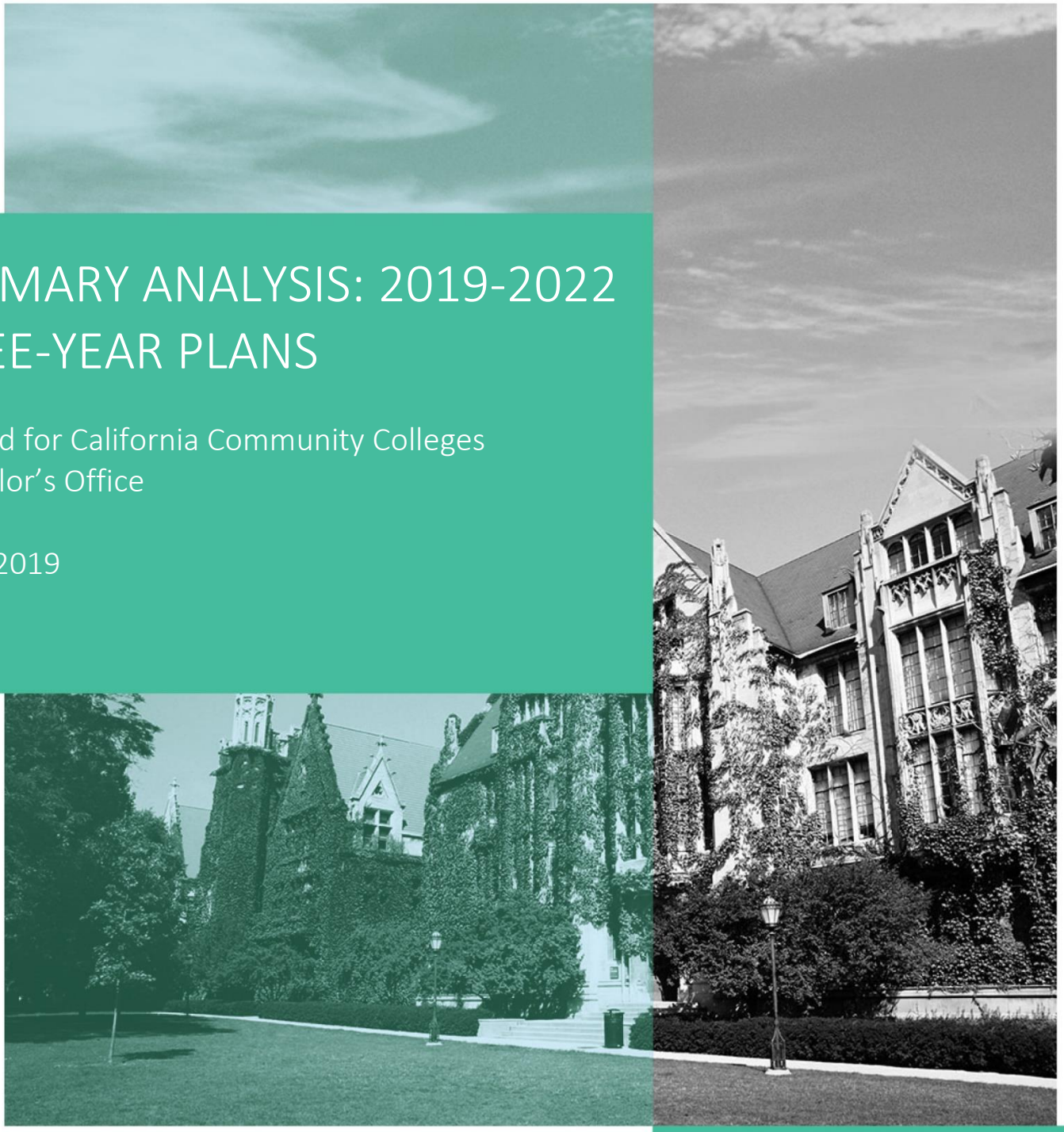


SUMMARY ANALYSIS: 2019-2022 THREE-YEAR PLANS

Prepared for California Community Colleges Chancellor's Office

August 2019

HANOVER RESEARCH

www.hanoverresearch.com

TABLE OF CONTENTS

Executive Summary **4**
Introduction 4
Methodology 21
Key Findings 4
Section I: Assessment Process **6**
Figure 1.1: Assessment Process Utilized in Three-Year Plan Development – Coded 6
Section II: Capacity and Performance **7**
Figure 2.1: Organizational Performance and Capacity Improvements* - Coded 7
Section III: Future Development Areas **8**
Internal Capacity 8
Figure 3.1: Identified Areas for Internal Development – Coded 8
External services and programs 9
Figure 3.2: Identified Areas for External Development – Coded 9
Section IV: Customers and challenges **10**
Figure 4.1: Consortia Customer Demographics – Coded 10
Figure 4.3: Regional Demographic Challenges – Coded 10
Section V: Consortia Goals **11**
Internal Operations Three-year goals 11
Figure 5.1: Internal Resources and Practices – Coded 11
Figure 5.2: Partnerships and Outreach – Coded 11
External Programming Three-year goals 12
Figure 5.3: Goals for Student Programs and Services - Coded 12
Figure 5.4: Goals for Student Outcomes - Coded 12
Section Vi: Planned Consortia Strategies **13**
Internal Operations strategies 13
Figure 6.1: Planned Strategies Regarding Internal Resources and Practices – Coded 13
Figure 6.2: Planned Strategies Regarding Internal/External Partnerships and Outreach – Coded 14
External programming strategies 15
Figure 6.3: Strategies Regarding Student Programming, Services, and Outcomes - Coded 15
Section VII: Progress indicators **16**
Figure 7.1: Progress Indicators for Internal Processes, Partnerships, and Outreach– Coded 16

© 2019 Hanover Research

Figure 7.2: Progress Indicators for Student Programming and Outcomes – Coded 17
Section VIII: Piloting & implementation 18
Figure 8.1: Internal Programs for Piloting and Implementation - Coded 18
Figure 8.2: Institutional Effectivness Measures for Piloting and Implementation - Coded 18
Figure 8.3: Student Programs and Supports for Piloting and Implementation – Coded 19

© 2019 Hanover Research

EXECUTIVE SUMMARY

INTRODUCTION

In this report, Hanover Research analyzes the 2019-2022 Three-Year Plans from California Adult Education Consortiums. This document is structured around central themes covered in each Plan, as well as the goals, strategies, progress indicators, and piloting and implementation strategies each consortium outlined based on the consortium planning guidance document.

KEY FINDINGS

- **In terms of capacity and performance improvements in the recent past (approximately the previous three years), consortia most commonly report developing new programs (about 40 percent).** Approximately one-fifth of consortia also report expanding or improving student support staff or services and increasing program and service availability.
- **With regards to internal areas for future development, nearly 30 percent of consortia want to improve coordination and collaboration across members and partners.** Around one-fifth of consortia also want to improve or increase professional development and training as well as partnerships and resources leveraged therein.
- **With regards to external, customer-facing areas for future development, approximately 40 percent of consortia intend to improve student transition services and pathways**, while around 31 percent of consortia intend to improve student support services. Despite the numerous areas targeted for future development, only 9.4 percent of consortia report a need to increase staff.
- **In terms of customer demographics, consortia overwhelmingly report serving English language learners (70.3 percent)**. In addition, nearly two-thirds of consortia report serving a high volume of adults without a high school diploma. In general, consortia customer demographics tend to be minorities or immigrants, low-income, and less-educated. Despite customer demographics, few consortia openly identified regional demographic challenges.
- **Under consortia goals, consortia clearly identify goals for student programs, services, and outcomes over goals for internal operations and practices**. Approximately half of consortia want to expand or improve the delivery of adult education programs or support services. Nearly 40 percent also seek to improve student transitions to the workforce and academic success with regards to completions and retention.
- **In regards to planned strategies, consortia propose a wide variety of approaches** for achieving their planned goals; however, one area of commonality is the intention to increase trainings and professional development opportunities for instructors and staff (62.5 percent). Otherwise, consortia plan to use student and graduate data to meet their goals (37.5 percent) and enhance marketing and outreach efforts (39.1 percent).
- **With regards to progress indicators, consortia list a variety of outcomes they plan to use as an indication of success.** Exactly half of consortia state that an increase in students served or student success outcomes would be an indicator of progress. Just over 30 percent of consortia also intend to adopt growth in professional development programs or transitions to post-secondary education as progress indicators. Otherwise, consortia do not generally indicate similar plans.

