

SUMMARY ANALYSIS: 2019-2022 THREE-YEAR PLANS

Prepared for California Community Colleges
Chancellor's Office

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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

Figure 7.2: Progress Indicators for Student Programming and Outcomes – Coded..... 17

Section VIII: Piloting & implementation18

Figure 8.1: Internal Programs for Piloting and Implementation - Coded 18

Figure 8.2: Institutional Effectiveness Measures for Piloting and Implementation - Coded..... 18

Figure 8.3: Student Programs and Supports for Piloting and Implementation – Coded 19

EXECUTIVE SUMMARY

INTRODUCTION

In this report, Hanover Research analyzes the 2019-2022 Three-Year Plans from California Adult Education Consortia. 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.

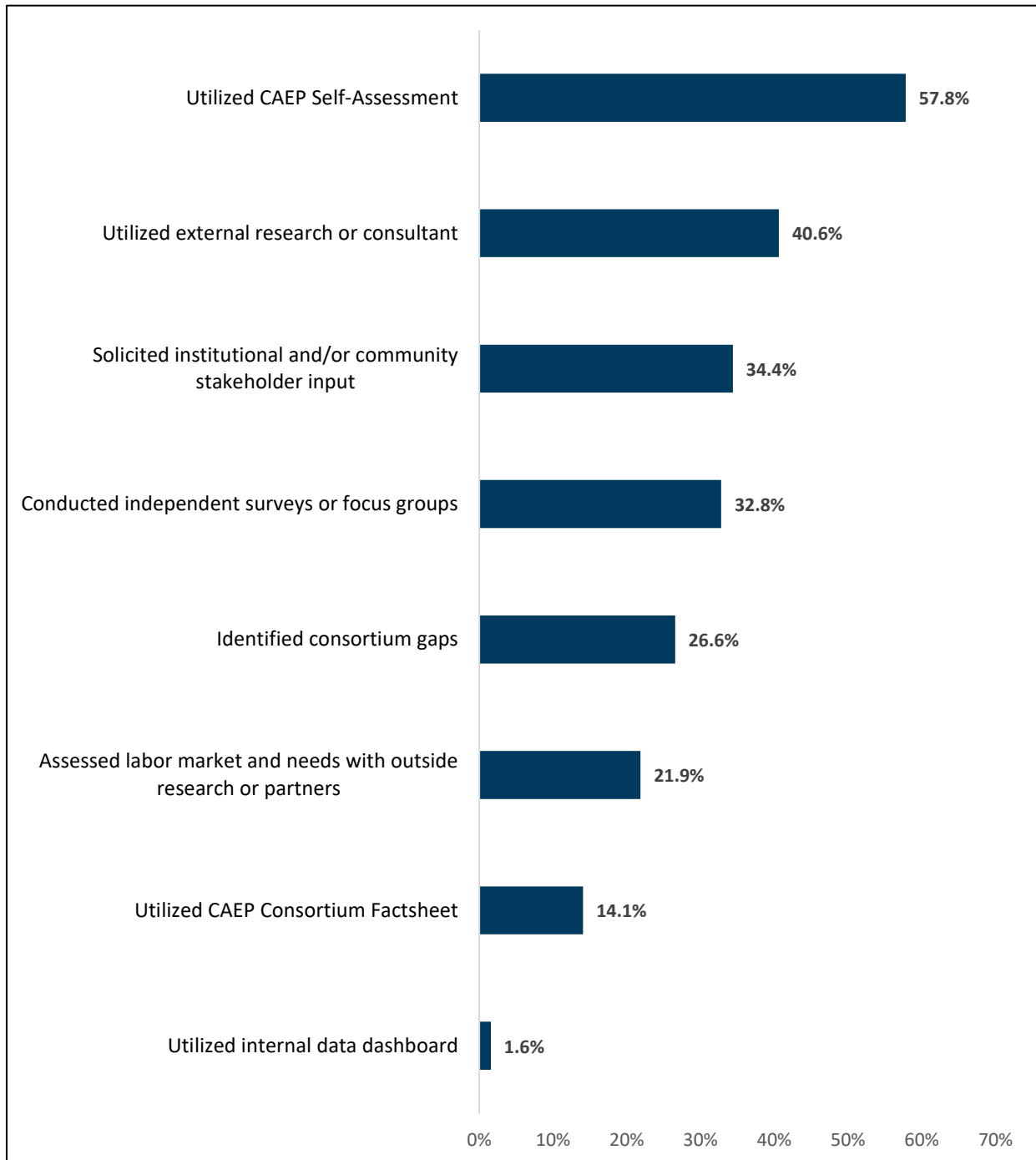
KEY FINDINGS

- **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.

