, positive accountability, and predictable timelines for making improvements; and sharing experiences—both successes and difficulties—and receiving guidance in making those improvements from colleagues with an open, nonjudgmental approach. The report also shows that Partnership Resource Team members found the process valuable, particularly in improving their own professional skills in facilitation, active listening, collaboration, and other areas; enriching their knowledge and perspective on many complex and difficult community college issues; and building productive professional relationships with both fellow team members and client institutions.

To help share the experiences and benefits gained from institutions that have participated in

a Partnership Resource Team, and to encourage collective learning, the technical assistance evaluator has developed a series of vignettes called Spotlights. Spotlights are published periodically and highlight the impact of a Partnership Resource Team on a specific institution and its unique areas of focus, or on other aspects of IEPI. The latest edition of **Spotlights (Appendix 3)** focuses on how Clovis Community College improved its planning and decision-making, and built and then expanded its institutional research capacity, with the assistance of two successive Partnership Resource Teams.

MINI-PARTNERSHIP RESOURCE TEAMS

Mini-Partnership Resource Teams are typically composed of two to three volunteer experts, and differ from full teams primarily in that they focus on a narrower set of needs for assistance. Since fall 2018, four institutions within the California community colleges received or are scheduled to receive Mini-Partnership Resource Team assistance, and grants of \$75,000 each. Areas of focus for these Mini-Partnership Resource Teams included best practices to form a new informational and coordinating body between the district and colleges to focus on and assist with budget, facilities, total cost of ownership, revenue generation, and resource prioritization and allocation; planning to implement degree audit software; and professional development related to diversity, equity and inclusion. During the pandemic, Mini-Partnership Resource Team visits have been conducted virtually.

PARTNERSHIP RESOURCE COMMUNITIES OF PRACTICE

Partnership Resource Communities of Practice (PRCOPs) are regional groups of institutions focused on improving in areas of common interest and need. These groups extend the Partnership Resource Team colleagues-helping-colleagues approach, with the institutions themselves providing assistance to each other, supplemented by IEPI resources. They thus build local and regional capacity to improve and sustain institutional effectiveness. The first Partnership Resource Community of Practice consists of seven colleges in Region 1, five of which are small, rural institutions. It has had three facilitated one-day meetings and subsequent discussions, through which it has produced and disseminated a white paper on state funding in light of the particular issues facing small rural institutions (which informed the CEO Workgroup's Spring 2018 discussions of funding formula modifications), a compendium of best practices in College Promise programs, and a report on promising practices related to the SCFF (operations, processes and facilitating student success).

The Chancellor's Office is also in the process of developing a largely online model of Communities of Practice supported by IEPI. Each Community of Practice will provide a forum for communication, specialized training, and collaboration on a single set of pressing systemwide challenges related to the *Vision for Success*, including Diversity, Equity, and Inclusion Implementation; Credit for Prior Learning; Strategic Enrollment Management; and others. The target date for deploying the first of these new Communities of Practice is spring 2021.

PROFESSIONAL DEVELOPMENT

BACKGROUND AND APPROACH

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

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

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

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

EVENT TOPICS

IEPI event topics to date have included (in alphabetical order and with the number of workshops conducted):

- Anti-Racism (2);
- Assembly Bill 705 (7);
- Attendance Accounting (1);
- Audit & Fiscal Compliance (2);
- Basic Skills (2);
- Basic Skills, Student Equity, and Student Success and Support Program Integration (4);
- Building Diversity (6);
- Career and Technical Education Data Unlocked (6);
- Chancellor's Office System Webinars (6);
- Change Leadership (1);

- COVID-19 Emergency Planning (12);
- COVID-19 Virtual Town Hall (1);
- Crisis Communications (3);
- Data Disaggregation (2);
- Data-Informed Integrated Planning (10);
- Diversity, Equity & Inclusion (6);
- Dual Enrollment (6);
- Enrollment Management (6);
- Equal Employment Opportunity & Equity in Faculty Hiring (10);
- Evaluator Training (2);
- Financial Aid (2);
- Financial Well-Being (2);
- Framework of Indicators (2);
- Guided Pathways (30);
- Inmate Education (3);
- Integrated Planning (3);
- Latinx Student Success (9);
- Latinx Student Success and COVID-19 (1);
- Noncredit (2);
- State Budget (2);
- Student Centered Funding Formula (10);
- Student Support (Re)defined (10); and
- What Is IEPI? (6).

From July 2019 through June 2020, IEPI hosted 31 professional development events on 10 topics. A total of 19,312 participants attended IEPI events during this time period (compared to only 5, 162 participants from July 2018 through June 2019). Attendees represented all 115 of California’s community colleges. (This data was collected before the addition of Madera Community College as the 116th California community college). Some colleges attributed increased cross-functional collaboration and communication and access to informational

resources to their personnel's attendance at IEPI professional development, according to an evaluation of the perceived institutional impact of IEPI's suite of resources.

Many of the professional development events this fiscal year were part of the Chancellor's Office Emergency Planning COVID-19 webinar series, launched in response to the COVID-19 pandemic as a way of providing informational and applicable content to the field in a timely manner. On average, post-event evaluation survey respondents rated these webinars quite useful and satisfactory.

HIGHLIGHTS FROM 2019-20

IEPI supported the Chancellor's Office System Webinars, a biweekly series that began in 2020 and is scheduled to continue in 2021. The Chancellor's Office initially convened the System Webinars in response to challenges caused by the COVID-19 pandemic, including navigating campus closures, providing effective continuity of instruction, and heeding evolving emergency orders from the Governor and the State Chancellor. The System Webinars are a much-needed source of information for the colleges. They often feature campus leaders and best practices from colleges and districts as well as tools and resources to help colleges make progress on the *Vision for Success*. Topics covered by the System Webinars include: Diversity, Equity, and Inclusion; Anti-Racism; Student Centered Financial Aid Strategies; Bolstering Support for Undocumented Students; and the Student Centered Funding Formula (SCFF). The 25 System Webinars conducted in 2020 reached a combined audience of more than 30,000 community college professionals, stakeholders, and students. Webinar recordings and related materials are accessible via the Vision Resource Center.

IEPI assisted the Chancellor's Office's Educational Services and Support division in planning the Pathways to Equity Virtual Conference, held in September 2020. IEPI representatives provided support in creating the conference agenda, developing learning outcomes, developing the breakout session application and tracks, and building out community discussion areas on the Vision Resource Center. IEPI also helped in the review and selection of the virtual platform for the conference.

The conference served more than 1,000 attendees and was structured to help attendees:

- better understand how equity is the foundation of Guided Pathways;
- recognize that equity is an institution-wide responsibility;
- learn how to contribute to equity from their roles;
- learn how colleges are embedding anti-racism strategies in their Guided Pathways work; and
- connect with colleagues who are responsible for equity building efforts.

The conference featured a keynote address from a college president as well as presentations from California community college students.

STRATEGIC ENROLLMENT MANAGEMENT

One outcome of IEPI's Partnership Resource Team visits has been the identification of a compelling need for professional development resources that provide a more robust and comprehensive approach to enrollment management. In 2017, IEPI conducted a systemwide survey and needs assessment across several constituencies to develop a framework for Strategic Enrollment Management. Drawing on these diverse perspectives, the Strategic Enrollment Management Core Team assembled the Strategic Enrollment Management Advisory Committee to provide input on the development of resources, tools and practices. Over the past two years, the Strategic Enrollment Management team has authored eight resource guides, vetted 16 promising practices submitted by community colleges and developed curriculum for a comprehensive one-year Strategic Enrollment Management Program. The program, which encompassed several coordinated efforts to provide technical assistance and professional development resources, represented IEPI's first venture into developing an intensive and comprehensive enrollment management curriculum to the California community colleges. The Strategic Enrollment Management Program was intentionally informed by Guided Pathways and the Student Centered Funding Formula.

The second cohort of the Strategic Enrollment Management Program convened for the first time at the Strategic Enrollment Management Academy in Southern California in spring 2019. Graduates of the first cohort shared lessons learned with the second cohort. The second cohort reconvened in Sacramento in January 2020 to discuss project development.

In March 2020, the COVID-19 pandemic substantially disrupted the ongoing activities of the second cohort. The Strategic Enrollment Management Project Team and Strategic Enrollment Management coaches developed transitional resources to support the second cohort as social distancing protocols were adopted statewide.

In keeping with such protocols, the Strategic Enrollment Management Final Convening was held as a virtual event in May 2020. Attendees shared preliminary project outcomes, discussed the impact of the pandemic on strategic planning, and celebrated the progress made over the past year. Attendees benefited from additional professional development, including leadership skills in times of crisis.

Due to the pandemic's impact on program operations, the third Strategic Enrollment Management Program cohort was postponed indefinitely. The Institutional Effectiveness division is leading efforts to reevaluate professional development needs to address current challenges for California community colleges and how to deliver resources effectively in distance learning environments.

The Strategic Enrollment Management Core Team and program coaches developed an Introduction to Strategic Enrollment Management learning module as well as a robust Resource Guide module. Both modules are available on the Vision Resource Center.

The Strategic Enrollment Management Core Team has completed a retrospective report that documents all of the foundational concepts, methodologies and activities of the Strategic Enrollment Management Project. This comprehensive report will inform the design and delivery of future specialized training and technical assistance efforts for Strategic Enrollment Management, including a virtual community of practice on the Vision Resource Center.

EVALUATION

The Education Insights Center (EdInsights), an education research and policy center located at California State University, Sacramento, provides regular evaluation reports of IEPI professional development efforts. These reports highlight the experiences of IEPI participants and make recommendations for improvement. EdInsights' report, ***Perceptions of the Institutional Effectiveness Partnership Initiative's Suite of Resources (Appendix 4)***, presents findings from their 2019-20 evaluation aimed at understanding the experiences and perceived impacts of IEPI's suite of resources at the institutional level.

THE SUCCESS CENTER FOR CALIFORNIA COMMUNITY COLLEGES

OVERVIEW

Founded in 2014, the Success Center provides strategic expertise and capacity to the Chancellor's Office through professional learning, policy development and strategic projects. In this work, the Success Center supports the Chancellor's Office in achieving the goals and commitments of the *Vision*.

In 2019-20, the Success Center supported several efforts, including:

- Provided policy research and recommendations on areas such as competency-based education, financial aid, and adult learner success
- Supported the Chancellor's Office in implementing key reforms including the credit for prior learning, developmental education reform (AB705), Student Equity and Achievement (SEA Program), and Guided Pathways
- Expanded the Vision Resource Center to drive, amplify and support colleges in their implementation of student-centered reforms, including integrating colleges into the systemwide platform to develop a unified professional learning resource and curating professional development content
- Provided research and data to the Chancellor's Office and helped to develop recommendations as part of the system's Diversity, Equity and Inclusion Task Force
- Led the data work underpinning the State of the System report and the system's participation in the national Strong Start to Finish network and the Postsecondary Data Partnership
- Recommended ways to simplify data, metrics and reporting to better support *Vision* goals
- Launched a Trustee Fellowship to build capacity of local boards to support and drive key reforms to achieve the *Vision*
- Contributed to national student success dialogue and initiatives through the national Student Success Center Network

VISION RESOURCE CENTER

The Vision Resource Center, a learning management system available to all California Community Colleges professionals, features online content critical to the reform efforts required to advance the *Vision*. The platform connects colleagues across all 116 colleges to share resources, collaborate and access professional development content.

In 2020, the Vision Resource Center had over 90,000 registered users. Fifty-five colleges and district offices integrated on data feeds, which allows them to have local control of content as well as access to state-supported content. Additionally, the Vision Resource Center team has worked with numerous subject matter experts from within the system to produce twenty-seven new learning materials, including modules such as Student Engagement in Guided Pathways, Trauma Informed Care, Maximizing Financial Aid, Introduction to Strategic Enrollment Management, Scaling Innovation for Student Success, and a set of modules about accessibility that includes Introduction to Section 508 and Accessible Instructional Materials. New formats for learning materials were introduced as well, including the Equitable Placement (AB705) Toolkit, the Strategic Enrollment Management Resource Guide, and a series of short videos on using Zoom for virtual instruction.

SYSTEM LEADERSHIP

In its sixth year, IEPI funded Wheelhouse: The Center for Community College Leadership and Research and the Community College League of California's CEO Strategic Leadership Training.

Wheelhouse used its IEPI investment to identify, recruit and serve a diverse cohort of 16 sitting California community college presidents and chancellors. These leaders, as Wheelhouse fellows, comprise the fourth annual cohort of the Institute on Leadership, and will be a two-year cohort stretching into 2022 given the pandemic disruption. For safety reasons, the leadership development programs have shifted from face-to-face (at the UC Davis campus) to an online format that has brought fellows together for more than 10 sessions over the course of the year. Sessions include: case studies on adaptive leadership, peer consultancies on real-time challenges, a focus on diversity, equity and inclusion and positive disruption. Wheelhouse plans to bring the current cohort to UC Davis in late summer or fall 2021 to complete the program, but has contingency plans in place if face-to-face instruction is not possible.

The Institute's goal is to equip sitting and aspiring CEOs with the skills, resources, capacities, relationships and networks they need for change management, personal development, leadership efficacy and longevity, with the explicit aim of growing capacity to increase institutional effectiveness, student success and equity in support of the IEPI framework, Guided Pathways and the *Vision*. Curricula are shaped to cultivate a leader's mindset, metabolism for change, fostering strategies necessary to redesign the student experience and advance *Vision* goals.

To further serve its growing network of more than 70 current and alumni CEO fellows, Wheelhouse has established a new monthly online colloquium featuring interactive dialogue with innovative and equity-focused state and national leaders in higher education.

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

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

As of this year, IEPI funds supported all four of the components. In the midst of the COVID-19 pandemic, the CEO Strategic Leadership Program pivoted to redesign its 2020 Leadership Academy as a virtual event. This programmatic shift enabled the program to further support CEOs with the development of an instructional video series to supplement their remote participation. Topics covered throughout the program include:

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

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

STATEWIDE INITIATIVES

CALIFORNIA CONSERVATION CORPS

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

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

In spring 2017, the Program Committee initiated efforts to acquaint Corpsmembers with college opportunities. During the 2019-20 fiscal year, collaboration between 15 community colleges and California Conservation Corps Centers resulted in approximately 2,625 Corpsmembers visiting college campuses for tours, classes, and/or special events.

Twenty community colleges have partnered with Corps Centers to host Corps-College Liaisons. Corps-College Liaisons advance the Corps' statewide objectives at the local level. 2019-20 accomplishments include:

- 455 Corpsmembers participated in campus tours and specialty department presentations.
- 408 Corpsmembers completed CCC Apply and participated in financial aid workshops.
- 196 Corpsmembers completed the OSHA 10 certification and the Energy Corps certificate program hosted by Cerritos College.
- 103 Corpsmembers enrolled in EMT courses.
- 44 Corpsmembers completed the FAA Drone Pilot Training provided by Los Angeles Trade Tech College.
- 29 Corpsmembers completed the Culinary Arts bootcamp.
- 49 Corpsmembers enrolled in the noncredit, online Conservation Awareness courses provided by Cuesta College.

Efforts currently in development include:

- Butte College's Line Clearance Worker pre-employment training, leading directly to post-corps employment.
- Lake Tahoe Community College's Forestry Certification and Small Engine Repair course.

- Sierra College’s Fire Academy training, which meets CAL FIRE employment requirements.
- Sierra College’s MC3 Certification in partnership with Golden Sierra Job Training Agency.
- Sierra College’s Construction Bootcamp and hybrid noncredit Energy Corps Training.

RISING SCHOLARS PROGRAM

IEPI is legislatively mandated to support formerly and currently incarcerated education efforts. IEPI funds were intended to cover the costs of a formerly and currently incarcerated education conference in April 2020. The conference was canceled due to the COVID-19 pandemic. The venue at which the conference would have been held has retained the aforementioned funds and has agreed to postpone the conference until October 2021.

OTHER EFFORTS TO SUPPORT *VISION FOR SUCCESS*

DIVERSITY, EQUITY AND INCLUSION

The Chancellor’s Office is encouraging the community colleges to diversify the ranks of their faculty, staff and administrators. To that end, the Chancellor’s Office established the *Vision for Success Diversity, Equity and Inclusion Taskforce* (Taskforce) in late 2018 to provide a set of recommendations on statewide structural changes, including policies, practices and tools that the community colleges will need in order to improve Equal Employment Opportunities (EEO) implementation and the recruitment and retention of faculty and staff. The Taskforce presented 68 recommendations to the Board of Governors at their September 2019 meeting in Riverside. To advance this work, the Chancellor’s Office launched a Diversity, Equity and Inclusion (DEI) Implementation Workgroup in February 2020. The DEI Implementation Workgroup will convene through 2022—the expected deadline for full implementation of all 68 recommendations. These recommendations include a redesign of the hiring process to effectively hire personnel well-equipped to serve a diverse student population; best practices to integrate DEI into evaluations; equitable classroom teaching practices; and the design of student supports. The Accrediting Commission for Community and Junior Colleges is in the process of making relevant changes to address equity and social justice through accreditation processes and standards.

FISCAL MONITORS

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

SUPPORTING CALIFORNIA'S CENTRAL VALLEY

IEPI also supports the Central Valley Higher Education Consortium (CVHEC), a nonprofit composed of 27 accredited public and private colleges, universities and community college districts. Equity and inclusion are a focus for CVHEC member institutions, and the CVHEC board of directors is committed to objectives that increase the persistence, acceleration and attainment rates of its member institutions. CVHEC's Central Valley Guided Pathways Implementation Pilot Project enhances the scaling up of Guided Pathways in the Central Valley while creating a model that can be replicated throughout the state. CVHEC offers mini-grants to its institutions to support Guided Pathways, Associate Degree for Transfer and Math Pathways. CVHEC also supports Guided Pathways efforts that focus on participation in regional and national convenings and the Advisory on Math Pathways Workshop to support AB 705 implementation. Fewer Californians in the Central Valley possess an associate's or bachelor's degree than elsewhere in the state, and if the *Vision's* first and sixth goals are to be met, the Central Valley must receive targeted support.

IEPI helps support the maintenance of California College Guidance Initiative's (CCGI) CaliforniaColleges.edu website and related tools that serve postsecondary-bound students within the CCGI infrastructure. CaliforniaColleges.edu helps provide 6th-12th grade students with the tools and support they need to track coursework against admissions and financial aid eligibility requirements, and navigate the process of applying to the full range of educational options after high school. CaliforniaColleges.edu also helps provide educators and educational systems with the tools they need to develop systemic approaches to guiding and supporting students as they transition to postsecondary education, improve decision-making about admission, placement, guidance, financial aid and support services.

SUPPORTING CLASSIFIED STAFF

IEPI continues to fund the Institute for Evidence-Based Change's Caring Campus program, which involves facilitated coaching sessions with classified staff who engage with students both directly and indirectly. Participants in coaching sessions determine campus-specific behavioral commitments and department-specific behavioral commitments as a means of creating a college environment that increases students' sense of connectedness and belonging as well as completion of students' educational goals. The focus of the program this year has been on expansion. Previously, Caring Campus California was offered at eighteen colleges/district offices in Southern California; this year, eighteen new colleges/district offices were added. Due to COVID-19, all activities involving Caring Campus California have been shifted to an online environment. The Institute for Evidence-Based Change is conducting all sessions—leadership kickoff, coaching sessions with professional classified staff, leadership follow-up sessions—using videoconference platforms. Professional classified staff also identified behavioral commitments for working with students and each other virtually.

NEXT STEPS AND FUTURE EFFORTS

In the 2020 State of the System report, Chancellor Oakley celebrates the early completion of the first *Vision* goal. The number of community college students who earn college credentials increased by 20% over the past two years, meeting the first *Vision* goal two years ahead of schedule. Colleges are making significant progress toward meeting the other *Vision* goals, including narrowing achievement gaps among students of color and those who live in poorer regions of California.

In response to the COVID-19 pandemic, California community colleges brought the largest system of higher education in the nation from offering less than a quarter of its instruction online to nearly all of its instruction online in spring 2020. California community colleges are leading the economic recovery by connecting unemployed and underemployed workers to career education opportunities. California community colleges are increasing flexibility in the way they structure courses, credit and support to meet the needs of an older and increasingly diverse student population. California community colleges are also collaborating with government and advocacy partners to help students afford secure housing and food so they can focus on learning and reaching their educational goals.

In 2021, IEPI's professional development efforts will support the California Community Colleges' commitment to serving as the gateway to civic and economic prosperity and racial justice for all Californians. IEPI is committed to promoting fiscal health, effective teaching and learning practices, diversity, equity and inclusion, and the full implementation of AB 705 and Guided Pathways, which require deep commitment and changes to campus culture.

UPCOMING TRAININGS

IEPI has established an evolving schedule of specialized training workshops and webinars in support of the *Vision* goals and core commitments. In some cases, 2019-20 workshops followed up with and expanded upon work that IEPI had already undertaken. In other cases, workshops addressed topics new to IEPI.

There are several specialized training topics on the horizon:

- The first-of-its-kind *Vision for Success* Summit, which had been scheduled for April 2020, will be redesigned as a series of webinars to occur in spring 2021. These webinars will highlight state and national leaders who are successfully catalyzing transformational change in higher education and will inspire college leaders, policymakers, and legislators to model next-generation leadership for California community colleges.
- IEPI is supporting the Courageous Leadership Webinar series, which will run on a monthly basis from January 2021 through May 2021. The series will showcase lessons learned from colleges leading diversity, equity, and inclusion and anti-racism efforts on campus. The series will include a panel discussion.

- IEPI is supporting specialized training around competency-based education. The launch of the Competency-based Education Collaborative pilot will be leveraged to engage the California community colleges in a scaffolded learning journey on competency-based education. Colleges will learn how to apply competency-based education to all teaching and learning.
- IEPI is supporting specialized training around credit for prior learning. The previous Credit for Prior Learning pilot provided technical assistance in developing credit for prior learning policy and establishing crosswalks between credit for prior learning and college courses. Now that all California community colleges are implementing local credit for prior learning policies, additional professional development will be offered to faculty on how to establish credit for prior learning exams for various industry and military certifications as well as other on-the-job skills.
- IEPI is supporting specialized training around work-based learning as well as the California Apprenticeship Initiative, which consists of a cohort of 55 community colleges that have developed more than 100 new pre-apprenticeship and apprenticeship programs through a \$75 million five-year investment. While traditional apprenticeship programs are focused in the fields of building trades and construction, the California Apprenticeship Initiative expands programs to ten new and innovative sectors, including Agriculture, Advanced Manufacturing, Aerospace, Culinary, Early Care and Education, Food Safety, Healthcare, Hospitality, Information and Communications Technology and Maritime. Community college apprenticeship programs provide pathways to high-wage jobs throughout California.
- IEPI is supporting specialized training around the Student Centered Funding Formula and fiscal health. Training in 2021 will build upon the successful Student Centered Funding Formula webinar series offered in 2018 and 2019.
- IEPI is supporting specialized trainings and workshops in equity-minded online teaching and learning best practices for faculty in STEM.

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

In summer 2020, the Institutional Effectiveness division in coordination with the Office of the General Counsel conducted an evaluation of the CCC Registry. The *Vision for Success* Diversity, Equity, and Inclusion Task Force identified the CCC Registry as one of the system resources that should be upgraded to promote improvements in recruitment and hiring. The existing CCC Registry currently operates as a job board with limited functionality beyond the requirements mandated by regulations. The CCC Registry Review project sought to assess the current CCC needs through engagement with system partners and stakeholders, including

faculty, administrators, and classified professionals. An external vendor conducted focus groups, interviews, and surveys, and aggregated these qualitative findings into observed trends. The final report includes a market overview of existing technology solutions and preliminary cost estimates for the proposed future state. Key recommendations for the implementation of a new Registry include developing a common Applicant Tracking System for the CCC, integrating the new system with Equal Employment Opportunity data management systems, and supplementing the new system with outreach and training efforts. The final report estimates an 18-month timeline for implementation after vendor selection.

CONCLUSION

In its sixth year, IEPI continued to support the *Vision for Success* in its activities and identified new opportunities to support the *Vision* going forward. IEPI has had a significant effect on helping California's 116 colleges and 73 districts change the California community college landscape from a period of survival to one of innovation and transformational change. IEPI is committed in its seventh year to furthering the *Vision* priorities with a clear focus on institutional effectiveness and, ultimately, making higher education more accessible and equitable for millions of Californians at a time when the state needs it most.

APPENDICES

APPENDIX A



California Community Colleges
Institutional Effectiveness

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

Cycle 6A

(PRT Services Commenced in Fall 2019)

November 23, 2020

Robert Pacheco, Ed.D.
External Evaluator

Table of Contents

Introduction	3
Background	3
Goals of the Evaluation of the PRT Process	3
Areas of Inquiry.....	4
The Visit Process	4
Training Concepts Used for the Visit	6
Logistics	6
Miscellaneous	8
Components of the Report	9
Methodological and Structural Improvements to the Reporting of Results	9
Report Structure	9
Data Aggregation	9
Key Findings	11
Visit One.....	11
Visit Two.....	13
Analysis and Findings	15
Visit One	15
The Visit Process	15
Familiarity with the <i>Areas of Focus</i> and <i>PRT Process</i>	15
Confidence in the PRT Approach to Improve Effectiveness.....	16
Expectations for the Visit.....	16
Adherence to the PRT Approach	17
Client Institution Receptiveness	18
PRT Functioning	19
Areas of Improvement.....	19
Challenges	20
Training Concepts Used During the Visit	20
Training Concepts	20
Particular Helpful Practice	21
Training Suggestions.....	21

Overall Usefulness of the Training.....	21
Logistics.....	22
Takeaways.....	24
Hours Spent on the PRT Process.....	24
Miscellaneous	25
Conclusion.....	25
Visit Two	26
The Visit Process	26
Familiarity with the <i>Areas of Focus</i> and <i>PRT Process</i>	26
Confidence in the PRT Approach to Improve Effectiveness.....	26
Expectations for the Visit.....	27
Adherence to the PRT Approach	28
PRT Functioning	30
Areas of Improvement.....	30
Challenges.....	30
Training Concepts Used During the Visit	31
Training Concepts	31
Particular Helpful Practice	31
Training Suggestions.....	31
Overall Usefulness of the Training.....	31
Logistics.....	32
Takeaways.....	34
Hours Spent on the PRT Process.....	34
Next Steps	35
Miscellaneous	35
Conclusion.....	35
Appendix	36
Visit One.....	36
Visit Two.....	41

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 Executive Committee determine a roster of institutions to serve in each semiannual cycle.

Under the IEPI full-PRT model, each PRT typically makes three visits to the institution. During *Visit 1*, PRT Members gather information on the institution’s *Areas of Focus*, help the institution reflect on its situation, and facilitate institution-wide discussions. The PRT then provides ideas for improvement and best practices for implementation in the form of a *List of Primary Successes and Menu of Options*. During *Visit 2*, the PRT helps the institution draft an *Innovation and Effectiveness Plan (I&EP)* to address its *Areas of Focus*. Seed Grants of up to \$200,000 are available to institutions that receive team visits and submit their Innovation and Effectiveness Plans. In the Follow-up Visit, the PRT facilitates conversations about early progress on the I&EP and makes suggestions on how to improve 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’ Areas of Focus. Using their broad array of member competencies and skills, the PRTs provide technical assistance on a wide variety of topics to improve institutional effectiveness.

Goals of the Evaluation of the PRT Process

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

The goals of the evaluation are to:

- Assess the impact of the PRT Process on the Client Institutions.
- Determine the value gained by participating in the PRT Process by both the Client Institutions and the PRT Members.

- Identify the technical assistance techniques, tools and concepts that positively impact PRT visits and best assist Client Institutions in addressing the identified Areas of Focus.

This report presents the findings on the services delivered to the Client Institutions by the PRTs for the cycle that commenced in the fall of 2019 (Cycle 6A). For a variety of logistical and other reasons, sometimes not all institutions in a given cycle complete the visits in time for the scheduled delivery of the evaluation report. To assure that a sufficient proportion of the institutions are included in the report, the external evaluator and Project Director employ a 75 percent threshold before reporting results. That is, the report is produced on schedule when at least 75 percent of the Client Institutions in the cycle are adequately represented in the pool of respondents for both the Client Institution survey and the PRT Member survey. In Cycle 6A, at least one response was received from at least 11 of the 12 Client Institutions for each of the surveys, which meets the threshold for analysis for this Cycle.

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

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

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

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

Table 1. The Visit Process		
Client Institution Only Items	Client Institutions and PRT Items	PRT Only Items
<p>Familiarity</p> <ul style="list-style-type: none"> • With the <i>Areas of Focus</i> (Letter of Interest) • With the <i>PRT Process</i> <p>Sufficiency of the Information Provided on the PRT Process</p> <p>Expectations for the Visit</p> <ul style="list-style-type: none"> • Expectations Met? • Why or Why Not? <p>Next Steps as Result of Visit</p> <p>Effective Guidance on the I&EP¹</p> <p>Useful Options in MOO²</p> <p>PRT Lead Facilitation of Discussion of Options³</p>	<p>Confidence That PRT Process Will Help</p> <p>Adherence to the PRT Approach</p> <ul style="list-style-type: none"> • PRT's preparedness • Positive, constructive, solution-oriented approach⁴ • Knowledge of sound practices⁵ • Helpfulness • Consideration of institutional context • Open-mindedness • Focus on solutions⁶ • PRT expertise fit • Focus on sustainable and sound practices⁷ • Recognition of institutional personnel as problem-solving peers <p>PRT Functioning</p> <ul style="list-style-type: none"> • How the PRT functioned well • How the PRT could have functioned better <p>Challenges in Process</p>	<p>Institution's Receptiveness⁸</p> <p>Adherence to the PRT Approach</p> <ul style="list-style-type: none"> • Applied Appreciative Inquiry Techniques⁹ • Refrained from Judgmental or Prescriptive Comments¹⁰ • Knowledge of Sound Practices¹¹ <p>Takeaways from the Visit</p> <p>Overall Effectiveness of PRT Training</p>

¹ Visit 2 Only.

² Visit 2 Only.

³ Visit 2 Only.

⁴ For PRTs, Visit 2 Only

⁵ Visit 2 Only.

⁶ For PRTs, Visit 2 Only.

⁷ Visit 2 Only.

⁸ Visit 1 Only.

⁹ Visit 1 Only

¹⁰ Visit 1 Only

¹¹ Visit 1, PRT Only

Training Concepts Used for the Visit

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

Logistics

The third Areas of Inquiry considered the *Logistics* before, during, and after the visits. Closed-ended and open-ended items were generated to discover this information. Client Institutions were asked about scheduling of visit dates and meetings as well as the communication with the PRT Lead and Project Director before and after the visits. PRT Members were asked about the clarity of roles, agreement as to outcomes for the visit and communication among PRT Members. In addition, PRT Members were asked about the time spent preparing for each visit, completing follow-up activities, and preparing for the next visit. PRT Members were also asked about other issues such as scheduling, 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 2: Training Concepts Used for the Visits
PRT Items
<ul style="list-style-type: none">• Areas of the PRT Training Most Useful for the Visit• Recommended Changes or Improvements to the Training Based on the Visit Experience• PRT Practice That Was Especially Helpful

Table 3: Logistics		
Client Institution Only Items	Client Institution and PRT Items	PRT Only Items
<p>Communication</p> <ul style="list-style-type: none"> • <i>With Project Director/PRT Lead <u>Before</u> the Visit</i> • <i>With Project Director/PRT Lead <u>After</u> the Visit</i> • <i>Dissemination of Information</i> <ul style="list-style-type: none"> • <i>Next Steps</i> • <i>Seed Grants¹²</i> 	<p>Scheduling</p> <ul style="list-style-type: none"> • <i>Visit</i> • <i>Meetings during Visit</i> <p>Effectiveness</p> <ul style="list-style-type: none"> • <i>PRT Lead Coordination and Leadership¹³</i> 	<p>Team Camaraderie and Operations</p> <ul style="list-style-type: none"> • <i>Clarity of Roles</i> • <i>Shared Outcomes for Visits</i> • <i>Communication</i> <ul style="list-style-type: none"> • <i>Clarity</i> • <i>Timeliness</i> • <i>Hours Spent on PRT Process</i> • <i>Availability of Logistical Information</i> • <i>Access to Institutional Information</i> • <i>Effectiveness and Usefulness of Telephone and Face-to-face Meetings</i> • <i>Time Availability During Visit</i>

Miscellaneous

The final Areas 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.

¹² Visit 2 only.

¹³ Visit 2 only.

Components of the Report

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

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

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

Notes on the Reporting of Results

Report Structure

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

Data Aggregation

As a fair, stable, useful, and meaningful method of reporting results, the report computes a mean of the individual responses from each Client Institution for each quantitative measure, and then, in turn, computes the mean of those means to serve as the Client Institution “Overall” rating on each measure. The mean of means for each Areas of Inquiry is placed on the appropriate scale for each relevant survey item. To maintain consistency in the reporting of results, response means are rounded according to generally accepted practices: Mean results from .01 to .49 are rounded down to the nearest level on the scale and results from .50 to .99 are rounded up to the nearest level on the scale.