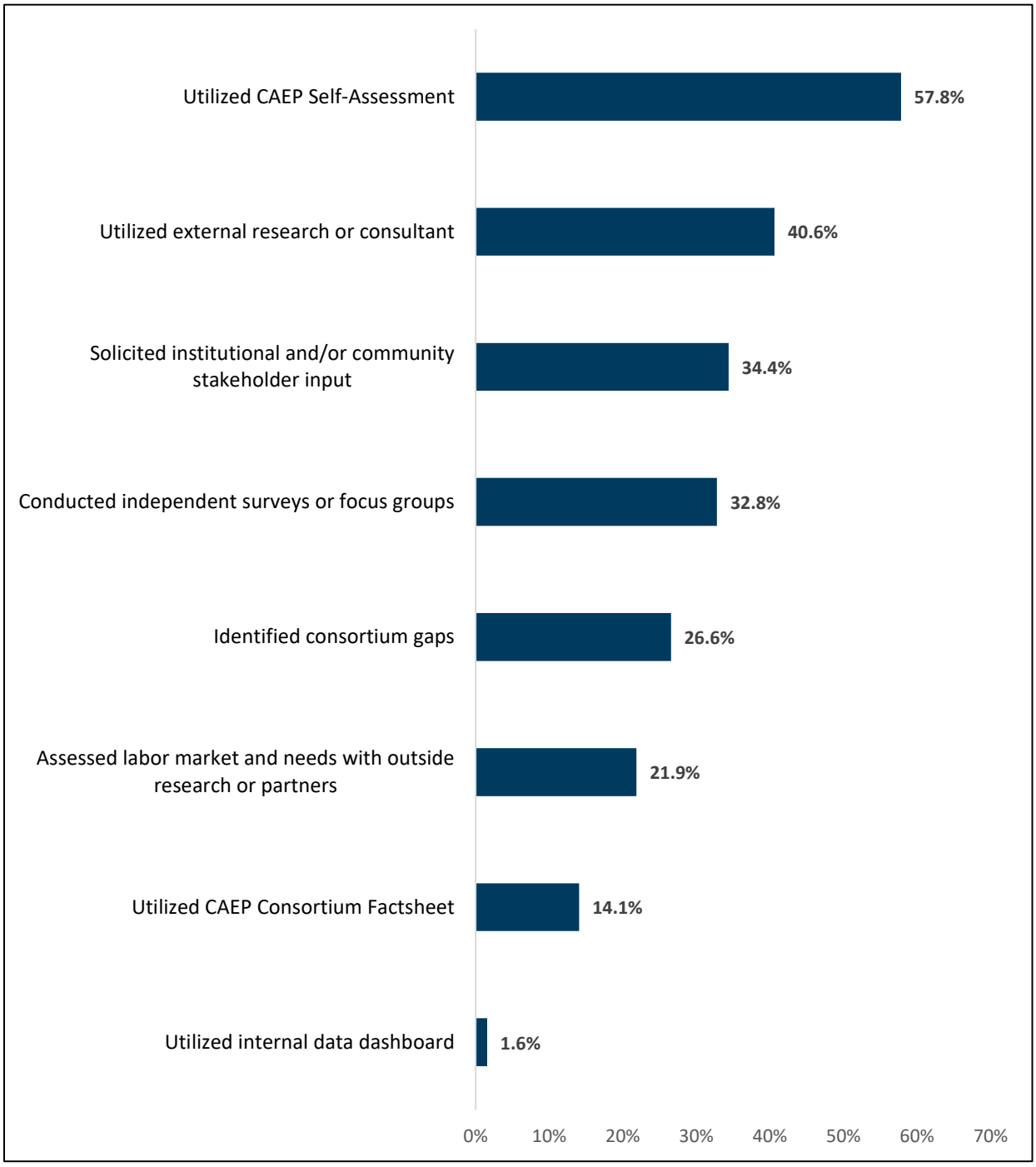
© 2019 Hanover Research

- **In terms of new initiatives to pilot or implement, consortia most commonly list policies to align programming with partners (29.7 percent) or regional labor market data (20.3 percent).** Consortia also report plans to pilot additional integration of data with regards to outcomes and student data. Regarding customer-facing programs for implementation, consortia indicate plans to improve career pathways and supports (18.8 percent) while also increasing CTE or non-credit course offerings (17.2 percent).

© 2019 Hanover Research

SECTION I: ASSESSMENT PROCESS

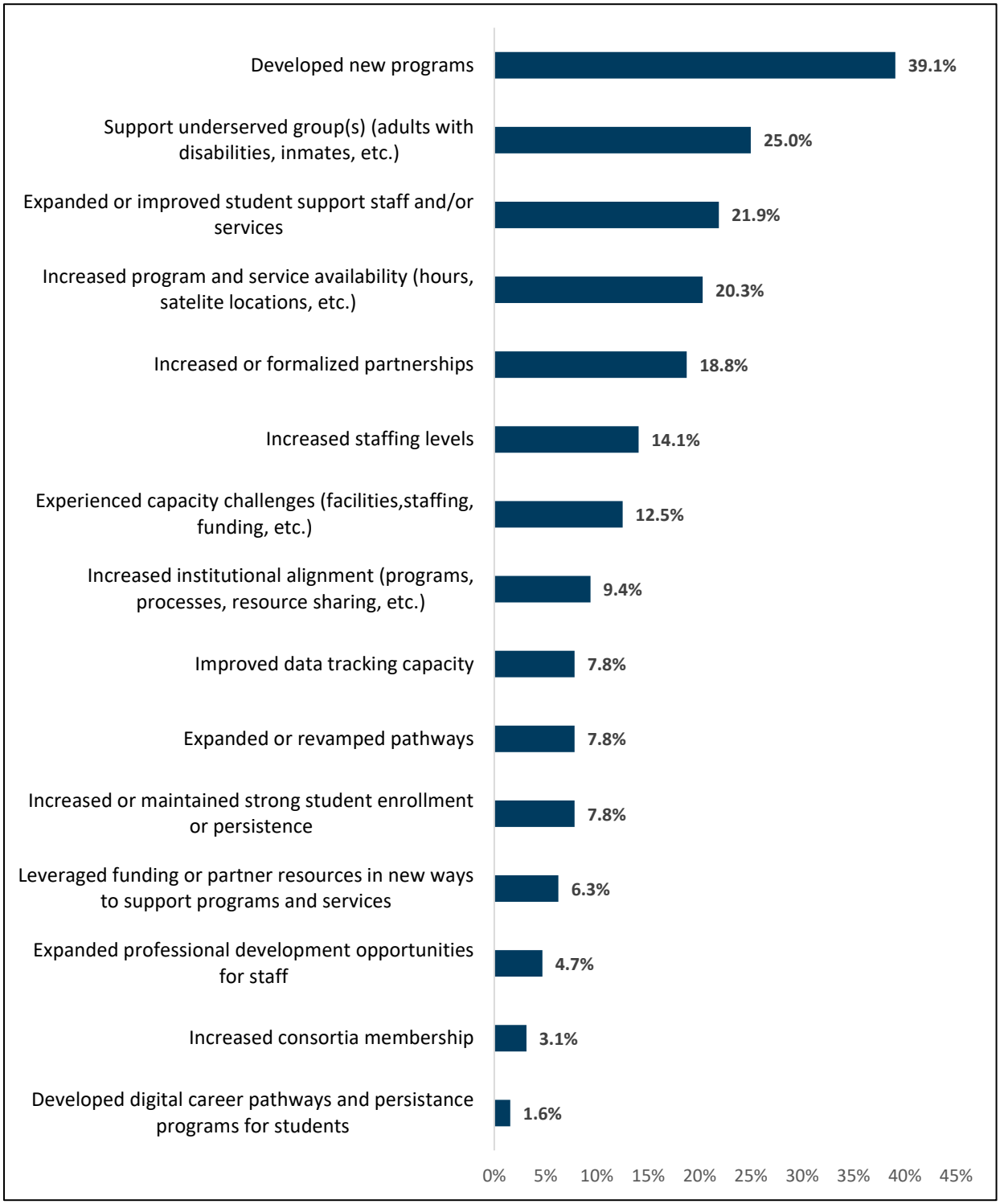
Figure 1.1: Assessment Process Utilized in Three-Year Plan Development – Coded



© 2019 Hanover Research

SECTION II: CAPACITY AND PERFORMANCE

Figure 2.1: Organizational Performance and Capacity Improvements* - Coded



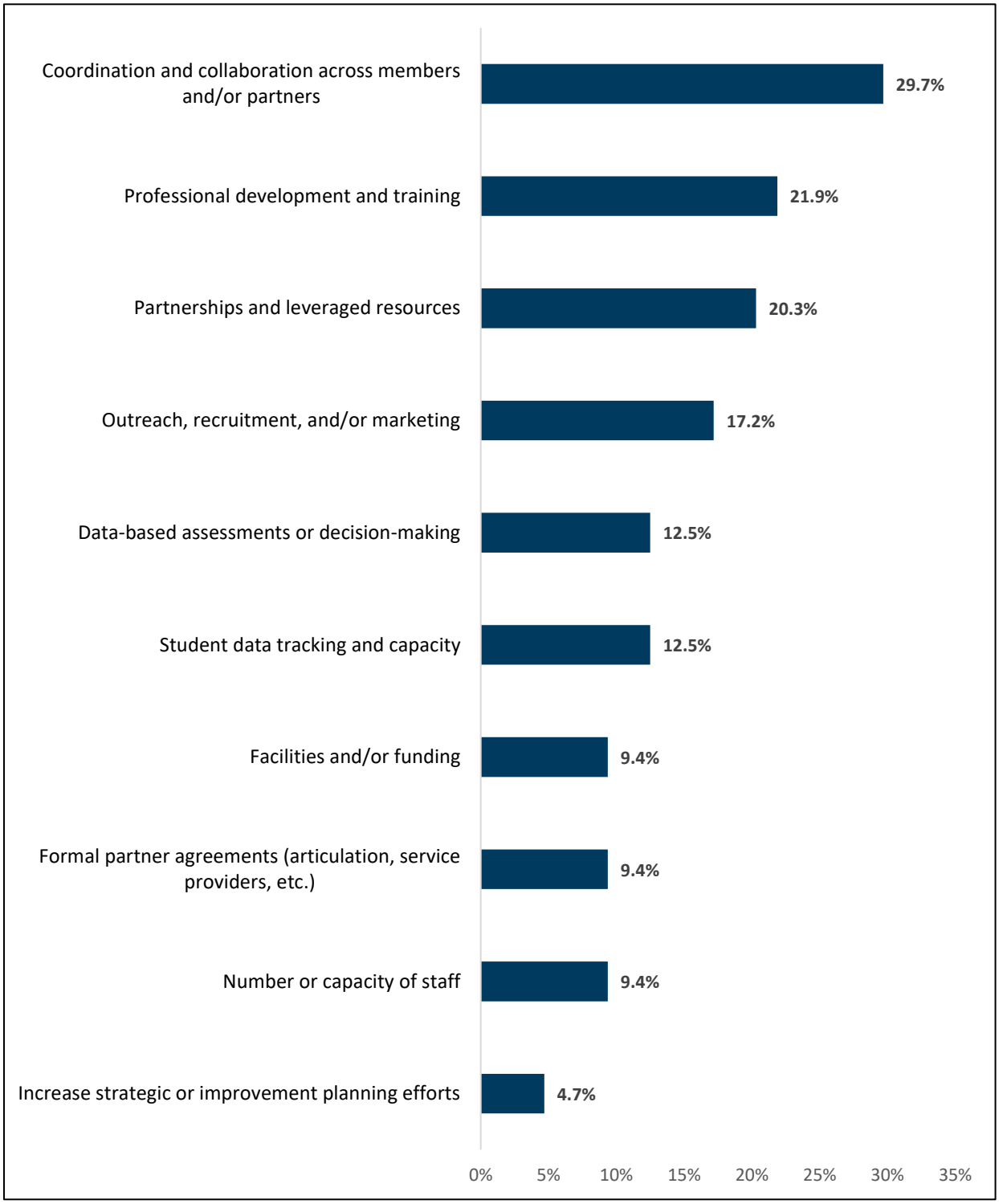
*Represents actions taken in the recent past, typically since the last three-year review.