- **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).

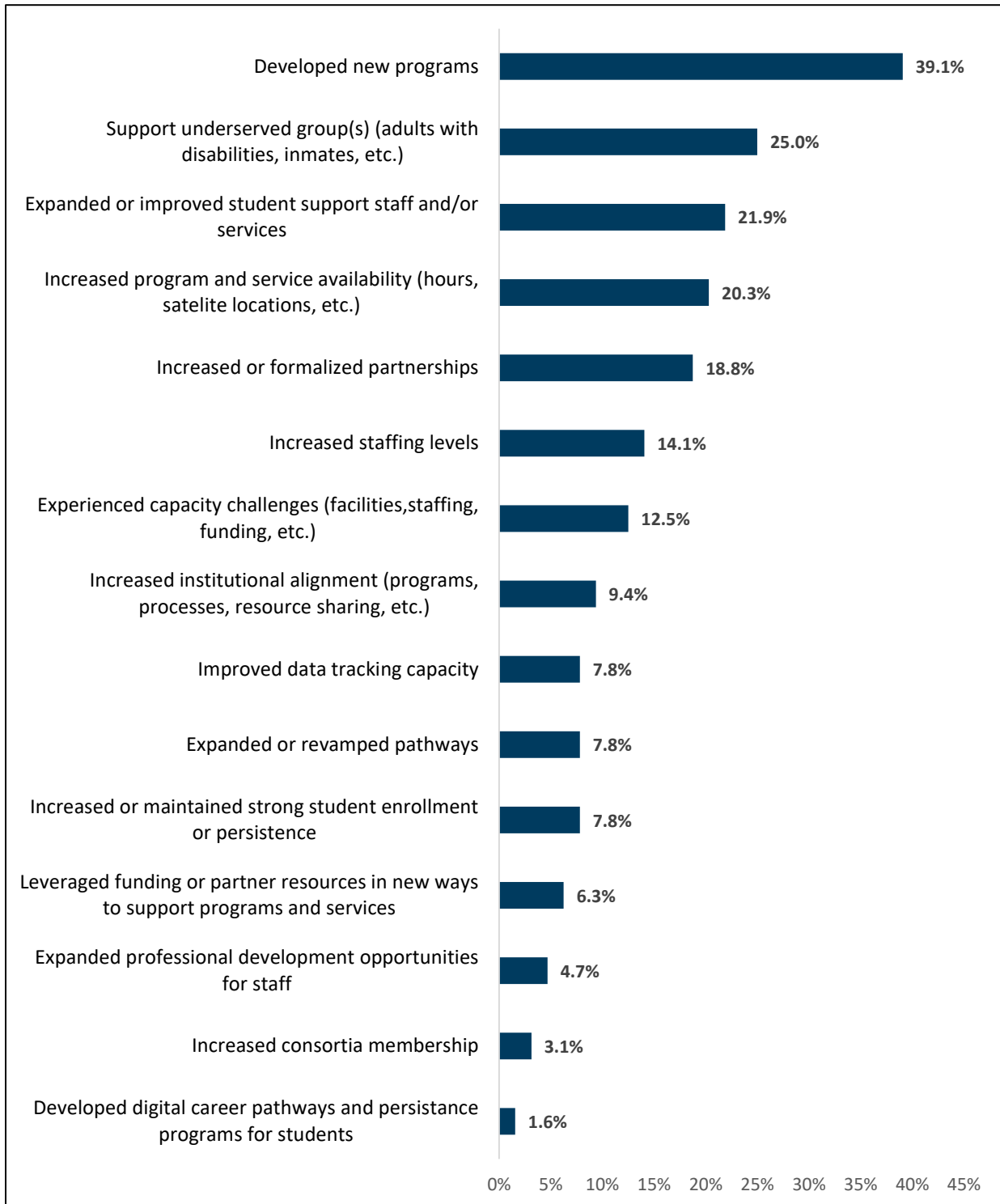
SECTION I: ASSESSMENT PROCESS

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



SECTION II: CAPACITY AND PERFORMANCE