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

KEY FINDINGS

VISIT ONE

PRT Technical Assistance Scorecard | Cycle 6A

AREA OF INTEREST	CLIENT INSTITUTION FEEDBACK	PARTNERSHIP RESOURCE TEAM FEEDBACK	
FAMILIARITY			
<i>With Areas of Focus</i>	Very Strong	Not Applicable	
<i>With the PRT Process</i>	Very Strong		
CONFIDENCE IN PRT PROCESS	Very Strong	Very Strong	
EXPECTATIONS FOR THE VISIT			
Areas of Interest	PRT Responsiveness to Client Institution Needs (3)	Met	Not Applicable
	Willingness to Listen to Client Institution Voices (2)	Met	
PRT APPROACH			
<i>Sufficiency of Information Provided</i>	Very Strong	Not Applicable	
<i>PRT's Preparedness</i>	Very Strong	Very Strong	
<i>Positive, Constructive and Solution-Oriented Approach</i>	Very Strong	Very Strong	
<i>PRT Helpfulness</i>	Very Strong	Very Strong	
<i>PRT Consideration of Specific Needs, Culture and Practices</i>	Very Strong	Very Strong	
<i>Open-mindedness</i>	Very Strong	Very Strong	
<i>PRT Institutional Fit</i>	Very Strong	Very Strong	
<i>Recognition of Institutional Personnel as Problem-Solving Peers</i>	Very Strong	Very Strong	
<i>Applied Appreciative Inquiry Techniques</i>	Not Applicable	Very Strong	
<i>PRT Refrained from Judgmental or Prescriptive Comments</i>	Not Applicable	Very Strong	
<i>Knowledge of Sound Practices Related to Areas of Focus</i>	Not Applicable	Very Strong	
LOGISTICS			
Communication with IEPI Project Director/PRT Lead Before the Visit	Very Strong	Not Applicable	
Communication with IEPI Project Director/PRT Lead After the Visit	Very Strong	Not Applicable	
Scheduling Visit Date	Very Strong	Very Strong	
Scheduling Meetings During Visit	Very Strong	Very Strong	
Effectiveness: PRT Lead	Very Strong	Not Applicable	
Dissemination of Info: Next Steps	Very Strong	Not Applicable	
Dissemination of Info: Seed Grants	Very Strong	Not Applicable	

AREA OF INTEREST	CLIENT INSTITUTION FEEDBACK	PARTNERSHIP RESOURCE TEAM FEEDBACK
PRT PROCESS		
<i>How the PRT Functioned Well</i>	Actively Listened (3)	Active Listening to the Client Institution Representatives (4)
	PRT Preparedness for the Visit (2)	Team Cohesiveness (4)
	Meeting Facilitation Skills (2)	Team Diligence Related to the Work Needed (3)
<i>How the PRT Could Have Functioned Better</i>	Longer Meetings at Visit 1 to Provide Time to Share Information (3)	None (5)
CHALLENGES		
<i>General Areas</i>	Getting to Know and Trust the Team (3)	Single-day Time Schedule (5)
	Rapidity of Meetings (3)	Variation in Preparedness of Client Institution Representatives (3)
TEAM OPERATION		
<i>Clarity of Roles</i>	Not Applicable	Very Strong
<i>Shared Outcomes for Visits</i>		Very Strong
<i>Communication: Clarity</i>		Very Strong
<i>Communication: Timeliness</i>		Very Strong
<i>Access to Information: Areas of Focus</i>		Very Strong
<i>Access to Information: Travel</i>		Very Strong
<i>Time Availability: Institutional Meetings</i>		Very Strong
<i>Time Availability: Team Meetings</i>		Very Strong
<i>Usefulness of Face-to-Face Meetings</i>		Very Strong
<i>Effectiveness of team phone conference(s) before the visit</i>		Very Strong
<i>Coordination and Leadership of PRT Lead</i>		Very Strong
<i>Average Preparation Time for Visit (hours)</i>		14.4
<i>Average Time Completing Follow-up Activities (hours)</i>		1.6
<i>Average Time Preparing for Next Visit (hours)</i>	0.6	
TRAINING		
<i>Concepts Applied to the Visit</i>	Not Applicable	Active listening (4)
		The Role of the Team Lead (4)
		Taking the Time to Prepare for the Visit (3)
<i>Particular Helpful Practice</i>	Not Applicable	Role of the Team Lead (4)
<i>Overall Usefulness and Effectiveness of the Training</i>		Very Strong
TRAINING IMPROVEMENTS		
<i>Suggestions, Methods, and Curriculum</i>	Not Applicable	None (5)
TEAM TAKEAWAYS		
<i>For Application at Home Sites/Other Venues</i>	Not Applicable	Program Review Techniques (5)
		Integrated Planning Processes (4)

KEY FINDINGS

VISIT TWO

PRT Technical Assistance Scorecard | Cycle 6A

AREA OF INTEREST	CLIENT INSTITUTION FEEDBACK	ARTNERSHIP RESOURCE TEAM FEEDBACK	
FAMILIARITY			
<i>With Areas of Focus</i>	Very Strong	Not Applicable	
<i>With the PRT Process</i>	Very Strong		
CONFIDENCE IN PRT PROCESS	Very Strong	Very Strong	
EXPECTATIONS FOR THE VISIT			
Areas of Interest	Substantive Support on the Creation or Implementation of the I&EP and to Address the Areas of Focus (5)	Met	Not Applicable
PRT APPROACH			
<i>Sufficiency of Information Provided</i>	Very Strong	Not Applicable	
<i>PRT's Preparedness</i>	Very Strong	Very Strong	
<i>Positive, Constructive and Solution-Oriented Approach</i>	Very Strong	Very Strong	
<i>PRT Knowledge of Sound Practices</i>	Very Strong	Very Strong	
<i>PRT Helpfulness</i>	Very Strong	Very Strong	
<i>PRT Consideration the Specific Needs, Culture and Practices</i>	Very Strong	Very Strong	
<i>PRT Open-mindedness</i>	Very Strong	Very Strong	
<i>PRT Institutional Fit</i>			
<i>Focus on Sustainable and Sound Practices</i>	Very Strong	Very Strong	
<i>PRT Solutions-Focused</i>	Very Strong	Very Strong	
<i>Recognition of Institutional Personnel as Problem-Solving Peers</i>	Very Strong	Very Strong	
<i>Menu of Options (MOO) Useful Options and Examples</i>	Very Strong	Not Applicable	
<i>PRT Lead Facilitation of Discussion of Options</i>	Very Strong	Not Applicable	
<i>Guidance on the I&EP</i>	Very Strong	Not Applicable	
LOGISTICS			
Communication with IEPI Project Director/PRT Lead Before the Visit	Very Strong	Not Applicable	
Communication with IEPI Project Director/PRT Lead After the Visit	Very Strong	Not Applicable	
Scheduling Visit Date	Very Strong	Very Strong	
Scheduling Meetings During Visit	Very Strong	Very Strong	
Effectiveness: PRT Lead	Very Strong	Not Applicable	
Dissemination of Info: Next Steps	Very Strong	Not Applicable	
Dissemination of Info: Seed Grants	Very Strong	Not Applicable	

AREA OF INTEREST	CLIENT INSTITUTION FEEDBACK	PARTNERSHIP RESOURCE TEAM FEEDBACK
PRT PROCESS		
<i>How the PRT Functioned Well</i>	Assistance with the I&EP (4)	Shared Resources and Support (5)
<i>How the PRT Could Have Functioned Better</i>	More Time with the Team during the Visit (3)	Opportunities to Work with the Client Institution during the Visit (5)
CHALLENGES		
<i>General Areas</i>	Complexity of Areas of Focus (2)	Scheduling (4)
	Scheduling (2)	
TEAM OPERATION		
<i>Clarity of Roles</i>	Not Applicable	Very Strong
<i>Shared Outcomes for Visits</i>		Very Strong
<i>Communication: Clarity</i>		Very Strong
<i>Communication: Timeliness</i>		Very Strong
<i>Access to Information: Areas of Focus</i>		Very Strong
<i>Access to Information: Travel</i>		Very Strong
<i>Time Availability: Institutional Meetings</i>		Very Strong
<i>Time Availability: Team Meetings</i>		Very Strong
<i>Usefulness of Face-to-Face Meetings</i>		Very Strong
<i>Effectiveness of team phone conference(s) before the visit</i>		Very Strong
<i>Coordination and Leadership of PRT Lead</i>		Very Strong
<i>Average Preparation Time for Visit (hours)</i>		Not Applicable
<i>Average Time Completing Follow-up Activities (hours)</i>	1.1	
<i>Average Time Preparing for Next Visit (hours)</i>	0.1	
TRAINING		
<i>Concepts Applied to the Visit</i>	Not Applicable	Appreciative Inquiry (4) Working with the PRT Lead (5)
<i>Particular Helpful Practice</i>		Active Listening (5)
<i>Overall Usefulness and Effectiveness of the Training</i>	Not Applicable	Very Strong
TRAINING IMPROVEMENTS		
<i>Suggestions, Methods, and Curriculum</i>	Not Applicable	None (6) Earlier Access to Client Institution Documents (4)
TEAM TAKEAWAYS		
<i>For Application at Home Sites/Other Venues</i>	Not Applicable	Integrated Planning Techniques (5) Participatory Governance Processes (including evaluation) (4)
CLIENT INSTITUTION NEXT STEPS		
<i>Examples</i>	Institutionalize the I&EP (4)	Not Applicable
	Communicate Areas of Focus to the institution (3)	

Analysis and Findings

Visit One

The Visit Process

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

The first Areas of Inquiry in the survey concerned the level of familiarity with the technical assistance process reported by the Client Institution representatives. After Visit 1, Client Institutions were asked in the survey using closed-ended items to report their level of familiarity with respect to two aspects of the PRT Process:

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

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

Collectively, the 12 responding Client Institutions receiving services in Cycle 6A reported that they were ***Very familiar*** with their specific *Areas of Focus* ($M= 3.83$) and also with the *Three-visit PRT Process* ($M= 3.83$). **Table 4** reports the mean Client Institution responses along with the associated scale category as to the level of familiarity with the *Areas of Focus* and with the *Three-visit PRT Process* for *Visit 1*. None of the 12 responding Client Institutions selected ***Somewhat familiar*** or ***Not at all familiar*** with respect to the *Areas of Focus* or the *Three-visit PRT Process*, indicating that all Client Institutions were either ***Familiar*** or ***Very familiar*** with these two areas of interest in the evaluation.

Table 4. Client Institution Overall Level of Familiarity with Areas of Focus and PRT Process, Visit 1		
Level of Familiarity	Client Institution Mean of Means 1 (Low) - 4 (High)	Count
With Institution's Areas of Focus	3.83 (<i>Very familiar</i>)	12
With Three-visit PRT Process	3.83 (<i>Very familiar</i>)	12
Total Institutions: 12		

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

The second Areas of Inquiry in the survey concerned the level of confidence that the PRT Members and the Client Institutions held that the PRT Process would assist the Client Institutions to improve their institutional effectiveness in their identified *Areas of Focus*. As with the question assessing familiarity, a four-point scale was utilized for confidence: **Very confident**, **Confident**, **Somewhat confident** or **Not at all confident**.

As a group, the 12 responding Client Institutions reported that they were **Very confident** that the PRT Process would improve institutional effectiveness ($M=3.75$). All Client Institution respondents reported being either **Confident** or **Very Confident**. Thirty-seven PRT Members (including Leads) also responded to this item in the PRT Member survey. Collectively, PRT Members also reported being **Very confident** at a mean similar to that of the Client Institutions ($M=3.76$). All but two PRT Members reported being **Confident** or **Very Confident** that the PRT Process will help the institution improve its effectiveness. No Client Institution representative or PRT Member in Cycle 6A reported being **Not at all Confident** that the PRT Process would help the institutions improve effectiveness. **Table 5** reports the mean Client overall and PRT Member responses and scale categories for confidence at *Visit 1*.

Table 5. Level of Confidence in the PRT Approach to Improve Effectiveness in the Area of Focus, Visit 1				
Level of Confidence	Client Institution Overall Response		PRT Member Response	
	Mean of Means 1 (Low) - 4 (High)	Count	Mean 1 (Low) - 4 (High)	Count
In the PRT Approach to Improve Effectiveness	3.75 (Very confident)	12	3.76 (Very confident)	37

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

Expectations for the Visit

The next Areas of Inquiry in the survey centered on the expectations that Client Institution representatives had for *Visit 1* in the PRT Process. To gather this information, Client Institutions were asked through an open-ended item to list up to three expectations for *Visit 1*, and whether or not the expectations identified were met. If any expectation was not met, the Client Institution respondents were asked to elaborate or provide an example. Nine Client Institution respondents supplied answers to the question. No Client Institution representative listed more than two expectations, with most listing only one. No Client Institution indicated that any expectation was

not met. The expectations identified by the respondents were first placed into a list and then categorized based on the common theme or topic identified. **Table 6** reports the coded expectations of the Client Institution respondents, with counts for each category of expectation. Respondents noted PRT responsiveness to needs and willingness to listen to institutional representatives as the two most common expectations. Importantly, the expectations noted by the Client Institution representatives align with the goals and purposes of *Visit 1* in the PRT Process, which are to facilitate conversations about the Areas of Focus, actively listen to institutional personnel, and build trust and foster efficacy among Client Institution participants.

Table 6. Client Institution Expectations for the Visit, Visit 1 ¹⁴	
Area	Met
PRT responsiveness to Client Institution needs (3)	Yes
Willingness to listen to Client Institution voices (2)	Yes

Adherence to the PRT Approach

Next, the survey asked both PRT Members and Client Institutions about the PRT’s adherence to the PRT approach. Successful PRT experiences occur when PRTs closely follow the technical assistance training concepts and documented practices before and during *Visit 1*. Client Institutions were asked to rate their level of agreement that the PRT adhered to key aspects of the PRT Approach using a four-point scale of **Strongly Agree, Agree, Disagree** or **Strongly Disagree**, with an option of **Not Applicable/Don’t Know**. Similarly, PRT Members were asked to self-reflect and report their own level of agreement about the PRT Members’ adherence to the PRT approach using the same four-point scale.

Most of the aspects measured were the same for the Client Institution survey and the PRT Member survey. One aspect of the PRT Approach—whether there was sufficient information provided to work with the PRT—was asked only of the Client Institutions. The Client Institutions **Strongly Agreed** that they had the information needed to work effectively. Only PRT Members were asked about three aspects: the application of appreciative inquiry in meetings with institutional personnel, whether the PRT refrained from making judgmental or prescriptive comments in meetings with institutional personnel, and whether the PRT was knowledgeable about sound practices related to the institution’s identified areas of focus. The PRT Members **Strongly Agreed** that their team as a whole had adhered to the PRT Approach in these three categories. **Table 7** reports the mean overall Client Institution response and the mean overall PRT Member response with respect to each of various aspects of adherence to the PRT Approach for *Visit 1*.

¹⁴ Responses for all open-ended questions were coded and reported when the same or similar answer was provided multiple times. Singular counts are not reported.

All Client Institution representatives either **Agreed** or **Strongly Agreed** that the PRT had adhered to each aspect of the PRT Approach, with most respondents indicating **Strongly Agree**. Similarly, PRT Members either **Agreed** or **Strongly Agreed** that their PRT had adhered to the PRT Process.

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

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.	3.83 (Strongly Agree)	12	N/A	N/A
The PRT was well prepared for the visit.	3.83 (Strongly Agree)	12	3.84 (Strongly Agree)	37
The PRT took a positive, constructive, and solution-oriented approach to the work.	3.75 (Strongly Agree)	12	N/A	N/A
The PRT conveyed a helpful attitude in interactions with members of the institutional community.	3.75 (Strongly Agree)	12	3.84 (Strongly Agree)	37
The PRT took into consideration the specific needs, culture and practices of our institution.	3.83 (Strongly Agree)	12	3.84 (Strongly Agree)	37
The PRT Members kept an open mind about issues and possible solutions.	3.83 (Strongly Agree)	12	3.84 (Strongly Agree)	37
The expertise of the PRT Members was a good fit for the institution’s Areas of Focus.	3.75 (Strongly Agree)	12	3.81 (Strongly Agree)	37
The PRT recognized institutional personnel as problem-solving peers.	3.83 (Strongly Agree)	12	3.81 (Strongly Agree)	37
Applied Appreciative Inquiry in meetings with institutional personnel	N/A	N/A	3.78 (Strongly Agree)	37
Refrained from making judgmental or prescriptive comments in meetings with institutional personnel	N/A	N/A	3.78 (Strongly Agree)	37
Was knowledgeable about sound practices related to the institution’s identified areas of focus.	N/A	N/A	3.81 (Strongly Agree)	37

Client Institution Receptiveness

The next Areas of Inquiry concerned the level of receptiveness by the Client Institution personnel observed by the PRT Members for Visit 1. This item is unique to the *Visit 1* survey. This question was designed to gauge the level of openness that Client Institution has at the outset of the process towards technical assistance as a tool for institutional improvement. As with the other open-ended questions, the indicators of receptiveness were first placed into a list and then categorized based on the common theme or topic identified. Fifteen PRT Members supplied answers to the question. No PRT Member reported any noticeable lack of receptiveness on the part of the Client Institutions. Of the responses, no single theme could be identified for categorization. Four PRT Members did notice that there was a variation in the apparent preparedness of Client Institution personnel during the *Visit 1* meetings and events, but did not note any lack of receptiveness.

PRT Functioning

Both the Client Institutions and the PRT Members were in turn asked, through separate open-ended questions, to identify up to three examples of how the PRT functioned well. This question sought to solicit through free responses the observations about PRT functioning that would help further explain the ratings previously reported on adherence to the PRT Process. **Table 8** reports the most common Client Institution and PRT Member coded ways in which the PRT functioned well for *Visit 1*. Active listening to the Client Institution personnel was reported in both the institutional and PRT Member responses. PRT Members in their responses noted particularly the teamwork effort and cohesiveness during the first stage of the PRT Process.

Table 8. Examples of PRT Functioning Well, Visit 1	
Client Institutions	PRT Members
<ul style="list-style-type: none">• Actively Listened (3)• PRT Preparedness for the Visit (2)• Meeting Facilitation Skills (2)	<ul style="list-style-type: none">• Active Listening to the Client Institution Representatives (4)• Team Cohesiveness (4)• Team Diligence related to the work needed (3)

Areas of Improvement

Both the Client Institutions and the PRT Members were asked, through an open-ended item, to identify up to three examples of how the PRTs could have functioned better before or during *Visit 1*. This question is designed to identify areas of development for future visits during the cycle and for future training opportunities. More dedicated time between the PRT and the Client Institution representatives was seen as an area for improvement. **Table 9** reports the most common Client Institution and PRT Member coded ways in which the PRT could have functioned better for *Visit 1*.

Table 9. Examples of How PRTs Could Function Better, Visit 1	
Client Institutions	PRT Members
<ul style="list-style-type: none"> Longer meetings at Visit 1 to provide time to share information (3) 	<ul style="list-style-type: none"> None (5)

Challenges

Also, through an open-ended question, both the Client Institutions and PRT Members were asked to identify challenges either preparing for or experienced during the visit. The challenges identified by the respondents were first placed into a list and then categorized based on the common theme or topic identified. Scheduling and meeting times were identified as challenges and mirror the responses provided on how the PRT could have functioned better suggesting more dedicated time at Visit 1. **Table 10** reports the most common Client Institution and PRT Member coded areas on the challenges faced during the PRT Process for *Visit 1*. While phrased in different ways, Client Institutions and PRT Members identified that having adequate time to build relationships and discover college needs were the greatest challenges for *Visit 1*.

Table 10. Challenges Preparing for or during the Visit, Visit 1	
Client Institutions	PRT Members
<ul style="list-style-type: none"> Getting to Know and Trust the PRT (3) Rapidity of Meetings (3) 	<ul style="list-style-type: none"> Single-day time schedule (5) Variation in preparedness of Client Institution representatives (3)

Training Concepts Used During the Visit

Training Concepts

PRT Members were asked to identify any training concepts learned at the PRT workshops that proved useful to them for *Visit 1*. The training concepts noted by the respondents were first placed into a list and then categorized based on the common theme or topic identified. Training concepts related to active listening and preparedness were identified by PRT Members as valuable. **Table 11** reports the most common training concepts cited by PRT members for *Visit 1*. The training concepts identified as valuable align with the nature of PRT functions associated with *Visit 1* in the PRT Process.

Table 11. Training Concepts Utilized, Visit 1
PRT Members
<ul style="list-style-type: none"> • Active listening (4) • The Role of the Team Lead (4) • Taking the time to Prepare for the Visit (3)

Particular Helpful PRT Practice

As a follow-up, PRT Members were asked to identify a particular practice or action that they found most helpful in ensuring a successful and effective visit. The most common “practice” was the role that the PRT Lead played in ensuring the success at the visit. The PRT Lead’s effectiveness and preparedness has consistently been a helpful factor in successful visits across the cycles of the initiative. **Table 12** shows the most common helpful practice reported by PRT Members for *Visit 1*.

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

Training Suggestions

PRT Members were asked, based on their experience in the visit, to make suggestions for training improvements. No PRT Member made any suggestions to improve training; two members did report that suggested improvements were adequately reported in the previously administered training survey. **Table 13** reports the most common response regarding suggestions for training improvement.

Table 13. Suggested Improvements to Training, Visit 1
PRT Members
<ul style="list-style-type: none"> • None (5)

Overall Usefulness and Effectiveness of the Training

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

The overall rating by PRT Members of the usefulness and effectiveness of the training was **Excellent** ($M=3.84$). Most PRT Members responded that the training was **Excellent**. **Table 14**

reports the mean PRT Member response along with the associated scale category as to the level of usefulness and effectiveness of the PRT training for *Visit 1*.

Table 14. PRT Member Rating of the Overall Usefulness and Effectiveness of the PRT Training, Visit 1		
Level	Mean 1 (Low) - 4 (High)	Count
Overall Usefulness and Effectiveness of the Training	3.84 (Excellent)	37

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

Logistics

Client Institution and PRT Members were asked in their surveys about the meeting and travel *Logistics* for before, during, and after the visits. Closed-ended and open-ended items were generated to discover this information. All areas of logistics for both the Client Institutions and the PRT Members were rated as **Excellent**. **Table 15** reports the Client Institutions’ and the PRT Members’ overall ratings for *Visit 1*.

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

Areas	Client Institution Overall Response		PRT Member Responses	
	Mean of Means <i>1 (Low) - 4 (High)</i>	Count	Mean <i>1 (Low) - 4 (High)</i>	Count
a. Scheduling of the date of the visit	3.75 <i>(Excellent)</i>	12	3.78 <i>(Excellent)</i>	37
b. Scheduling of meetings to be held during the visit	3.75 <i>(Excellent)</i>	12	3.78 <i>(Excellent)</i>	37
c. FOR CEO AND INSTITUTIONAL POINT PERSONS ONLY: Communication with the IEPI Project Director and/or PRT Lead before visit	4.0 <i>(Excellent)</i>	4	N/A	N/A
d. FOR CEO AND INSTITUTIONAL POINT PERSONS ONLY: Communication with the PRT Lead and/or PRT Members after visit, to date	3.75 <i>(Excellent)</i>	4	N/A	N/A
e. FOR CEO AND INSTITUTIONAL POINT PERSONS ONLY: Effectiveness of the PRT Lead in coordinating with the institution regarding the visit.	3.75 <i>(Excellent)</i>	4	N/A	N/A
f. FOR CEO AND INSTITUTIONAL POINT PERSONS ONLY: Provision of information about the institution's next steps following the visit.	4.0 <i>(Excellent)</i>	4	N/A	N/A
g. Information about travel arrangements	N/A	N/A	3.84 <i>(Excellent)</i>	37
h. Access to information related to the institution's Areas of Focus	N/A	N/A	3.78 <i>(Excellent)</i>	37
i. Effectiveness of team phone conference(s) before the visit	N/A	N/A	3.78 <i>(Excellent)</i>	37
j. Usefulness of face-to-face team meeting just before the visit	N/A	N/A	3.84 <i>(Excellent)</i>	37
k. Time available for meetings with members of the institutional community during the visit	N/A	N/A	3.78 <i>(Excellent)</i>	37
l. Time available for team meetings during the visit	N/A	N/A	3.78 <i>(Excellent)</i>	37
m. Coordination and leadership by the PRT Lead	N/A	N/A	3.84 <i>(Excellent)</i>	37

PRT Members were asked about their level of agreement as to the *Clarity of Roles, Outcomes and Communications* for *Visit 1*. The mean results in all three areas indicate that PRT Members **Strongly Agreed** that they were clear as to their roles and responsibilities, on the same page for anticipated outcomes, and communicated clearly and timely with each other. No PRT Member

Disagreed or **Strongly disagreed** with the statements. **Table 16** reports the PRT Members' overall ratings for *Visit 1*.

Table 16. PRT Member Clarity of Roles, Outcomes and Communication, Visit 1		
Answer Options	Mean 1 (Low) - 4 (High)	Count
Were clear about the roles and responsibilities of the team.	3.84 (Strongly Agree)	37
Were on the same page about anticipated outcomes of the PRT Process.	3.81 (Strongly Agree)	37
Communicated clearly with each other.	3.84 (Strongly Agree)	37
Communicated in a timely fashion with each other.	3.81 (Strongly Agree)	37

Takeaways

PRT Members were also asked to identify takeaways from *Visit 1* to measure some of the value gained by PRT Members as participants in the process. The takeaways identified by the respondents were first placed into a list and then categorized based on the common theme or topic identified. PRT Members identified program review techniques and integrated planning processes as top takeaways. **Table 17** reports the team takeaways identified from *Visit 1*.

Table 17. PRT Member Takeaways from the PRT Process, Visit 1	
PRT Members	
<ul style="list-style-type: none"> • Program review techniques (5) • Integrated planning processes (4) 	

Hours Spent on the PRT Process

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

Table 18. Mean Hours Spent on PRT Process, Visit 1		
Answer Options	Mean	Count
Preparing for this visit	14.4	36
Completing any follow-up activities related to this PRT visit to date	1.6	36
Preparing for the next PRT visit (if any) to date	0.6	36

Miscellaneous

The final Areas of Inquiry elicited open-ended responses from participants to share any other thoughts or comments on the PRT Process for *Visit 1*. The general responses identified by the were first placed into a list and then categorized based on the common theme or topic identified. Seven of the 1 Client Institution representatives and 12 out of the 37 PRT Members provided feedback on this item. Responses were individual and no larger themes or categories could be created from the list. All items mentioned in these questions were captured in answers to previous open-ended items.

Conclusion

The ratings from the Client Institutions and the PRT Members were very positive for each of the Areas of Inquiry, with both groups often providing similar ratings. The goals and purposes of Visit 1 appear to be clear to the teams and the institutions and the role of Visit 1 in the PRT Process has matured over the 10 cycles of the initiative. The findings suggest that institutions see the three-visit PRT Process as a positive form of making institutional improvement.

Visit Two

The Visit Process

Familiarity with Areas of Focus and the PRT Process

The initial *Areas of Inquiry* for *Visit 2* parallels that for *Visit 1* and asks about the level of familiarity with two aspects of the PRT Process:

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

As with the closed-ended item on this *Areas of Inquiry* for Visit 1, a four-point scale was utilized for each element: **Very familiar**, **Familiar**, **Somewhat familiar** or **Not at all familiar**.

As a group, Client Institutions reported that they were **Very familiar** with the institution's *Areas of Focus* ($M=4.0$) and with the *Three-visit PRT Process* ($M=3.91$). **Table 19** reports the mean Client Institution response along with the associated scale category as to the level of familiarity with the *Areas of Focus* and with the *Three-visit PRT Process* for *Visit 2*. The level of familiarity with respect to the *Areas of Focus* and the *Three-visit PRT Process* noted by the respondents for Visit 2 represents an increase over the already high ratings reported by Client Institutions for both aspects for Visit 1. The positive movement is an anticipated one as Client Institutions are expected to learn and progress through the PRT Process.

Table 19. Client Institution Overall Level of Familiarity with Areas of Focus and PRT Process, Visit 2		
Level of Familiarity	Client Institution Mean of Means 1 (Low) - 4 (High)	Count
With Area of Focus	4.00 (Very familiar)	11
With PRT Process	3.91 (Very familiar)	11
Total Institutions: 11		

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

Confidence in the PRT Approach to Improve Effectiveness

As with the survey for *Visit 1*, the Client Institutions and PRT Members were asked to report their level of confidence that the PRT Process would assist the Client Institutions to improve their institutional effectiveness in their identified *Areas of Focus*. The *Visit 2* survey used the same

four-point scale utilized in the first survey (**Very confident, Confident, Somewhat confident or Not at all confident**).

As a group, Client Institutions reported that they were **Very confident** that the PRT Process would improve institutional effectiveness ($M=4.00$). PRT Members, as a group, reported being **Very confident** that the PRT Process would improve institutional effectiveness in the identified *Area of Focus* ($M=3.79$). No PRT Member on this survey administration reported that they were **Somewhat confident**, an improvement over *Visit 1*. The levels of confidence reported by both Client Institutions and PRT Members in *Visit 2* increased over the levels reported in *Visit 1*. **Table 20** reports the mean Client Institution and PRT Member response and scale category for *Visit 2* as to the level of confidence that the PRT Process would improve institutional effectiveness in the identified *Areas of Focus*.

Table 20. PRT Level of Confidence in the PRT Approach to Improve Effectiveness, Visit 2				
Level of Confidence	Client Institution Overall Response		PRT Member Response	
	Mean of Means 1 (Low) - 4 (High)	Count	Mean 1 (Low) - 4 (High)	Count
In the PRT Approach to Improve Effectiveness	4.0 (Very Confident)	11	3.79 (Very Confident)	28

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

Expectations for the Visit

The expectations that Client Institutions had for *Visit 2* were measured using an open-ended item asking respondents to list up to three expectations for *Visit 2*, and whether or not the expectations identified were met. Each visit in the PRT Process has a distinct function and one goal of communications to Client Institutions is for them to recognize the purpose of each visit. The question on expectations was followed by a second open-ended item asking institutions whether the expectations had been met. If any expectation was not met, the institutions were asked to explain their rationale or give an example. Eight Client Institutions provided a response to this question, but only one category or theme could be identified in the answers. All Client Institution respondents reported that the expectations were met. **Table 21** reports the coded expectation of the Client Institution, with a count.

Table 21. Client Institution Expectations, Visit 2	
Area	Met
Substantive support on the creation or implementation of the I&EP to address the Areas of Focus (5)	Yes

Adherence to the PRT Approach

Client Institutions and PRT Members were asked, through closed-ended items, to report their level of agreement about the PRT Members' adherence to the PRT approach, including such areas as team preparedness, open-mindedness of the PRT Members, and so on. **Table 22** reports the mean overall Client Institution response and the PRT Member response with respect to various aspects of adherence to the PRT Approach for *Visit 2*. PRT Members and the Client Institutions, as groups, ***Strongly agreed*** that the PRT Members adhered to the PRT Approach in each of the identified aspects.

Table 22. Level of Adherence to PRT Approach, Visit 2				
Area of PRT Approach	Client Institution Overall Response		PRT Member Response	
	Mean of Means 1 (Low) – 4 (High)	Count	Mean 1 (Low) - 4 (High)	Count
We had the information we needed to work effectively with the PRT.	3.91 (Strongly Agree)	11	N/A	N/A
The PRT was well prepared for the visit.	3.91 (Strongly Agree)	11	3.71 (Strongly Agree)	28
The PRT took a positive, constructive, and solution-oriented approach to the work.	3.91 (Strongly Agree)	11	3.71 (Strongly Agree)	28
The PRT was knowledgeable about sound practices related to our Areas of Focus.	3.91 (Strongly Agree)	11	3.71 (Strongly Agree)	28
The PRT conveyed a helpful attitude in interactions with members of the institutional community.	4.00 (Strongly Agree)	11	3.71 (Strongly Agree)	28
The PRT took into consideration the specific needs, culture and practices of our institution.	3.91 (Strongly Agree)	11	3.75 (Strongly Agree)	28
The PRT Members kept an open mind about issues and possible solutions.	3.91 (Strongly Agree)	11	3.75 (Strongly Agree)	28
The expertise of the PRT Members was a good fit for the institution’s Areas of Focus.	4.00 (Strongly Agree)	11	3.71 (Strongly Agree)	28
The PRT focused on sustainable and sound practices.	3.91 (Strongly Agree)	11	3.71 (Strongly Agree)	28
The PRT focused on solutions rather than problems or where to place blame.	3.91 (Strongly Agree)	11	3.71 (Strongly Agree)	28
The PRT recognized institutional personnel as problem-solving peers.	3.91 (Strongly Agree)	11	3.71 (Strongly Agree)	28
The PRT's Menu of Options (MOO) provided useful options and examples for our consideration.	3.91 (Strongly Agree)	11	N/A	N/A
The PRT Lead effectively facilitated discussion of our options during the visit.	3.91 (Strongly Agree)	11	N/A	N/A
The PRT provided effective guidance to the institution as we worked on development of our Innovation and Effectiveness Plan.	3.91 (Strongly Agree)	11	N/A	N/A

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

PRT Functioning

Both the Client Institutions and the PRT Members were asked, through an open-ended item, to identify up to three examples of how the PRT functioned well. Eight institutions responded to this question. No Client Institution identified more than one way in which the PRT functioned well. The examples of effective PRT functioning identified by the respondents were first placed into a list and then categorized based on the common theme or topic identified. **Table 23** reports the most common Client Institution and PRT Member coded ways in which the PRT functioned well for *Visit 2*.