© 2019 Hanover Research

SECTION III: FUTURE DEVELOPMENT AREAS

INTERNAL CAPACITY

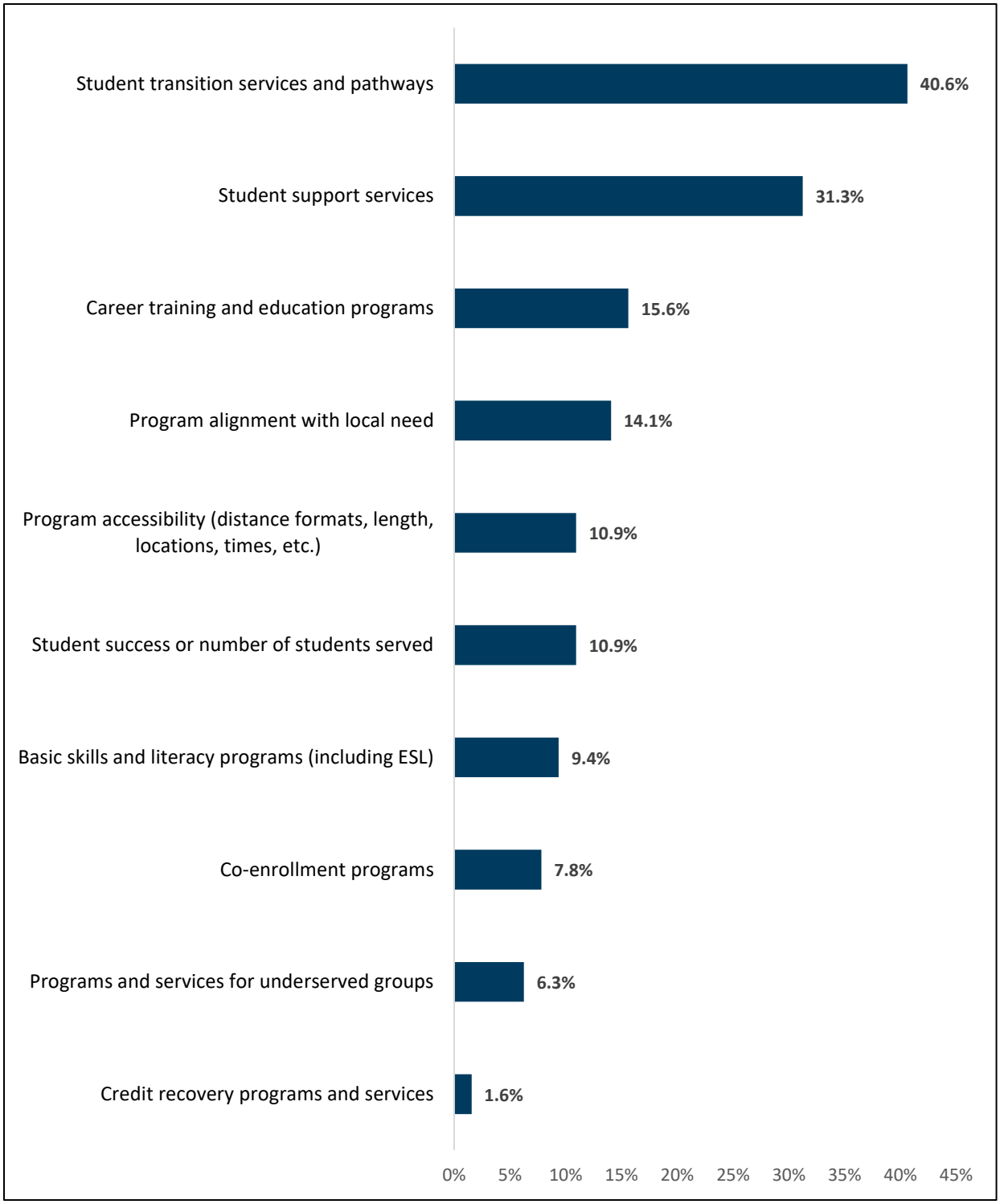
Figure 3.1: Identified Areas for Internal Development – Coded



© 2019 Hanover Research

EXTERNAL SERVICES AND PROGRAMS

Figure 3.2: Identified Areas for External Development – Coded



© 2019 Hanover Research

SECTION IV: CUSTOMERS AND CHALLENGES

Figure 4.1: Consortia Customer Demographics – Coded

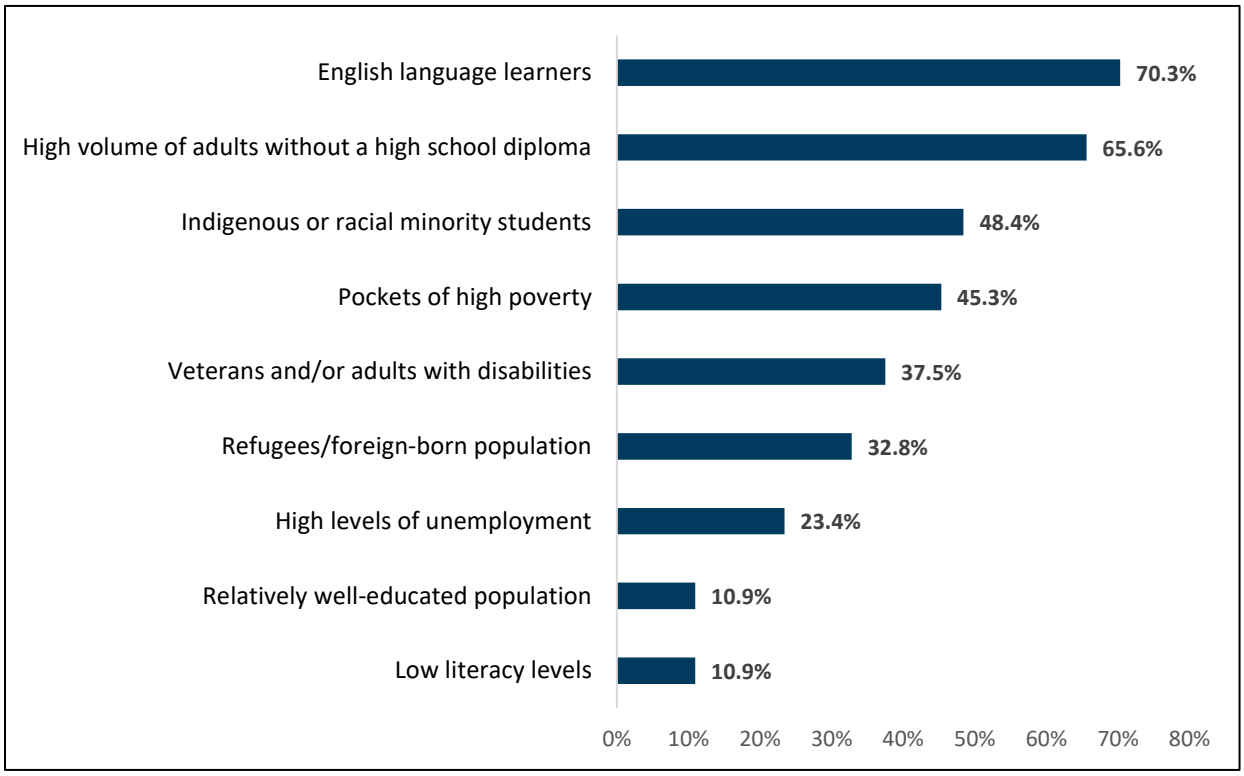
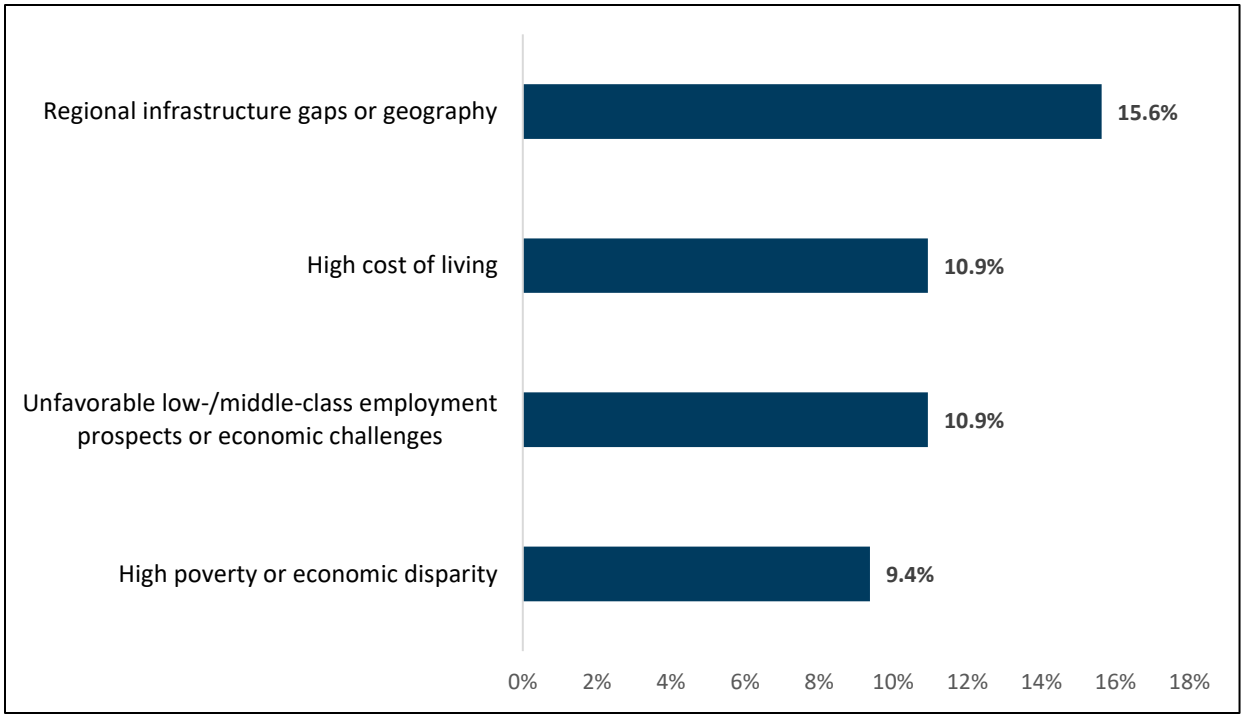