Figure 2.1: Organizational Performance and Capacity Improvements* - Coded

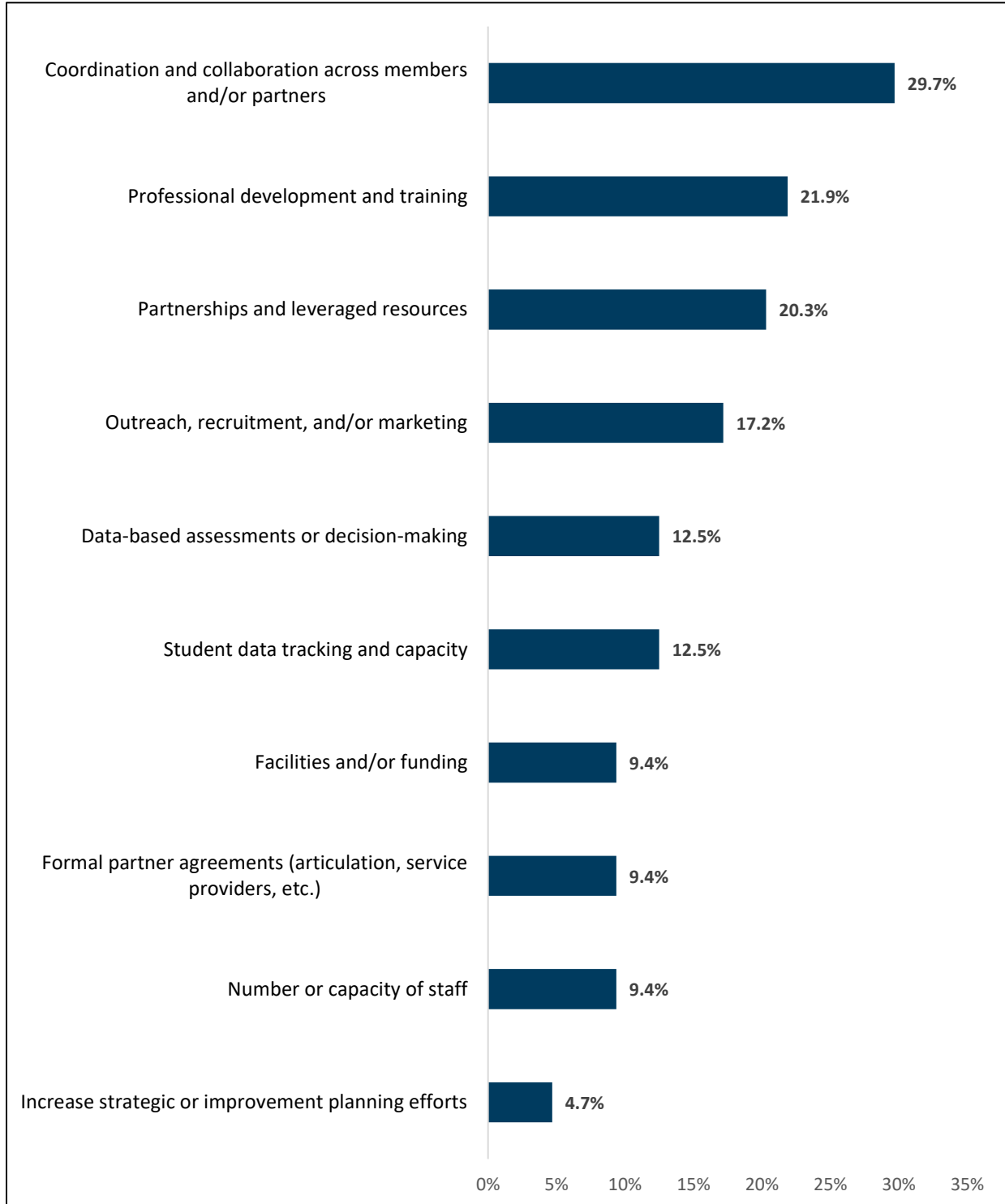


*Represents actions taken in the recent past, typically since the last three-year review.