Table 23. Examples of PRT Functioning Well, Visit 2	
Client Institutions	PRT Members
<ul style="list-style-type: none">Assistance with the I&EP (4)	<ul style="list-style-type: none">Shared Resources and Support (5)

Areas of Improvement

Both the Client Institutions and the PRT Members were asked, through an open-ended item, to identify up to three examples of how the PRTs could have functioned better before or during *Visit 2*. The areas of improvement identified by the respondents were first placed into a list and then categorized based on the common theme or topic identified. **Table 24** reports the most common Client Institution and PRT Member coded ways in which the PRT could have functioned better for *Visit 2*.

Table 24. Examples of How PRTs Could Function Better, Visit 2	
Client Institutions	PRT Members
<ul style="list-style-type: none">More time with the team during the Visit (3)	<ul style="list-style-type: none">Opportunities to work with the Client Institution during the Visit (5)

Challenges

Both the Client Institutions and PRT Members were asked, through an open-ended item, to identify challenges either preparing for or during the visit. The challenges identified by the respondents were first placed into a list and then categorized based on the common theme or topic identified. **Table 25** reports the most common Client Institution and PRT Member coded areas on the challenges faced during the PRT Process for *Visit 2*.

Table 25. Challenges Preparing for and during Visit, Visit 2	
Client Institutions	PRT Members
<ul style="list-style-type: none">Complexity of Areas of Focus (2)Scheduling (2)	<ul style="list-style-type: none">Scheduling (4)

Training Concepts Used During the Visit

Training Concepts

PRT Members were asked to identify the training concepts that had proven most useful to them. The training concepts were first placed into a list and then categorized based on the common theme or topic identified. **Table 26** reports the most common training concepts cited for *Visit 2*.

Table 26. Training Concepts Utilized, Visit 2
PRT Members
<ul style="list-style-type: none">• Appreciative Inquiry (4)• Working with the PRT Lead (4)

Particular Helpful PRT Practice

PRT Members were asked to identify a practice or action that they found most helpful in ensuring a successful and effective visit. The helpful practices by the respondents were first placed into a list and then categorized based on the common theme or topic identified. **Table 27** shows the most common helpful practice reported by PRT Members for *Visit 2*.

Table 27. Particularly Helpful Practice or Action, Visit 2
PRT Members
<ul style="list-style-type: none">• Working with the PRT Lead (4)

Training Suggestions

PRT Members were asked, based on their experience in the visit, to make suggestions for training improvements. The training suggestions were first placed into a list and then categorized based on the common theme or topic identified. **Table 28** reports the most common responses.

Table 28. Suggested Improvements to Training, Visit 2
PRT Members
<ul style="list-style-type: none">• None (6)• Earlier access to Client Institution documents (4)

Overall Usefulness and Effectiveness of the Training

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

All PRT Members responded that the training was either **Excellent** or **Good**. **Table 29** reports the mean PRT Member response along with the associated scale category as to the level of usefulness and effectiveness of the PRT training for *Visit 2*. The overall rating by PRT Members of the usefulness and effectiveness of the training was **Excellent**.

Table 29. PRT Member Rating of the Usefulness and Effectiveness of the PRT Training, Visit 2		
Level	Mean 1 (Low) - 4 (High)	Count
Usefulness and Effectiveness of the Training	3.71 (Excellent)	28

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

Logistics

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

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

Area of Logistics	Client Institution Response		PRT Member Responses	
	Mean of Means 1 (Low) - 4 (High)	Count	Mean 1 (Low) - 4 (High)	Count
Scheduling of the date of the visit	3.75 (Excellent)	11	3.68 (Excellent)	28
Scheduling of meetings to be held during the visit	3.75 (Excellent)	11	3.68 (Excellent)	28
FOR CEO AND INSTITUTIONAL POINT PERSONS ONLY: Communication with the IEPI Project Director and/or PRT Lead before visit	4.0 (Excellent)	3	N/A	N/A
FOR CEO AND INSTITUTIONAL POINT PERSONS ONLY: Communication with the PRT Lead and/or PRT Members after visit, to date	3.67 (Excellent)	3	N/A	N/A
FOR CEO AND INSTITUTIONAL POINT PERSONS ONLY: Effectiveness of the PRT Lead in coordinating with the institution regarding the visit.	3.67 (Excellent)	3	N/A	N/A
FOR CEO AND INSTITUTIONAL POINT PERSONS ONLY: Provision of information about the institution's next steps following the visit.	3.67 (Excellent)	3	N/A	N/A
FOR CEO AND INSTITUTIONAL POINT PERSONS ONLY: Provision of information about applying for the IEPI Seed Grants	3.67 (Excellent)	3	N/A	N/A
Information about travel arrangements	N/A	N/A	3.71 (Excellent)	28
Access to information related to the institution's Areas of Focus	N/A	N/A	3.68 (Excellent)	28
Effectiveness of team phone conference(s) before the visit	N/A	N/A	3.71 (Excellent)	28
Usefulness of face-to-face team meeting just before the visit	N/A	N/A	3.71 (Excellent)	28
Time available for meetings with members of the institutional community during the visit	N/A	N/A	3.71 (Excellent)	28
Time available for team meetings during the visit	N/A	N/A	3.71 (Excellent)	28
Coordination and leadership by the PRT Lead	N/A	N/A	3.71 (Excellent)	28

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

Table 31. PRT Member Clarity of Roles, Outcomes and Communication, Visit 2		
Answer Options	Mean 1 (Low) - 4 (High)	Count
Were clear about the roles and responsibilities of the team.	3.71 (Strongly Agree)	28
Were on the same page about anticipated outcomes of the PRT Process.	3.71 (Strongly Agree)	28
Communicated clearly with each other.	3.75 (Strongly Agree)	28
Communicated in a timely fashion with each other.	3.75 (Strongly Agree)	28

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. **Table 32** reports the most common PRT Member takeaways identified from *Visit 2*.

Table 32. PRT Member Takeaways from the PRT Process, Visit 2	
PRT Members	
<ul style="list-style-type: none"> • Integrated Planning Techniques (5) • Participatory Governance Processes (including evaluation) (4) 	

Hours Spent on the PRT Process

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

Table 33. Mean Hours Spent on PRT Process, Visit 2		
Answer Options	Mean	Count
Preparing for this visit	12.2	28
Completing any follow-up activities related to this PRT visit to date	1.1	28
Preparing for the next PRT visit (if any) to date	0.1	28

Next Steps

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

Table 34. Examples of Next Steps to Be Taken, Visit 2	
Client Institutions	
<ul style="list-style-type: none"> • Institutionalize the I&EP (4) • Communicate Areas of Focus to the institution (3) 	

Miscellaneous

The final Areas of Inquiry elicited open-ended responses from participants to share any other thoughts or comments on the PRT Process for *Visit 2*. Seven of the 12 Client Institutions and 12 of the 28 PRT Members provided feedback on this item. No responses could be categorized in such a way as to add to what has already been provided in previous responses. Responses were general in nature and overall positive about the Project Director’s assistance and the PRT Process in general, but provided no new actionable data beyond what was already garnered from responses to the earlier questions in the survey.

Conclusion

Overall, Client Institutions and PRT Members continued to provide positive feedback on all aspects of *Visit 2*, including familiarity with technical assistance, confidence in its potential effect on institutional effectiveness, and adherence to the PRT approach. The findings reveal that the purpose of *Visit 2* is now well understood by Client Institutions, which distinguish it from that of *Visit 1*. Client Institutions recognize well the role of the Menu of Options (MOO) and report their reliance on the tool for making progress on the I&EP.

Appendix

Visit One¹⁵

Table A.1 Client Institution Familiarity with the Identified Areas of Focus, 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		
83.3%	10	16.7%	2	0%	0	0.0%	0	3.83 <i>(Very familiar)</i>	12

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		
83.3%	10	16.7%	2	0.0%	0	0.0%	0	3.83 <i>(Very familiar)</i>	12

Table A.3 Client Institution Confidence in the 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		
83.3%	9	16.7%	3	0%	0	0.0%	0	3.75 <i>(Very confident)</i>	12

¹⁵ The information displayed as counts and percentages contains the actual counts of individual respondents to the feedback survey, not the Client Institution overall.

Table A.4

PRT Member Confidence in the 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		
81.1%	30	13.5%	5	5.4%	2	0.0%	0	3.76 <i>(Very confident)</i>	37

Table A.5

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

Approach	Strongly Agree		Agree		Disagree		Strongly Disagree		NA/Don't Know		Client Institution Mean of Means 1 (Low) - 4 (High)
	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	
We had the information we needed to work effectively with the PRT.	83.3%	10	16.7%	2	0.0%	0	0.0%	0	N/A	0	3.83 (Strongly Agree)
The PRT was well prepared for the visit.	83.3%	10	16.7%	2	0.0%	0	0.0%	0	N/A	0	3.83 (Strongly Agree)
The PRT took a positive, constructive, and solution-oriented approach to the work.	75.0%	9	25.0%	3	0.0%	0	0.0%	0	N/A	0	3.75 (Strongly Agree)
The PRT conveyed a helpful attitude in interactions with members of the institutional community.	75.0%	9	25.0%	3	0.0%	0	0.0%	0	N/A	0	3.75 (Strongly Agree)
The PRT took into consideration the specific needs, culture and practices of our institution.	83.3%	10	16.7%	2	0.0%	0	0.0%	0	N/A	0	3.83 (Strongly Agree)
The PRT Members kept an open mind about issues and possible solutions.	83.3%	10	16.7%	2	0.0%	0	0.0%	0	N/A	0	3.83 (Strongly Agree)
The expertise of the PRT Members was a good fit for the institution's Areas of Focus.	75.5%	9	25.0%	3	0.0%	0	0.0%	0	N/A	0	3.75 (Strongly Agree)
The PRT recognized institutional personnel as problem-solving peers.	83.3%	10	16.7%	2	0.0%	0	0.0%	0	N/A	0	3.83 (Strongly Agree)

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

Area	Strongly Agree		Agree		Disagree		Strongly Disagree		NA/Don't Know		Mean 1 (Low) - 4 (High)
	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	
The PRT was well prepared for the visit.	83.8%	31	16.2%	6	0.0%	0	0.0%	0	0.0%	0	3.84 (Strongly Agree)
The PRT conveyed a helpful attitude in interactions with members of the institutional community.	83.8%	31	16.2%	6	0.0%	0	0.0%	0	0.0%	0	3.84 (Strongly Agree)
The PRT took into consideration the specific needs, culture and practices of our institution.	83.8%	31	16.2%	6	0.0%	0	0.0%	0	0.0%	0	3.84 (Strongly Agree)
The PRT Members kept an open mind about issues and possible solutions.	83.8%	31	16.2%	6	0.0%	0	0.0%	0	0.0%	0	3.84 (Strongly Agree)
The expertise of the PRT Members was a good fit for the institution's Areas of Focus.	81.1%	30	18.9%	7	0.0%	0	0.0%	0	0.0%	0	3.81 (Strongly Agree)
The PRT recognized institutional personnel as problem-solving peers.	81.1%	30	18.9%	7	0.0%	0	0.0%	0	0.0%	0	3.81 (Strongly Agree)
Applied Appreciative Inquiry in meetings with institutional personnel	78.4%	29	21.6%	8	0.0%	0	0.0%	0	0.0%	0	3.78 (Strongly Agree)
Refrained from making judgmental or prescriptive comments in meetings with institutional personnel	78.4%	29	21.6%	8	0.0%	0	0.0%	0	0.0%	0	3.78 (Strongly Agree)
Was knowledgeable about sound practices related to the institution's identified areas of focus	81.1%	30	18.9%	7	0.0%	0	0.0%	0	0.0%	0	3.81 (Strongly Agree)

Table A.7

PRT Member Rating on the Overall Usefulness and Effectiveness of the Training, Visit 1

Excellent		Good		Fair		Poor		NA/Don't Know		Mean 1 (Low) – 4 (High)	Count
Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count		
83.8%	31	16.2%	6	0%	0	0.0%	0	0.0%	0	3.84 <i>(Excellent)</i>	37

Table A.8 Client Institution Familiarity with the Identified Areas of Focus, 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		
100%	11	0.0%	0	0%	0	0.0%	0	4.00 <i>(Very familiar)</i>	11

Table A.9 Client Institution Familiarity with the Three-Visit 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		
91.0%	10	8.33%	1	0%	0	0.0%	0	3.91 <i>(Very familiar)</i>	11

Table A.10 Client Institution 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		
100.0%	11	0.0%	0	0%	0	0.0%	0	4.00 <i>(Very confident)</i>	11

¹⁶ The information displayed as counts and percentages contains the actual counts of individual respondents to the feedback survey, not the Client Institution overall.

Table A.11

PRT Member 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 <i>1 (Low) – 4 (High)</i>	Count
Percent	Count	Percent	Count	Percent	Count	Percent	Count		
73.7%	22	26.3%	6	0.0%	0	0.0%	0	3.79 <i>(Excellent)</i>	28

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.	91.0%	10	9.1%	1	0.0%	0	0.0%	0	N/A	0	3.91 (Strongly Agree)
The PRT was well prepared for the visit.	91.0%	10	9.1%	1	0.0%	0	0.0%	0	N/A	0	3.91 (Strongly Agree)
The PRT took a positive, constructive, and solution-oriented approach to the work.	91.0%	10	9.1%	1	0.0%	0	0.0%	0	N/A	0	3.91 (Strongly Agree)
The PRT was knowledgeable about sound practices related to our Areas of Focus.	91.0%	10	9.1%	1	0.0%	0	0.0%	0	N/A	0	3.91 (Strongly Agree)
The PRT conveyed a helpful attitude in interactions with members of the institutional community.	100.0%	11	0.0%	0	0.0%	0	0.0%	0	N/A	0	4.00 (Strongly Agree)
The PRT took into consideration the specific needs, culture and practices of our institution.	91.0%	10	9.1%	1	0.0%	0	0.0%	0	N/A	0	3.91 (Strongly Agree)
The PRT Members kept an open mind about issues and possible solutions.	91.0%	10	9.1%	1	0.0%	0	0.0%	0	N/A	0	3.91 (Strongly Agree)
The expertise of the PRT Members was a good fit for the institution's Areas of Focus.	100.0%	11	0.0%	0	0.0%	0	0.0%	0	N/A	0	4.00 (Strongly Agree)
The PRT focused on sustainable and sound practices.	91.0%	10	9.1%	1	0.0%	0	0.0%	0	N/A	0	3.91 (Strongly Agree)
The PRT focused on solutions rather than problems or where to place blame.	91.0%	10	9.1%	1	0.0%	0	0.0%	0	N/A	0	3.91 (Strongly Agree)
The PRT recognized institutional personnel as problem-solving peers.	91.0%	10	9.1%	1	0.0%	0	0.0%	0	N/A	0	3.91 (Strongly Agree)
The PRT's Menu of Options (MOO) provided useful options and examples for our consideration.	91.0%	10	9.1%	1	0.0%	0	0.0%	0	N/A	0	3.91 (Strongly Agree)
The PRT Lead effectively facilitated discussion of our options during the visit.	91.0%	10	9.1%	1	0.0%	0	0.0%	0	N/A	0	3.91 (Strongly Agree)
The PRT provided effective guidance to the institution as we worked on development of our Innovation and Effectiveness Plan.	91.0%	10	9.1%	1	0.0%	0	0.0%	0	N/A	0	3.91 (Strongly Agree)

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

Area	Strongly Agree		Agree		Disagree		Strongly Disagree		NA/Don't Know		Mean 1 (Low) - 4 (High)
	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	
The PRT was well prepared for the visit.	71.4%	20	28.6%	8	0.0%	0	0.0%	0	0.0%	0	3.71 (Strongly Agree)
The PRT took a positive, constructive, and solution-oriented approach to the work.	71.4%	20	28.6%	8	0.0%	0	0.0%	0	0.0%	0	3.71 (Strongly Agree)
The PRT was knowledgeable about sound practices related to our Areas of Focus.	71.4%	20	28.6%	8	0.0%	0	0.0%	0	0.0%	0	3.71 (Strongly Agree)
The PRT conveyed a helpful attitude in interactions with members of the institutional community.	71.4%	20	28.6%	8	0.0%	0	0.0%	0	0.0%	0	3.71 (Strongly Agree)
The PRT took into consideration the specific needs, culture and practices of our institution.	75.0%	21	25.0%	7	0.0%	0	0.0%	0	0.0%	0	3.75 (Strongly Agree)
The PRT Members kept an open mind about issues and possible solutions.	75.0%	21	25.0%	7	0.0%	0	0.0%	0	0.0%	0	3.75 (Strongly Agree)
The expertise of the PRT Members was a good fit for the institution's Areas of Focus.	71.4%	20	28.6%	8	0.0%	0	0.0%	0	0.0%	0	3.71 (Strongly Agree)
The PRT focused on sustainable and sound practices.	71.4%	20	28.6%	8	0.0%	0	0.0%	0	0.0%	0	3.71 (Strongly Agree)
The PRT focused on solutions rather than problems or where to place blame.	71.4%	20	28.6%	8	0.0%	0	0.0%	0	0.0%	0	3.71 (Strongly Agree)
The PRT recognized institutional personnel as problem-solving peers.	71.4%	20	28.6%	8	0.0%	0	0.0%	0	0.0%	0	3.71 (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		
71.4%	20	28.6%	8	0.0%	0	0.0%	0	0.0%	0	3.71 (Excellent)	28

APPENDIX B



SUSTAINING INSTITUTIONAL EFFECTIVENESS:

PRT Process Impact as of Fall 2020

Themes | Conclusions | Recommendations

THE PARTNERSHIP RESOURCE TEAM (PRT) component of the Institutional Effectiveness Partnership Initiative (IEPI) provides technical assistance at no cost for those institutions identified as needing support. The PRT process uses a positive, “colleagues-helping-colleagues” model and is available to colleges, districts, centers, and the system office itself.

Each prospective Client Institution submits a letter of interest, explaining how the PRT process could help them improve their effectiveness in “Areas of Focus” (AOFs) they regard as most important. Through a series of three visits, the PRT actively listens to the Client Institution to gather information, facilitates institution-wide discussions to frame the issues, provides ideas for improvement and best practices for implementation, helps the institution draft an Innovation and Effectiveness Plan (I&EP), and makes suggestions on how to improve implementation and sustain long-term progress. Seed Grants of up to \$200,000 are available to institutions that receive team visits and submit their Innovation and Effectiveness Plans.

INTRODUCTION

THIS REPORT IS THE FOURTH in a series of annual evaluations assessing the sustained impact of the full PRT technical assistance process on both the participating Client Institutions and volunteer PRT Members. (In this report, the term “Members” includes both PRT Leads and other Members, unless otherwise indicated.) With each year of implementation of the PRT process, the evaluations have provided deeper analysis of the longer-term impact of the process by drawing on more in-depth interviews to complement survey findings.

This year, the evaluation expanded its coverage

and strengthened its conclusions by conducting more interviews of Client Institution leaders and PRT Members and following through in greater detail the post-PRT process progress on clients’ AOFs.

As with the previous reports, the examination of the information gathered from the interviews and survey results generated themes, conclusions and recommendations for improved delivery of technical assistance in the California Community Colleges. Detailed information about the methodology used in this evaluation is located in the final section of this report. ■

APPLICATION AND BREADTH OF THE PRT PROCESS

CLIENT INSTITUTION PARTICIPATION

COLLEGES AND DISTRICTS are encouraged through varied communications to submit Letters of Interest if they determine that technical assistance would be beneficial in addressing their institutional effectiveness needs. To date, 100 separate Client Institutions (colleges, districts, centers, and the system office itself) have participated in the PRT process. Thirty-nine of the 100 institutions have received assistance from more than one PRT, yielding a total of 139 PRT processes.

While the most common Areas of Focus (AOFs) have remained similar over the life of IEPI, the variety of AOFs has increased, and the framing of the AOFs has changed. In the first two years of IEPI, Innovation and Effectiveness Plan (I&EP) strategies often focused on addressing accreditation recommendations and fiscal stability. Client Institution participation in many PRT processes centered on avoiding or removing ACCJC sanctions or preparing for an imminent institutional self-evaluation report (ISER). During the next four years of the initiative, Client Institution AOFs pivoted away from compliance with external standards and more towards a systems approach to finding solutions to immediate or long-term institutional challenges. As confidence in the PRT process has grown, more institutions are considering repeating PRT services over future cycles, and the identification and resolution of AOFs is beginning to be seen by some as an ongoing process of improvement, where peer assistance becomes a part of the institutional effectiveness process.



PRT MEMBER PARTICIPATION

PRT members are recruited and assigned through an application process that matches member skills, abilities and talents with institutional needs. While the primary function of the PRT process is improvement in institutional effectiveness and operations, additional functions include professional development for Members and increased learning and connections in the field through the networks that result from participating in the PRT process. PRT Members also bring back to their home institutions techniques and strategies learned from the Client Institutions and through the PRT process itself. Over the life of this initiative, over 460 California community college professionals have served on at least one PRT, including administrators, faculty (full-time and adjunct), classified staff, and retired professionals. Over half of them have served on two or more PRTs. Sixty-seven current or retired chief executive officers have served as PRT Leads, with 48 of them serving as Leads on more than one team.

852
Separate PRT Member Assignments

67
Current or Past CEOs as PRT Leads

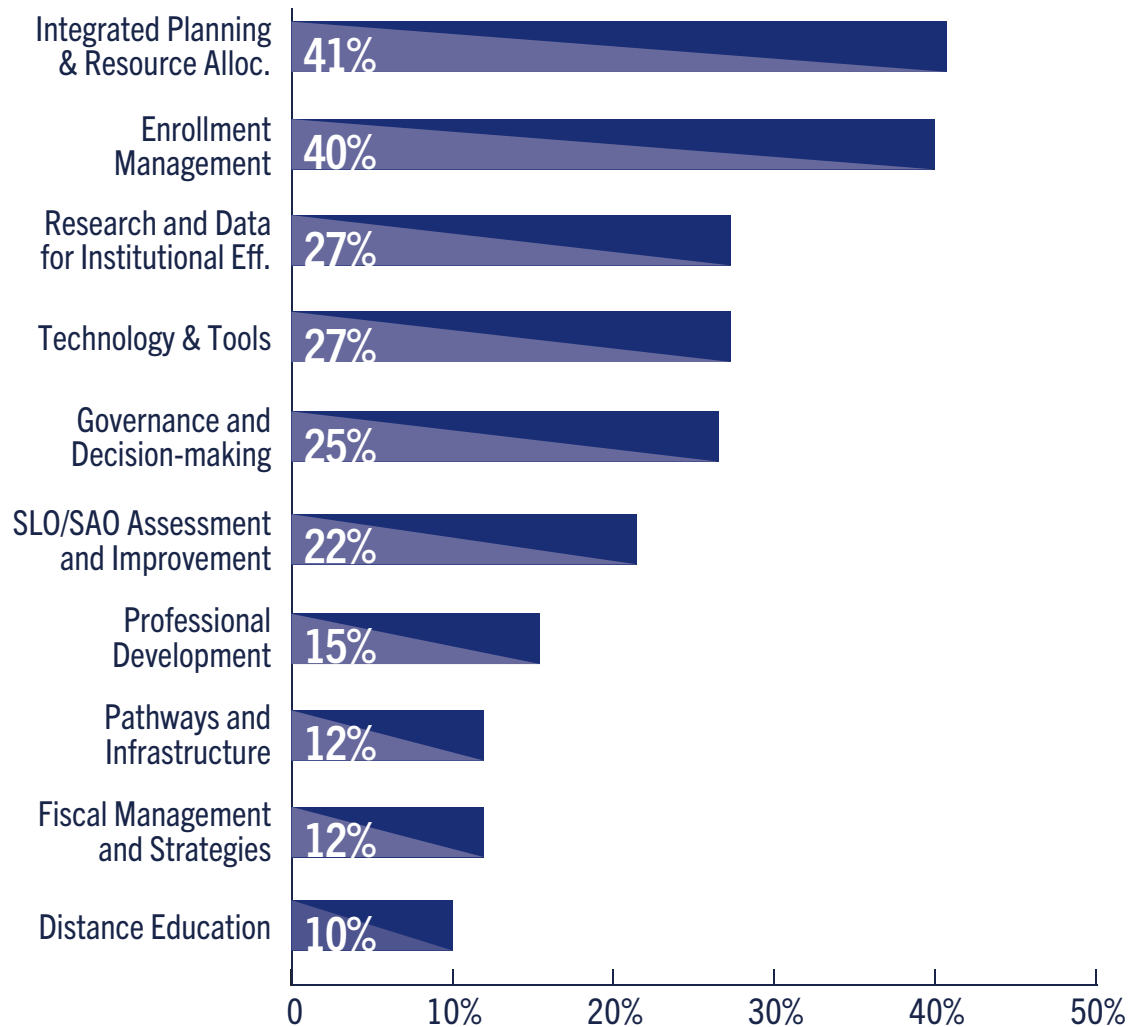
48
PRT Leads on 2 or more assignments

469
Community College Professionals as PRT Members or Leads

CLIENT INSTITUTION AREAS OF FOCUS

Client Institutions identify Areas of Focus (AOFs) and generate the Letters of Interest (LOIs) based upon the unique needs at each institution. Nonetheless, patterns of AOFs have emerged over the six-and-one-half years of the initiative. The top six AOFs include integrated planning and resource allocation, enrollment management, research and data for institutional effectiveness, technology and tools, governance and decision-making, and outcomes assessment. The following table lists the top ten AOFs identified by the percentage of full-PRT processes to date that included those AOFs.

Ten Most Common PRT Areas of Focus, Cycles 1-7A*



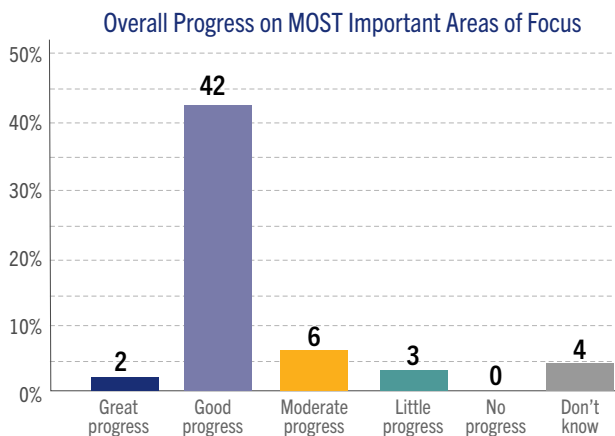
* Percent of 139 full-PRT processes through date of report. (Cycles 1-7A)

SURVEY RESULTS

CLIENT INSTITUTIONS

Representatives of Client Institutions including CEOs, substantive point persons and other relevant individuals provided responses to a series of open- and closed-ended questions about the PRT process at their respective sites.

Specifically, respondents were asked to identify from the full set of their Areas of Focus the two most important for their institutions. Respondents were also asked to rate the progress on each of the top two Areas of Focus (AOFs), to identify factors impacting the progress on the AOFs, and to estimate the amount of progress the institution would have made had the institution **not** received PRT services.



MOST IMPORTANT AREA OF FOCUS

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

Slightly over three-fourths of the respondents (77.2%; N=44) reported that they made either Good or Great Progress on the most important Area of Focus. Approximately five percent (5.3%; N=3) reported Little Progress. No respondent reported No Progress and about seven percent of the respondents reported that they Did Not Know (7.0%; N=4).

MAIN FACTORS HELPING SUSTAIN PROGRESS ON MOST IMPORTANT AOF

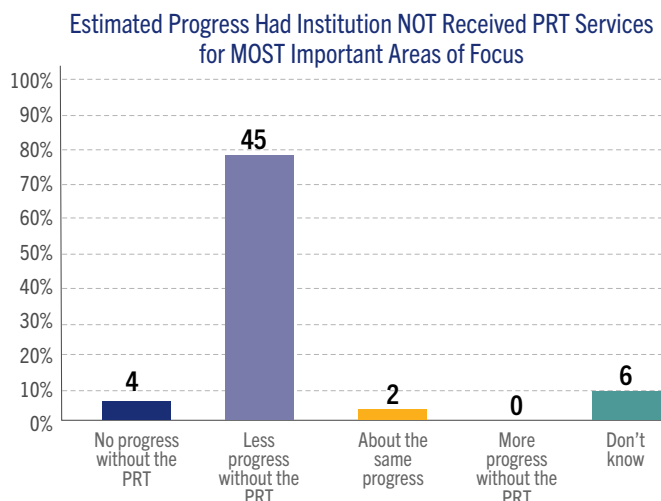
- ▶ The presence of an institutional champion (11)
- ▶ Continued communication about the AOFs within the institution (8)
- ▶ Embedding the AOF into existing systems and processes (5)

MAIN FACTORS LIMITING PROGRESS ON MOST IMPORTANT AOF

- ▶ New, conflicting initiatives at the institution (2)
- ▶ Attrition/change in leadership (2)
- ▶ Institutional culture and history (2)

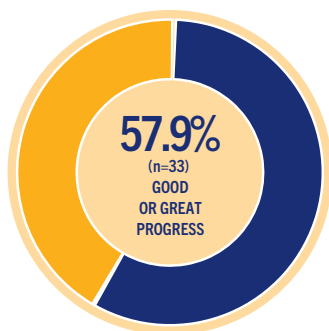
Client Institutions representatives were also asked to describe the factors supporting or impeding progress on the most important AOF. The responses were coded and categorized and the top responses are identified in the accompanying tables.

The vast majority of respondents (86.0%; N=49) reported that they would have made Less Progress or No Progress on the most important Area of Focus (AOF) had the institution not received PRT services. Only two respondents indicated that they would have made about the Same Progress (3.5%; N=2). No respondent reported that they would have made More Progress without the PRT support, and about ten percent of the respondents reported that they Did Not Know (10.5%; N=6).



THE SECOND MOST IMPORTANT AREA OF FOCUS

Overall Progress On Second Most Important Areas Of Focus



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

Results for the second most important AOF were similar to the results for the most important AOF, with the exception that Good or Great Progress on the second most important AOF was less common, at 57.9%. The main factors helping sustain progress and limit progress on the second most important AOF mirrored the factors identified for the most important AOF.

SUGGESTED IMPROVEMENTS TO PRT PROCESS

Client Institution representatives were also asked to provide specific suggestions for improvement to the PRT process. Responses were coded and categorized and the top responses are noted in the accompanying table.

SUGGESTED IMPROVEMENTS TO PRT PROCESS (CLIENT INSTITUTIONS)

- ▶ Retain the three-visit process (8)
- ▶ Consider additional peer technical assistance models (e.g., expansion of the mini-PRT process, access to the MOO in varied ways) (7)
- ▶ The Menu of Options is a valuable tool and should be expanded for system-wide use (7)
- ▶ Keep flexibility in completing the implementation of Innovation and Effectiveness Plans beyond the typical cycle time (7)
- ▶ Create a more formal system of follow-up with institutions after the PRT Process (6)

PRT MEMBER SURVEY RESULTS

GROWTH, DEVELOPMENT, AND CONNECTION

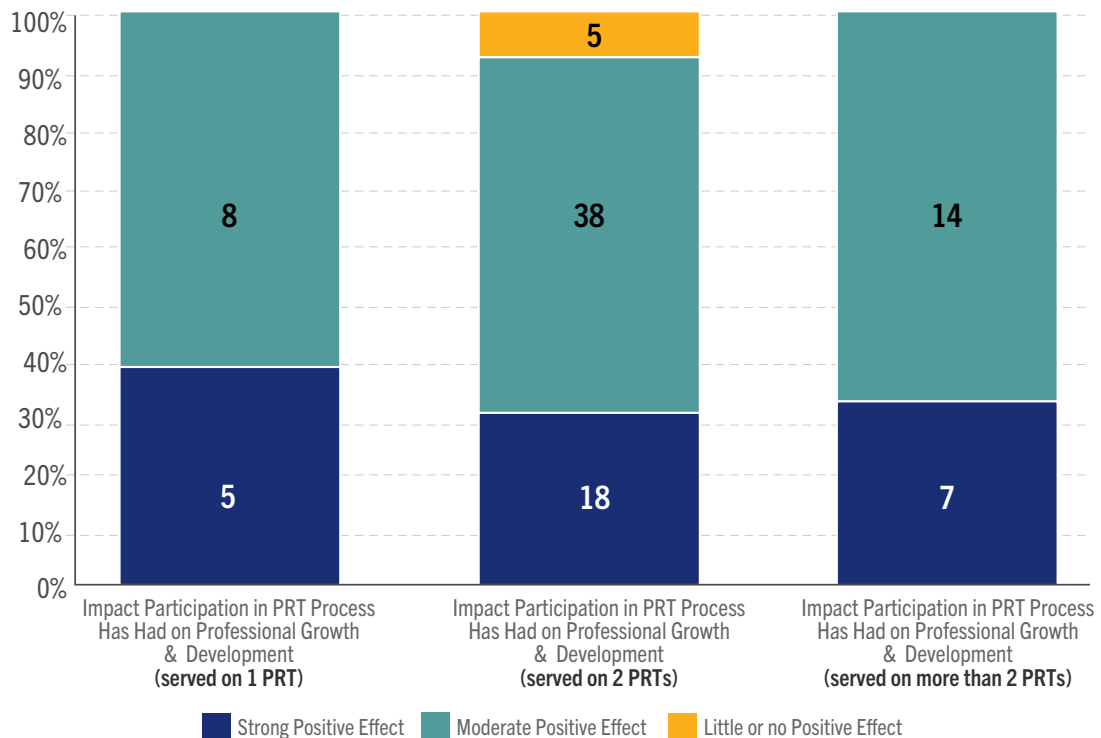
PRT Members and Leads provided responses to a series of open- and closed-ended questions about the effects that participation in the PRT process has had on their own professional growth and their connections with other professionals in the California Community College system. Most PRT Leads are chief executive officers at their home institutions, and other PRT Members serve in a variety of roles (e.g., student services, faculty, research) in all employment categories (e.g., faculty, classified, administration) at their institutions. (In this section, survey results for Members and Leads are reported separately.)