Figure 4.3: Regional Demographic Challenges – Coded



© 2019 Hanover Research

SECTION V: CONSORTIA GOALS

INTERNAL OPERATIONS THREE-YEAR GOALS

Figure 5.1: Internal Resources and Practices – Coded

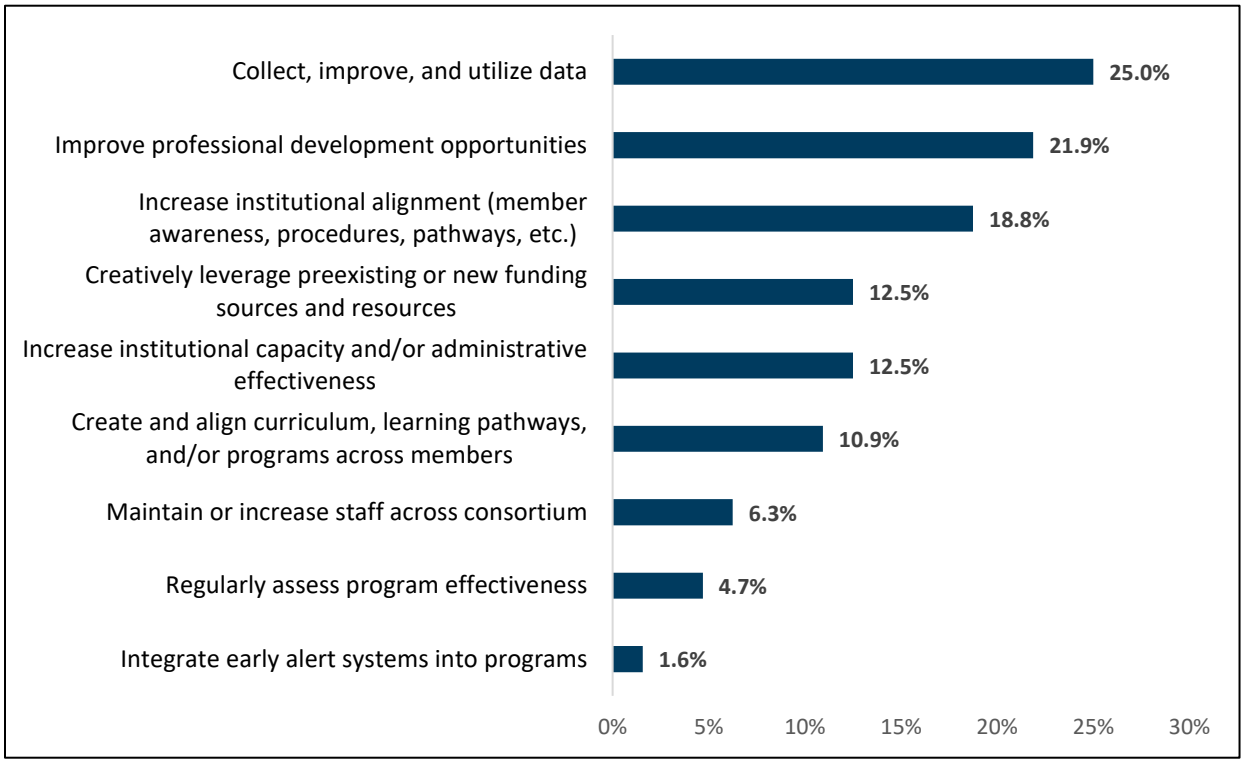
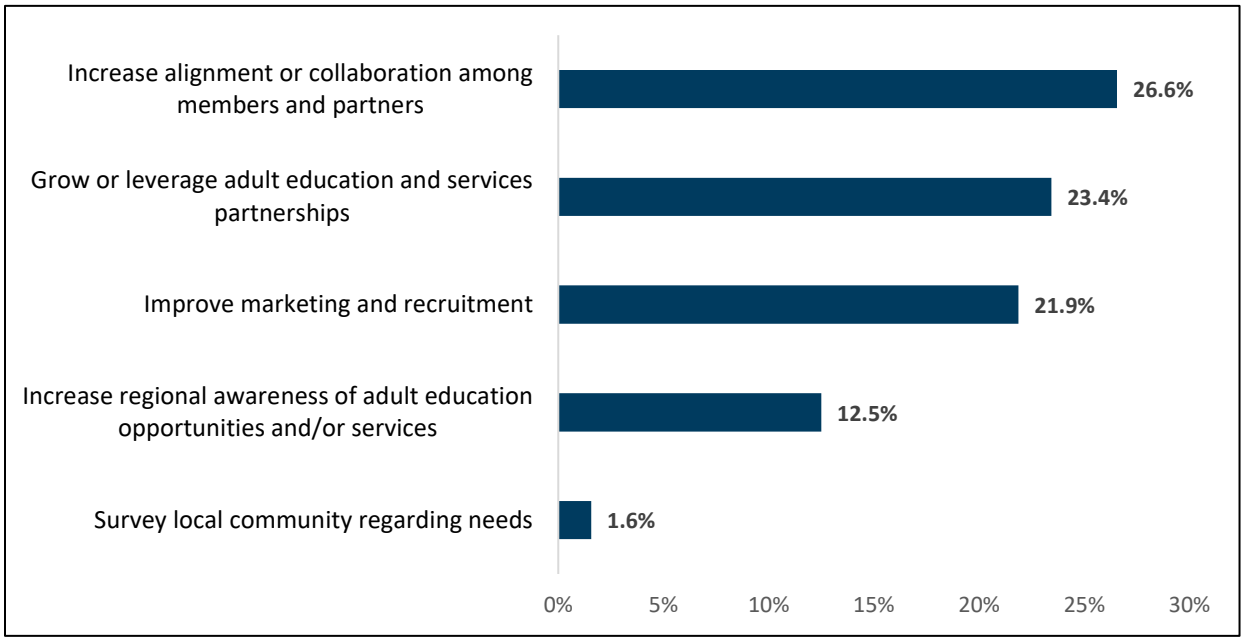