SECTION III: FUTURE DEVELOPMENT AREAS

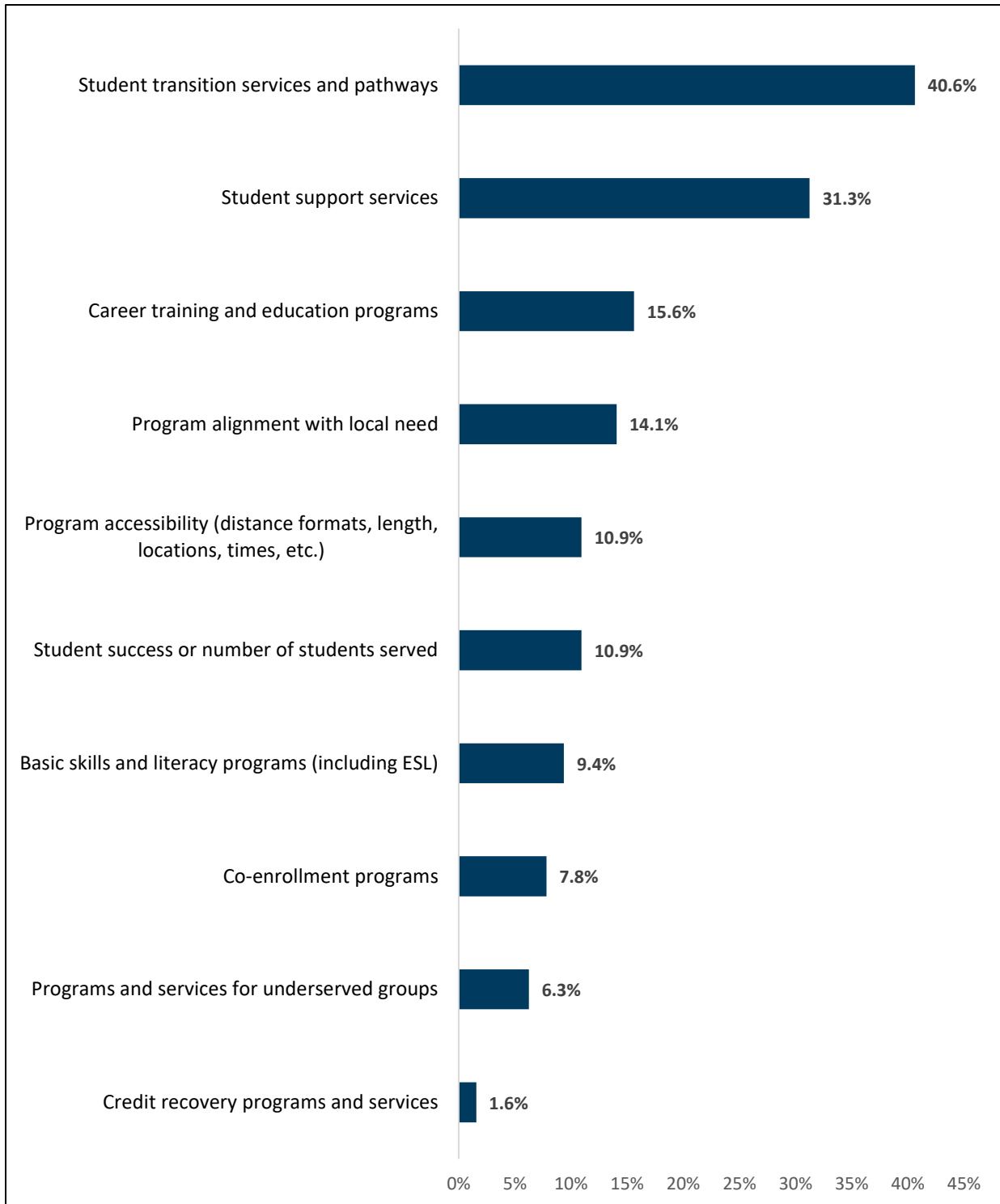
INTERNAL CAPACITY

Figure 3.1: Identified Areas for Internal Development – Coded



EXTERNAL SERVICES AND PROGRAMS