PROFESSIONAL GROWTH AND DEVELOPMENT

PRT Members were asked to indicate on a scale of 1 (Little or No Positive Effect) to 3 (Strong Positive Effect) the effect that participation in the PRT process has had in their own professional growth and development.

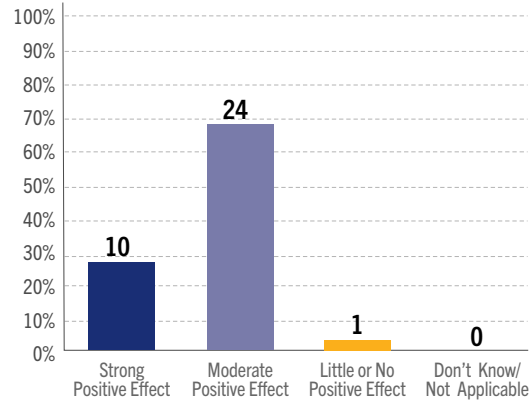
Almost all the responding Members (94.7%; N=90) reported that participation in the PRT process had a Strong or Moderate Positive Effect on their professional growth and development, with 31.6% (N=30) reporting a Strong Positive Effect. Under six percent (5.3%; N=5) reported Little or No Positive Effect on their professional growth and development.

PRT Leads and Members were also asked to identify the main aspects of the PRT process that were primarily responsible for their ratings. The top three aspects were observing the way other institutions address similar problems, the guiding role of the PRT Lead and the camaraderie demonstrated among the PRT Members. Both the PRT Leads and Members see participation in the PRT process as a way to develop professionally as well as help the participating Client Institution.



Among the PRT Leads, almost all the respondents (97.1%; N=34) reported that participation in the PRT process had a Strong or Moderate Positive Effect on their professional growth and development, with over one-fourth of the respondents (28.6%; N=10) reporting a Strong Positive Effect.

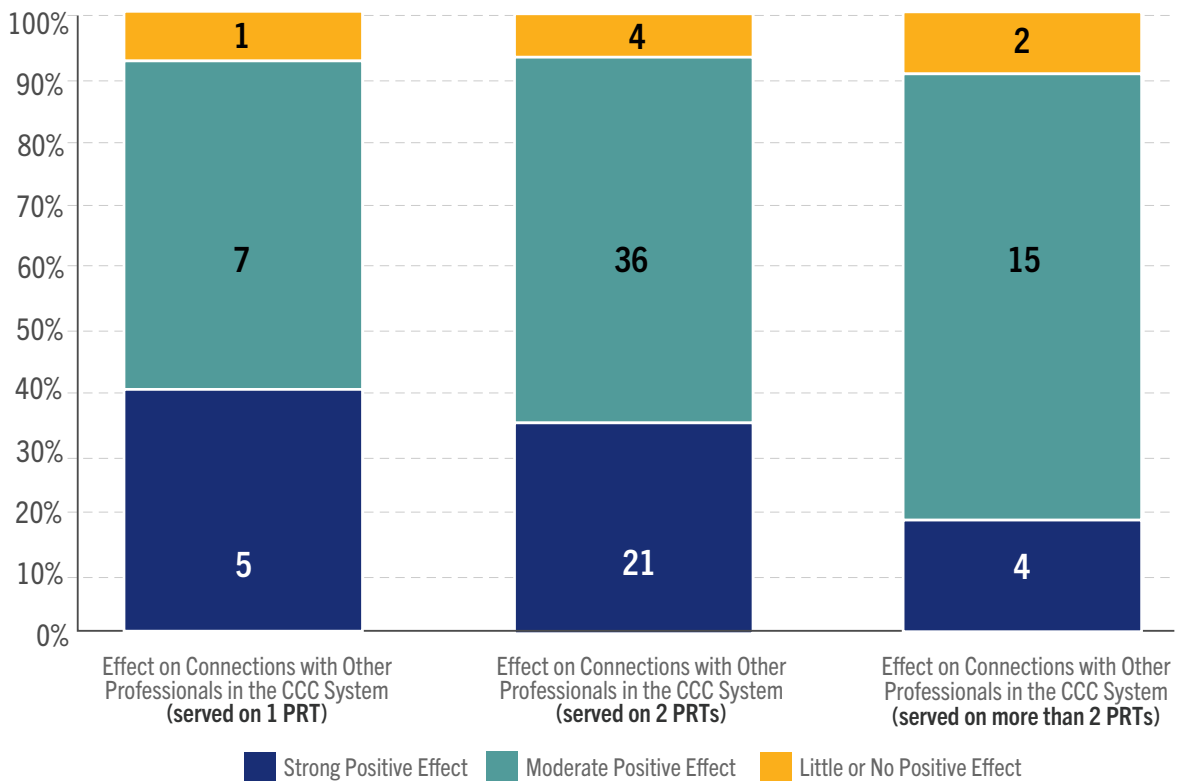
Impact Participation in PRT Process Has Had on Professional Growth and Development (PRT Leads)



CONNECTIONS WITH OTHER PROFESSIONALS IN THE CALIFORNIA COMMUNITY COLLEGES

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

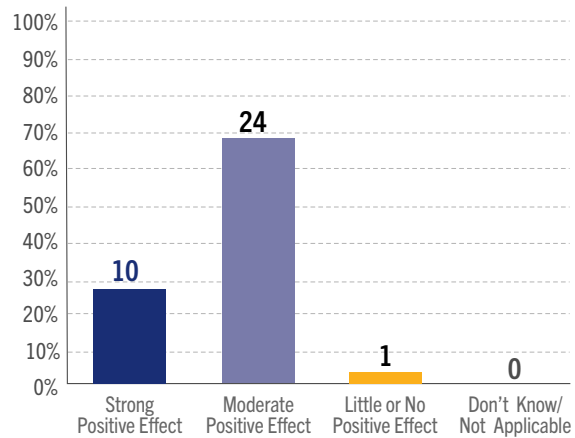
The vast majority of Members (92.6%; N=88) reported that participation in the PRT process had a Strong or Moderate Positive Effect on their connections, with approximately one-third of the respondents (34.1%; N=30) reporting a Strong Positive Effect. Under ten percent (7.4%; N=7) reported Little or No Positive Effect.



Among the PRT Leads, almost all the respondents (97.1%; N=34) reported that participation in the PRT process had a Strong or Moderate Positive Effect on their connections with other professionals, with over one-fourth of the respondents (28.6%; N=10) reporting a Strong Positive Effect.

PRT Leads and Members were also asked to identify the main aspects of the PRT process that were primarily responsible for their ratings. The top two aspects were building relationships with peers and institutional representatives during and after the process and sharing knowledge and experience. The growth in connections among participants across the larger field is a difficult construct to measure given the numerous factors and influences that impact relationships with professional peers. Examination of this construct is likely to produce more fruitful results in future annual evaluations.

Effect on Connections with Other Professionals in the California Community College System (PRT Leads)



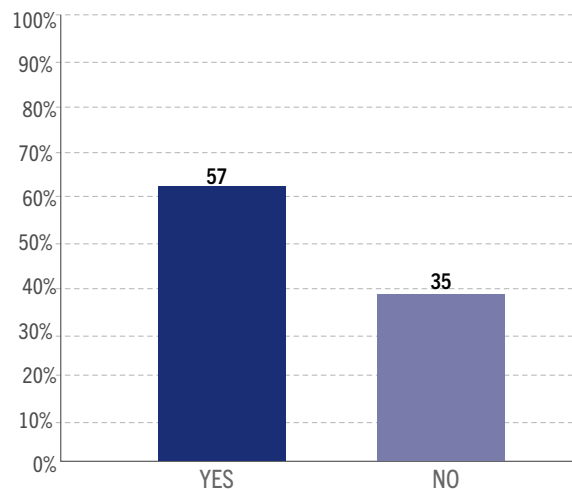
APPLYING PRACTICES LEARNED

PRT Members were asked whether their home institutions had applied any practices they had learned through participation in the PRT process. Just over sixty percent (62.0%; N=57) reporting bringing techniques, strategies or ideas to their home institutions.

PRT Leads and 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. Respondents noted that the participation in additional PRTs broadened their understanding of the larger issues facing California community colleges because they were able to see how different institutions in different parts of the state tackled similar institutional effectiveness challenges.

Additionally, respondents noted that they were able to refine their existing skill sets by observing other professionals facilitate meetings, engage in conversations, and frame problems. Members also noted that they learned better leadership skills by observing different PRT Leads and institution CEOs in different situations on the additional PRT cycles. Finally, PRT Members reported that re-upping for additional PRT cycles is a form of professional development that uses actual settings in which to develop and suggest best practices.

Applied Any Practices Learned Through Participation in the PRT Process



SUGGESTED IMPROVEMENTS TO PRT PROCESS

PRT Leads and Members were also asked to provide specific suggestions for improvements to the PRT process. Responses were coded and categorized and the top responses are noted in the accompanying table.

SUGGESTED IMPROVEMENTS TO PRT PROCESS (PRT LEADS AND MEMBERS)

- ▶ Increased opportunities to connect with institutional personnel during the process (12)
- ▶ Augmented use of technology in trainings (10)
- ▶ A digital resource or space for Members to connect with other Members after the visits conclude (8)

EMERGENT THEMES FROM THE IN-DEPTH INTERVIEWS

CLIENT INSTITUTIONS

FROM THE INTERVIEWS with Client Institution representatives (CEOs, point persons and other professionals), the following themes emerge about the experiences Client Institutions have had related to the PRT process. The themes are categorized into *Seeking Systems Improvement*, *Valuing Technical Assistance* and *Current and Emerging Opportunities*.

SEEKING SYSTEMS IMPROVEMENT

- ✓ Client Institutions see the PRT process as a capacity-building and systems improvement endeavor, rather than a one-off solution to a specific institutional problem. Institutions are often looking for assistance beyond mere information-gathering, and are dealing with larger processes and practices. Institutions that sign up for repeat PRT services in subsequent years tend to see the technical assistance as an ongoing resource.
- ✓ Client Institutions are more successful when they set and manage clear expectations at the outset of the process. Identifying clear coordinators or

Get your college leadership on board...and be open to change and be energetic.

—Client Institution Representative

responsible persons within the process to manage communications, work together to develop timelines and plans, delegate responsibilities, and set achievable objectives and milestones is very important to success.

Work together as a team and carve out time to get the work done. See the PRT as part of the team with their specific roles to play.

—Client Institution Representative

- ✓ Client Institutions that foster institutional ownership of the challenges they face, the possible solutions they discover and the results they desire benefit most from participation in the PRT process. Mistakes are seen as part of the learning process and not failures in performance.
- ✓ Those Client Institutions with knowledge gaps seek the technical or procedural knowledge necessary to develop strategies to address their specific needs. The colleges and districts are looking for tried and true practices that they may use or adapt. In this way, institutions see other institutions as resources to address problems they hold in common.

SEEKING SYSTEMS IMPROVEMENT *(continued)*

Get used to the idea that the answer will not be simple and right in front of you... Our challenges are complex, and there is a discomfort, as a leader, in not having all the answers; but let's face it, we're kidding ourselves if we think we do.

—Client Institution CEO

- ✓ Sustainability of progress on the Innovation and Effectiveness Plan (I&EP) beyond the third visit depends frequently on a college “champion” to shepherd efforts after the PRT process. Champions are passionate about college progress and student success, and embody the growth mindset essential to lead sustainable change.

Do your homework and hold yourself and your team accountable. Model for your faculty and staff the behavior you want them to display... If you make a mistake, own up to it.

—Client Institution CEO

- ✓ Client Institutions commonly face more complex problems than those that the acquisition of new skills, techniques and practices can solve. Colleges and districts also face motivational hurdles in moving from intention to action or finding ways to persist to achievement of their I&EP objectives after the PRT process has ended.
- ✓ Client Institutions' attention to their Areas of Focus (AOFs) is sometimes diverted by pressing issues such as changes in leadership; the imposition of new, too-often conflicting or ambiguous

The PRT is not there to give you answers. The PRT is there to help [the client institution] frame the problem and together look at potential solutions... not the solution.

—Client Institution CEO/PRT Lead

directives; new rules and regulations; or disaster prevention and recovery, which can cause them to lose traction on their I&EPs.

- ✓ Longstanding structures and processes at some Client Institutions can make lasting innovation in general, and sustaining progress on the AOFs in particular, more difficult.
- ✓ Some Client Institutions in the early days of IEPI viewed the application for external seed funding to address the AOFs as an admission of weakness, but Client Institutions now value a dedicated budget to address AOFs, because it relieves pressure on the institution to find internal funding to face their challenges. ■

VALUING TECHNICAL ASSISTANCE

THE FOLLOWING THEMES organize and present what institutional leaders say they value about the PRT process in light of their work since the time of the last visit:

- ✓ Client Institutions continue to find significant benefit in having a Menu of Options provided to them so that they can reflect on good practices and self-select solutions and design strategies, with some guidance from the PRT.
- ✓ Institutional ability to scale the successes in the PRT process to other areas or operations at the college or district depends upon the larger and longer view of the organization about operational improvement. Institutions with an organizational culture that supports an ongoing learning environment tend to exhibit more significant, sustained growth than those without such a culture.
- ✓ Client Institutions facing difficult challenges continue to value the structure, positive accountability, predictable timelines, and open, nonjudgmental approach that the PRTs demonstrate.
- ✓ Client Institutions acknowledge that the fluid handling of paperwork and processing of funds by the Project Director and the project staff keep the structure simple and easy to follow and facilitate the work to be done under the Innovation and Effectiveness Plan (I&EP).
- ✓ Client Institutions value the conversations and connections that take place during the PRT visits and note that the nonevaluative nature of the PRTs creates more openness and trust. Several interviewees observed that after the PRT process is concluded, Client Institutions could benefit from some ongoing support using the same approach.

**The MOO is a great resource
because it is a collection
of resources and practices.
What really helps is the PRT
and project director helped
us focus the resources on
our needs.**

—Client Institution Representative

- ✓ Client Institution representatives report that the level of helpfulness from the PRT is substantial, and highlighted in particular appreciative inquiry and active listening.
- ✓ Client Institutions enjoy sharing different practices and approaches to addressing the similar challenges colleges face across the system.
- ✓ Client Institutions “digital natives” in particular observe that using social networking to connect with other institutions would be beneficial, with a collection of success stories shared in a dynamic community environment. Existing communities of practice are valued, but logistics can make face-to-face attendance difficult.

CURRENT CONDITIONS AND EMERGING POSSIBILITIES

THE FOLLOWING THEMES organize and present what college leaders say about the current state of affairs at colleges and districts and the potential use of technical assistance going forward:

- ✓ Client Institutions are dealing with the significant disruption caused by COVID-19 and are focused, almost exclusively, on meeting immediate, novel and changing student support and instructional needs. CEOs report particular needs for assistance in supporting virtual learning, budget development and ensuring fiscal stability.
- ✓ Client Institutions recognize that student success is paramount but also put a high priority on institutional wellness, effectiveness and success. Colleges and districts that function well and are able to adapt and pivot nimbly, particularly in the era of COVID-19, will be able to implement more successfully specific strategies for Guided Pathways, Vision for Success, the Call to Action, and other initiatives geared to improve student success.
- ✓ Client Institutions note that PRT technical assistance is recognized as a colleague-based process that provides a supportive and nonevaluative setting for addressing institutional challenges effectively, and should continue. The current PRT process encourages Client Institutions to identify areas of need, develop sound plans, implement them, assess progress, and continue to improve.
- ✓ However, Client Institutions also suggest that the interactivity with PRT Members and use of the MOO should be expanded. CEOs and representatives are looking for additional dynamic ways to engage with resources and colleagues to help address current and emerging challenges.

**Student Success in many ways depends on [college and district] success...
Difficult to have one without the other...
[Institutions] need help in helping ourselves work better together... Colleges need to see each other as resources and colleagues...
if not through technical assistance, then how will this important work come?**

—Retired Community College CEO

- ✓ Client institutions note that having bandwidth and capacity is crucial to implementing and improving essential functions such as program review, resource allocation and long-term planning. PRT assistance serves as an immediate augmentation in capacity, and at the same time provides options for building capacity in the longer term.

PRT MEMBERS

THE FOLLOWING THEMES synthesize what PRT Members say about participation in the PRT process. The themes are categorized into *Professional Growth and Development* and *Potential Uses of Technical Assistance*.

PROFESSIONAL GROWTH AND DEVELOPMENT

- ✓ PRT Members report that building trust within the team and with the Client Institution and assessing institutional readiness for change are important elements of the professional development associated with serving in a PRT process.
- ✓ PRT Members state that consistent and high-quality implementation of promising practices at Client Institutions has helped Members learn about change initiatives in general, and also at their home institutions.
- ✓ PRT Members observe that providing sufficient time for preparation and planning before each visit is essential for success. Professionals are already busy at their home institutions and need to balance professional demands with the benefits of this project.
- ✓ PRT Members found significant benefit from the networking fostered in the trainings and on their teams, and reported that many professional relationships would not have formed but for the PRT process.
- ✓ PRT Members who participate in more PRTs found that with each additional engagement in the process, they acquired broader perspectives on issues facing California Community Colleges.
- ✓ PRT Members see participation in the PRT process as an opportunity for professional development much like participation in an accreditation team.

POTENTIAL USES OF TECHNICAL ASSISTANCE

Interviews with PRT Members elicited the following themes of possible future uses of the PRT process:

- ✓ PRT Members suggest using social networks that provide digital access to each other and to the work that they do. They note that more and more professionals are digital natives, and that creating virtual spaces that are dynamic and interactive would be helpful.
- ✓ PRT Members identify the sharing of experiences, tools and practices as the most valuable aspect of the PRT process beyond the direct help of the Client Institution.
- ✓ PRT Leads report that there is inconsistent awareness of the PRT process despite its growth. This may be caused by the stream of new professionals entering the field and by more seasoned professionals leaving the field or taking less prominent roles at the colleges and districts.
- ✓ PRT Members, particularly those who re-up for additional teams, take the time and effort to serve because they value the benefits of participating in PRT technical assistance. The implication is that middle-level and other professionals who cannot find time to participate or do not know of the value will miss out on those benefits.

CONCLUSIONS AND RECOMMENDATIONS

CLIENT INSTITUTION CEOS AND PRT LEADS describe the peer technical assistance provided by the PRT process as a “capacity-building” experience that helps address critical issues by improving the ability of college and district professionals to take ownership of their organizational challenges and to create their own measurable and sustainable results.

Leaders also noted that capacity-building, in turn, helps foster “systems change” by building colleges’ confidence in their own work, increasing their self-efficacy in reaching goals, accessing key tools and practices as found in the Menu of Options (MOO) and tapping into the knowledge of experts in targeted areas who also are well acquainted with the nuts and bolts of California Community Colleges.

Client Institution ownership of the PRT process—from drafting the Letter of Interest to creating the Innovation and Effectiveness Plan (I&EP) to allocating resources to meet the I&EP objectives to reporting progress on the Areas of Focus (AOFs)—is central to a successful PRT process.

TYPES OF SYSTEMS IMPROVEMENT IDENTIFIED

The areas of systems improvement that the PRT process helps institutions address fall into three general categories: knowledge deficits, motivational hurdles, and organizational/cultural impediments.

Knowledge gaps reflect areas of information acquisition that the institution needs to build, foster or expand. Motivational gaps divide into three types: active choice (intention to pursue a goal is replaced with action), persistence (perseverance to a goal in the face of challenges and distractions), and confidence (the mental effort exerted is based on confidence in reaching goals). Organizational/cultural impediments refer to misalignment of structures and processes that delays or impedes progress on larger goals.

The Client Institution CEOs recognize that knowledge expansion occurs primarily in the examination of resources in the MOO and during the self-reflection in the first PRT visit and the development of the I&EP.

In addition to teaching key concepts about an AOF (options for what to do or not do in specific circumstances), the PRT process also considers the how and why behind the improvement in organizational effectiveness. Specifically, the PRT process addresses motivational needs by tailoring support, conversations and resources to the unique needs of the institution, and considers potential barriers to progress. This approach bolsters value in the work, efficacy to goal completion, learning from mistakes, and confidence in the ultimate successes.

Importantly, Client Institution CEOs report that the PRT process helps each institution advance its organization and culture by setting its own goals, self-selecting appropriate interventions, designing methods and means to monitor progress, collecting evidence and analyzing findings, and refining institutional efforts based on the feedback of the PRT. This organizational learning expands institutions’ capacity to create the results they truly desire and begin to see themselves each as a team of peer learners.

VALUED PRACTICES

Client Institution representatives highlight matching specific institution needs to the correct services and supports as an integral component to PRT success. The quality of each PRT process depends on the expertise of the PRT Lead and Members to facilitate conversations in open and nonjudgmental ways, the preparedness and commitment of the Client Institution to reach the goals of the process, and the presence of institutional champions to bring the PRT to the campus in the first place, support the institutional work during the PRT process, and sustain efforts after the final visit is complete. Properly fostered, champions bring their passion and growth mindset to the Client Institution's Areas of Focus (AOFs) and help encourage others to act.

Client Institution leaders and representatives as well as PRT Members continue to find considerable value in the camaraderie, dialogue, and shared purpose associated with participation in the PRT process. While many respondents on both sides of the process found value in the connections made, PRT Leads and Members, in particular, called out the benefits of networking with peers in trainings, during the visit process and after the final visit.

Also noteworthy was the significance all participants found in sharing different practices and approaches in addressing the similar challenges colleges face across the system. Respondents reported an increased ability to reconsider their own college's methods and practices after observing other institutions. Both PRT Members and Leads and Client Institution representatives indicate that learning increases and perspectives broaden with each additional PRT process participation.

Respondents appreciate the knowledge gained in the wide range of professional development and training opportunities made available to the field by professional organizations and through the Chancellor's Office, such as conferences, webinars, drive-ins and workshops. However, they point out that technical assistance delivered directly to a single institution on either broad or more targeted critical topics provides a "deep learning" experience that includes coverage of not only the knowledge gaps but also how and why the knowledge gaps exist in the first place, and why they linger, as well as consideration of the motivational hurdles and organizational and cultural impediments that halt or significantly impede progress on the Innovation and Effectiveness Plan (I&EP) during and after the PRT process.

Most Client Institution leaders and representatives are quick to point out that their institutions already had a general idea of what needed to be done, and would have likely reached an acceptable solution in time. However, what they found of particular help was the structure and support the PRTs provide in helping initiate and sustain progress, even where organizational structures and historical practices tend to resist change, evolution, and growth.

CURRENT INSTITUTIONAL NEEDS

Most of the areas in which institutions need technical assistance (e.g., enrollment management, integrated planning, etc.) have remained similar over the life of IEPI, but some are taking different shapes because of the dramatic changes to budget development, fiscal stability, and instructional and student support brought on by the pandemic. Few Client Institution CEOs and representatives mentioned larger statewide initiatives, focusing instead on the immediate and dramatic tasks at hand. For example, Chief Executive Officers report the need for technical assistance to address the disruption and attendant uncertainty caused by COVID-19, the rapid expansion of online learning and the issues of equity and student access to the technological tools and supports in virtual environments.

Client Institutions that express interest in multiple PRT processes do not see the PRT process as a single fix to an isolated problem. Instead, these institutions see technical assistance as an ongoing process that evolves as each institution's needs evolve. Some leaders did mention that colleges most in need of the PRT process may lack the bandwidth or institutional will to seek out PRT assistance.

Finally, the request for IEPI financial resources through the Seed Grant, once seen by a few as implying an institutional deficit, is now seen as a necessary and desired resource to utilize external funds to address a clear need that the institution otherwise might not be able to address internally.

RECOMMENDATIONS

Based on an analysis of the survey and interview findings, the following recommendations for improving and expanding upon the PRT process are suggested:

- 1. Keep the features of the existing PRT process**, including the three-visit model for systems improvement.
- 2. Promote greater understanding across the system about PRT technical assistance** as an effective collaborative tool to help Client Institutions build capacity and promote systems improvement. Such promotion should include using examples of how PRT technical assistance informs better planning and decision-making and fosters ongoing organizational learning.
- 3. Set improving operational effectiveness and excellence** as a systemwide priority that frames Client Institutions as “learners,” mirroring the systemwide commitment to student success. While student success is paramount, the ability of colleges and districts to create, retain, and transfer knowledge within an organization is vital to supporting the efforts to improve student learning and achievement. An institution improves over time as it gains experience, shares ideas with other institutions, and builds networks that visualize other institutions as peers in the pursuit of both organizational excellence and academic excellence for students. And as it improves, its students benefit.
- 4. Promote greater sharing of ideas across institutions** in more dynamic, multi-directional ways and methods. For example, while existing professional development resources available to Client Institutions focus on knowledge and learning deficits in particular areas, what appear to be needed are methods for addressing the motivational hurdles at the beginning of change efforts, for persisting to goals in the face of

RECOMMENDATIONS *(continued)*

adversity, and for overcoming organizational, cultural and historical impediments to progress. Findings from the evaluation of the PRT process in each of these areas might serve as a foundation on which to build new professional development experiences.

5. **Promote the sharing of tools and practices** that have been successfully applied by Client Institutions and show promise for implementation at other institutions.
6. While retaining the existing PRT process, **consider and promote additional ways for technical assistance to be offered.** Under the current model, opportunities exist in each PRT cycle for another set of institutions to focus on systemic and operational improvements across multiple areas in a structured setting and timeline. These components are clearly recognized as valuable and effective by the participating institutions. Nevertheless, some of the colleges in need of technical assistance that have been unwilling or unable to access this model might respond more readily, for example, to the single visit and narrower focus of a Mini-PRT, perhaps as a precursor to a full PRT process.
7. **Increase the use of Mini-PRTs and Communities of Practice** as methods of technical assistance for institutions whose needs are narrower, more urgent, shared with numerous neighboring institutions, or otherwise not well suited to the full PRT process.
8. **Use the PRT process**, with suitable adaptations in the specific steps used, to provide focused support for institutions experiencing:
 - High turnover at key organizational and constituency leadership positions. Sustained progress on the Vision for Success Goals, for example, will be most challenging at institutions experiencing organizational instability.
 - Disruption and uncertainty caused by the COVID-19 pandemic and the shift to and eventually back from mostly online learning.
 - Difficulties in responding to the Call to Action and issues of diversity, inclusion, equity, and anti-racism.
9. **Institute a reporting system to gather collective knowledge** from the PRTs' Menus of Options (MOOs) and other documents to date, and share the information with institutions in a variety of ways, such as conference presentations or webinars
10. **Develop and apply methods to sustain connections** among PRT Members and Client Institution contacts after visits are completed. Informal connections already occur at conferences and the like, but providing more systematic voluntary reconnection opportunities would reinforce the benefits.
11. **Develop and implement follow-up PRT activities**, both in-person and online, that Client Institutions could request after the PRT visits, and even after completing implementation of the Innovation and Effectiveness Plan (I&EP). Such activities could be more modest and flexible than the fourth visit that institutions may already request prior to termination of the Seed Grant.
12. **Enhance the Change Management segment of the PRT Workshops** with additional information on the three types of institutional gaps (knowledge, motivation, and organization/culture) and on the importance of "champions" in sustaining improvements in the long run.
13. To assist Client Institution Point Persons with their preparations at the beginning of each PRT process, **provide additional information on the basics of change management** (similar to that used in the PRT Workshops), and add more specificity to the description of their own tasks, to include managing communications and developing timelines and agendas for each visit.

METHODOLOGY

THE EVALUATION used a mixed-method approach to evaluate the longer term effects of the PRT process. The design consisted of four components:

- ▶ **A survey administered to all Chief Executive Officers (CEOs)** at Client Institutions completing their final PRT visits before July 1, 2019, the period of focus for this fourth evaluation
- ▶ **A survey administered PRT Leads and Members** who participated in PRT processes during the same time period
- ▶ **Structured interviews with experienced Client Institution CEOs** delving into deeper experiences during and after the PRT process
- ▶ **Structured interviews with PRT Leads and Members** who participated in the same set of PRT processes

Fifty-seven survey responses were received from Client Institution CEOs and representatives; invitations had been sent to a total of 79 institutions. Client institution CEOs and representatives were asked to rate progress on their most important and second most important Areas of Focus (AOFs) in order of importance. As noted in the report, responses on the most important AOF and second most important AOF were largely similar. (Eight of the institutions had only one AOF, which was coded as their most important.) To inform the reader of the most important AOFs of the survey respondents, they are noted at the end of the methodology section.

In addition, Client Institution CEOs and representatives were asked to identify the factors that helped sustain progress and the factors that limited progress in their AOFs. They also reported the progress their institutions would have made on their AOFs in the absence of PRT assistance. Finally, they were asked to recommend any improvements to the PRT process that would help future participating institutions.

Ninety-five survey responses were received from PRT Leads and Members; a total of 285 surveys had been sent to participants. Leads and Members were asked what effect, if any, participation in the PRT process had on their own professional development and growth and the connections with other professionals in the California Community Colleges. Additionally, respondents were asked whether their home institutions had applied any practices they had learned via participation in the PRT process. Like the Client Institution CEOs and representatives, PRT Members and Leads were asked to make recommendations for improvements to the PRT process.

Twenty-six total interviews were conducted as part of the evaluation design. Ten interviews were conducted with Client Institution CEOs and representatives, ten interviews with PRT Members (including faculty) and Leads, and six interviews with CEOs who had also served as PRT Leads. Interview protocols depended on the roles that participants played in the process. Greater reliance was placed in this evaluation administration on the surveys to Client Institutions to learn about 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.

Questions in the protocols sought to learn about larger topics of systems improvement, gap analyses (knowledge, motivation, and organizational/cultural), the value of technical assistance, and current and emerging possibilities. While specific questions were prepared for each group based on their roles, interviewees were permitted to respond freely and discuss unsolicited but related topics. Each interview was allotted an hour to afford respondents adequate time. All the interviews took place via webcam over an eight-week period in summer of 2020.

MOST IMPORTANT PRT AREAS OF FOCUS OF RESPONDING CLIENT INSTITUTIONS	
AREA OF FOCUS	COUNT OF INSTITUTIONS
Integrated Planning & Resource Allocations	15
Enrollment Management	12
Research and Data for Institutional Effectiveness	10
Technology & Tools	8
Governance and Decision-making	8
Other: Professional Development, Pathways and Infrastructure, Fiscal Management and Strategies, Distance Education	4

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



CALIFORNIA COMMUNITY
COLLEGES CHANCELLOR'S OFFICE
SACRAMENTO, CALIFORNIA
916.445.8752

SIRIA S. MARTINEZ, Ph.D.
Assistant Vice Chancellor of
Student Equity and Success

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

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



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

APPENDIX C

SPOTLIGHTS



California Community Colleges
Institutional Effectiveness

VOLUME 7 | SERIES 1 | DECEMBER 2020

Spotlights is a series of vignettes relating the experiences and benefits gained from participation in the Partnership Resource Team (PRT) process of peer technical assistance as part of the Institutional Effectiveness Partnership Initiative (IEPI). This latest edition focuses on the efforts at Clovis Community College, which used two PRTs over separate cycles to build and then expand its research capacity.



Clovis
Community
College

New Beginnings and Ongoing Work

Multiple PRT Cycles Build and Expand Research Capacity

In fall 2016, everything was new at Clovis Community College (CCC): new college, new name, new president, and new directions to pursue.

“We were brand new in so many ways; we needed to create an Educational Master Plan and decide which directions we wanted to go,” said President Lori Bennett. “Sure, we had been a center location for some time, but as a college, this was really new beginnings for us.”

A few months earlier, the

Board of Governors approved CCC as the 113th community college in the state of California, building on the previous year’s grant of Initial Accreditation from the Accrediting Commission for Community and Junior Colleges (ACCJC).

“Before becoming a formal college, the institution developed some good strengths,” noted Bennett. In particular, CCC did considerable excellent work in building partnerships with their feeder high schools, developing dual credit work in English and reducing greatly the need for remediation in English for many students. “The institution had established a culture of working as teams to strengthen student success,” continued Bennett, “we had a ‘can do’ approach to our work.”