Figure 5.2: Partnerships and Outreach – Coded



© 2019 Hanover Research

EXTERNAL PROGRAMMING THREE-YEAR GOALS

Figure 5.3: Goals for Student Programs and Services - Coded

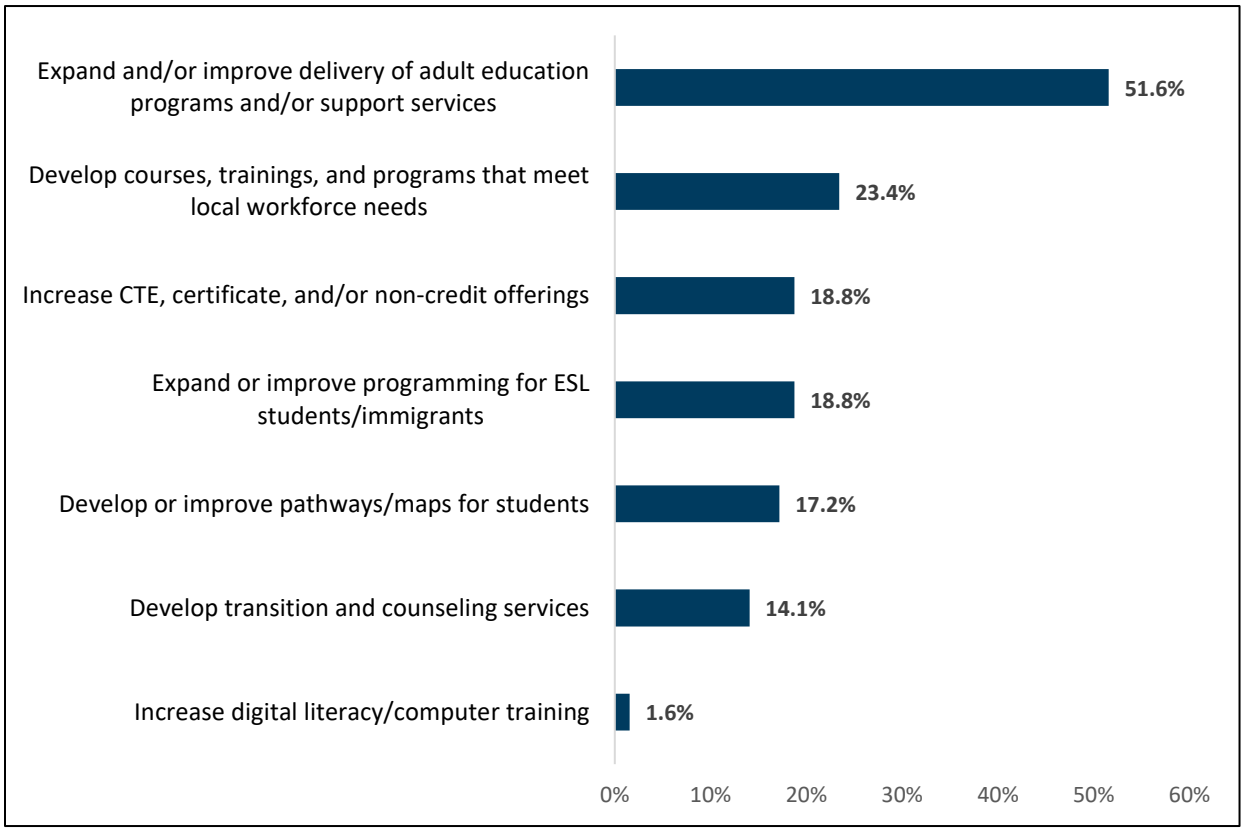
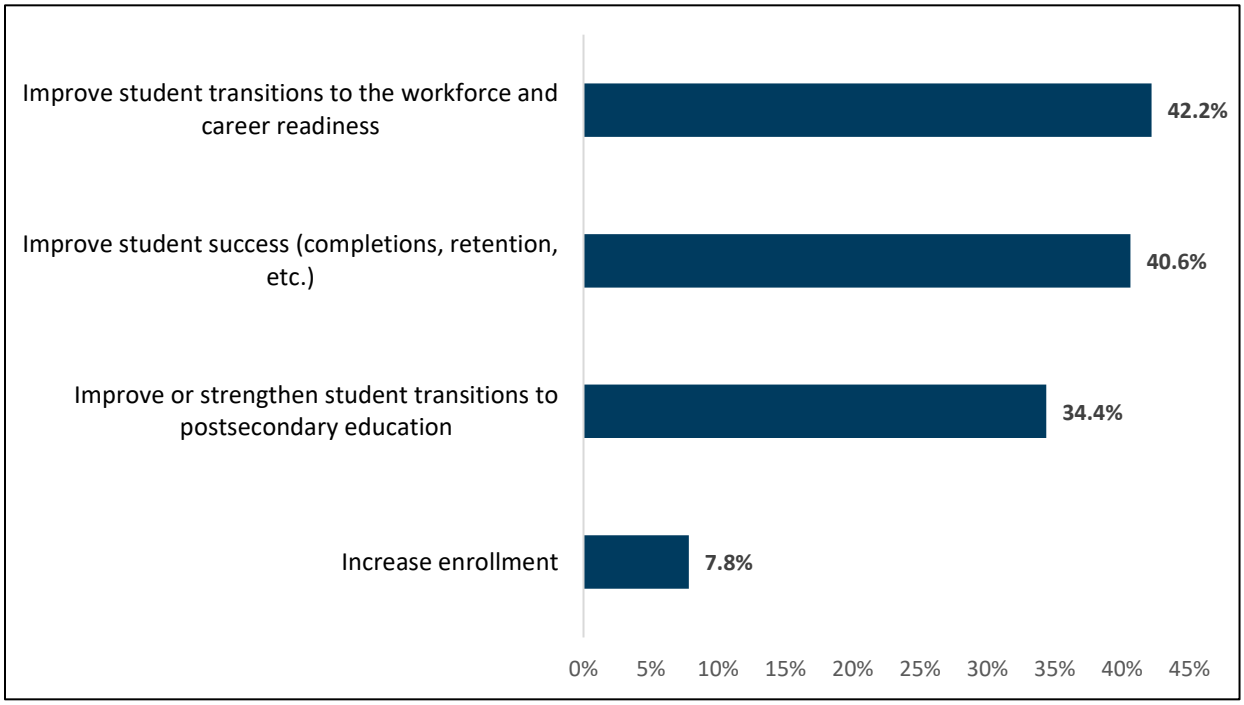