Figure 3.2: Identified Areas for External Development – Coded



SECTION IV: CUSTOMERS AND CHALLENGES

Figure 4.1: Consortia Customer Demographics – Coded

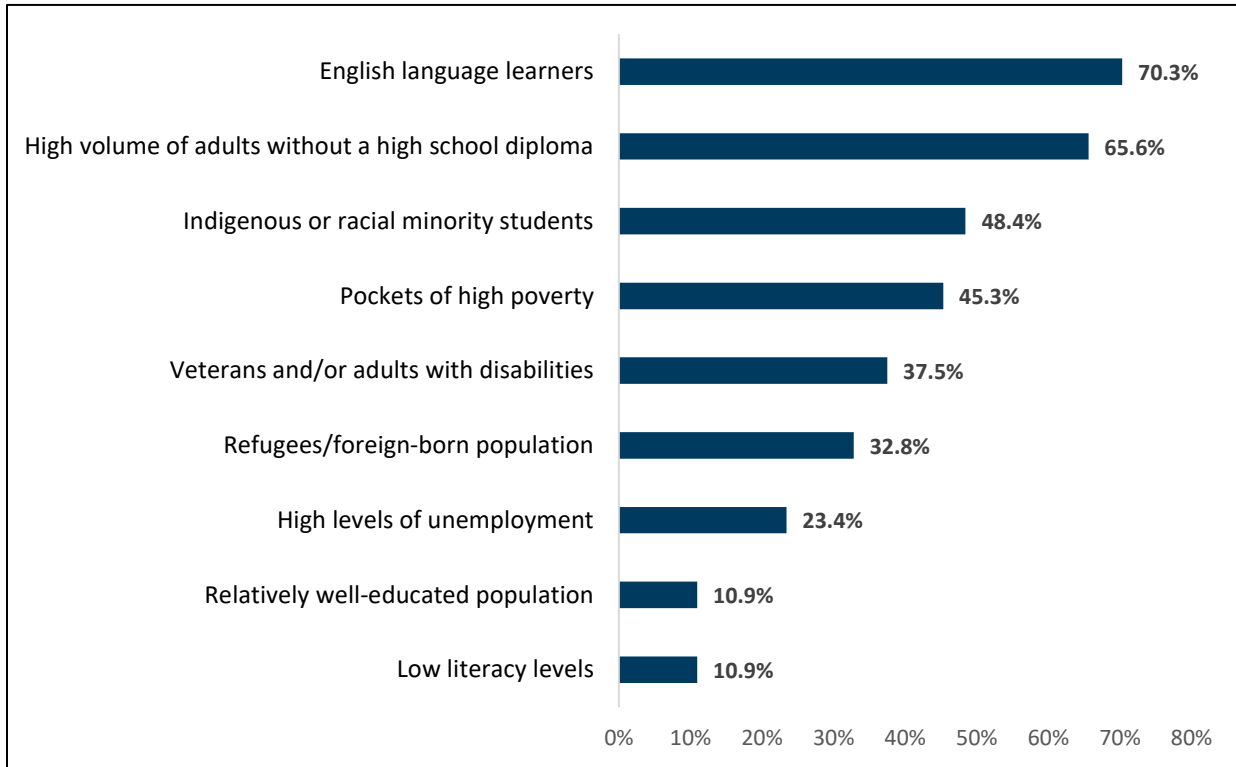
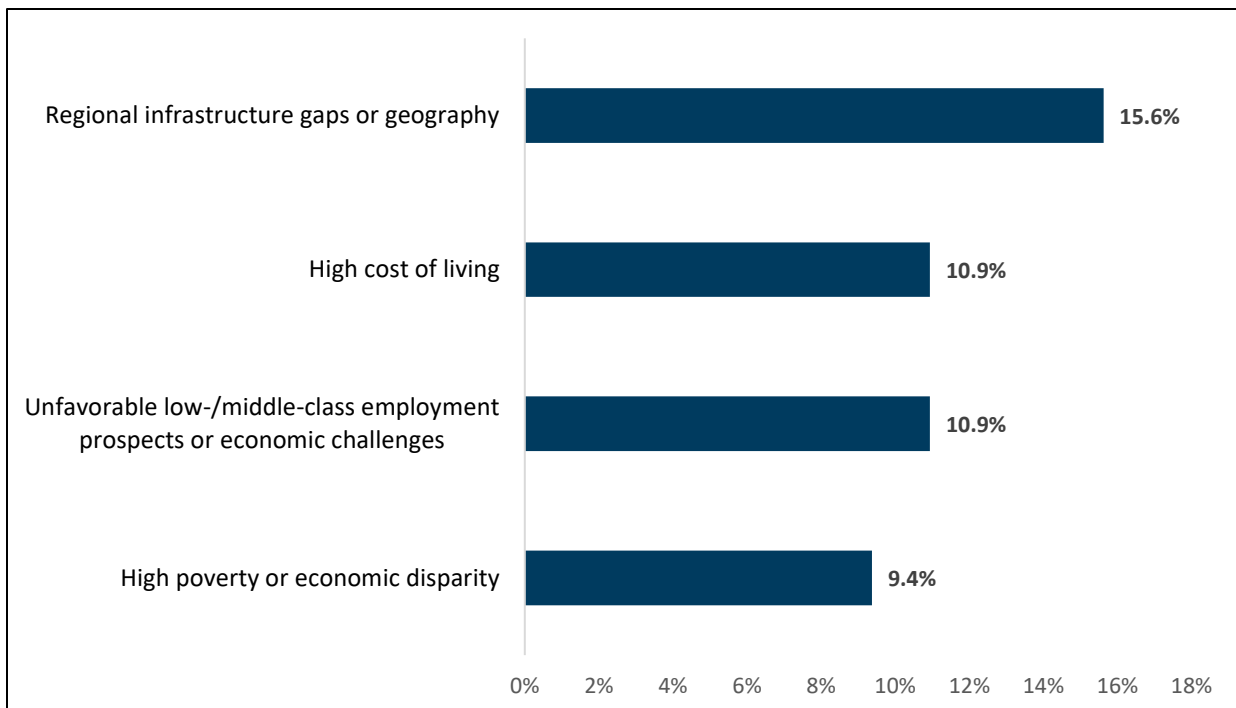