LETTER OF INTEREST TO I&EP

The previous Clovis president, Deborah Ikeda, had submitted a Letter of Interest (LOI) in the spring of 2015 to participate in the Partnership Resource Team (PRT) process, a technical assistance component of the

**“The institution
had
established
a culture of
working as teams
to strengthen
student success.”**

*-Clovis President
Lori Bennett*



Constituent groups at Clovis Community College gather to engage in conversations about student success measures.

Institutional Effectiveness Partnership Initiative (IEPI).

The PRT process uses a colleagues-helping-colleagues model to provide support on issues that matter most to client institutions, and is available to colleges, districts, centers, and even the community college system itself.

CCC's LOI was approved and IEPI Project Director Dr. Matthew Lee assembled a team of subject matter experts drawn from a statewide pool of volunteers. Team composition on each PRT is based on a process that matches the knowledge, skills, and experience of those volunteers with the Areas of Focus identified by the client institution.

“The PRT... kept us on focus, listened to our concerns and ideas, and did something very important: They let us find our own way.”

-President Lori Bennett

The team facilitates the client institution's development, implementation and initial evaluation of an Innovation and Effectiveness Plan (I&EP) in a three-visit process over twelve to eighteen months.

The I&EP that CCC created during this process comprised two areas: planning and decision-making and building research capacity.

PLANNING AND DECISION-MAKING

Bennett noted that “while [the institution] had developed some good solid efforts to establish its identity in our community, the college, as a college, was really starting from the ground up.”

Clovis needed to develop and implement an educational master plan (EMP) to help prioritize facilities needs. Additionally, the college wanted to develop a strategic plan, a directional plan to reach institutional goals for success and pursue the college's mission.

“There were other plans, too, that we needed to either update or create to operationalize the larger plans we were developing, including guided pathways,” Bennett continued. “We also needed to make sure that our integrated planning model and decision-making processes were in place to explain what and how we were going to do what we needed to do.”

The college, as part of the PRT process, developed planning and participatory governance manuals that established a common vocabulary for planning and decision-making as well as clarified a committee structure with defined roles for constituent group members.

BUILDING RESEARCH CAPACITY

The college was very interested in developing data tools that would help ascertain exactly where administrative and faculty leaders could make improvements to help students become more successful.

Like many other California community colleges, CCC found itself with large amounts of data on success, learning and efficiency, but in need of ways to collect and report out this information in a manner that would be useful for faculty and administrators in making sound decisions.

“We knew that we had so much actionable data out there, but we needed to build ways to get at the data and share it with people,” Bennett observed.

To this end, CCC used the PRT process and the Seed Grant that comes with it to create a warehouse to store the data, purchase data visual display software, and research predictive data tools.

Bennett summarized the process this way, “The PRT helped us with the work that we needed to do. They kept us on focus, listened to our concerns and ideas, and did something very important: They let us find our own way. We had the energy and the drive and the passion to reach our goals; we just needed support in how we might get our work done.”

Bennett concluded that the college was very



President Bennett outreaches to local veterans and community members.

satisfied with the commitment, knowledge and support of the PRT that came to Clovis. “It was a great process to help us frame our work,” she said.

But for Bennett, there was more work that needed to be done.

CLIENT INSTITUTION CEO AND PRT LEAD

As the PRT process has matured, the number of CEOs who also serve as PRT Leads at other institutions has increased. Bennett is one of those CEOs.

“I plainly see the value in the PRT process, and when I was given the opportunity, I jumped at being a PRT Lead,” she said.

“We have so many talented professionals out there and we are all trying to tackle the same issues, just in our own contexts. The PRT process is an important way to connect colleges to the larger pool of knowledge across the system,” Bennett added.

In annual evaluations of the longer-term effects of the PRT process, colleges and districts report that the PRT process is effective in helping them address targeted Areas of Focus over the process cycle. Moreover, many client-institution CEOs see the PRT process no longer as a one-time tool for one innovation plan, but rather as an ongoing tool in a college’s improvement toolbelt.

Why not Clovis?

“I was so happy with the work in our first PRT, that I wondered why not bring back another PRT for the next steps in building our institutional effectiveness?” Bennett reflected.

“Think about it. The PRT process provides a team of experts in the field to facilitate your work and provides up to \$200,000 of seed capital to access the resources to get the important work done. Why would I not access this great resource again?” mused Bennett.

That is exactly what Clovis Community College did.

The college delivered a second Letter of Interest to expand the work completed as part of the first PRT process. This time, the college focused on enrollment and schedule management, professional development, and research capacity.

Bennett noted, “I was particularly pleased with our continued work in building research and technology tools to access and deliver data to our college teams.”

RESEARCH GROWTH AND EXPANSION

In the first PRT, CCC focused on accessing and building out research capacity. In the second PRT process, Clovis expanded its efforts to use visual tools to display data and generate regular reports



Clovis has taken steps to build a team approach to problem-solving.

that college professionals could use.

“We have so many different audiences and preferences for reporting and presentation that we tailor our reports to meet the different needs, whether it be a complicated dashboard with lots of ways to disaggregate the data or an infographic that clearly states the ‘result’ or ‘conclusion’ of the data,” said Alex Adams, CCC’s Director of Research.

“Creating easy-to-use and visually appealing displays has been a focus, particularly in program review packets and reports,” noted Michelle Johnson, Senior Research & Planning Analyst.

Many of these reports and projects are directly related to the

two PRTs in which the college has participated. Moreover, during the second PRT cycle, CCC faculty very clearly highlighted a desire to dig into the “why” behind the data reports. Consequently, the college is currently engaged in two focus group projects and conducting two nationally benchmarked surveys that the institution has not administered in the past. “We are excited to see where these new projects take us,” added Adams.

THE ROLE OF TRUST

The creation of tools and techniques is certainly important for improvement, but it is not enough. During the visits for both PRT cycles, discussions centered not

only on the production of reliable reports and the growth of data use at the institution, but also on the relationship between the researcher and users of the information. It comes down to trust.

“The work our office does and the impact we have at the college is completely dependent on the trust that we have built with the college by being responsive and transparent and providing useful reports that are easy to understand,” observed Adams.

Adams added that the trust has been cultivated by strong support from Bennett and needs to be further nurtured for the college to expand its continued research work.

ANOTHER PRT?

Pleased with the results of Clovis’s first two PRTs, might the college consider another round of technical assistance?

“Absolutely. We are slammed with so many things right now, COVID-19, the Call to Action, Vision for Success, Equity, Pathways. As soon as I catch my breath, you can be sure that I will be accessing PRT technical assistance again,” Bennett confirmed.

Why not? ■

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



CALIFORNIA COMMUNITY
COLLEGES CHANCELLOR’S OFFICE
SACRAMENTO, CALIFORNIA
916.445.8752

SIRIA S. MARTINEZ, Ph.D.
Assistant Vice Chancellor of
Student Equity and Success

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

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



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

APPENDIX D



Perceptions of the Institutional Effectiveness Partnership Initiative's Suite of Resources

October 2020

Madeleine R. Kerrick
Jaquelyn Caro-Sena
Breanna Alexander



California State University, Sacramento
6000 J Street
Tahoe Hall 3065
Sacramento, California 95819-6081
www.edinsightscenter.org
Twitter: [@EdInsightsCtr](https://twitter.com/EdInsightsCtr)



Table Of Contents

Acknowledgments.....	1
Executive Summary	2
Overview.....	4
Findings.....	7
Recommendations	25
Appendix A: IEPI Professional Development Events.....	28
Appendix B: Methodology	30





Acknowledgments

The authors wish to thank senior leaders, faculty, and staff at the nine site-visit colleges for their participation and candor in sharing their experiences with and perceptions of the Institutional Effectiveness Partnership Initiative's suite of resources; and the regional education and workforce stakeholders (e.g., regional county office of education staff), K-12 district and school administrators, high school counselors, and community college administrators and staff in the Central Valley and Inland Empire for their participation and candor in sharing their experiences with and perceptions of College Next. We are also grateful for the assistance from the designated contacts who facilitated our college visits. The California Community Colleges Chancellor's Office facilitated all aspects of the evaluation and responded promptly to our inquiries. The California College Guidance Initiative also facilitated the College Next evaluation. Elizabeth Delgado provided excellent administrative and data analysis assistance, Jasmine Nguyen provided valuable assistance in data analysis, and Izamar Ortiz-Gonzalez provided excellent research assistance. Connie Tan drafted the theory of change. Insightful suggestions from Thad Nodine improved prior report drafts, and Colleen Moore closely reviewed the final report. Pat Davis Design Group developed the template, icons, several infographics, and did layout. Finally, Jessica Beifuss' editing expertise and Interact Communications' review for Americans with Disabilities Act compliance pulled this report together.

Executive Summary

The Institutional Effectiveness Partnership Initiative (IEPI) is a collaborative effort within the California Community Colleges with:

- process goals for professional development (PD) and technical assistance (TA), such as increasing collaboration and information sharing;
- implementation goals for IEPI and particular California Community College Chancellor's Office (CCCCO) priorities, such as implementing Guided Pathways (GP) and achieving the goals of the *Vision for Success (Vision)*; and
- ultimate outcomes of improving operational effectiveness and student success.

This report presents findings from Education Insights Center's (EdInsights') evaluation of IEPI aimed at understanding the experiences and perceived impacts of its suite of resources at the institutional level. Through IEPI, the CCCCCO and its partners offer a variety of PD training opportunities (e.g., workshops, summits, webinars) to community college faculty, staff, and administrators, as well as more tailored peer-based TA offered by Partnership Resource Teams (PRTs) that are assigned to colleges or community college districts upon request. In 2019-20, there were 19,312 participants at IEPI PD events, representing all 115¹ California Community Colleges (see Appendix A: IEPI Professional Development Events). To help IEPI leadership understand the perceived impacts of its support resources, we interviewed 137 community college faculty, staff, and administrators from nine colleges about IEPI's suite of resources, including its PD events and PRTs.

Findings

Colleges lacked full understanding of the purpose of IEPI

Colleges mostly identified IEPI's process goals as its purpose, with lesser discussion of its ultimate outcomes to improve student success and operational effectiveness, and little to no mention of its implementation goals.

Colleges' incomplete understanding of IEPI's purpose may, in part, relate to:

- lack of awareness of how IEPI's resources connect to IEPI and to each other; and
- insufficient explication of IEPI's suite of resources and its theory of change.

Colleges most often attributed process impacts to IEPI's suite of resources

IEPI's suite of resources reportedly achieved several of its process goals for some colleges and individuals, but not all goals were reported and reports of goal achievement were not widespread, especially for PD. Mentions of implementation goals and ultimate outcomes were less common.

¹ This report is based on data collected before the addition of Madera Community College as the 116th California Community College.

Moderate perception that IEPI's suite of resources is achieving its process goals and the scarcity of comments about achieving its implementation goals or ultimate outcomes may, in part, relate to:

- the breadth and depth of a college's participation in IEPI's suite of resources;
- how personnel learn about and decide to participate in IEPI resources;
- how information is shared across a college following involvement in IEPI resources; and
- insufficient explication of IEPI's theory of change.

Feedback on IEPI's resources was largely positive and pointed to the importance of intentionally designed resources

Across colleges, there were more positive than negative comments about both IEPI's PRTs and PD events; however, PD feedback was more mixed.

Feedback about IEPI resources seemed, in part, to relate to whether these resources were perceived as:

- intentionally designed;
- providing applicable content; and/or
- engaging.

Recommendations

- Refine IEPI's theory of change.
- Improve and target communications.
- Continue to intentionally design PD and TA resources

Overview

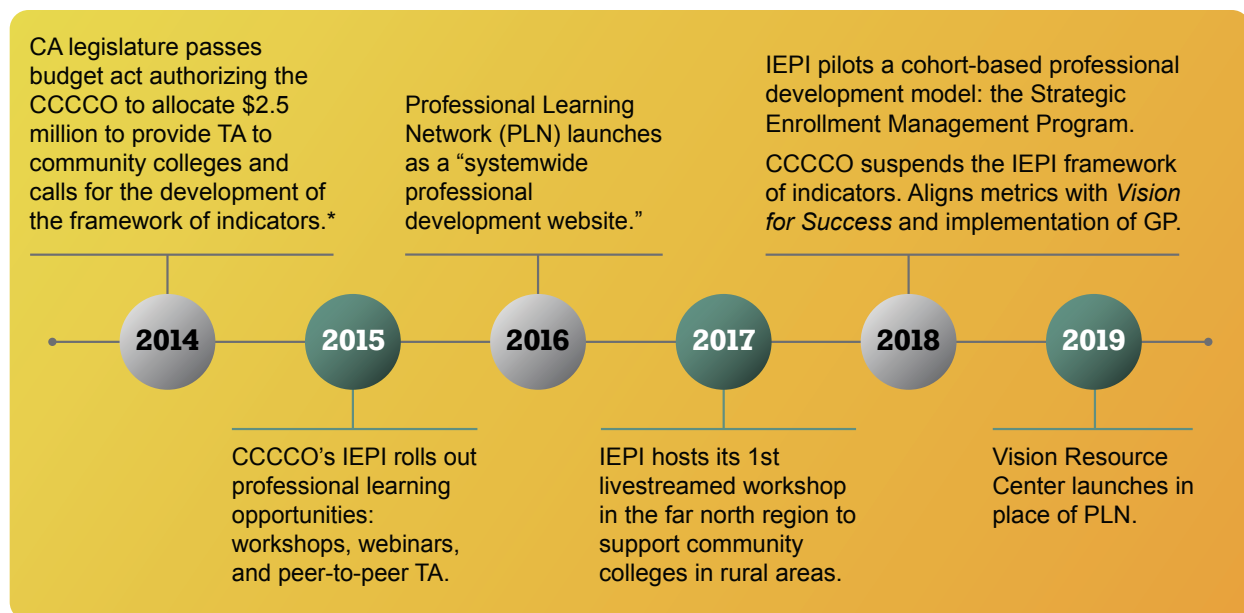
The Institutional Effectiveness Partnership Initiative (IEPI) is a collaborative effort within the California Community Colleges. As part of an evaluation conducted by the Education Insights Center (EdInsights) aimed at understanding the experiences and perceived impacts of IEPI's suite of resources at the institutional level, we used language from the CCCC's IEPI website to develop a model of IEPI's theory of change that outlines its:

- process goals for professional development (PD) and technical assistance (TA), such as increasing collaboration and information sharing;
- implementation goals for IEPI and particular California Community College Chancellor's Office (CCCCO) priorities, such as implementing Guided Pathways (GP) and achieving the goals of the *Vision for Success (Vision)*; and
- ultimate outcomes of improving operational effectiveness and student success.

IEPI's perceived aims and impacts are mainly aligned with its process goals, according to interviews with community college faculty, staff, and administrators. Less often, colleges reported purposes of and impacts from IEPI that aligned with its implementation goals or ultimate outcomes. Our analysis suggests that these findings may relate to colleges' awareness of and participation in IEPI's suite of resources, as well as the CCCC's articulation of the theory of change behind IEPI. Based on our findings, we offer several recommendations for how IEPI could build on its past successes to better support the field moving forward.

The stated purpose of IEPI has shifted over the years. For example, in response to updated CCCC priorities, IEPI expanded its mission to include achieving the core commitments of the *Vision* and implementing the GP framework.

IEPI Over the Years




**Note: (1) student performance and outcomes, (2) accreditation status, (3) fiscal viability, and (4) programmatic compliance with state and federal guidelines.*

As part of IEPI, the CCCCO and its partners offer a variety of PD opportunities (e.g., workshops, summits, webinars) to community college faculty, staff, and administrators, as well as more tailored peer-based TA offered by Partnership Resource Teams (PRTs) that are assigned to colleges or community college districts upon request. In 2019-20, there were 19,312 participants at IEPI PD events, representing all 115² California Community Colleges (see Appendix A: IEPI Professional Development Events). To expand its support across education segments (i.e., K-12 districts, community colleges, and California State University campuses), IEPI also funds capacity-building efforts, "College Next," in the Central Valley (CV) and the Inland Empire (IE).

To help IEPI leadership understand the perceived impacts of its suite of resources, EdInsights conducted 87 interviews and focus groups with 137 community college faculty, staff, and administrators from nine colleges about IEPI's suite of resources, including its PD events and PRTs. We conducted these site visits from fall 2018 through fall 2019. The selected colleges had various levels of participation in IEPI PD events and included a mix of those that had and had not experienced a PRT (requested by their district and/or college).

To inform IEPI's efforts to support colleges during the COVID-19 pandemic, EdInsights surveyed participants from the "Emergency Planning COVID-19" webinars regarding the learning outcomes, participant satisfaction with the elements of the webinars (e.g., presentation, Q&A), suggested improvements, and topics to include in future webinars. Across seven webinars, we sent surveys to 11,128 participants and received responses from 1,200, for an average

² This report is based on data collected before the addition of Madera Community College as the 116th California Community College.



response rate of 11 percent. See page 20 for a special section highlighting findings from these surveys.

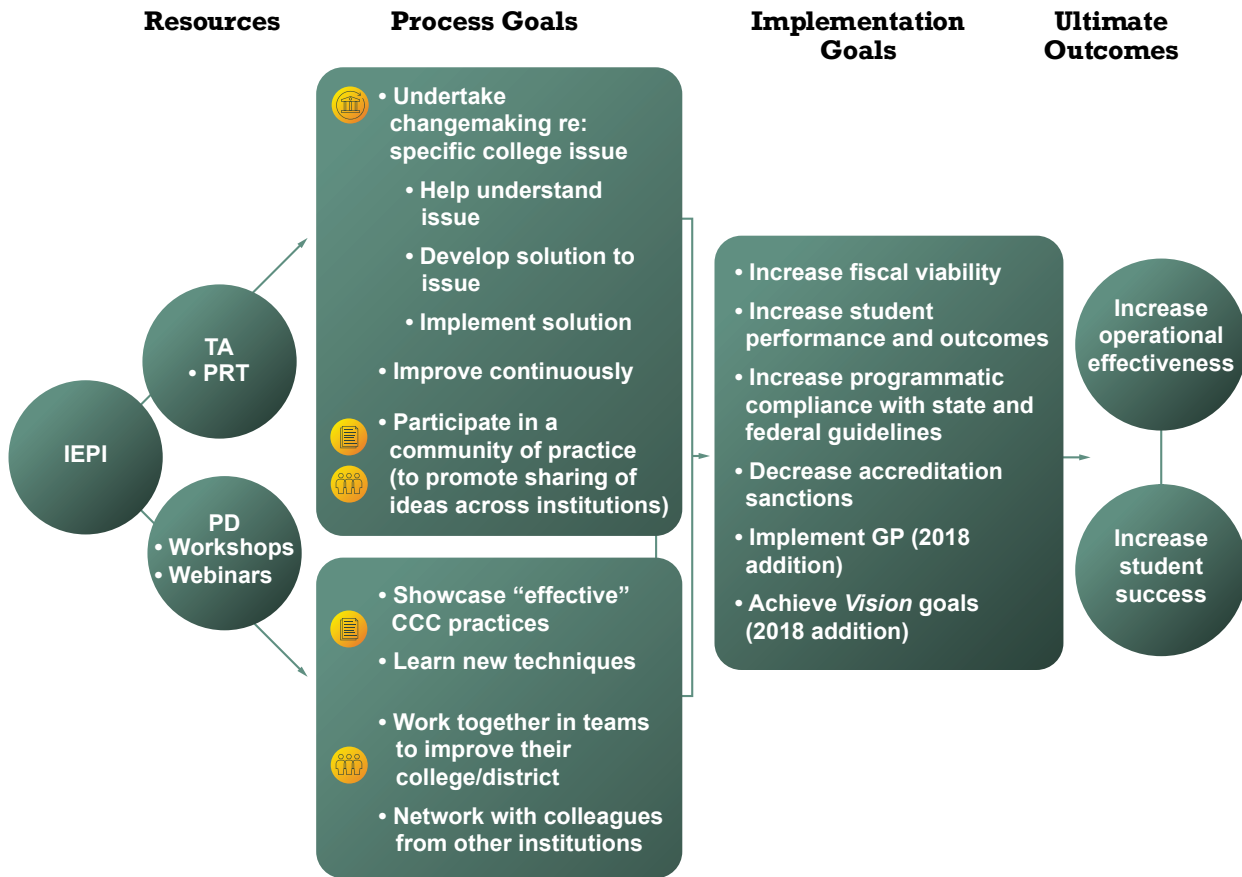
To inform IEPI leadership’s decision-making process concerning the potential for scaling or adapting the College Next capacity-building effort in additional regions of California, EdInsights conducted 48 interviews with regional education and workforce stakeholders (e.g., county office of education staff), K-12 district and school administrators, high school counselors, and community college administrators and staff in the CV and IE. See page 23 for a special section highlighting some findings from this evaluation. The complete findings and recommendations from this evaluation are reported in the July 2020 memorandum, “Opportunities to Broaden and Align Use of CaliforniaColleges.edu.”

For a detailed explanation of our evaluation methodology, including selection criteria, a listing of colleges we visited, number of participants by job role, interview and survey topics, and quantitative and qualitative analysis procedures, please see Appendix B: Methodology. For the questions that we asked participants, please see Perceptions of the Institutional Effectiveness Partnership Initiative’s Suite of Resources Technical Appendices.

Findings

Based on language from the CCCCO’s IEPI website, we developed a model of IEPI’s theory of change that outlines the process goals of IEPI PD and TA, as well as the implementation goals and ultimate outcomes it seeks to support colleges in achieving (see Figure 1). To understand how well IEPI is doing, we compare colleges’ perceptions of IEPI’s purpose and impacts to this model. These sections are followed by analysis of interviewees’ perceptions of IEPI’s resources.

Figure 1. EdInsights’ Model of IEPI’s Theory of Change*



**Note: Model based on CCCCO’s IEPI website language. “Effective” is in quotation marks as we have not evaluated whether the practices showcased have shown evidence of effectiveness, or whether they are instead promising practices.*

Colleges Lacked Full Understanding of the Purpose of IEPI

Colleges mostly identified IEPI's process goals as its purpose, with lesser discussion of its ultimate outcomes to improve student success and operational effectiveness, and little to no mention of its implementation goals.

The college personnel we spoke with shared a range of perspectives, both within and across interviews, about what IEPI is and what it seeks to do. While the colleges seemed to have a degree of understanding about some of the purposes of IEPI, there were no colleges where this understanding appeared complete. While it is probably not necessary for college personnel to understand all of IEPI's goals—for instance increasing fiscal viability and programmatic compliance, and decreasing accreditation sanctions—it does seem that personnel should be aware of IEPI's role in supporting colleges to increase student performance and outcomes, implement GP, and achieve the *Vision* goals so that they know to seek out IEPI resources in these areas (see Figure 1). However, GP and the *Vision* rarely explicitly arose in interviewees' comments about IEPI's purpose.

At four of the six colleges where we asked about perceived purpose, we heard in a majority of interviews that a purpose of IEPI was to support colleges in changemaking, such as improving processes or addressing problems at their colleges, especially related to student success³ and most often through PRTs. This also came up at the two remaining colleges we interviewed about purpose but was only described in a few interviews. Interviewees described this changemaking as focused on improving institutional effectiveness in support of student success and very few mentioned accreditation. In a majority of interviews at two of these six colleges, personnel described providing information resources as a purpose of IEPI, either through PD or PRTs. In a majority of interviews at one college, personnel described supporting collaboration as a purpose of IEPI's PRTs. Thus, it appears that colleges mostly identify the process goals of IEPI's suite of resources as IEPI's purpose, with less awareness of the ultimate outcomes of student success and operational effectiveness, and little to no mention of the implementation goals.



“As it was explained to me, [the PRT] was a grant that was going to allow us to explore our own strengths and weaknesses with respect to the structure of how we run things...And so, my understanding is that the IEPI grant is a functional grant, and it's supposed to be put to use to effect change, and self-reflection.” –Faculty

³ It is difficult to tease apart student performance and outcomes from student success more generally. Thus, we did not distinguish this in our coding and coded only for descriptions of student success broadly (see Figure 1).

"I understand the purpose [of IEPI] to be ways to help us accomplish our goals. And so a lot of times it's funding based, but a lot of times it's just professional expertise. What I've found to be most valuable is time. So forcing us to take the time to talk about issues and spend time with one another dialoguing. If this wasn't in place, I don't know how many institutions would really take the time to do that. [The PRT] provides a venue for us to have meaningful conversations about important subjects." – Senior Leader



"It seems like what [IEPI is] trying to do is to get resources to the campuses. And resources, I'm thinking in terms of training and information on other practices that might be effective or useful or could be tweaked to be part of our campus. I've attended some of the Guided Pathways workshops that IEPI has sponsored...So I see them as a resource to help pull together what everybody's doing across the state and probably other places." –Faculty

Analysis of the issue

Colleges' incomplete understanding of IEPI's purpose may, in part, relate to:

- lack of awareness of how IEPI's resources connect to IEPI and to each other; and
- insufficient explication of IEPI's suite of resources and its theory of change.

Awareness of resources

In more than half of interviews at most of the colleges, personnel described awareness of IEPI's PD and/or PRTs and could link them specifically to IEPI, suggesting that basic awareness of IEPI's suite of resources may not be the issue when it comes to understanding IEPI's purpose. Indeed, this aligns with the finding that colleges most often described purposes that align with IEPI's process goals. However, across these five colleges, senior leaders were more often the ones to link PD events or PRTs to IEPI than faculty or classified staff. In general, more interviewees were able to identify PRTs as being provided by IEPI, with fewer interviewees able to connect specific PD events to IEPI. Interviewees across colleges said that there are too many PD resources spread across a multitude of organizations and that it is difficult to connect the resources to the organization providing them, much less connect the various resources provided by a single organization to each other. This may suggest that college personnel hear about opportunities but are not always able to connect them back to IEPI. Based on our observation of IEPI PD events over the course of our evaluation, IEPI has partnered with several organizations to offer PD events and does not always advertise the event as being co-sponsored by IEPI, which may also hamper the ability to connect specific events to IEPI.

"IEPI puts together experts from their pool of potential people whether they're administrators or faculty or whomever, researchers. Then that group will make three visits, I think, to that college...I'm kind of aware of that interactive process with the team. It's not like, 'Here's some money. Good luck!' It really is like your peers giving you feedback and letting you as a college develop your goal and seeing how they can help that goal get met." –Faculty

"I've been to several workshops for IEPI...They had some for Guided Pathways. They've had some CTE-based ones. I have participated in workshops." –Senior Leader

“In terms of an actual resource for providing workshops, I didn’t know that was available [from IEPI].” –Classified Staff

When asked whether and how IEPI’s PD and PRTs relate to one another, more interviewees provided suggestions for how IEPI could clarify the relationships among these resources and IEPI than described how the resources are connected to each other. These suggestions were shared in a minority of interviews at all six of the colleges where we asked about the relationship between IEPI’s resources. In a few interviews at most of these colleges, personnel described IEPI’s PD and PRTs as having overlapping themes, such as enrollment management and institutional effectiveness. Interviewees said that the topics for PD activities appeared to be developed in response to the field’s needs, which they said are sometimes gleaned by IEPI from the topics of colleges’ PRT requests. Similarly, in a few interviews at most of these colleges, personnel described the PD events and PRTs as complementary efforts that build off of one another by providing general information at the PD events and more tailored assistance and guidance through the PRTs. Finally, a few interviewees at half of these colleges described participation in the full suite of IEPI resources as necessary to making progress on their efforts, either statewide or college-specific. These interviewees described IEPI’s suite of resources as being holistically integrated, saying that colleges need both general information and specialized assistance to move their work forward.

“The problem is the PRT’s letters from each college could be incredibly diverse so there’s not always a one-to-one match between that and the workshops that are happening. So what I think they do is they start to look at that, and when themes start to develop, and other things from the Legislative Analyst’s Office, then they’ll start to focus on workshops and what’s needed with them. There’s not a one-to-one, but I think PRTs do influence the workshops, and I think, to some degree, what people are saying about the workshops and what they like and don’t like are somewhat influencing the PRT proposals as well.” –Classified Staff

“I can see how the PRT work and the workshops potentially complement one another because the PRT visits really allow us to hear the experiences of the team members, and then they also obviously get to reflect back what they’re hearing from us. The workshops feel a little broader in the sense that we’re getting information about Guided Pathways and information from the Chancellor’s Office about implementation. They’re not duplicating efforts, but they’re complementing one another.” –Faculty

“I think that there could be a setup where you do the general [workshop] and then you do a follow-up with the visiting team, which might be the structure anyway. It feels like you could go out and learn and then try to brainstorm ideas about how that could work here and then come back here, but then have somebody come and assess you or kind of talk you through some of the implementation ideas specific to your institution as a follow-up. Like a two-part thing.” –Senior Leader

Explication of resources and theory of change

At colleges where we asked about the relationship between IEPI’s PD and PRTs, personnel in a few interviews described some type of relationship between those two resources, but these descriptions were not widespread, and more colleges offered suggestions for how IEPI could clarify the relationship among these resources and IEPI. Beyond continuing to provide

resources on overlapping topics and presenting these resources as complementary efforts, interviewees focused their suggestions on IEPI clearly defining its purpose and what resources it provides. Interviewees also suggested that IEPI increase its visibility by articulating its purpose and resources directly and consistently to college personnel. Interviewees said that better and more integrated messaging about IEPI's suite of resources and general support resources (non-IEPI PD events and TA) could help participants and potential attendees understand the thematic consistency across the resources. Interviewees suggested that integrating emails from across departments and organizations—and clarifying where these resources are coming from, how they connect to the other resources that are being provided, and how they respond to colleges' needs—could support college personnel in being able to better understand the landscape of PD. Further, interviewees at nearly all of the colleges also commented on wanting the CCCCO to model integration. They saw a need for cohesion at the CCCCO and clarification concerning how CCCCO priorities fit together. In addition, they suggested that the CCCCO articulate more clearly how resources and supports align with its priorities.



“I don't think there's anything lacking in terms of opportunity because even IEPI has training on Guided Pathways and AB705, and I think that what happens is our professional development leader is very good at letting us know about all these things, but they're all in a bunch of emails, separate, one from the other.” –Faculty

“One of the things that comes to mind for me is helping folks connect dots...The Chancellor's Office has its Vision or the Chancellor or the Board of Governors has the Vision for Success and so on. When it gets filtered down to the colleges and then to the various divisions and the programs and units and individual people, it doesn't always come across very clearly...I am expressing what I've heard from other folks, like 'What is this? This is a new initiative? Not another one!' and that sort of thing. When the Chancellor's Office or any of us, any entity is rolling out something, we really need to have a very clear vision. It almost has to be a diagram...an infographic of what's trying to be communicated or what goal we're trying to reach. The Vision for Success and Guided Pathways is the vehicle...to accomplish the Vision for Success and so on...You don't really know what's happening at the 30,000-foot level. I think we all need to understand what that looks like, and it has to be really clear and make sense. If you're developing professional development, [you need to articulate] clarity of purpose and objective and where do all these dots connect. How does this connect ultimately to the work of getting students in community college and out with a successful outcome?”

–Senior Leader

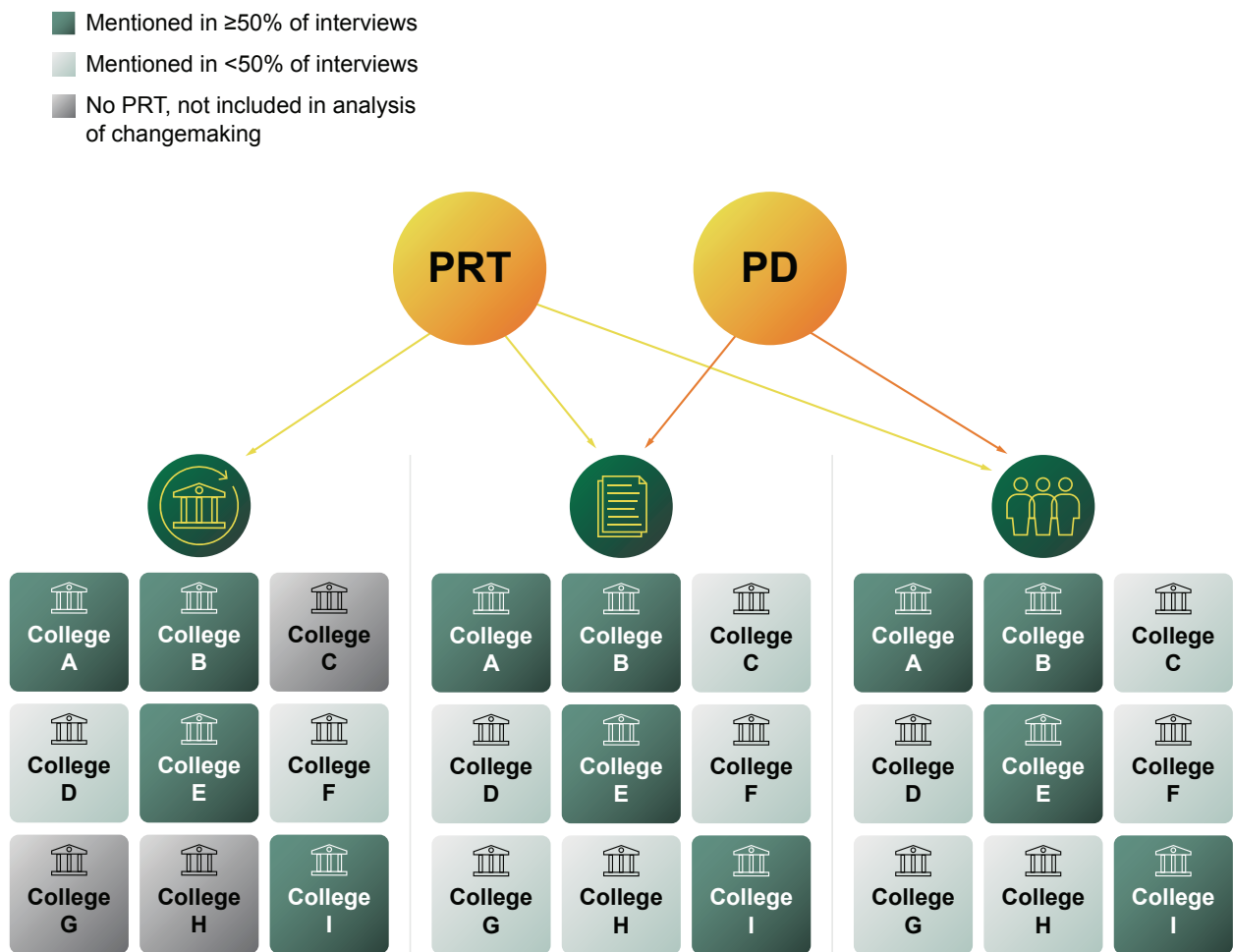
Our observations of the CCCCO's IEPI website and messaging at IEPI PD events further support that messaging plays an important role in personnel understanding IEPI's purpose. For instance, the website was notably scaled down during the CCCCO website redesign and consists entirely of dense text. Email notifications about PD events do not appear to be systematic. For example, not all IEPI-sponsored PD events are publicized via relevant CCCCO listservs. Communication about IEPI at PD events is also often lacking, and PD event materials do not necessarily advertise IEPI's co-sponsorship, sometimes they do not even bear the IEPI logo.