Figure 5.4: Goals for Student Outcomes - Coded

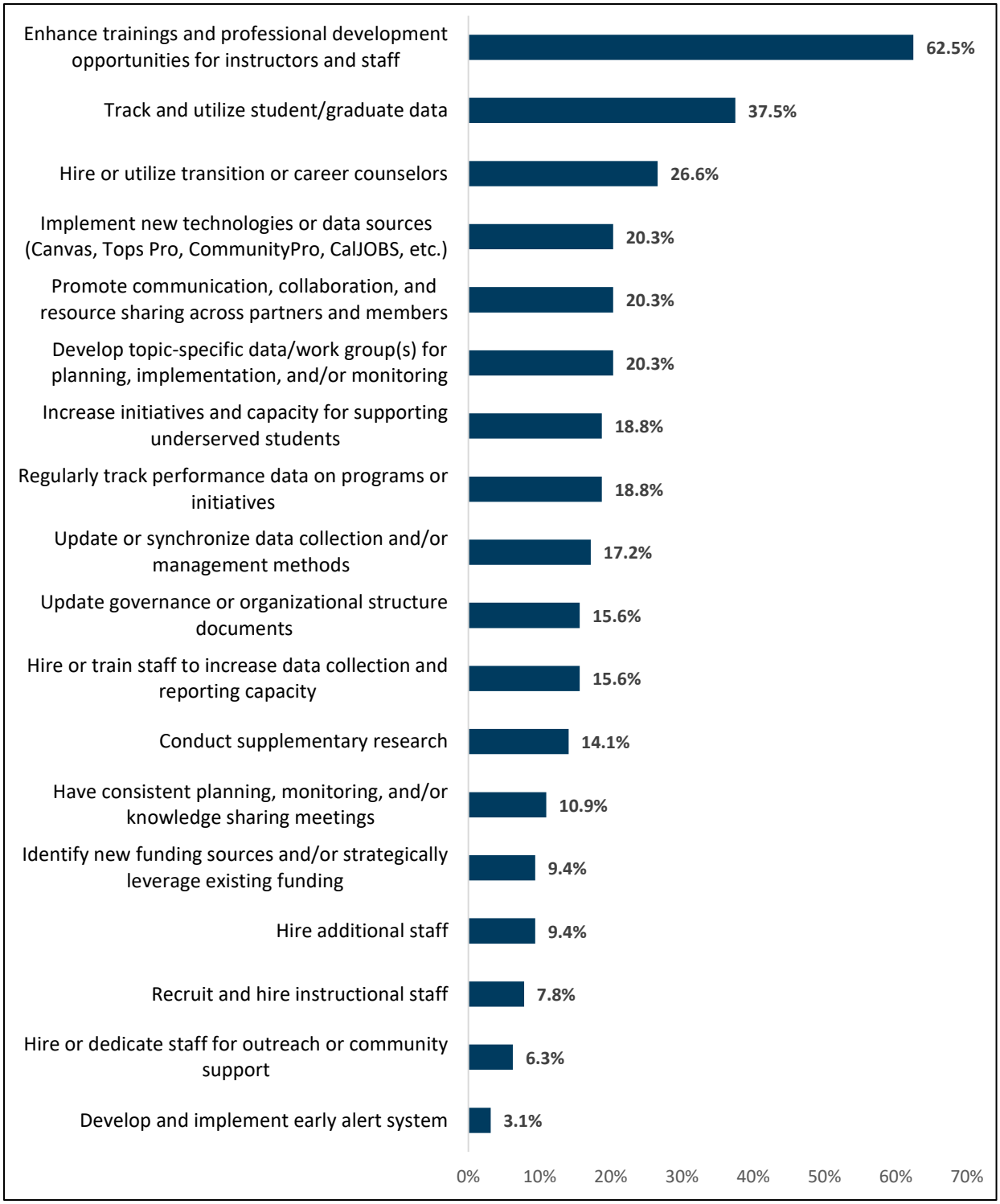


© 2019 Hanover Research

SECTION VI: PLANNED CONSORTIA STRATEGIES

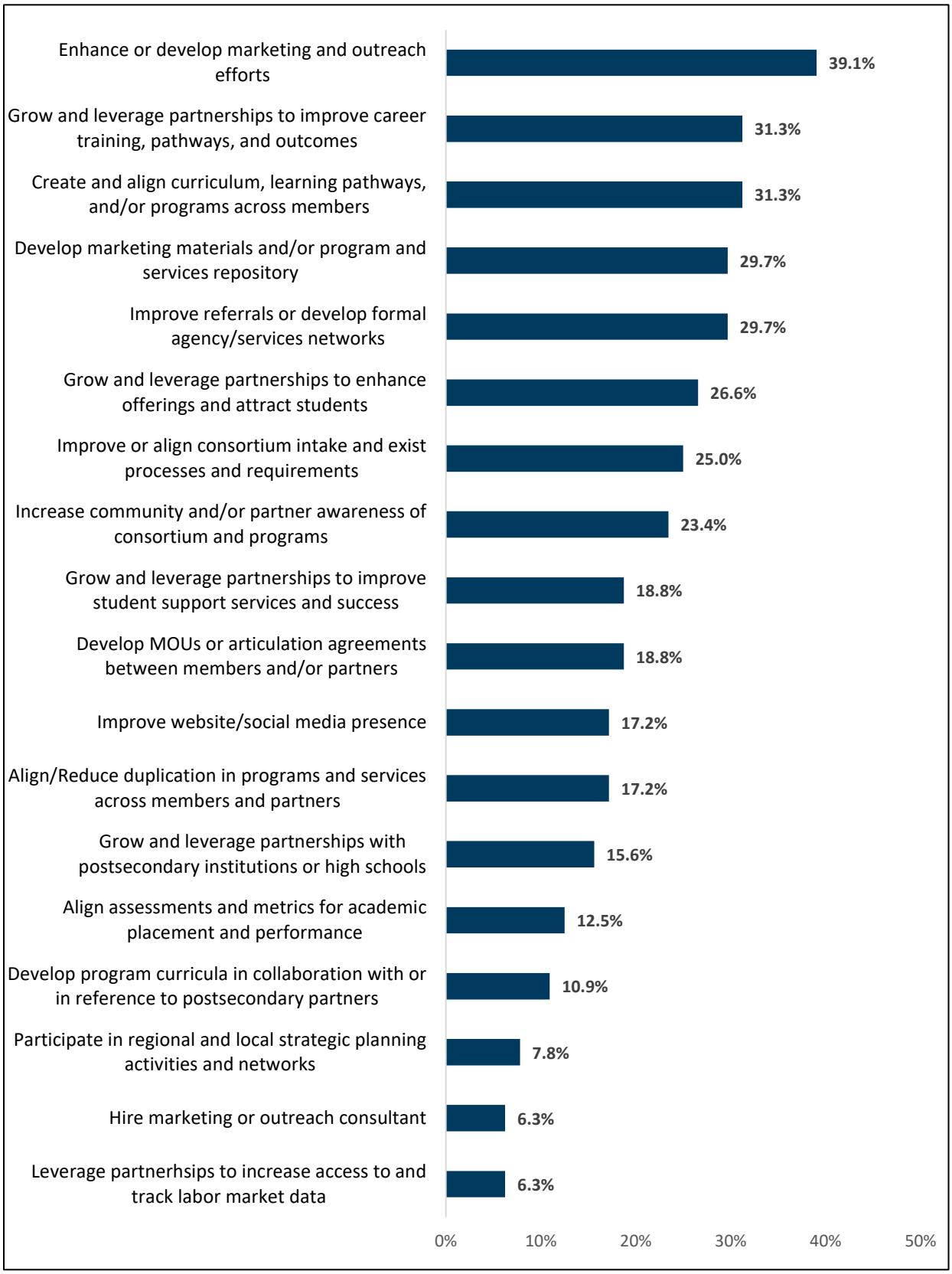
INTERNAL OPERATIONS STRATEGIES

Figure 6.1: Planned Strategies Regarding Internal Resources and Practices – Coded



© 2019 Hanover Research

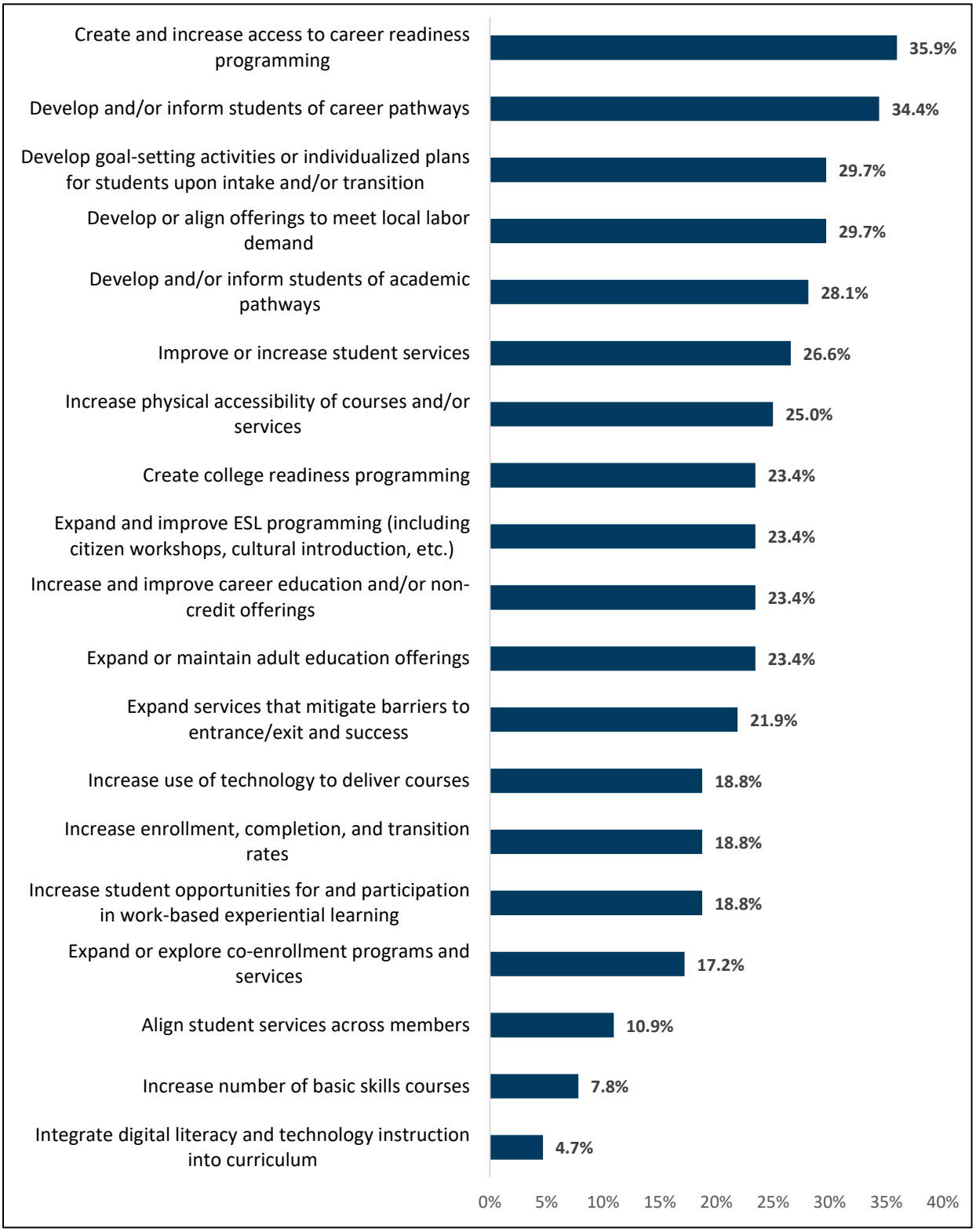
Figure 6.2: Planned Strategies Regarding Internal/External Partnerships and Outreach – Coded



© 2019 Hanover Research

EXTERNAL PROGRAMMING STRATEGIES

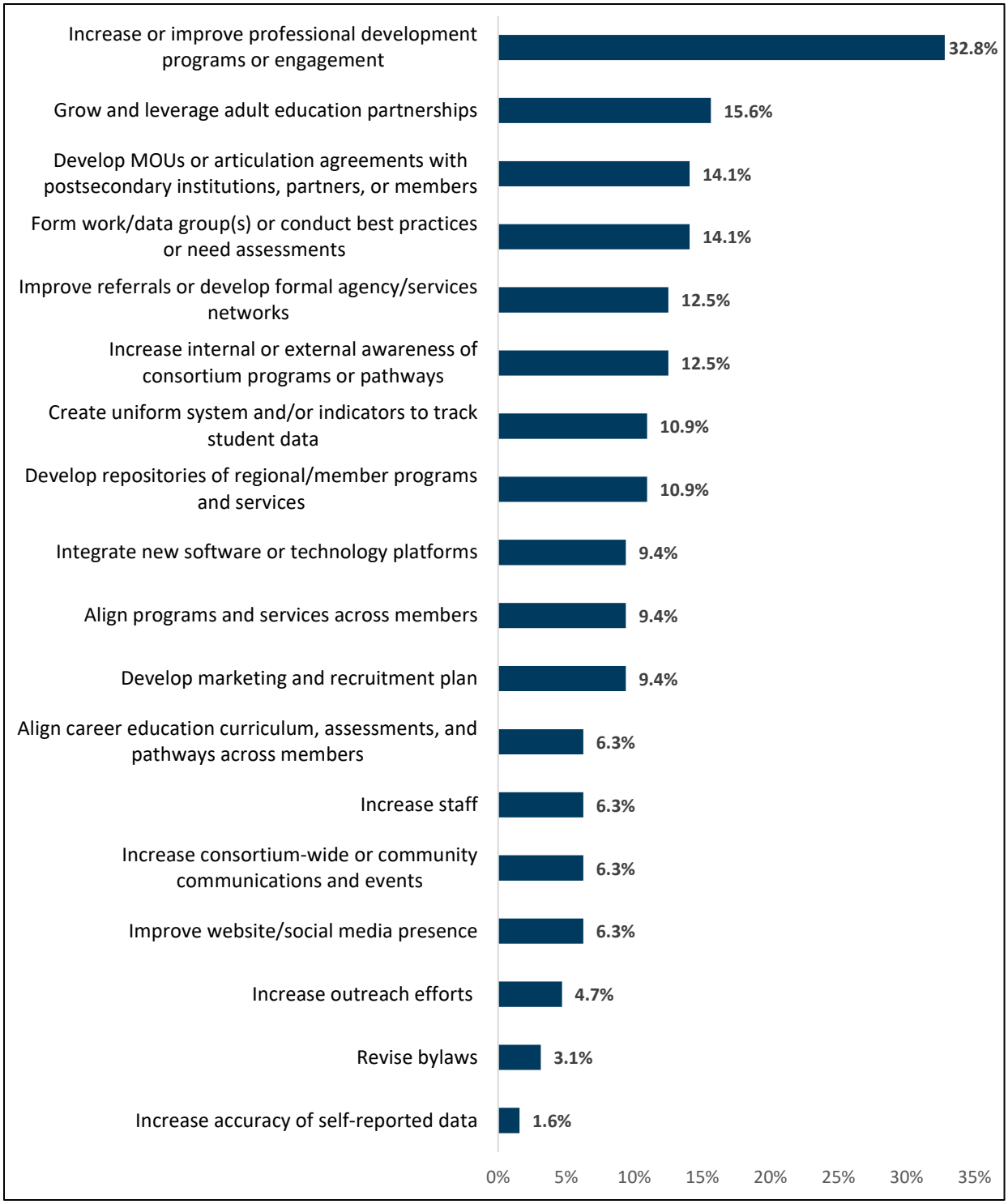
Figure 6.3: Strategies Regarding Student Programming, Services, and Outcomes - Coded