Figure 4.3: Regional Demographic Challenges – Coded



SECTION V: CONSORTIA GOALS

INTERNAL OPERATIONS THREE-YEAR GOALS

Figure 5.1: Internal Resources and Practices – Coded

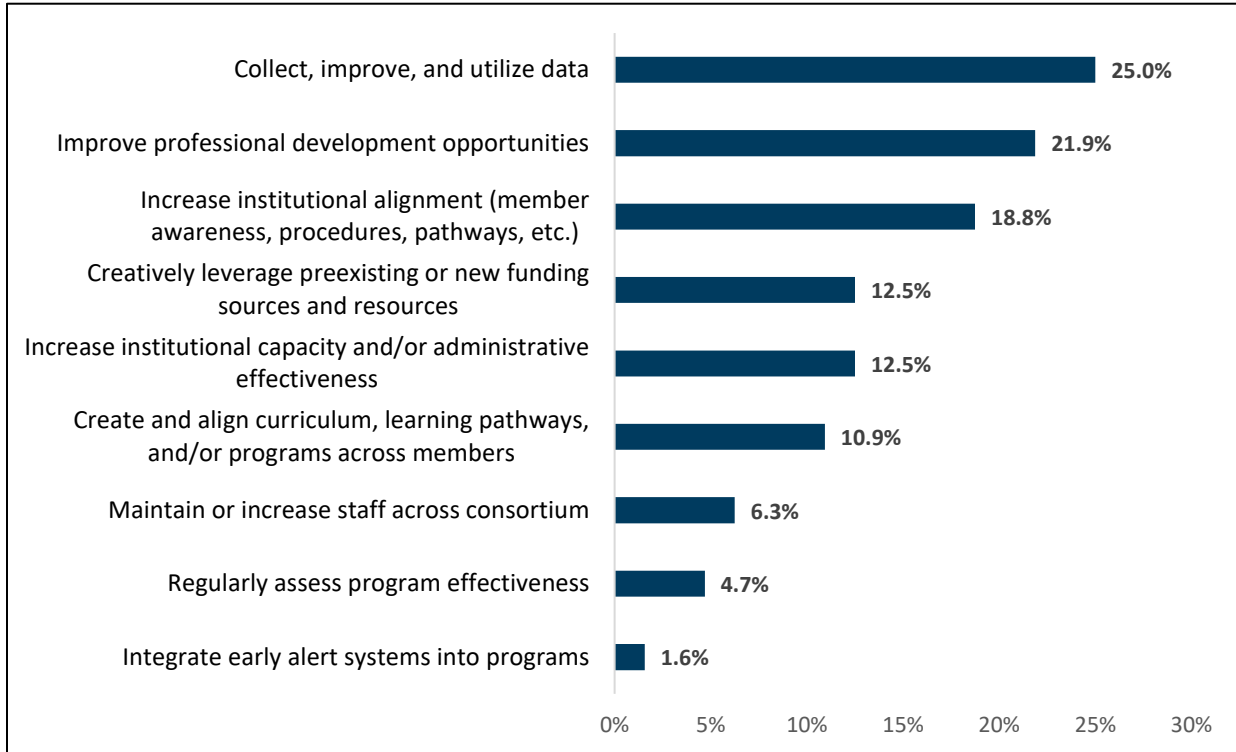
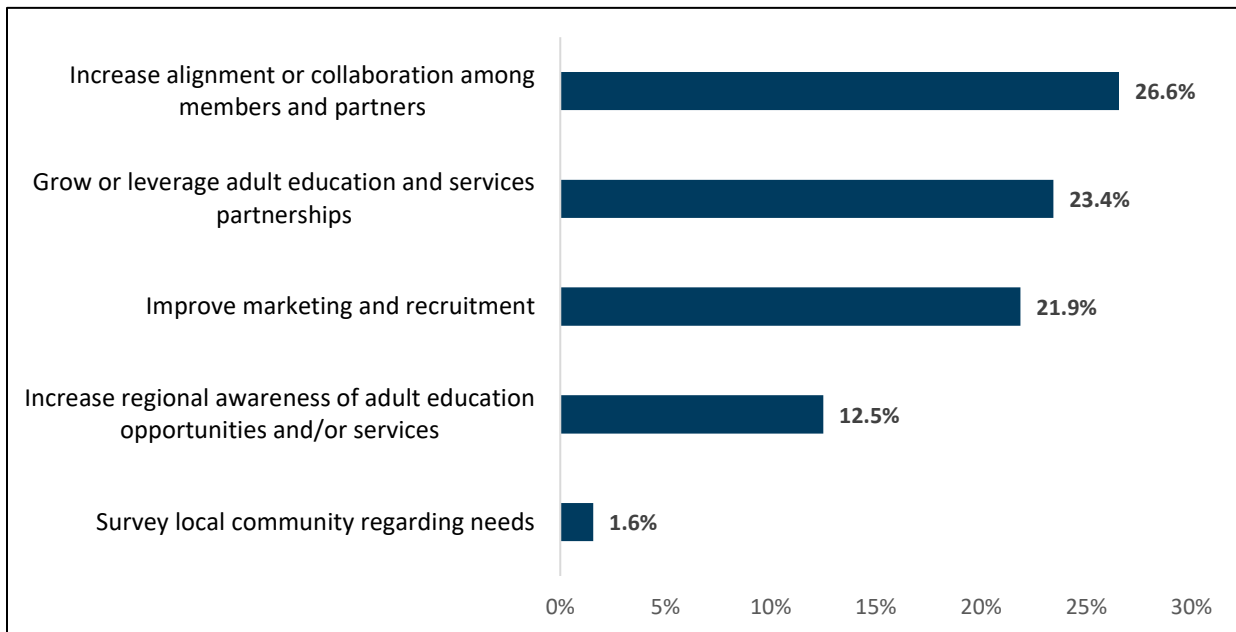