Colleges Most Often Attributed Process Impacts to IEPI's Suite of Resources

IEPI's suite of resources reportedly achieved several of its process goals for some colleges and individuals, but not all goals were reported and reports of goal achievement were not widespread, especially for PD (see Figure 2). Mention of implementation goals and ultimate outcomes was less common.

Perceptions of process impacts

Figure 2. Perceived Impacts from PD and PRTs



**Note: We identified perceived changemaking impacts through deductive coding of all comments related to outcomes of engagement with PRTs. We identified perceived information and collaboration impacts through inductive coding of all comments related to outcomes of engagement with PD or PRTs.*

In at least half of interviews at four of the colleges we visited, and some at the other five, personnel attributed increases in cross-functional collaboration and communication within and across the colleges to engagement with IEPI resources, both PD events and PRTs. Specifically, interviewees said that this engagement had helped to bring colleagues from their college together across job roles, connect them with colleagues from other colleges, and promote communication about specific issues and topics across their college. This perceived impact aligns with some of IEPI's goals for PD—working in teams with colleagues from one's own college and networking with colleagues at other colleges—and TA, participating in a community of practice.

“The thing I loved most about [the IEPI workshop] is that it gave me time with my colleagues from my college to talk about what we’re doing here. I think the PRTs are going to give a product that colleges can use for that same reason...We can sit and have that conversation amongst ourselves. But because the workshop and because the documents from the PRTs are coming from people from a variety of experiences and a variety of places, it’s going to allow for greater discussion.”—Classified Staff



Findings were similar for personnel descriptions of having gained access to learnings and/or materials from other colleges. This included learning what other colleges were doing, such as hearing about their promising practices and the places where they had encountered and overcome challenges. Personnel also gained practical materials such as tools, templates, or activities that they were able to take back to their own colleges for discussion and, in some cases, adaptation to their needs. This perceived impact aligns with IEPI's goals for PD of showcasing “effective” practices and learning new techniques, and that for TA of participating in a community of practice.



“I remember one of the problems that [our college] was having was around communication in how you make the college feel included in this major change that’s happening, which could cause a lot of tension and stress. I remember a particular workshop on communication, getting a lot out of hearing what other colleges were doing...IEPI provides that platform for the sharing of best practices. And I think that is probably the...most value that they bring to the table.”—Classified Staff

“Some of the things that we’ve developed for our [Flex Day] training on Guided Pathways came out of activities that we saw at the [IEPI] workshops and then we modified them to be more ‘us.’ Right? But the starting point came from something that we saw or did or heard about at one of the workshops.”—Faculty

To more closely compare colleges' perceptions of the impacts of PRTs in relation to IEPI's stated goals for the PRTs, we also deductively analyzed all comments related to PRT impacts for these goals. We found that in a majority of interviews at four of the six PRT colleges (A, B, E, and I) personnel described impacts related to the PRT. In fewer than half of interviews at the other two PRT colleges did personnel describe such impacts. When we examined which PRT goals these comments described, we found that most often the colleges described the PRT as having helped them with the process of changemaking around their identified issue and that less often they described participation in a community of practice. Continuous improvement came up least often within and across colleges.



“One thing is how [the PRT] will impact processes...I think what [the PRT] really did was open our eyes to how complacent we’ve been with doing the same things for the last hundred years, which is almost what we’ve been doing with some things. We have committees that take no action at all. It’s like, ‘Why are we still having that committee?’ ‘Well, we’ve always had that committee.’ At the end of that, we are like, ‘We’ve got to blow that up. We have to review the way our governance structure works. We have to review standing committees for sure. We have to find a way to have students more involved in our governance process.’...I think [the PRT] will impact our college in a deep way in the future. I think [over] the next few years that the things we found out through that [PRT] process will have an impact.” – Classified Staff

While both increased collaboration and access to information came up across all colleges, for most it was mentioned in only a few interviews at each college. However, in a majority of interviews at most PRT colleges, personnel described the PRT as having achieved its goals for supporting changemaking. This suggests that IEPI’s suite of resources is achieving several of its process goals for some colleges and individuals, but that not all goals are being achieved and that achievement of these goals is not widespread, especially for PD.

Perceptions of implementation goals and ultimate outcomes

Interviewees across colleges were largely unable to point to impacts that would align with the implementation goals and ultimate outcomes. In a majority of interviews at two colleges, personnel attributed GP-related impacts to IEPI resources—one college attributed process-related impacts specific to GP to IEPI resources and the other described the PRT as laying the groundwork for their GP implementation efforts. Attribution of GP-related impacts to IEPI was not widespread within the other colleges. In a majority of interviews at one college, personnel attributed student success–related impacts to their PRT, describing it as supporting students’ access to courses. Personnel in some interviews across most of the other colleges said that IEPI’s suite of resources supported their colleges’ student success efforts. However, few individuals were able to point to specific impacts with regard to improving student success or interviewees’ comments did not converge on a particular impact for the college. By and large, colleges did not reference outcomes related to the other implementation goals or ultimate outcomes.

Analysis of the issue

Moderate perception that IEPI’s suite of resources is achieving its process goals and the scarcity of comments about achieving its implementation goals or ultimate outcomes may, in part, relate to:

- the breadth and depth of a college’s participation in IEPI’s suite of resources;
- how personnel learn about and decide to participate in IEPI resources;
- how information is shared across a college following involvement in IEPI resources; and
- insufficient explication of IEPI’s theory of change.

Participation

The colleges whose personnel consistently identified several impacts from IEPI's suite of resources (A, B, E, and I) were those that hosted at least one PRT and where six percent or more of the personnel had attended at least one IEPI PD event. Colleges that had a PRT but had lower PD attendance, and those without a PRT but with six percent or greater PD attendance were not among those where a majority of interviewees described impacts from IEPI's suite of resources. There was a significant association between participation in IEPI resources and having a majority of personnel describe multiple perceived impacts (see Table 1). This suggests that for colleges to see impacts from IEPI resources, the college may need to host a PRT and have relatively broad participation in PD. However, a follow-up test showed that colleges with six percent or greater attendance and a PRT were not significantly more likely than the other colleges to describe multiple impacts. That this finding was not statistically significant could be a result of our low sample size. It is also important to note that given the semi-structured nature of our interview protocols, colleges may have seen impacts from IEPI resources that were not mentioned in at least half of the interviews. To more definitively assess the relationship between participation in and impacts from IEPI's suite of resources, further evaluation with different methods would be necessary.

Table 1. College Report of IEPI Impacts Was Associated with Relatively Broad Attendance at PD and Having a PRT

Multiple Perceived Impacts Described in at Least Half of Interviews	Participation in IEPI Resources			
	≥6% attendance and PRT	≥6% attendance, no PRT	<6% attendance and PRT	<6% attendance, no PRT
Yes	4	0	0	0
No	0	1	2	2

Learning about and deciding to participate in resources

Given the relationship between engagement and perceiving impacts from IEPI resources, it is important to understand how interviewees learn about PD and TA and decide to participate in these resources (see Figure 3).

When asked about whether and how interviewees heard about PD or TA opportunities, either those provided by IEPI or other organizations, personnel in most interviews described a couple of processes for sharing these opportunities at their colleges, including:

- receiving general and targeted emails;⁴ and
- attending a department or committee meeting in which they heard about an opportunity to participate in a PD event or TA.

⁴ General emails refer to email blasts that are not tailored to any particular individual or college. Targeted emails are customized to a particular person or constituency.

Some interviewees, mostly classified staff, suggested expanding the use of targeted email strategies to broaden the awareness of these events, among classified staff in particular, to expand participation from personnel who do not typically participate in these events, and to increase cross-functional attendance.

"I think the training I might have done with [IEPI] was forwarded from somebody just to certain people. I don't remember seeing it announced to everyone. I think that I got an email saying, 'Hey.' And I was like, 'Oh, yeah, I need to know more about that.' They send them out through email. I know the President sends a breakdown of leadership things going on. Committees send out things. If you're in a committee, you'll get all those communications. And then some of them go out to everyone. Sometimes even just putting my name on the email, if I see my name on the email I'm like, 'Oh, the Chancellor's Office is sending me something.' I would read it. Or IEPI has my name on it, I'll read it." –Classified Staff

Figure 3. Factors Influencing Participation in PD and TA Include Institutional Elements (i.e., job responsibilities and institutional culture around PD), Accessibility (e.g., timing and location), and the Presence or Absence of Financial Resources, According to Interviewees



Sharing information

Our findings indicate that all of the colleges we visited have mechanisms for sharing learnings following PD and TA, most often through standing meetings—including committee, executive team/cabinet, or department/division meetings, as relevant—and through college-wide events, like Flex Days. Given that this was widespread, there did not appear to be any association between colleges' mechanisms for sharing learnings and the impacts they attributed to IEPI's suite of resources. However, we do not know how routinely or effectively the reported mechanisms are used within or across colleges.

"We would take [PD learnings] back to the group in question. So for example with Connecting the Dots, that information actually goes back to our pathways work group, to our institutional effectiveness committee, to our president's advisory council...and ultimately it's going to go to our board of trustees as well. So it's going to get there in probably four or five different ways." –Classified Staff

Explication of theory of change

In exploring why the colleges we visited rarely reported impacts aligned with IEPI's implementation goals and ultimate outcomes, it is important to note that there is currently nothing within our understanding of IEPI's theory of change that serves as a vehicle to move personnel, much less colleges, from achieving the goals of IEPI's individual resources to the implementation goals and then the ultimate outcomes it seeks. Further, with regard to ultimate outcomes, due to the complexity of reform efforts and the multitude of resources colleges are currently engaging in, it would be very difficult for college personnel to identify any one resource or suite of resources as driving those impacts at their college.

Feedback on IEPI's Resources Was Largely Positive and Pointed to the Importance of Intentionally Designed Resources

Across colleges, there were more positive than negative comments about both IEPI's PRTs and PD events; however, PD feedback was more mixed.

Interviewees shared overwhelmingly positive feedback about their experiences with PRTs, both hosting them and being on a PRT team at other colleges. While feedback about IEPI's PD events was also largely positive, interviewees did provide constructive criticism of some PD events.

"IEPI did a great job of finding the right people in their pool of people to help us best serve [our PRT needs]...[The team was] very tailored to what our request and what our needs were. I do like the tailoring of that. It's not just who's available but it's like, 'Who has the best skillsets to really deal around your topic?' Recognizing that no one's going to have the right answer, but they're there as resources who have experiences in this area that you're trying to figure out for yourself. That's a great approach." –Faculty

“I went to a workshop on Guided Pathways last fall, and was expecting more meat or something more substantial, when it came to data and the interpretation of data, and how you look at data and that sort of thing. And so it wasn’t what I expected...It didn’t give me steps of, ‘Okay, here’s what you kind of want to look at.’ So, I remember coming away going, ‘Huh. That was a waste of my time.’...I also attended a different [breakout, same workshop], and it was how to employ meta majors at your college. That’s something we haven’t had a conversation about here yet, but I think we will need to probably in the near future, next year or two. There were campuses that told what they did, and some of them were really helpful, and others, the ones that were major presenters were ‘what not to do.’ I guess that’s helpful, but I would rather know what to do, rather than what not to do, or have the focus be on that.” –Faculty

Analysis of the issue

Feedback about IEPI resources seemed, in part, to relate to whether these resources were perceived as:

- intentionally designed;
- providing applicable content; and/or
- engaging.

Intentional design

Interviewees consistently described the desire for support resources, PD and/or TA, whose organization, content, and engagement opportunities are intentionally designed to facilitate interacting and learning with and from others. According to interviewees, a well-organized resource is one that has:

- a clear topic and goal(s), with content structured to address these;
- a balance of learning and team time or action planning;
- access to materials prior to participating in PD or TA; having prior knowledge of expectations allows participants to prepare so that they are able to fully engage with others in a meaningful way; and
- an appropriate format for the content covered; for example, some personnel described attending one-day workshops centered on providing information, rather than action planning or discussion within or across college teams, that they found could have been better as webinars.

Feedback about the design of IEPI resources was mainly focused on PD events and was largely positive, suggesting IEPI PD events are often perceived as intentionally designed. For example, some interviewees praised IEPI-funded GP workshops for being well-structured and including a balance of presentations and team time. Others praised the Student Centered Funding Formula webinars for which the PowerPoints were shared in advance and noted that being able to access the webinars later was also useful. Interviewees said the PRTs were valuable because the year-long peer-coaching model allows for more in-depth, tailored peer support than one-time events.

When feedback about PD design was negative, for example about the “Connecting the Dots: Data-Informed Integrated Planning” workshops, it was because the advertised purpose did not align with the content presented.

Applicable content

Interviewees described wanting information that is applicable, meaning relevant and practical. In highlighting the need for relevance, interviewees described wanting content to be:

- directly and clearly connected with issues they are experiencing at their college and/or with priorities articulated by the CCCCCO;
- timely; and
- tailored to their stage of implementation and to their role or the context of their college.

Interviewees also highlighted the need for practical content—hands-on activities with clear applications for their own use and for sharing with colleagues at their college, including:

- case studies;
- implementation models; and
- templates.

Some personnel also mentioned a need for resources other than PD or TA, such as a website that hosts this practical content and other useful information from PD events, from both the CCCCCO and the field in general.

“IEPI does a lot of tremendous trainings, but they tend to be geared more towards faculty and upper-level management. I would love to see specific trainings for the service departments, the support service departments that focus on that role as it relates to student success. So how does admissions and records contribute to student success? How does financial aid, how does maintenance, how does operations?...Our staff do tremendous work and they care about students and they have nowhere to go for professional development that has that camaraderie that the faculty and the managers tend to get in there.” –Focus Group Participant

“[I would like] clarification on what are the best practices on how to roll out [GP and AB 705]. I end up just trying to scour other colleges and try to figure out, ‘What did they do? Does this look like a better way to do it?’ There’s no premier example. I don’t want to tell a college what they have to do, but more support or more information...Our students want to see a sample of something before they turn it in. It’s the same thing. You want to see samples of, ‘This is what a really good example looks like for this type of college. If you’re in a big urban area, and you’re a large school, this is a good example. If you’re in a rural area, and you’re a smaller school, this is a really good example for you to look at.’ Something like that would be better.” –Classified Staff

In describing past experiences of IEPI resources, applicable content mainly arose for PD events, and feedback was evenly mixed. Interviewees praised events that they described as providing applicable content. Some interviewees described positive experiences of IEPI-funded GP workshops, saying that they featured information that was “chunked” into approachable steps and provided examples of how other colleges had tackled GP. However, they critiqued those that they said lacked content tailored to college characteristics (e.g., how might a small

college tailor an approach shared by a large college?) and implementation stage. With regard to web resources, while some interviewees were aware of the Vision Resource Center (VRC), few used it with any regularity and some noted the multi-step process to log in and locate desired information as a barrier to accessing content.

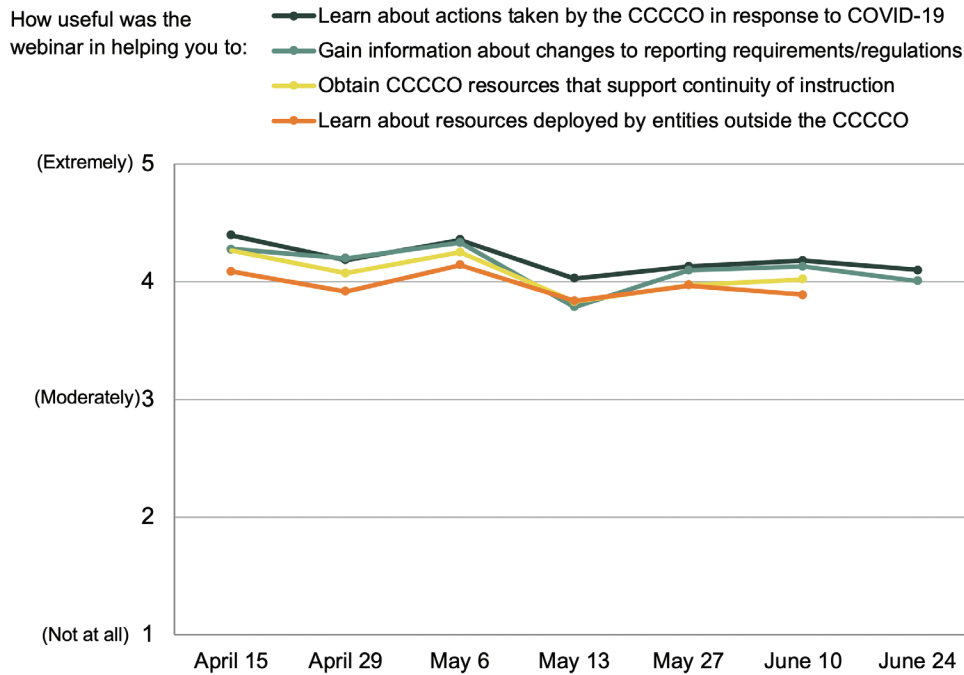
To provide applicable content, IEPI needs to understand what information will be relevant and timely for the colleges on a given topic at a particular time. At all of the colleges, interviewees suggested that the CCCCCO take more visible actions to learn from the community colleges about their experiences and challenges, particularly in making progress towards achieving CCCCCO priorities and the need for implementation support. Interviewees said that this could be accomplished in various ways, including scheduling CCCCCO staff visits to colleges. Some also requested a liaison or a point of contact from the CCCCCO who is available to answer questions and provide them with important updates. Shortly after the start of the COVID-19 pandemic, the CCCCCO initiated a series of “Emergency Planning COVID-19” webinars to provide informational and applicable content to the field in a timely manner (see the special section on the “Emergency Planning COVID-19” webinar on page 22).

“My recommendation is, even if twice a year, they just bring in different people from the field to give them feedback...the good, the bad, and the ugly about what they’re doing and how they’re doing it. I think it would be helpful...I think it would be really great, I don’t know how this works, but if they could bring people from the field to work in IEPI to help with that some way or another. They have agreements and stuff where you can take somebody from the community college, and they can work in the Chancellor’s Office and the community college somehow pays all or part of their salary or something while they’re still there. If they could do more of that, it would be helpful.”—Classified Staff

The “Emergency Planning COVID-19” Webinar Series Met Learning Outcomes and Responded to Attendee Feedback

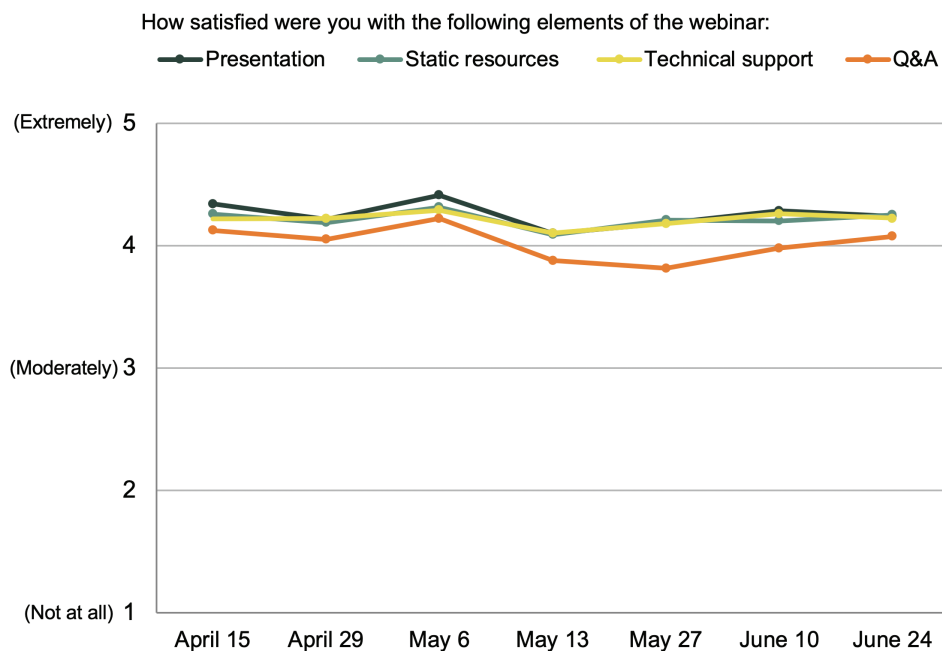
Shortly after the start of the COVID-19 pandemic, the CCCCCO initiated a series of “Emergency Planning COVID-19” webinars to provide informational and applicable content to the field in a timely manner. During the 2019-20 fiscal year, the “Emergency Planning COVID-19” webinar series included 10 webinars from March 25 to June 24, 2020. EdInsights began evaluating the series with the April 15th webinar and administered a post-event survey for each webinar thereafter for a total of seven webinars (see Table B-3 for attendance and response rates). On average, respondents rated the webinars between “quite” and “extremely useful” for supporting all learning outcomes (see Figure 4) and gave high and fairly stable satisfaction ratings for the various elements of the webinars (e.g., presentation; Q&A; static resources such as webinar recordings, slides, memos, etc.) across the series (see Figure 5).

Figure 4. Average Ratings of Webinar Utility for Achieving Learning Outcomes* Were High and Relatively Stable Across the Series



**Note: The learning outcomes listed in the figure are abbreviated, please see Appendix B for the complete items.*

Figure 5. Average Satisfaction with Webinar Elements Was High, Though the Webinars' Q&A Segments Consistently Received the Lowest Average Satisfaction Scores



Across the series, respondents consistently wanted topics that fell within four themes: college planning, supporting students virtually, converting specific courses and programs to a virtual format, and other general updates, and suggested improvements in three recurring areas: Q&A, accessing resources, and other areas such as webinar content (see Tables B-4 and B-5 for complete definitions of these themes and Table B-6 for the themes ranked by prevalence per webinar). We saw evidence that CCCCO staff utilized survey feedback from webinar participants to refine which topics the webinars covered and adjust logistics of the webinars. For example, on the April 29th post-webinar survey, respondents requested more opportunities to learn from colleagues and other colleges about strategies for adapting difficult-to-convert courses or programs (e.g., Career Technical Education, dual enrollment) to a virtual environment. The May 6th webinar provided examples of what colleges are doing to convert these courses online, and the webinar on May 13th was largely focused on three colleges' strategies for converting these types of courses.

Respondents across the series frequently provided suggestions for improving the Q&A segment of the webinars. In early webinars, improvements centered on ensuring clear responses to questions, but beginning with the May 13th post-webinar survey, these suggestions became more about the time allotted for the Q&A. We observed that there were often too many questions to get through in the allotted time. One suggestion was for the CCCCO to respond to the most prevalent unanswered questions in a follow-up email or at the beginning of the next webinar. While we did not observe CCCCO staff implementing these strategies, they did use the chat feature to share a Q&A spreadsheet with webinar attendees in which they provided answers to prevalent outstanding questions. CCCCO staff also uploaded this Q&A spreadsheet to the VRC, along with other webinar materials, but we did not observe them informing attendees about how to access the Q&A sheet following the webinar. Communicating about these resources may be an important step to improving satisfaction with the Q&A segment of webinars.

Engagement

With regard to creating an engaging professional learning environment, interviewees frequently described wanting a supportive and encouraging PD or TA experience that features:

- interaction with colleagues, from their college and from other colleges, who are content experts or experienced with pertinent issues;
- respect and integrity; and
- personnel from diverse backgrounds, as they can provide important perspectives for understanding equity-minded approaches.

Interviewees shared mostly positive comments about engagement at IEPI PD events, saying these events were helpful in bringing the right people together from their own and other colleges to discuss critical issues. For example, IEPI-funded GP workshops were often praised for having good facilitation and for offering constructive interaction with colleagues from other colleges and with their college team. Many college personnel described their PRTs as providing this engagement as well. They brought in diverse colleagues from other colleges who had relevant experience, fostered a supportive environment, and facilitated meaningful discussions.

“I’m a very interactive person, so put me in a room and lower the shades and put a presentation up there for two hours, and it’s not going to work for me. I know it doesn’t work for anybody else either, so I want these [PD] events to be really good and really interactive...I’ve also been at the couple of Guided Pathways workshops that IEPI put on earlier, and there was also a leadership summit of sorts that they put on as well. So with all of those, I’m usually going as part of a team here from the college. We’re going to learn something. What’s nice about those events is that it gives you time and space away [from campus]...from ten until three to just work on this thing...it’s an opportunity to engage and deep-dive into a specific topic, and so the workshops create that opportunity and that time and space, and that it’s okay to put your phone down. It’s okay to be here. It’s okay to be darn-well off campus and be otherwise engaged, so that you’re not going to be something else. I think that’s what’s nice.” –Faculty

College Next: An Opportunity for Collaboration

College Next is the regional capacity-building effort launched by the California College Guidance Initiative (CCGI) with funding from IEPI, operating throughout the Central Valley (CV) and the Inland Empire (IE). This effort connects K-12 districts and higher education institutions (community colleges and CSUs) around CaliforniaColleges.edu, a platform that “provides students with an all-inclusive guide for their college and career paths and enables educators to track their progress.”⁵ Our evaluation of the effort suggests that K-12 and community college personnel need facilitated opportunities to collaborate around data use. Further, while K-12 districts receive support from CCGI to implement the platform, community colleges need more such support. The CCCCO could provide community college personnel with the opportunity to engage in intersegmental and intra-college collaboration around CaliforniaColleges.edu.

Many K-12 district personnel—superintendents, directors, and high school counselors—across the two regions said that they did not know how their local community colleges were planning to utilize the data from the platform, especially since data that are self-reported by students are sufficient for course placement. Similarly, community college interviewees across the regions said that they were uncertain how K-12 districts were using the platform. Moreover, many community college personnel said that they did not have concrete plans for how their colleges would use data from the platform. Many K-12 district and college personnel, however, identified similar potential uses for the platform and its data to provide students with career and academic guidance.

In terms of potential uses, K-12 district personnel suggested that community colleges could use the data for course placement and that college counselors, in particular, could draw from a student’s career assessment data to provide guidance about academic paths that align with career goals. Similarly, community college personnel said that the platform could support them in having a “more efficient and accurate placement system” and could help students select an education pathway. For colleges to use the platform

⁵ California College Guidance Initiative. Retrieved from <https://www.californiacolleges.edu/>.

and its data in these ways, they said they needed more accurate student and career exploration data. Regarding career exploration, they said they did not know if, or how deeply, their K-12 feeder districts were utilizing the platform to support students in career exploration. Community college personnel said that if students began this exploration in high school, then they would be able to build off this work when they get to college. College personnel also said that they could use such career exploration data to support and guide students in making academic decisions about courses and majors that are aligned with their career goals.

“We’re having our career-planning faculty start to use [CaliforniaColleges.edu] as a tool to see what the students have been doing in high school. Maybe...they’ve done an essay on what they want to do or an exploratory essay about their likes and their dreams and maybe they could just expand upon that...So we’re looking at using [CaliforniaColleges.edu] as a tool for those career-planning faculty as well.” –Community College Personnel

Despite K-12 and college personnel’s interest in collaborating, many said that they were unaware of either CCGI or CCCCCO efforts to facilitate intersegmental collaboration around use of the CaliforniaColleges.edu platform. Across both K-12 districts and community colleges, interviewees said that use of CaliforniaColleges.edu, and its data, is isolated to a few specific individuals at their institutions. They highlighted the need to expand awareness of the platform, both internally and across segments, if it is to be used meaningfully. At the K-12 district level, CCGI serves as a convening body by gathering personnel across sites within a district to provide training and facilitate planning for implementation of the platform. At the community college level, however, interviewees said they did not receive this type of training or facilitation support from CCGI or the CCCCCO. Interviewees across segments described a need for—and interest in participating in—internal training and intersegmental training, orientation, and discussion around accessing and utilizing data from the platform. To facilitate this goal, the CCCCCO could support colleges in their internal planning and training as well as work with CCGI to provide intersegmental collaboration and training on the platform. Interviewees who participated in IEPI’s suite of resources praised IEPI for providing experiences that foster cross-functional collaboration for colleagues within and across colleges. The CCCCCO might adapt the strategies used by IEPI to foster intersegmental collaboration around CaliforniaColleges.edu focused on creating complementary plans for utilizing the platform and its data.

“I would like it if [CCGI] could facilitate...a conversation about education and college planning and what is going on between the high schools and the colleges, so that we can further connect that work with students...The career piece of it, anything we can do there to streamline that process...to help us find out what the high schools are doing and what data they are recording or making available in their systems that we could potentially use is definitely worth a conversation. We can talk about what advice on careers students are receiving at the high schools and what we can piggyback on or continue at the community college so that we’re not starting all over with those students...If they can facilitate conversations or connections between K-12s and community colleges, I’m sure we would be happy to sit down and start discussing things with them in those areas.” –Community College Personnel

Recommendations

To support CCCCCO leadership in guiding improvements to IEPI, this evaluation examined experiences and perceived impacts of the suite of IEPI resources. Our findings identified a number of successes as well as opportunities for IEPI to achieve greater impact moving forward. To capitalize on these opportunities, we offer the following recommendations:

- refine IEPI's theory of change;
- improve and target communications; and
- continue to intentionally design PD and TA resources.

Refine IEPI's Theory of Change

To further understanding of IEPI's purpose and increase perceived impacts from its resources, IEPI should consider reexamining, and clearly defining and communicating its theory of change. This could help create strategic consistency as IEPI decides what PD events to offer and which PRT requests to fulfill, support the colleges in understanding IEPI's suite of resources, and focus these resources on the impacts IEPI most wants to realize going forward.

Specifically, IEPI should consider the following:

- Examine the model provided in this report for whether it aligns with the initiative's current theory of change and determine the mechanism(s) for moving from process goals to implementation goals to ultimate outcomes.
 - For example, should additional CCCCCO priorities be included among the implementation goals?
- Once refined, create a visual representation of IEPI's theory of change and share it prominently on the IEPI website.
- Use the theory of change to assist in determining what resources to provide by:
 - mapping the available PD and TA resources for each of the implementation goals, including both CCCCCO and non-CCCCO offerings (and making this map easily accessible to the colleges);
 - querying the colleges on whether and how these existing resources meet their needs (two examples of how the CCCCCO plans to collect this information with regard to GP: systematically use the GP Scale of Adoption Assessment Plans and the GP Regional Coordinators); and
 - targeting future IEPI offerings to relevant gaps in the existing PD and TA landscape.
- Articulate how various IEPI resources relate to one another thematically and build off one another by providing a spectrum of support across stages of implementation, including general introductory information, practical and timely implementation tools, and tailored peer support.

Providing both a map of resources and an explanation of how they connect in an easily accessible format will help personnel wade through the sometimes overwhelming amount

of information about professional learning opportunities. Further, it will support colleges in leveraging the most appropriate resource for their needs at any given stage of implementation and potentially enable IEPI to achieve greater perceived impacts by encouraging colleges to engage in a combination of PD and PRTs.

Improve and Target Communications

IEPI should encourage broad participation in PD and TA and create easy access to information after participants use its resources, which may help increase perceived impacts from its resources. To do so, IEPI should reflect on how it communicates its suite of resources. Based on our findings, IEPI should consider the following:

- Systematically advertise all PD offerings through known channels (e.g., relevant CCCCO and partner listservs, VRC event calendar).
- Examine the presence and accessibility of information on the VRC, and reduce the steps necessary to locate desired information.
 - Consider pursuing an analysis of this user interface.
- Use targeted communications to broaden awareness of resources across classified staff specifically and expand participation of personnel across job roles.
 - Identify the unique audience for particular PD events in order to expand participation beyond those who frequently attend, and target communication of relevant PD events to classified staff in particular.
- Communicate the important role college leadership has in explicitly messaging institutional support for broad, cross-functional attendance.
 - College leadership should be encouraged to convey this support in tangible ways, for example, by administrators and managers actively encouraging attendance across job roles and creating an institutional expectation that managers support such attendance by actively problem-solving barriers (e.g., classified staff finding coverage for their normal work duties in order to attend PD).
- Ask moderators to communicate about IEPI at PD events and consider the branding of event materials, if it is important for attendees to be aware of IEPI co-sponsorship.