© 2019 Hanover Research

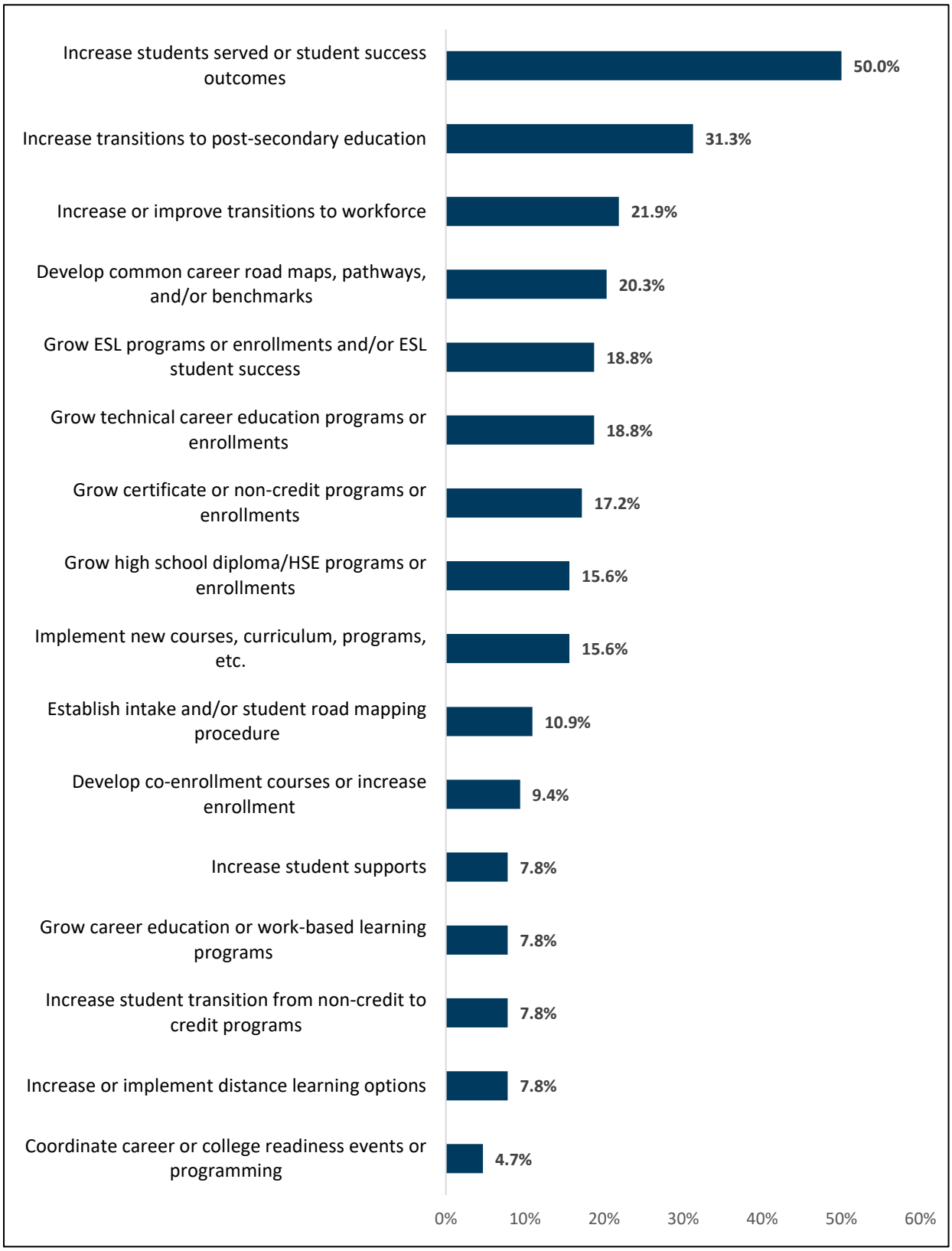
SECTION VII: PROGRESS INDICATORS

Figure 7.1: Progress Indicators for Internal Processes, Partnerships, and Outreach– Coded



© 2019 Hanover Research

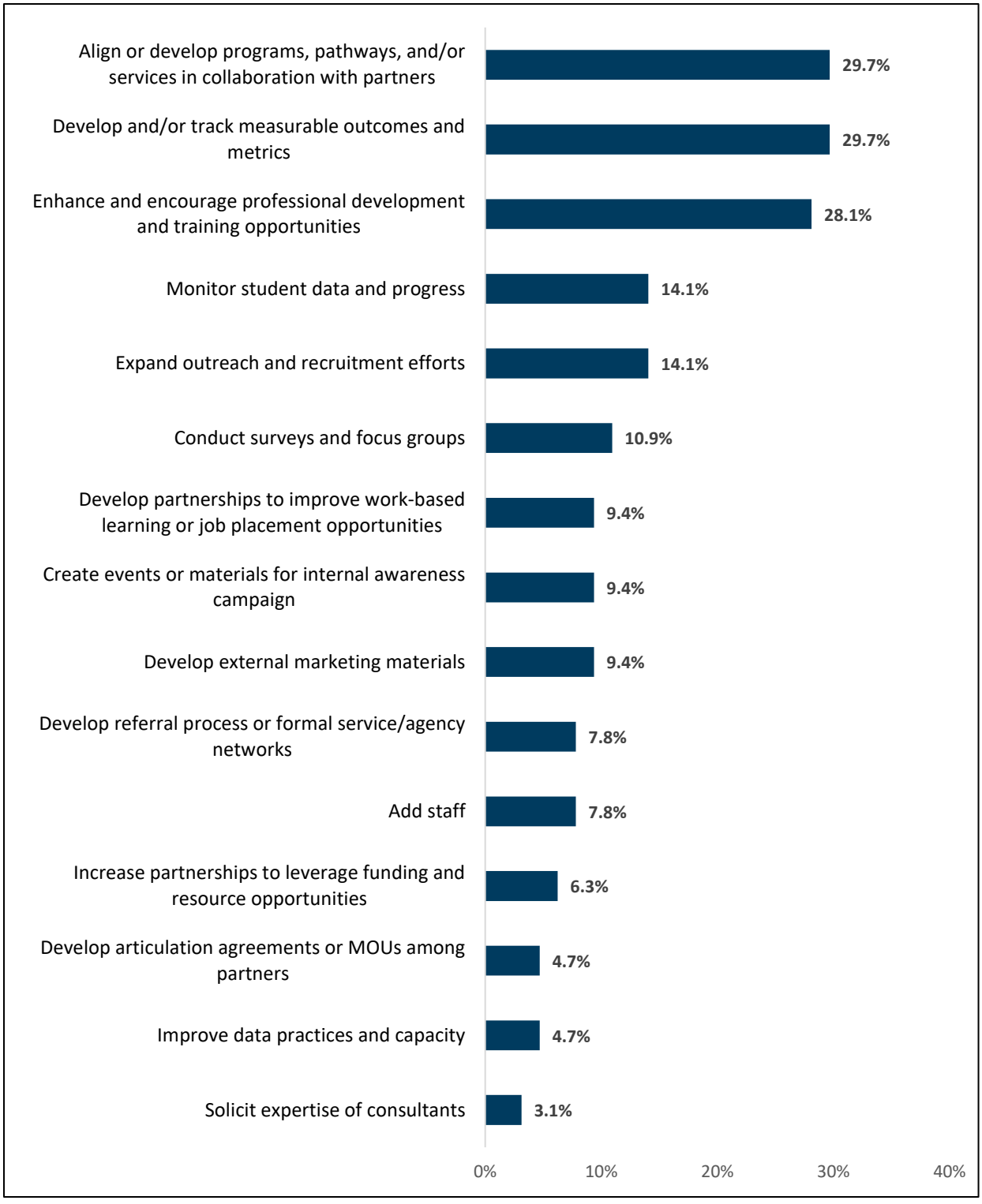
Figure 7.2: Progress Indicators for Student Programming and Outcomes – Coded



© 2019 Hanover Research

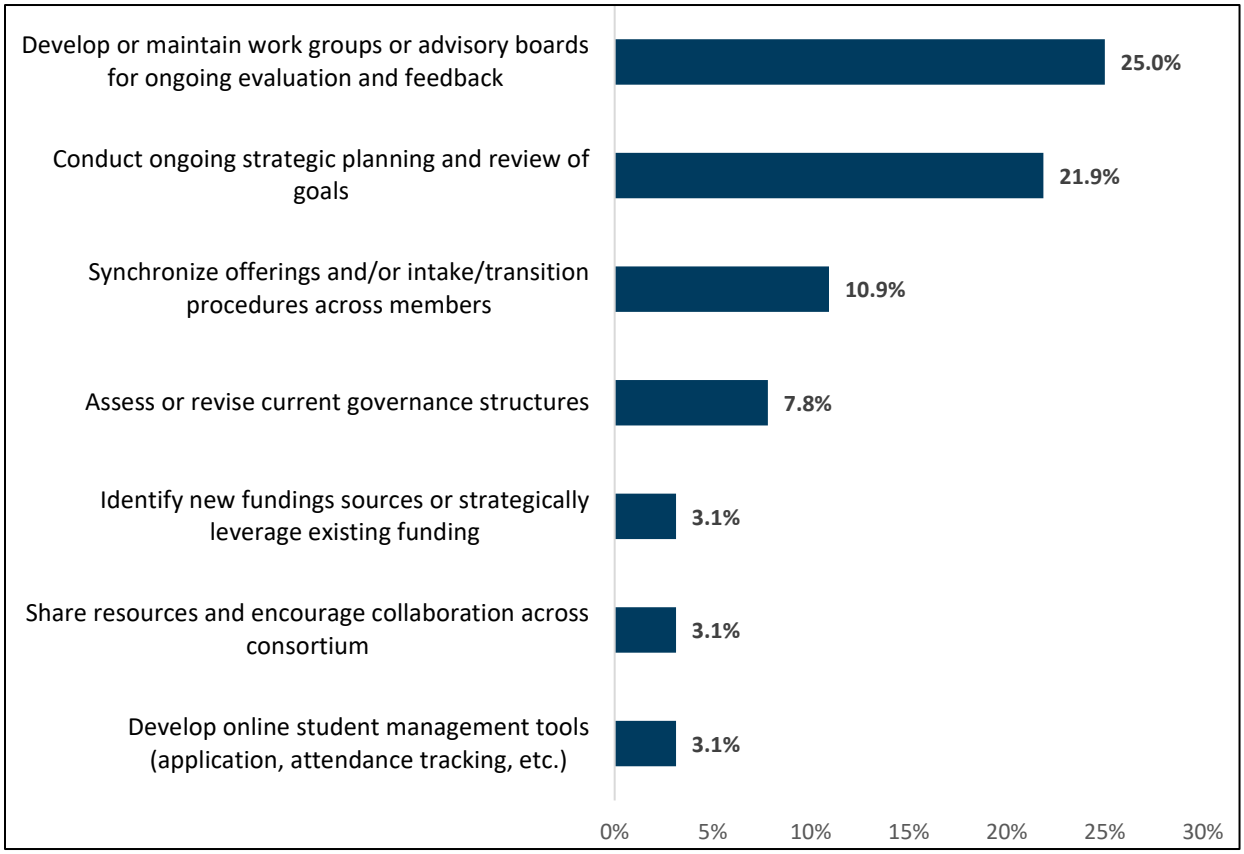
SECTION VIII: PILOTING & IMPLEMENTATION

Figure 8.1: Internal Programs for Piloting and Implementation - Coded



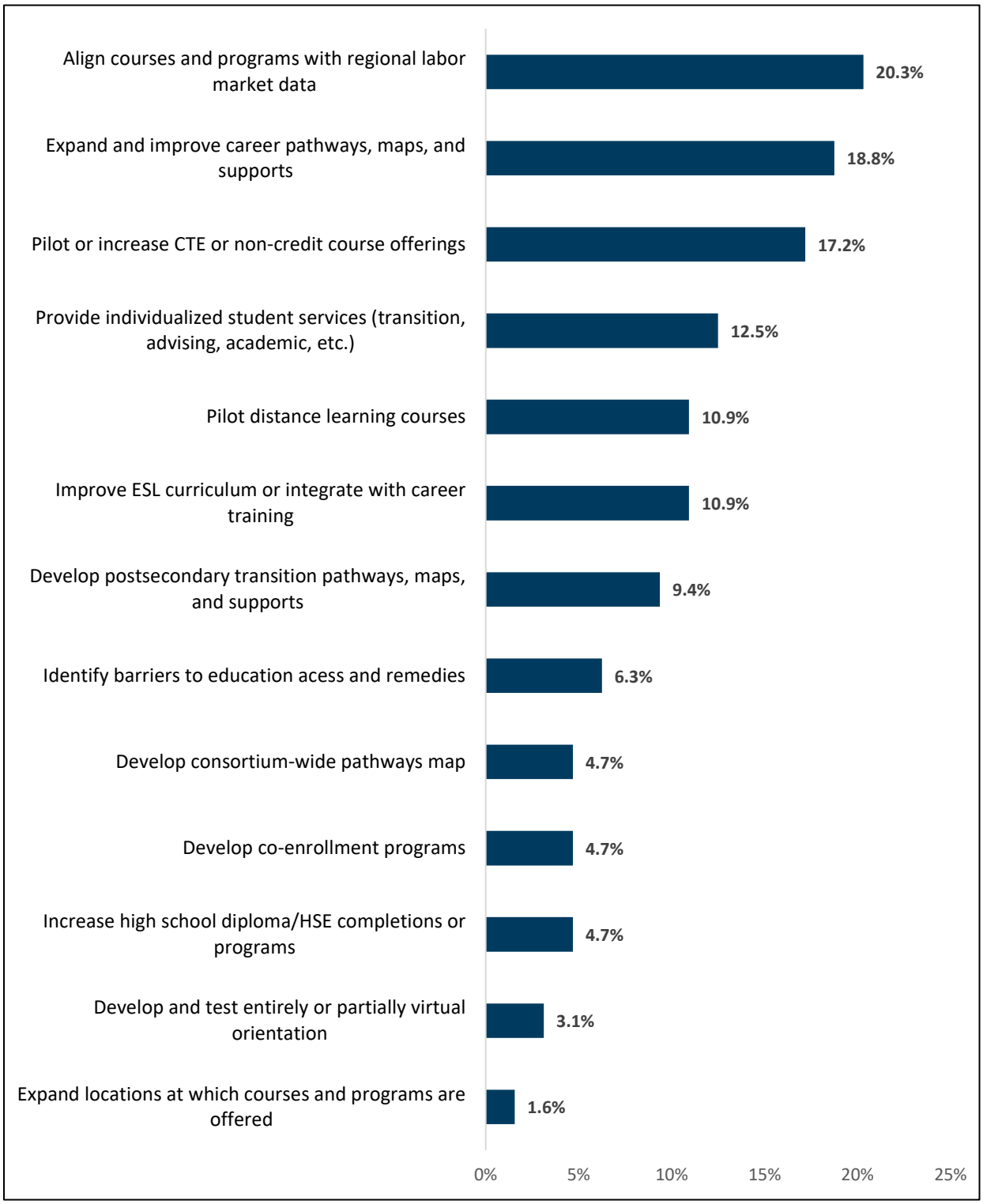
© 2019 Hanover Research

Figure 8.2: Institutional Effectivness Measures for Piloting and Implementation - Coded



© 2019 Hanover Research

Figure 8.3: Student Programs and Supports for Piloting and Implementation – Coded



© 2019 Hanover Research

APPENDIX

METHODOLOGY

- **Coding:** Each section of the Plan was analyzed for themes and assigned to categories that best approximated the response. Because of variability in how consortiums adhered to the planning guidance, Sections I-IV are based on Hanover's categorizations of Plan themes, while Sections V-VIII are based on information that consortiums decided to include within sections 2.4-2.5 of the planning guidance document.
- **Presentation:** The charts below present the coded responses by the percentage of consortiums (n=64) that recorded a response related to that category. For consistency throughout the analysis, Hanover always presents the data as a percentage of the total number of consortiums, not as a percentage of the responses.

© 2019 Hanover Research

PROJECT EVALUATION FORM

Hanover Research is committed to providing a work product that meets or exceeds client expectations. In keeping with that goal, we would like to hear your opinions regarding our reports. Feedback is critically important and serves as the strongest mechanism by which we tailor our research to your organization. When you have had a chance to evaluate this report, please take a moment to fill out the following questionnaire.

http://www.hanoverresearch.com/evaluation/index.php

CAVEAT

The publisher and authors have used their best efforts in preparing this brief. The publisher and authors make no representations or warranties with respect to the accuracy or completeness of the contents of this brief and specifically disclaim any implied warranties of fitness for a particular purpose. There are no warranties that extend beyond the descriptions contained in this paragraph. No warranty may be created or extended by representatives of Hanover Research or its marketing materials. The accuracy and completeness of the information provided herein and the opinions stated herein are not guaranteed or warranted to produce any particular results, and the advice and strategies contained herein may not be suitable for every client. Neither the publisher nor the authors shall be liable for any loss of profit or any other commercial damages, including but not limited to special, incidental, consequential, or other damages. Moreover, Hanover Research is not engaged in rendering legal, accounting, or other professional services. Clients requiring such services are advised to consult an appropriate professional.

HANOVER RESEARCH

4401 Wilson Boulevard, Suite 400
Arlington, VA 22203
P 202.559.0500 **F** 866.808.6585

www.hanoverresearch.com

© 2019 Hanover Research