This type of messaging could support colleges in achieving the broad participation IEPI encourages for its resources, which we found is related to colleges perceiving multiple impacts from IEPI resources.

Continue to Intentionally Design PD and TA Resources

To encourage broad participation and maintain perceived impacts related to collaboration and information, IEPI should build off past successes by consistently designing offerings with consideration to whether and how they provide:

- applicable content that is relevant, timely, and practical (e.g., case studies, tools, and templates);
 - The recommendation under “Refine IEPI’s Theory of Change” to query the colleges about whether and how existing resources meet their needs applies here as well. Identifying what information will be relevant and timely requires regular communication with the colleges about where their implementation efforts are and what supports they currently need.
- engagement with expert colleagues in a positive, encouraging, and respectful context;
- accessibility regarding timing, location, and cost, and with event materials, such as slides and handouts; and
- a format that is aligned to the goals and content.
 - For example, information sessions are well-suited to webinars, whereas applied sessions with team time are more appropriate as in-person or live-streamed events with dedicated facilitators.
 - In the current context of COVID-19, IEPI should consider ways to make virtual sessions as interactive as possible. For instance, using Zoom breakout rooms with a dedicated facilitator could enable engagement in applied sessions with team time despite the need for social distancing. Additional mechanisms for interaction in a virtual context include conducting polls and enabling the chat feature for communication between participants.

Further, IEPI should consider using these same strategies to develop professional learning opportunities in support of their regional capacity-building efforts. Interviewees for the College Next evaluation highlighted the training and support CCGI provides to K-12 districts, but noted a lack of similar support for colleges and a need for opportunities for K-12 and college personnel to collaboratively plan and train. If IEPI continues to support College Next, it should consider providing events that support colleges in their internal planning and training, and partnering with CCGI and other regional partners (e.g., Central Valley Higher Education Consortium) to provide events that enable intersegmental collaboration and training on the CaliforniaColleges.edu platform.

Appendix A: IEPI Professional Development Events

From July 2019 through June 2020, the Institutional Effectiveness Partnership Initiative (IEPI) hosted 31 professional development (PD) events on 10 topics. A total of 19,312 people, representing all 115⁶ California community colleges, participated in 2019-20 IEPI events (see Table A-1).

Table A-1. Participation in IEPI Events, July 2019 through June 2020

Event Name	Date	Location	Total Participants
Chancellor's Office State Budget Workshop	7/22/2019	Sacramento	171
	7/25/2019	Irvine	185
GP Workshop: #1 Reimagining Counseling and Student Services	11/1/2019	San Francisco	102
GP Workshop: #1 Reimagining Counseling and Student Services	9/27/2019	Fresno	198
AB705 Implementation Regional Convenings	10/7/2019	Riverside	66
	10/14/2019	Sacramento	64
	10/21/2019	Los Angeles	74
	10/28/2019	San Diego	72
	11/4/2019	San Francisco	81
	11/15/2019	Fresno	44
Student Centered Funding Formula Webinar: 2018/2019 Recalculation Apportionment	12/10/2019	Webinar	329
SEM Midpoint Convening	1/17/2020	Sacramento	154
GP Workshop: #2 Redesigning with Careers in Mind	2/18/2020	Sacramento	248
Fiscal and Policy Update	2/26/2020	Webinar	136

⁶ This report is based on data collected before the addition of Madera Community College as the 116th California Community College.

Event Name	Date	Location	Total Participants
GP Workshop: #3 Redesigning with Transitions in Mind	4/16/2020	Part 1 webinar	123
	4/16/2020	Part 2 webinar	102
Emergency Planning COVID-19 Weekly Webinars	3/25/2020	Webinar	1,270
	4/1/2020	Webinar	1,243
	4/8/2020	Webinar	1,349
	4/15/2020	Webinar	1,837
	4/29/2020	Webinar	1,647
	5/6/2020	Webinar	1,514
	5/13/2020	Webinar	1,703
	5/27/2020	Webinar	1,279
	6/10/2020	Webinar	1,573
	6/24/2020	Webinar	1,575
Fiscal and Policy Series: Attendance Accounting Basics	5/6/2020	Webinar	370
Fiscal and Policy Series: 2019-20 Contracted District Audit Manual Updates	5/8/2020	Webinar	244
Equal Employment Opportunity (EEO) and Retention Strategies to Support Student Success: #1 Prioritizing Equal Employment Opportunity during COVID-19	5/28/2020	Webinar	181
EEO and Retention Strategies to Support Student Success: #2 Student Centered Institutions: Diverse Faculty Retention Strategies	6/4/2020	Webinar	378
A Call to Action for California's Community Colleges Webinar	6/3/2020	Webinar	3,000
	6/3/2020	Simultaneous livestream	1,000
Total Participants			19,312

Appendix B: Methodology

Evaluation of Perceived Impact of IEPI's Suite of Resources

To evaluate the experiences and perceived impact of Institutional Effectiveness Partnership Initiative (IEPI) resources at the institutional level, we conducted site visits at nine colleges from fall 2018 through fall 2019. Our sample covers approximately seven percent of all community colleges in the system (and accounts for approximately 10% of California Community College [CCC] enrollment). Our selection criteria included prior IEPI experience (college or district Partnership Resource Team [PRT], and professional development [PD] event attendance), CCC region, urbanicity, student characteristics (e.g., enrollment, California Promise Grant recipients, underrepresented minority [URM] population, completion rate), type of college district (single- or multi-college district), and recommendations from IEPI leadership.

The participating colleges were:

- Diablo Valley College;
- Las Positas College;
- Mt. San Antonio College;
- Sacramento City College;
- San Joaquin Delta College;
- Woodland Community College;
- Allan Hancock College;
- Los Angeles City College; and
- Riverside City College.

Sampling and participants

In selecting these colleges, we began by examining colleges' IEPI PD event attendance relative to their number of employees to ensure we chose both colleges with a large percentage of employees who had attended IEPI PD events and those with a small percentage of employees who had attended IEPI PD events (from when we began our evaluation through fall 2018).

For those colleges with fewer than 500 employees, we noted those that had 15 percent or more employees, or at least 45, who had attended at least one IEPI PD event. This yielded four colleges. For colleges with more than 500 employees, we noted those that had at least 60 employees who had attended at least one PD event, which yielded five colleges for a total of nine "high attender" colleges. For all colleges, we noted those with two percent or fewer employees who had attended at least one PD event. This gave us seven "low attender" colleges, three with fewer than 500 employees and four with 500 or more employees. We used the above criteria as a guideline but adjusted to ensure regional coverage.

From the sample of “high attendance” and “low attendance” colleges, we then factored in colleges’ regions (based on CCCCO’s Economic and Workforce Development regions) to ensure a representative sample. We selected two colleges each from the following regions:

- North/Far North;
- Bay Area; and
- Los Angeles/Orange County;

and one college from each of the following regions:

- Central Valley;
- South Central;
- San Diego*; and
- Inland Empire.

**Note: Both the initially selected and alternate college for the San Diego region declined to participate.*

We accounted for diversity in terms of college and student characteristics across the nine colleges we visited for the overall IEPI evaluation.

- Six colleges were high attenders (4%-16% of personnel had attended at least one IEPI workshop). Three colleges were low attenders (3% of personnel had attended at least one IEPI workshop).
- Three colleges had a college PRT, two were part of a district PRT, and one had both a college and a district PRT.
- Three colleges were part of a consortium (e.g., Central Valley Higher Education Consortium, Bay Area Community Colleges Consortium).
- There is variation in the urbanicity in which the colleges are located.
- Three colleges are single-district colleges, while six are part of multi-college districts.
- The college enrollments range from just over 6,000 to over 60,000 students.
- The percent of California Promise Grant recipients ranges from just over 30 percent to almost 70 percent.
- The percent of URM students ranges from just over 30 percent to almost 70 percent.
- The six-year completion rate ranges from about 38 percent to over 60 percent.
- In the selection of these colleges, we also took into account IEPI leadership’s input. Two of the colleges were identified by IEPI leadership as recommended sites for the evaluation.

We interviewed a total of 137 college personnel across the nine colleges (see Table B-1).

Table B-1. Total Number of Participants and Interviews from Case Study Colleges

College Pseudonym	Faculty	Staff	Senior Leader	Focus Group*	Total Participants per College	Total Interviews per College**
College A	4	2	2	0	8	8
College B	7	1	2	6	16	11
College C	3	3	3	8	17	10
College D	3	3	3	8	17	10
College E	5	2	4	5	16	11
College F	2	2	6	9	19	11
College G	2	1	4	14	21	8
College H	2	3	3	-	8	8
College I	3	2	4	6	15	10
Total across colleges	31	19	31	56	137	87

*Note: Focus Group participants included senior administrators, faculty, and classified staff from various job roles and job areas.

**Note: Each focus group, individual, and joint interview is counted a single time, so this number may be lower than the row total.

Procedure

We developed two sets of semi-structured interview protocols, one set each for high-attendance and low-attendance colleges. Each set contained three semi-structured interview protocols: one each for senior leaders, faculty and staff, and focus groups. While the exact language and number of questions varied, all protocols included questions about the interviewee’s role, awareness of IEPI, use of IEPI resources, perceptions of the impact of and connection among IEPI resources, and suggestions for additional supports/resources (see Perceptions of the Institutional Effectiveness Partnership Initiative’s Suite of Resources Technical Appendices, Appendix A: IEPI Suite of Resources Interview and Focus Group Protocols). We conducted nearly all interviews and focus groups in person and audio recorded them. We conducted and recorded two interviews via Zoom. We uploaded the audio files for transcription to Rev.com.

We then conducted an iterative, inductive thematic coding of the transcripts using Google Sheets. We developed and defined initial codes using a subsample of transcripts. We organized these codes by overarching themes. We then coded transcripts by copying sections of the interview into the code on the Google Sheet. As new codes arose, we reviewed and recoded earlier transcripts as necessary. We reviewed these coding sheets to determine the prevalent codes within each overarching theme that are presented in this report. We also conducted deductive coding of interviewees’ descriptions of PRT impacts using IEPI’s goals for PRTs: help understand a specific college issue, develop solution to issue, implement solution, improve

continuously, and participate in a community of practice (to promote sharing of ideas across institutions). In determining the percentage of interviews that mentioned a particular theme, focus groups and interviews were counted once. We drew representative quotes from the interviews and lightly edited them for readability.

Quantitative analysis

To test for an association between participation in IEPI’s suite of resources (percentage of personnel who attended at least one workshop and whether or not the college had a PRT) and multiple perceived impacts being reported in at least half of college interviews, we used VassarStats 2x4 extension of a Fisher’s Exact Test and found this association was significant ($p < 0.05$). To compare the likelihood of multiple perceived impacts being reported in at least half of college interviews between colleges with greater than or equal to six percent attendance and a PRT and all other colleges, we used MedCalc’s relative risk calculator but found that there was no difference in the likelihood between groups (RR=10.8, 95% CI [0.75, 155.93], $p > 0.05$). Given that we used different interview protocols at low- and high-attendance colleges, to rule out method artifact as an explanation we also tested for an association between protocol used and multiple perceived impacts being reported in at least half of college interviews (see Table B-2). This Fisher’s Exact Test was not significant ($p > 0.05$).

Table B-2. College Report of IEPI Impacts Was Not Associated with Interview Protocol Used

Multiple Perceived Impacts Described in at Least Half of Interviews	Interview Protocol Used	
	High-Attendance Protocol	Low-Attendance Protocol
Yes	4	0
No	2	3

Evaluation of the Emergency Planning COVID-19 Webinar Series

We sent “Emergency Planning COVID-19” webinar participants a post-webinar survey beginning with the webinar hosted on April 15th (see Table B-3). In the post-webinar survey, we asked questions on the following topics:

1. how useful the webinar was in helping them to accomplish the webinar learning outcomes, including:
 - a. Learning about actions taken by the Chancellor’s Office in response to COVID-19 to ensure continuity of instruction.
 - b. Gaining information about changes to reporting requirements and/or regulations during COVID-19.
 - c. Obtaining Chancellor’s Office resources that support continuity of instruction in the current context.
 - d. Learning about resources deployed by entities outside the Chancellor’s Office to assist colleges in response to COVID-19.

2. how satisfied they were with the various elements of the webinar (e.g., presentation, Q&A);
3. how to improve the aspects of the webinar they were dissatisfied with (for those that selected “slightly” or “not at all satisfied” for any element in the above question); and
4. what type of information they wanted to see in future COVID-19 webinars that would help ensure continuity of instruction and support student success at their colleges.

Table B-3. Participant and Respondent Totals and Response Rates per Webinar

Webinar	Webinar Participants	Respondents	Response Rate
4/15/20	1,837	252	14%
4/29/20	1,647	219	13%
5/6/20	1,514	145	10%
5/13/20	1,703	161	9%
5/27/20	1,279	124	10%
6/10/20	1,573	148	9%
6/24/20	1,575	151	10%
Total	11,128	1,200	11%

For topics 1 and 2, we calculated the mean utility and satisfaction scores across respondents for each webinar, presented in Figures 4 and 5. As there were not substantial observed differences in these mean scores (neither between learning outcomes nor between webinar elements for a single webinar, nor within an outcome or element across webinars), we did not conduct statistical analyses for mean differences.

For topics 3 and 4, we collapsed the individual topic and improvement codes found across webinars into high-level, prevalent themes, defined below (see Tables B-4 and B-5). We did not compile responses from across individual surveys into a single data set or count the frequency of themes across webinars since we could not eliminate duplicate responses. We did rank the prevalence of topic and improvement themes per webinar (see Table B-6).

Table B-4. Definition of Prevalent Topic Themes Across the Webinar Series

Topic Theme	Definition
Updates and guidance around college planning	Respondents wanted updates on changes in administrative processes, budgets, policies, and reporting requirements. They also wanted guidance on reopening colleges, including policies and timelines.
Supporting students in a virtual environment	Respondents desired more training and strategies focused on supporting students academically (e.g., effective teaching practices) and with meeting basic needs (e.g., housing, food) virtually. They wanted more guidance and examples on how to support particular student groups (e.g., Black, DACA, undocumented students) in a virtual environment.
Converting particular courses or programs to a virtual format	Respondents wanted more strategies and guidance on how to convert particular programs and courses to a virtual format. They wanted opportunities to learn from colleagues about what they are doing at their college, but also to learn from the CCCCO how requirements and processes for these programs and courses may change.
Other resources or general updates	Respondents commented on wanting resources, information, or updates on other areas (e.g., CCCCO resources and professional development opportunities, available technology or software, enrollment management).

Table B-5. Definition of Prevalent Improvement Themes Across the Webinar Series

Improvement Theme	Definition
Make resources more accessible and easier to navigate	Respondents suggested that the CCCCO make resources more accessible both leading up to and following the webinar (e.g., sharing relevant materials such as agendas or slides prior to the webinar, providing an email with links to referenced resources following the webinar). They also suggested improving how people access these resources, sharing that the VRC is difficult to navigate.
Improve aspects of the Q&A portion of the webinar	Respondents suggested improving various aspects of the Q&A (e.g., allocate more time, ensure questions are being answered clearly, answer all questions asked either during this session, in an email following the session, or at the beginning of the next webinar).
Other	Respondents suggested improvements to other areas of the webinar, including making the updates more specific, ensuring the updates in the webinar are not repetitive of those mentioned in the memos, making the content relevant for the audience, fewer presenters so they do not move so quickly through presentations.

Table B-6. Topic and Improvement Themes in Rank Order of Most (1) to Least (4) Frequently Mentioned per Webinar

Topics	4/15/20	4/29/20	5/6/20	5/13/20	5/27/20	6/10/20	6/24/20
Updates and guidance around college planning	1	1	1	2	1	2	1
Supporting students in a virtual environment	2	2	3	4	4	-	2
Converting particular courses or programs to a virtual format	-	3	2	1	3	-	4
Other resources or general updates	3	4	4	3	2	1	3
Improvements							
Make resources more accessible and easier to navigate	2	1	1	3	3	2	3
Improve aspects of the Q&A portion of the webinar	3	2	3	2	2	3	2
Other	1	3	2	1	1	1	1

Evaluation of College Next in the Central Valley and the Inland Empire

To evaluate College Next in the Central Valley (CV) and the Inland Empire (IE), we interviewed a variety of individuals across K-12 districts, community colleges, and regional organizations (e.g., county offices of education) from fall 2018 through winter 2019-20. Our sample includes personnel with varying levels of involvement with College Next and utilization of CaliforniaColleges.edu from institutions that are in various stages of involvement with CCGI. K-12 districts undergo a process to partner with CCGI in which they create data-sharing agreements, implement the platform, and regularly upload student data to the platform. Community colleges undergo a process to affiliate with CCGI in which they execute data-sharing agreements.

Sampling and participants

We interviewed a total of 48 individuals across these two regions (see Table B-7). Overall, we identified K-12 districts and community colleges throughout these regions that were in various stages of partnership or affiliation to sample from and requested CCGI to provide potential interviewees at these institutions who had various levels of involvement in College Next.

We tailored our sampling to each phase of interviews, described below:

- Fall 2018 and 2019; we interviewed individuals identified by College Next and other stakeholders as having a key role in College Next within their respective region.
- Spring 2019; we interviewed CV K-12 district and community college personnel recommended by CV stakeholders and CCGI.
- Fall 2019; we interviewed district leads—personnel working closely with CCGI to support the implementation of CaliforniaColleges.edu across their district—identified by CCGI, as well as high school counselors in the CV.
 - We randomly sampled, using the RAND function in Google Sheets, from a list of district leads identified by CCGI. From the list of randomly sampled district leads, using the RAND function again, we randomly sampled to identify which district leads to interview and which district leads to ask for suggestions of others to interview at their district.
 - We interviewed high school counselors in the CV from districts where we had previously conducted interviews, as well as from K-12 districts identified by CCGI from CV counties that we had not yet sampled from in any phase of this evaluation.
- Winter 2019-20; we interviewed personnel across K-12 districts in the IE as well as community college personnel across both regions.
 - We created a random sample of K-12 districts in the IE, using the RAND function in Google Sheets, from a list of districts that CCGI provided. We also included personnel and/or districts that IE stakeholders suggested we interview.
 - We interviewed the same CV community college personnel in the CV that we interviewed in spring 2019. We randomly sampled, using the RAND function in Google Sheets, from a list of community colleges in the IE, from both Riverside and San Bernardino county, and interviewed personnel recommended by CCGI.

Table B-7. Total Number of Participants from College Next Interviews

	Central Valley	Inland Empire	Totals
Community College Personnel*	7	2	9
High School Counselors**	10	0	10
K-12 District Personnel*	7	8	15
Stakeholders	7	7	14
Totals	31	17	48

**Note: Interviewees in K-12 and community college interviews were a mix of district and specific site/college personnel.*

***Note: We define personnel who use data to counsel students on academic, college, or career matters, as “counselors” for the purposes of our reporting.*

Procedure

On behalf of the Education Insights Center (EdInsights), CCGI provided contact information and solicited the participation of stakeholders and K-12 interviewees, while the CCCCCO solicited

the participation of community college interviewees. We developed a semi-structured interview protocol for all of our interviews (see Perceptions of the Institutional Effectiveness Partnership Initiative's Suite of Resources Technical Appendices, Appendix B: College Next Interview Protocols).

- For the stakeholder interviews, the protocol included questions about the interviewee's:
 - involvement in College Next and other intersegmental partnerships;
 - impressions of the purpose, intended impact, and organization of College Next;
 - definition of success for the effort; and
 - lessons learned thus far.
- The K-12 counselor protocol included questions about the interviewee's:
 - engagement with CaliforniaColleges.edu;
 - experiences since partnering with CCGI; and
 - collaboration with local community colleges around CaliforniaColleges.edu.
- The protocol for IE K-12 district interviews included questions about the interviewee's:
 - perceptions of the purpose of the platform, kickoff, and campaign;
 - experiences during deciding and since partnering with CCGI;
 - experiences collaborating with local community colleges around CaliforniaColleges.edu; and
 - advice for launching this effort in other regions in the state.
- The community college personnel protocol included questions about the interviewee's:
 - perceptions of the purpose of the platform and campaign;
 - perceptions of how a data system could support them in making progress on large-scale reform efforts;
 - plans for utilizing data from CaliforniaColleges.edu;
 - experiences collaborating with feeder high school districts to plan for data use; and
 - advice for launching this effort in other regions in the state.

We conducted and recorded these interviews via Zoom. The audio files were professionally transcribed. EdInsights researchers then conducted inductive thematic coding of the transcripts with Google Sheets or NVivo 12, with the exception of transcripts for interviews conducted during winter 2019-20 with K-12 districts in the IE as well as community college personnel across both regions, which were not coded in time for this report. Instead, we compiled the main findings for each of these individual interviews into field notes and synthesized findings across field notes to illuminate the prevalent themes. For all other interviews, we reviewed the coding across the transcripts to determine the prevalent themes from across interviews. The synthesized findings from across field notes and the prevalent themes from the coded transcripts are presented in this report. We drew representative quotes from the interviews and lightly edited them for readability.

APPENDIX E



Perceptions of the Institutional Effectiveness Partnership Initiative's Suite of Resources

Technical Appendices

October 2020

Madeleine R. Kerrick
Jaquelyn Caro-Sena
Breanna Alexander



California State University, Sacramento
6000 J Street
Tahoe Hall 3065
Sacramento, California 95819-6081
www.edinsightscenter.org
Twitter: [@EdInsightsCtr](https://twitter.com/EdInsightsCtr)



Table Of Contents

Appendix A: IEPI Suite of Resources Interview and Focus Group Protocols.....	3
Appendix B: College Next Interview Protocols.....	15



Appendix A: IEPI Suite of Resources Interview and Focus Group Protocols

High-Attendance College Protocols

Lead in

Hello, my name is [] and my name is [] and we are researchers with EdInsights. Thanks for taking the time to meet with us today. Please help yourself to food or drinks.

EdInsights:

- is a research and policy center housed at California State University, Sacramento
- devoted to student success and the public benefits of education.

We:

- conduct evaluations of the IEPI professional development activities
- and are now evaluating the overall impact of the suite of IEPI activities at the institutional level.

Our conversation:

- will take about 1 hour.
- We invite you to think expansively about ideas you have/changes you would like to see.
- To accurately capture your thoughts and ideas, we will be audio recording the conversation today.
- Your responses will remain anonymous.
- We will not use your name or title in our reporting. Will that be ok?
- Do you have any questions for us before we begin?

---START RECORDING---

If they need more info on IEPI at any point:

- IEPI stands for the Institutional Effectiveness Partnership Initiative.
- It's part of the Chancellor's Office.

If they want more info on the evaluation:

- We are conducting campus visits and interviewing key stakeholders who have been engaged with IEPI activities to understand your insights and experiences.

Staff/faculty protocol

General questions about IEPI and its activities

1. Can you tell us about your **role** at college X?
 - a. **How long** have you been working in this role at college X?
 - b. In what ways does your **role support student success**?
2. In your own words, how do you understand the **purpose and intended impact of IEPI**?
 - a. What is your awareness of the **types of activities** offered by IEPI?
 - i. *[Probe]: for professional development activities and peer-to-peer support (PRTs)?*
 - ii. *[Probe]: What is your understanding of the purpose of IEPI workshops, in general? Of PRTs?*
 - b. How have you **engaged** with IEPI activities?
 - i. *[Probe]: for professional development activities*
 1. *Received email advertising?*
 2. *[If haven't attended]: Obstacles to attendance? Ways you could be better supported?*
 - ii. *[Probe]: peer-to-peer support (used/served PRT)*
3. In general, what would you say are the **most important qualities** you value in a:
 - a. professional development experience?
 - i. Can you describe a PD experience (IEPI or general) that had those qualities?
 - b. peer-to-peer support experience?
 - i. Can you describe a peer-to-peer experience (IEPI or general) that had those qualities?

IF experience with IEPI

4. Can you describe an instance in which an IEPI activity (PD or peer-to-peer) **worked well**? What did you like about it?
 - a. Can you describe an instance in which an IEPI activity (PD or peer-to-peer) **did NOT work well**? What did you not like about it?

Perceptions of the impact of IEPI activities

5. Okay so thinking about each of the IEPI activities that you have used [name activities], did you **get anything out** of them?
 - a. *[Probe]: Which activity do you attribute that to?*
 - b. Anything else?

YES to previous

6. Were you able to **share these learnings** with colleagues?
 - a. *[If NO, probe]: so what are some ways that you can think of to share these learnings?*

All

7. Do you think your/your college's engagement with **IEPI activities as a whole** [name those used] has **made a difference** in your student success efforts?
 - a. *[If YES, probe]: How so?*
 - b. Can you give us some **example(s)**?

IF AWARE of BOTH Workshops & PRTs

8. So thinking about the workshops and PRTs together, do you think these **activities relate to one another**?

If YES:

- a. *[Probe]: How so?*
- b. How could these activities be **even better connected**?

If NO:

- a. Do you think that it is **important that IEPI connects** those activities for you?
- b. *[Probe]: How could IEPI do a better job of connecting those activities for you?*
- c. *[If initiative fatigue/buy-in arises, probe]: Tell us more about that.*

So, for the next two questions, I invite you to think creatively, broadly, and imaginatively. Think about your ideal scenario.

9. If you could **wave a magic wand and instantly get any type of support** from IEPI to help you achieve your student success goals, what would that support look like?
10. Thinking broadly, imagine that you are leading IEPI. What **changes** would you make to **better support the system's progress** toward improving student success?
 - a. Is there anything else you would offer all the colleges in working toward the **new Chancellor's Office priorities**?
11. Is there **anything else** you would like to tell us that we have not already covered?

Thank you for sharing your time and your experiences. We really appreciate it!

Senior leader protocol

General questions about IEPI and its activities

1. Can you tell us about your **role** at college X?
 - a. **How long** have you been working in this role at college X?
 - b. How do you see your **role in relation** to the system's goal of **improving student success**?
2. In your own words, how do you understand the **purpose and intended impact of IEPI**?
 - a. What is your **awareness of the types of activities** offered by IEPI?
 - i. *[Probe]: for professional development activities and peer-to-peer support*
 - ii. *[Probe]: What is your understanding of the purpose of IEPI workshops, in general? Of PRTs?*
3. How has your campus community **collectively engaged with IEPI** over the last two years?

- a. *[Probe]: for PD activities and peer-to-peer support (used/served)*
 - b. Does your college take steps to **encourage engagement with IEPI activities** by staff and faculty?
 - i. *[Probe]: Tell us more about that.*
 - c. Does your college take steps to ensure that learnings from either workshops or PRT visits are shared with **senior leadership**?
 - i. *[Probe]: Tell us more about that.*
4. In general, what would you say are the **most important qualities** you value in a:
- a. professional development experience?
 - i. Can you **describe a PD experience** (IEPI or general) that had those qualities?
 - b. peer-to-peer support experience?
 - i. Can you **describe a peer-to-peer experience** (IEPI or general) that had those qualities?

IF experience with IEPI

5. Can you describe an instance in which an **IEPI activity** (PD or peer-to-peer) **worked well**? What did you like about it?
- a. Can you describe an instance in which an **IEPI activity** (PD or peer-to-peer) **did NOT work well**? What did you not like about it?

Perceptions of the impact of IEPI activities

6. Okay so thinking about each of the IEPI activities that you've used [name activities], did you **get anything out** of them?
- a. *[Probe]: Which activity do you attribute that to?*
 - b. Anything else?

All

7. Do you think your college's engagement with **IEPI activities as a whole** [name those used] has **made a difference in** your student success efforts?
- a. *[If YES, probe]: How so?*
 - b. Can you give us some **examples**?
 - c. *[If initiative fatigue/buy-in arises, probe]: Tell us more about that.*

IF AWARE of BOTH Workshops & PRTs

8. So thinking about the workshops and PRTs together, do you think these **activities relate to one another**?
- If YES:
- a. *[Probe]: How so?*
 - b. How could these activities **be even better connected**?
- If NO:
- a. Do you think that it is **important that IEPI connects** those activities for you?
 - b. *[Probe]: How could **IEPI do a better job of connecting** those activities for you?*

So, for the next two questions, I invite you to think creatively, broadly, and imaginatively. Think about your ideal scenario.

9. If you could wave a magic wand and **instantly get any type of support from IEPI** to help you/your college achieve your student success goals, what would that support look like?
10. Thinking broadly, imagine that you are leading IEPI. What **changes** would you make to **better support the system's progress** toward improving student success?
 - a. Is there anything else you would offer to help all the colleges work toward the **new Chancellor's Office priorities**?
11. Is there anything else you would like to tell us that we have not already covered?

Thank you for sharing your time and your experiences. We really appreciate it!

Student success committee focus group protocol

[Probe across questions when relevant: Who else feels this way? Who feels differently? Ask for a show of hands when relevant and read names so that audio recorder picks them up.]

1. To start, let us go around the room and have everyone say their **name and their role**, for instance, administrator, staff, faculty, etc.

We would like to get a sense of your awareness of and experience with IEPI activities.

2. IEPI offers different activities to support colleges...
 - a. Show of hands, how many people are aware of IEPI's **workshops**?
 - b. Okay, and show of hands, how many people have attended **workshops**?
 - c. IEPI also offers Partnership Resource Teams (PRTs). Show of hands, how many people are aware of IEPI's **PRTs**?
 - d. [IF they had a PRT on campus]: Show of hands, how many people have been involved with the **PRT team** that came to your campus?
 - e. Show of hands, how many people have **served on a PRT** at another college?
 - f. So thinking about these IEPI activities, did you get anything out of them?
 - i. *[Probe]: Which activity do you attribute that to?*
 - ii. Anything else?
3. So thinking about the workshops and PRTs, do you think these **activities relate to one another**?

If YES:

 - a. *[Probe]: How so?*
 - b. How could these activities be even **better connected**?

If NO:

 - a. Do you think that it is **important that IEPI connects** those activities for you?
 - b. *[Probe]: How could IEPI do a better job of connecting those activities for you?*

Now, thinking about your college's student success goals

4. What are the college's **main student success efforts**? What are you actively working to improve?
 - a. Thinking about the efforts you just identified, for which, if any, is your work **progressing smoothly**? What **activities support** your work in these areas?
 - b. Again thinking about the efforts you identified, for which, if any, are you facing **challenges**?
 - i. *[Probe:] What obstacles are impeding your progress in these areas? How could you be better supported?*

So, for the next two questions, we invite you to think creatively, broadly, and imaginatively. Think about your ideal scenario.

5. If you could wave a magic wand and **instantly get any type of support from IEPI** to help you achieve your student success goals, what would that support look like?
6. Imagine that you are leading IEPI, what **changes** would you make to **better support all of the community colleges' progress** toward their student success goals?
 - a. Is there anything else you would offer all the colleges in working toward the **new Chancellor's Office priorities**?
7. Before we close, is there **anything else** you would like to tell us that we have not already covered?

Thank you for sharing your time and your experiences. We really appreciate

it! **Low-Attendance College Protocols**

Lead in

Hello, my name is [] and I am a researcher with EdInsights. Thanks for taking the time to meet with me today. Please help yourself to food or drinks.

EdInsights:

- is a research and policy center housed at California State University, Sacramento
- devoted to student success and the public benefits of education.

We:

- conduct evaluations of the IEPI professional development activities
- and are now conducting this evaluation to help IEPI leadership understand how the California Community College Chancellor's Office can better support college efforts around student success.

Our conversation:

- will take about 1 hour.
- I invite you to think expansively about ideas you have/changes you would like to see.
- To accurately capture your thoughts and ideas, I will be audio recording the conversation today.

- Your responses will remain anonymous.
- We will not use your name or title in our reporting. Will that be okay?

Do you have any questions for us before we begin?

---**START RECORDING**---

If they need more info on IEPI at any point:

- IEPI stands for the Institutional Effectiveness Partnership Initiative.
- It's part of the Chancellor's Office.

If they want more info on the evaluation:

- We are conducting college visits and interviewing key stakeholders to understand your insights and experiences, and the supports you need around engaging in professional development and technical assistance/peer-to-peer support activities.

Staff/faculty protocol

General questions about student success efforts and CCCCO activities.

1. Can you begin by briefly telling me about the **student success effort that you are most excited about at your college**?
 - a. *[Probe]: What is the main area you are working on in regards to [effort]?*
 - b. *Follow up:* In what ways has your work on **[effort]** been **progressing smoothly, if at all**?
 - c. *Follow up:* What **supports** have helped you **make progress** on your work in this area, if any?
 - i. *[Probe]: PD? Peer-to-peer support?*
 - ii. *[Probe]: How so?*
 - d. *Follow up:* What are some **challenges you are facing as you work on [effort]**, if any?
 - i. *[Probe]: How could you be **better supported**? (Or how could the Chancellor's Office better support you?)*

IF they do NOT LEAD WITH OR MENTION CCCCO EFFORTS/priorities

2. What do you see as your role in working on the Chancellor's Office priorities (e.g., GP, AB 705) at your college?
 - a. *[Probe]: Tell us more about that.*

Engagement with support activities

The Chancellor's Office, through IEPI, offers technical assistance or peer-to-peer support through partnership resource teams, also referred to as PRTs, and professional development workshops and webinars.

3. How have **you personally engaged** with these Chancellor's Office supports or other outside support, if at all?
 - a. *[Probe]: for PD activities and peer-to-peer support?*

- b. *Follow up:* What did you find **most useful about engaging** in this support activity, or in other words, what did you like best about this experience?
 - i. *[Probe]:* PD? Peer-to-peer support?
- c. *Follow up:* Okay so thinking about each of the IEPI activities that you have used [name activities], did you **get anything out** of them?
 - i. *[Probe]:* Which activity do you attribute that to?
- 4. What were **the conditions that enabled you to participate** in this activity?
 - a. *[Probe]:* PD? Peer-to-peer support?
- 5. How are these **learning opportunities shared** at your college? In other words, how do you hear about these opportunities?
 - a. *[Probe]:* Tell us more about that.
- 6. What **factors do you consider when making the decision of whether or not to participate** in a specific PD/peer-to-peer support activity?
 - a. *[Probe]:* Are you encouraged or selected to attend?
 - b. *[Probe]:* Tell me more about that.

So, we have talked about instances in which you have participated in a PD or peer-to-peer support experience, but thinking about the times you did not participate in PD or peer-to-peer support:

- 7. What **challenges prevented** you from **participating** in PD activities? In peer-to-peer support?
- 8. If all the stars aligned, **what conditions would need to be in place to enable you to participate** in PD activities? In peer-to-peer support?

So, for the next set of questions, I invite you to think about your ideal scenario.

- 9. If you could design the **perfect PD activity**, what **characteristics** do you think would be the most valuable?
 - a. *Follow up:* What topics would be useful for PD?
 - i. *Follow up:* If general topics, what specifically about that topic?
 - b. *Follow up:* Frequency, format, structure?
- 10. If you could design the **perfect technical assistance/peer-to-peer coaching experience**, what **characteristics** do you think would be the most valuable?
 - a. *Follow up:* What issues do you think peer-to-peer assistance is positioned to help you with? More specifically?
 - b. *Follow up:* What are some issues you would like peer-to-peer support to help you tackle?
 - c. *Follow up:* Would you like those from inside the California Community Colleges to be coaches or expert facilitators/consultants from outside the system?
 - d. *Follow up:* Format, structure?
- 11. What are the **ideal conditions** that need to be in place **to maintain momentum** following participation in a professional learning experience, such as PD or peer-to-peer support?

- a. *Follow up:* What are the **ideal conditions** that need to be in place **to enable you to share learnings** with colleagues after the activity ends?

So, for the next set of questions, I invite you to think creatively, broadly, and imaginatively.

12. If you could **wave a magic wand and instantly get any type of support** from the Chancellor's Office to help you achieve the student success goal you talked about earlier, what would that support look like?
13. Thinking broadly, if you were working in the Chancellor's Office, what **changes** would you make **to better support the system's progress** toward improving student success?
 - a. Is there anything else you would offer all the colleges in working toward the **new Chancellor's Office priorities**?
14. Is there **anything else** you would like to tell us that we have not already covered?

Thank you for sharing your time and your experiences. I really appreciate it!

Senior leader protocol

General questions about student success efforts and CCCCCO activities

1. Can you begin by briefly telling me about the **student success effort that you are most excited about at your college**?
 - a. *[Probe]:* What is the main area you are working on in regards to [effort]?
 - b. *Follow up:* In what ways has your work on [effort] been **progressing smoothly, if at all**?
 - c. *Follow up:* What **supports** have helped you **make progress** on your work in this area, if any?
 - i. *[Probe]:* PD? Peer-to-peer support?
 - ii. *[Probe]:* How so?
 - d. *Follow up:* What are some **challenges you are facing as you work on [effort]**, if any?
 - i. *[Probe]:* How could you be **better supported**? (Or how could the Chancellor's Office better support you?)

Engagement with support activities

The Chancellor's Office, through IEPI, offers technical assistance or peer-to-peer support through Partnership Resource Teams, also referred to as PRTs, and professional development workshops and webinars.

2. How have **you personally engaged** with these Chancellor's Office supports or other outside support, if at all?
 - a. *[Probe]:* for PD activities and peer-to-peer support?
 - b. *Follow up:* What did you find **most useful about engaging** in this support activity, or in other words, what did you like best about this experience?
 - i. *[Probe]:* PD? Peer-to-peer support?
 - c. *Follow up:* Okay so thinking about each of the IEPI activities that you have used [name activities], did you **get anything out** of them?
 - i. *[Probe]:* Which activity do you attribute that to?

- d. *Follow up:* What were **the conditions that enabled you to participate** in this activity?
 - i. *[Probe]: PD? Peer-to-peer support?*
- 3. How has your **college community collectively engaged** with these or other outside support activities over the last two years?
 - a. *[Probe]: for PD activities and peer-to-peer support?*
 - b. *Follow up:* How are these **learning opportunities shared** at your college?
 - c. *Follow up:* Okay so thinking about each of the IEPI activities that your colleagues have used [name activities], do you think that they **got anything out** of them?
 - i. *[Probe]: Which activity do you attribute that to?*
 - d. *Follow up:* What were **the conditions that enabled them to participate** in this activity?
 - i. *[Probe]: PD? Peer-to-peer support?*
- 4. What **factors do you consider when making the decision of whether or not to send a team to participate** in a specific PD/peer-to-peer support activity?
 - a. *Follow up:* What factors do you consider when deciding whether or not colleagues should attend this specific activity?
- 5. In the instances when you or your colleagues could not participate in a particular PD/peer-to-peer support activity, what **challenges prevented** participation?
 - a. *Follow up:* So what would need to change to allow more participation in these activities?
 - b. *[Probe]:* What about the challenges that prevent staff and faculty from participating in PD? TA?
 - i. *Follow up:* What would need to change to overcome their challenges to participating in PD? TA?

So, for the next set of questions, I invite you to think about your ideal scenario.

- 6. If you could design the **perfect PD activity**, what **characteristics** do you think would be the most valuable?
 - a. *Follow up:* What topics would be useful for PD?
 - i. *Follow up:* If general topics, what specifically about that topic?
 - b. *Follow up:* Frequency, format, structure?
- 7. If you could design the **perfect technical assistance/peer-to-peer coaching experience**, what **characteristics** do you think would be the most valuable?
 - a. *Follow up:* What issues do you think peer-to-peer assistance can help with? More specifically?
 - b. *Follow up:* Would you like those from inside the California Community Colleges to be coaches or expert facilitators/consultants from outside the system?
 - c. *Follow up:* Format, structure?

8. What are the **ideal conditions** that need to be in place **to maintain momentum** following participation in a professional learning experience, such as PD or peer-to-peer support?
 - a. *Follow up:* What are the **ideal conditions** that need to be in place **to enable activity participants to share learnings** with colleagues after the activity ends?

So, for the next set of questions, I invite you to think creatively, broadly, and imaginatively.

9. If you could **wave a magic wand and instantly get any type of support** from the Chancellor's Office to help your college achieve the student success goal you talked about earlier, what would that support look like?
10. Thinking broadly, if you were working in the Chancellor's Office, what **changes** would you make **to better support the system's progress** toward improving student success?
 - a. *Follow up:* Is there anything else you would offer all the colleges in working toward the **new Chancellor's Office priorities**?
11. Is there **anything else** you would like to tell me that we have not already covered?

Thank you for sharing your time and your experiences. I really appreciate it!

Student success committee focus group protocol

[Probe across questions when relevant: Who else feels this way? Who feels differently? Ask for a show of hands when relevant and read names so that audio recorder picks them up.]

1. To start, let us go around the room and have everyone briefly say their **name and their role**, for instance, administrator, staff, faculty, etc.

The Chancellor's Office, through IEPI, offers technical assistance or peer-to-peer support through Partnership Resource Teams, also referred to as PRTs, and professional development workshops and webinars. So, to start, we'd like to get a sense of your engagement with either CCCCCO or other professional development support activities.

2. Show of hands, how many people have attended Chancellor's Office **workshops**?
 - a. Show of hands, how many people have attended **workshops outside of the Chancellor's Office**?
3. [IF they had a PRT at college]: Show of hands, how many people have been involved with the **PRT team** that came to your college?
 - a. Show of hands, how many people have **served on a PRT** at another college?
 - b. Show of hands, how many people have been involved with a form of **peer-to-peer support, outside of the PRTs**?
4. If all the stars aligned, **what conditions would need to be in place to enable you to participate** in PD activities? In peer-to-peer support?
 - a. *Follow up:* What **challenges prevented** you from **participating** in PD activities? In peer-to-peer support?

5. If you could design the **perfect PD activity**, what **characteristics** do you think would be the most valuable?
 - a. *Follow up:* What topics would be useful for PD?
 - i. *Follow up:* If general topics, what specifically about that topic?
 - b. *Follow up:* Frequency, format, structure?
6. If you could design the **perfect technical assistance/peer-to-peer coaching experience**, what **characteristics** do you think would be the most valuable?
 - a. *Follow up:* What issues do you think peer-to-peer assistance can help with? More specifically?
 - b. *Follow up:* What are some issues you would like peer-to-peer support to help you tackle?
 - c. *Follow up:* Would you like those from inside the California Community Colleges to be coaches or expert facilitators/consultants from outside the system?
 - d. *Follow up:* Format, structure?

Now, thinking about your college's student success goals

7. What are the college's **main student success efforts**? What are you actively working to improve?
 - a. Thinking about the efforts you just identified, for which, if any, is your work **progressing smoothly**?
 - b. What **supports**, if any, have helped you **make progress** on your work in these areas?
 - i. *[Probe]: PD? Peer-to-peer support?*
 - ii. *[Probe]: How so?*
 - c. Again thinking about the efforts you identified, for which, if any, are you facing **challenges**?
 - i. *[Probe]: What obstacles are impeding your progress in these areas?*
 - ii. *[Probe]: How could you be better supported?*

So, for the next two questions, we invite you to think creatively, broadly, and imaginatively.

8. If you could **wave a magic wand and instantly get any type of support** from the Chancellor's Office to help you achieve the student success goal you talked about earlier, what would that support look like?
9. Thinking broadly, if you were working in the Chancellor's Office, what **changes** would you make **to better support the system's progress** toward improving student success?
 - a. Is there anything else you would offer all the colleges in working toward the **new Chancellor's Office priorities**?
10. Is there **anything else** you would like to tell us that we have not already covered?

Thank you for sharing your time and your experiences. I really appreciate it!

Appendix B: College Next Interview Protocols

For all protocols below, *asterisks denote priority questions.

Fall 2018 and 2019 Stakeholder Protocols

Lead in

Hello, my name is [], and I am a researcher with EdInsights. Thanks for taking the time to meet with me today.

EdInsights:

- is a research and policy center housed at California State University, Sacramento
- devoted to student success and the public benefits of education.

We:

- are the external evaluators for IEPI and
- are currently evaluating the College Next effort to understand:
 - how the College Next collaboration is organized; and
 - how partnerships are built to promote systematic usage of CaliforniaColleges.edu

Our conversation:

- will take about 1 hour.
- I invite you to think expansively about ideas you have/changes you'd like to see.
- To accurately capture your thoughts and ideas, I would like to audio record the conversation today.
- Your responses will remain anonymous.
- We will not use your name or title in our reporting. Will that be okay?
- Do you have any questions for me before we begin?

Fall 2018 stakeholder in the CV protocol

Involvement with College Next and other collaborations

1. Tell me about your primary role at [organization].
2. What about your role within College Next?
 - a. *[Probe]: Who and what [and/or which organizations] do you oversee within the collaboration?*
3. In your own words, how would you describe the purpose of College Next?
 - a. In your opinion, what is its intended impact?
4. Thinking about partnerships broadly, what is needed to forge successful intersegmental partnerships?

- a. Example: Tell me about the most exceptional partnership, of any type, that you have ever been a part of.
 - b. *[Probe]: What was your role?*
 - c. *[Probe]: What made the collaboration so effective?*
 - d. *[Probe]: What was the high point of the experience?*
 - e. *[If they bring up an obstacle or challenge, probe]: What enabled you to overcome that obstacle?*
5. Thinking about the example you just gave, what did you learn from that experience that could be applied to College Next?

Impression of College Next

6. To your knowledge, what organizations and key people are involved in College Next? (Start with any mentioned earlier. Probe for organizations, schools, people. Include their own organization.)
- a. *For each:* What is [organization/key person's] role/responsibility in the partnership?
 - i. How does/could their involvement impact the collaboration, if at all?
 - ii. *[For non-K-12]:* How were they brought into the partnership?
 - iii. *[For Central Valley Higher Education Consortium]:* This location is unique within the state because you have CVHEC. Do CVHEC's existing partnerships play a role in the College Next collaboration? In what ways?
 1. How might a similar effort in a region without a Higher Ed. Consortium be carried out?
 - iv. In your opinion, what supports [organization/key person's] continued engagement, if anything?
 - b. What other educational institutions and/or community organizations need to be involved to make College Next successful, if any?
 - i. *[Probe for each]:* What would be their role in the partnership?
 - ii. *[Probe]:* What is needed to forge those connections?
 1. *[Probe for]:* relationships, resources, info
7. Within educational institutions, what types of personnel need to be involved in order for the effort to be successful?
- a. *Probe for each:* How do you see them being involved?
 - i. *[Probe]:* How do you think their involvement would help advance the effort?
 - b. *Probe for each:* In general, have these people become involved?
 - i. *[If YES],* what supported this?
 - ii. *[If NO],* what is needed to forge those connections?
 1. *[Probe for]:* relationships, resources, info
8. Imagine you are looking back 4 years from now, what would need to have happened for you to deem College Next a success?
- a. What obstacles do you face in achieving this?

- i. What supports are needed to overcome these obstacles?
- 9. What would be your advice if the Chancellor's Office was going to do a statewide roll out?
- 10. Moving forward, what are your hopes for CaliforniaColleges.edu?
- 11. Is there anything that you would like to tell me that we have not already covered?
- 12. Are there others you would recommend that I speak with?
- 13. In a subsequent round of interviews, I am going to be interviewing K-12 personnel—do you have recommendations on which superintendents I should contact?
 - a. Is there anything in particular that you would like to know from interviews with K-12 folks?

CVHEC (just for CVHEC staff)

- 14. [Specific person] Briefly tell me about the historical background of CVHEC
- 15. I heard that regional liaisons for CCGI/CVHEC effort were proposed. What is the purpose of these positions?
 - a. Have they been created? Filled?

Fall 2019 stakeholder in the IE protocol

Involvement with College Next and other collaborations

- 1. Tell me about your primary role at [organization].
- 2. What about your role within College Next?
- 3. In your own words, how would you describe the purpose of College Next?
 - a. In your opinion, what is its intended impact?
 - b. How would you describe the purpose of CaliforniaColleges.edu?
- 4. Thinking about partnerships broadly, what is needed to forge successful partnerships across organizations or institutions?
 - a. Example: Tell me about the most exceptional partnership, of any type, that you have ever been a part of.
 - b. *[Probe]: What was your role?*
 - c. *[Probe]: What made the collaboration so effective?*
 - d. *[Probe]: What was the high point of the experience?*
 - e. *[If they bring up an obstacle or challenge, probe]: What enabled you to overcome that obstacle?*
- 5. Thinking about the example you just gave, what did you learn from that experience that could be applied to College Next?

Impression of College Next

- 6. To your knowledge, what organizations and key people are involved in College Next? (Start with any mentioned earlier. Probe for organizations, schools, people. Include their own organization.)
 - a. *For each:* What is [organization/key person's] role/responsibility in the partnership?
 - i. How does/could their involvement impact the collaboration, if at all?

- ii. [For non-K-12]: How were they brought into the partnership?
 - b. In your opinion, what supports [these organization's or individual's] continued engagement, if anything?
 - c. *This location is unique within the state because you have Growing Inland Achievement. Do GIA's existing partnerships play a role in the College Next collaboration? In what ways?
 - i. How might a similar effort in a region without a collective impact collaborative be carried out?
 - d. *What other educational institutions and/or community organizations need to be involved to make College Next successful, if any?
 - i. *[Probe for each]: What would be their role in the partnership?*
 - ii. *[Probe]: What is needed to forge those connections?*
 - 1. *[Probe for]: relationships, resources, info*
7. *Within educational institutions, what types of personnel need to be involved in order for the effort to be successful?
- a. *Probe for each: How do you see them being involved?*
 - i. *[Probe]: How do you think their involvement would help advance the effort?*
 - b. *Probe for each: In general, have these people become involved?*
 - i. *[If YES], what supported this?*
 - ii. *[If NO], what is needed to forge those connections?*
 - 1. *[Probe for]: relationships, resources, info*
8. *Imagine you are looking back 4 years from now. What would need to have happened for you to deem College Next a success?
- a. What obstacles do you face in achieving this?
 - i. What supports are needed to overcome these obstacles?
9. *What would be your advice if the Chancellor's Office was going to fund College Next efforts in other regions in the state?
10. Moving forward, what are your hopes for CaliforniaColleges.edu?
11. Is there anything that you would like to tell me that we have not already covered?
12. Are there others you would recommend that I speak with?
13. *In a subsequent round of interviews, I'm going to be interviewing K-12 personnel—do you have recommendations on which superintendents I should contact?
- a. Is there anything in particular that you would like to know from interviews with K-12 folks?
14. Before we wrap up, I just wanted to ask if you would be willing to be contacted should follow-up questions arise throughout the course of this study?

Great. Thank you so much for your time. It was greatly appreciated.

GIA (just for GIA staff)

- 15. [Specific person] Briefly tell me about the historical background of GIA

Spring 2019 K-12 District and Community College Personnel in the CV, Fall 2019 K-12 District Personnel in the IE, and Winter 2019-20 Community College Personnel Across Regions Protocols

Lead in

Hello, my name is [], and I am a researcher with EdInsights. Thanks for taking the time to meet with me today.

EdInsights:

- is a research and policy center housed at California State University, Sacramento
- devoted to student success and the public benefits of education.

We:

- are the external evaluators for the California Community Colleges Chancellor's Office Institutional Effectiveness Partnership Initiative and
- are currently evaluating the College Next effort to understand:
 - how the College Next collaboration is organized; and
 - how partnerships are built to promote systematic usage of CaliforniaColleges.edu

Our conversation:

- will take about 45 minutes.
- I am interested in hearing your and your district's/college's experiences. **[For unpartnered K-12 and "less engaged" colleges:** We know you are not currently engaged with the effort, but we want to learn from your experiences and any issues that came up in deciding whether to work with CCGI]
- To accurately capture your thoughts and ideas, I would like to ask your permission to record the conversation today.
- Your responses will remain anonymous.
- We will not use your name or title in our reporting. Will that be okay?
- Do you have any questions for me before we begin?

Spring 2019 K-12 district personnel in the CV protocol

1. Can you tell me about your **role** at [district]?
2. How did you **hear about** the College Next Campaign?
 - a. What was your **awareness** of CaliforniaColleges.edu before that?
3. In your own words, what is the **purpose** of the **College Next** Campaign?
 - a. Similarly, what is the **purpose** of **CaliforniaColleges.edu**?
4. How did your district decide to **attend** the Kickoff event?

[IF **district did not attend the Kickoff event**: How did your district decide not to attend the Kickoff event?]
5. [SKIP if district did not attend the Kickoff event] Tell me about your team's experience at the **Kickoff event**.

6. Tell me about the experience of **deciding** whether or not to partner with CCGI.
 - a. What **considerations** went into your decision?
 - i. **Reasons to partner?**
 - ii. **Questions or concerns about partnering?**
 - iii. *Why did you partner/not partner?*
 - b. What **supports** facilitated your decision-making process? *From whom?*
 - c. Were there particular **people** or **messages** that were **influential** in your decision about whether or not to partner with CCGI?
 - i. *Tell me more about that*
 - d. What **obstacles** were there in the decision-making process?
 - i. What **additional supports** could have helped overcome these obstacles? *To move forward with partnership more generally? From whom?*
7. [IF they mention college relationships] What **issues or needs** could making **your relationships** with your **local colleges even stronger** help you address?

If partnered

8. What **issues or needs** will partnering with **CCGI** help you address?
9. Tell me about your experiences **since partnering** with CCGI.
 - a. *How has it been going?*

ALL

10. What **suggestions** do you have for the College Next Campaign?
 - a. *For example, are there **changes** that would have facilitated your decision of whether or not to partner with CCGI?*
11. If the Community College Chancellor's Office was going to **expand** the College Next Campaign **statewide**, what **advice** would you have?
12. Is there anything else that you would like to tell me that we have not already covered?

Spring 2019 K-12 community college personnel in the CV protocol

1. Can you tell me about your **role** at [college]?
2. How did you **hear** about the College Next Campaign?
 - a. What was your **awareness** of CaliforniaColleges.edu before that?
 - b. Did you/your college **attend** a College Next Kickoff event?
 - i. *[IF YES], how did you decide to attend the Kickoff event?*
 1. Tell me about your team's experience at the **Kickoff event**.
 - ii. *[IF NO], why not?*
3. In your own words, what is the **purpose** of the **College Next** Campaign?
 - a. Similarly, what is the **purpose** of **CaliforniaColleges.edu**?
 - b. What **issues or needs** will using **CaliforniaColleges.edu** help you address?
4. Have you or your college connected with **your local CSU** about CaliforniaColleges.edu?

5. What about **with your feeder districts**?
 - a. What was that **experience** like?
 - i. *How were these connections made? Were they new? Existing?*
 - b. What **obstacles** did you experience in connecting with **feeder districts**?
 - i. How could CCGI potentially help you address these obstacles?

If “more engaged”

6. How has your **work with your feeder districts informed** your college’s thinking about how you will **use data** from CaliforniaColleges.edu?
 - a. What **supports** have facilitated this planning? *From whom?*
 - b. What **obstacles** do you think you will face as you plan to use this data?
 - c. **Additional supports** needed to overcome these obstacles? *To move forward with implementation more generally? From whom?*

If “less engaged”

7. What are your **perceptions** about **CaliforniaColleges.edu**?
 - a. *Thoughts about integrating and using data?*
 - i. What **support** would be helpful in thinking through how you could **use data** from CaliforniaColleges.edu? *From whom?*
 - ii. If your college was part of this effort, what **obstacles** might you face as you planned to use this data?
 1. **Additional supports** needed to overcome these obstacles? *To move forward with implementation more generally? From whom?*

ALL

8. You talked earlier about your connections with [your CSU] and your feeder districts, what **issues or needs** could **making those relationships even stronger** help you address?
9. If the Community College Chancellor’s Office was going to **expand** the College Next Campaign **statewide**, what **advice** would you have?
10. Is there anything else that you would like to tell me that we have not already covered?

Fall 2019 K-12 district personnel in the IE protocol

1. Can you briefly tell me about your **role** at [district]?

Purpose and experience (campaign, platform, kickoff)

2. **[SKIP if district was partnered with CCGI prior to the College Next campaign]** How did you **hear about** the College Next Campaign?
3. **[SKIP if district was partnered with CCGI prior to the College Next campaign]** In your own words, what is the **purpose** of the **College Next** Campaign?
4. Similarly, what is the **purpose** of **CaliforniaColleges.edu**?
5. *What **issues or needs for community college-bound students** will using CaliforniaColleges.edu help you address? For other students?
6. **[IF district did not attend Kickoff event:** How did your district decide **not to attend** the

Kickoff event?]

[SKIP if district did not attend Kickoff event] How did your district decide to **attend** the Kickoff event?

- a. Tell me about your team's experience at the **Kickoff event**.

Partnership and Support (with CCGI, local community colleges)

7. *Tell me about the experience of **deciding** whether or not to partner with CCGI. *Why did your district partner/not partner?*
 - a. Were there particular **people** or **messages** that were **influential** in your district's decision about whether or not to partner with CCGI? *Tell me more about that.*
 - b. What **obstacles** were there in the decision-making process?
 - i. What **additional supports** could have helped overcome these obstacles? To move forward with partnership more generally? From whom?
8. **[SKIP if districts are not yet partnered with CCGI]** *Tell me about your experiences **since partnering** with CCGI. *How has it been going?*
 - a. What support are you getting? Is there support that you need that you are not getting?
9. Have you **collaborated with your local community colleges** about **College Next** and/or **CaliforniaColleges.edu**? *Tell me more about your experience. Examples?*
 - a. What are the **strengths** of these relationships? **Weaknesses?**
10. How could CaliforniaColleges.edu **support you in creating** or **support you in further strengthening partnerships** with your **local community colleges**?
 - a. What **issues or needs** could a **closer relationship** with your **local community colleges** help you address?
 - b. What **additional support** could **CCGI** provide to further **strengthen these relationships**?
11. **[SKIP if district was partnered with CCGI prior to the College Next campaign]** What **suggestions** do you have for the College Next Campaign? *For example, are there **changes** that would have facilitated your decision of whether or not to partner with CCGI?*

Takeaway

12. *If the Community College Chancellor's Office was going to **expand** the College Next Campaign to other regions in the **state**, what **advice** would you have?
13. Is there anything else that you would like to tell me that we have not already covered?

Winter 2019-20 community college personnel across regions protocol

1. Can you briefly tell me about your **role** at [college]?

Purpose (campaign, platform)

2. **[SKIP if CV college]** In your own words, what is the **purpose** of the **College Next Campaign**?
3. **[SKIP if CV college]** Similarly, what is the **purpose** of **CaliforniaColleges.edu**?

Data system and use from CaliforniaColleges.edu

4. How **could a data system**, in general, **support you or your college in making progress on large-scale reforms** such as SCFF, GP, AB705?
 - a. Thinking beyond multiple measures placement, what do **college personnel need to place students** on a path?
 - i. Is there **particular data** from a **student's high school experience** that would be **helpful** in placing students on a path or in particular courses?
Examples?
 - ii. How would it be most **useful to get that data**?
 - b. *Thinking specifically about **CaliforniaColleges.edu**, how could it **support you or your college in making progress on large-scale reforms**?

Support from CCGI (data use, partnership, general)

5. How do you or your college **plan to use data** from **CaliforniaColleges.edu**?
6. *What and who has **supported** you and your college in **planning for data use**? *Probe for work with feeder high school districts informing plans for data use. For work with CCGI? For work with other colleges?*
 - a. [If relevant] What was the **experience of collaborating** with your feeder high school districts like? *How were these connections made? Were they new? Existing?*
 - b. What **obstacles** have you faced as you **plan to use this data**? What about in **connecting with feeder HS districts around CaliforniaColleges.edu**?
 - i. *How could **CCGI potentially help you** address these obstacles? *Probe for support on both data use and feeder districts.*
7. What **issues or needs** could **stronger relationships with your feeder high school districts** help you address?
 - a. *How could **CaliforniaColleges.edu support you in creating** or further **strengthening partnerships** with your **feeder high school districts**?
8. *Reflecting on our conversation today, overall, how has your experience been **since becoming an affiliate** with CCGI?
 - a. *What support are you getting? Is there support that you need that you are not getting?

Takeaway

9. *If the Community College Chancellor's Office was going to **expand** the College Next Campaign to other regions in the **state**, what **advice** would you have?
10. Is there anything else that you would like to tell me that we have not already covered?

Fall 2019 High School Counselors in the CV Interviews

Lead in

Hello, my name is [], and I am a researcher with EdInsights. Thanks for taking the time to meet with me today.

EdInsights:

- is a research and policy center housed at California State University, Sacramento
- devoted to student success and the public benefits of education.

We:

- are the external evaluators for IEPI and
- are currently evaluating the College Next effort to understand:
 - whether and how using data from CaliforniaColleges.edu has impacted your capacity, and
 - whether and how the College Next effort has promoted intersegmental partnerships and using CaliforniaColleges.edu

Our conversation:

- will take about 45 minutes.
- I invite you to think expansively about ideas you have/changes you'd like to see.
- To accurately capture your thoughts and ideas, I would like to audio record the conversation today.
- Your responses will remain anonymous.
- We will not use your name or title in our reporting. Will that be okay?
- Do you have any questions for me before we begin?

Fall 2019 high school counselors in the CV protocol

Use of CaliforniaColleges.edu

1. Can you begin by briefly telling me about your role?
 - a. **Follow up:* Do you have a role in your district's leadership team with CCGI? In other words, do you work closely with CCGI?
 - b. *Follow up:* Can you tell me more about that?
2. **Could you tell me about any online platform or system you have been using to help you support students' college and career exploration and planning?*
 - a. *Follow up:* Can you tell me more about that?

If they mention CaliforniaColleges.edu:

- b. *Follow up:* *What have you been using it for? How long?
 - i. *[Probe]: "a-g" tracking? application submissions? Career exploration? *Data?*
- c. *Follow up:* How has it been to use the platform?
 - i. *[Probe]: Likes? Dislikes?*
- d. *Follow up:* How did it come about that this is the platform you would be using?
 - i. *[Probe]: Who decided? Did you have a role in the decision-making process? Would you have made this decision?*


- e. *Follow up:* Have you heard of other colleagues using CaliforniaColleges.edu? What about students?
- f. **Follow up:* Has using CaliforniaColleges.edu affected ways you do your job?
 - i. **[Probe]: Can you tell me more about that?*
 - ii. **[Probe]: How has it been? Have you liked those changes? Disliked?*

If they don't mention CaliforniaColleges.edu:

- g. *Follow up:* Name? How long? What specifically have you been using it for?
 - h. *Follow up:* How has it been using [that platform or system]?
 - i. *Follow up:* How did it come about that this is the platform you would be using?
 - i. *[Probe]: Who decided? Did you have a role in the decision-making process? Would you have made this same decision?*
 - j. **Follow up:* Have you heard of or used CaliforniaColleges.edu?
 - i. **[Probe]: For what?*
 - ii. **Follow up:* Are you interested in using CaliforniaColleges.edu?
 - iii. **Follow up:* Are there ways you do your job that could change by using CaliforniaColleges.edu?
3. Have you experienced any barriers or obstacles to using CaliforniaColleges.edu?
 - a. *Follow up:* Could you tell me more about that?
 - b. *Follow up:* What about barriers for your colleagues? Students?
 4. **What resources or supports do you think are needed to overcome these barriers to using CaliforniaColleges.edu?*
 - a. **[Probe]: From who?*
 - b. **Follow up:* How have the district leads been supporting you in using CaliforniaColleges.edu?
 - i. **[Probe]: How could they better support you? In what ways? Around what?*

College Next

5. **Can you tell me about your experiences with the College Next/CCGI team since your district partnered with CCGI?*
6. **Has the College Next/CCGI team supported you in connecting with partners such as your local community colleges or CSUs regarding CaliforniaColleges.edu?*
 - a. **Follow up:* Can you tell me more about how they have supported that connection?
 - b. **Follow up:* How has your experience been connecting to those partners?

- 
- c. *Follow up:* Has the College Next/CCGI team supported you in connecting with other partners regarding CaliforniaColleges.edu?
 - i. *[Probe]: What partners? How did College Next/CCGI support that connection? How has your experience been connecting to these partners?*
 - d. *Are there changes you would like to see that could better support you in connecting to partners regarding CaliforniaColleges.edu?
 - i. *Follow up:* Can you tell me more about that?
7. Before we wrap up, I just wanted to ask if you would be willing to be contacted should follow-up questions arise throughout the course of this study.
 8. Is there anything else you would like to share with me that we may not have already covered?

Great. Thank you so much for your time. It was greatly appreciated.

Front cover photo: DeAnza
College

Photo at right: Coastline
Community College

Back cover photo: College of the
Sequoias



Connect
with us!

WEBSITES

California Community Colleges
cccco.edu

Student Success Scorecard
scorecard.cccco.edu

Salary Surfer
salarysurfer.cccco.edu

Associate Degree for Transfer
adegreewithaguarantee.com

Financial Aid
icanaffordcollege.com

Career Education
careered.cccco.edu

SOCIAL MEDIA



**California Community Colleges
Facebook Page**

facebook.com/CACommColleges

Financial Aid Facebook Page

facebook.com/icanaffordcollege



**California Community Colleges
Twitter Feed**

twitter.com/CalCommColleges

Chancellor Eloy Oakley Twitter Feed

twitter.com/EloyOakley

Government Relations Twitter Feed

twitter.com/CCGRAadvocates

Financial Aid Twitter Feed

twitter.com/ICanAfrdCollege



**California Community Colleges
YouTube Page**

youtube.com/CACommunityColleges

Financial Aid YouTube Page

youtube.com/ICANAFRD COLLEGE

Hello College, It's Me Lupita!

<https://www.youtube.com/hellocollegeitsmelupita>



**California Community Colleges
Instagram Page**

[instagram.com/
CaliforniaCommunityColleges](https://instagram.com/CaliforniaCommunityColleges)

Financial Aid Instagram Page

instagram.com/icanaffordcollege



California Community Colleges Chancellor's Office
1102 Q Street | Suite 4400 | Sacramento, CA 95811

www.cccco.edu