Figure 5.2: Partnerships and Outreach – Coded



EXTERNAL PROGRAMMING THREE-YEAR GOALS

Figure 5.3: Goals for Student Programs and Services - Coded

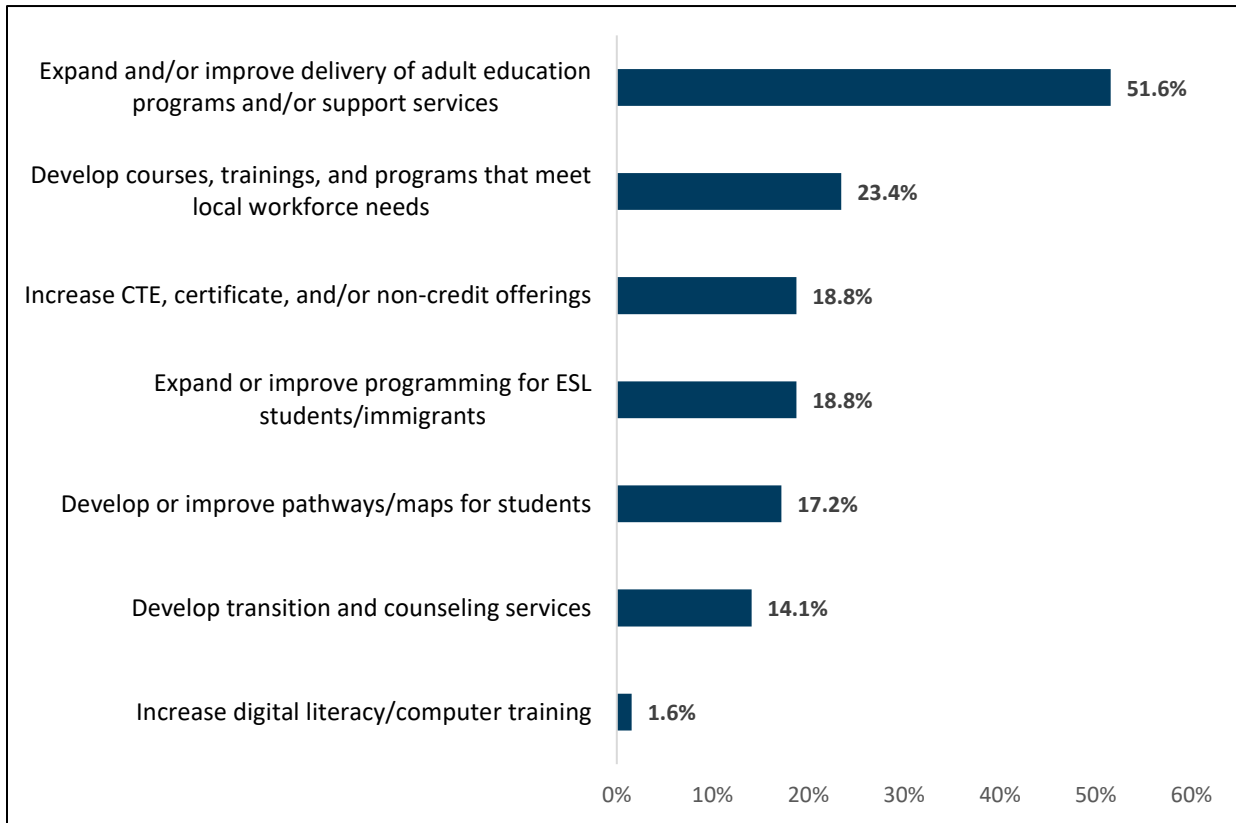
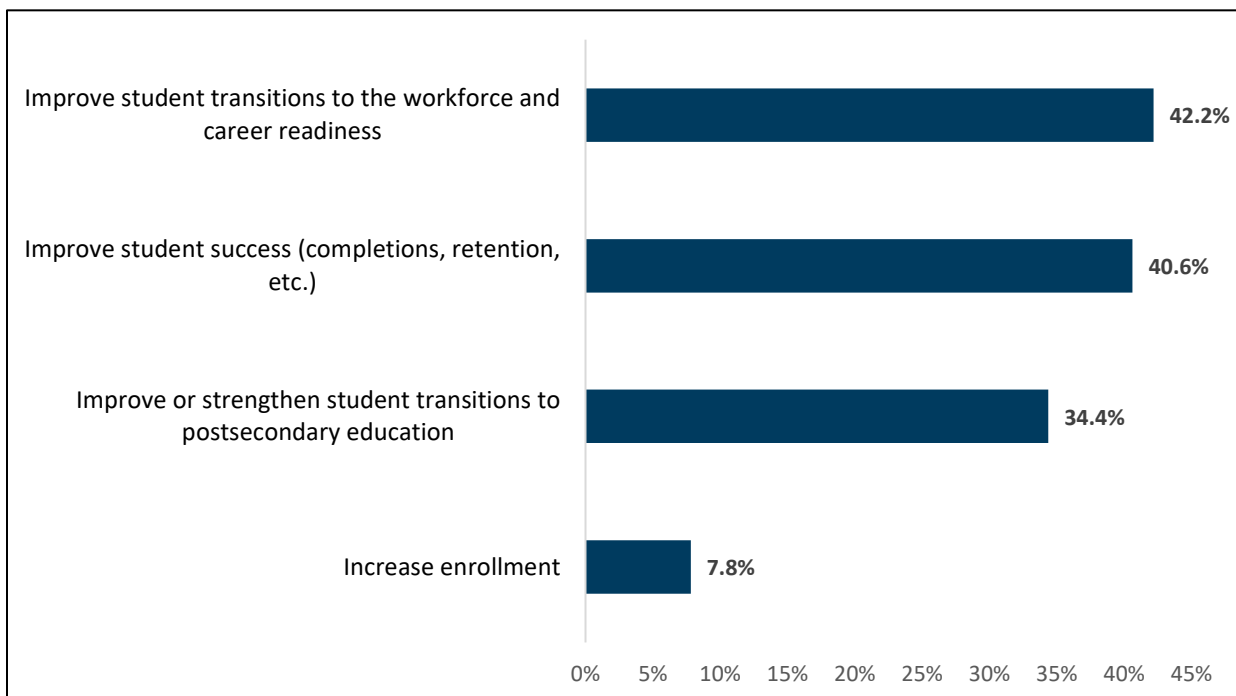


Figure 5.4: Goals for Student Outcomes - Coded



SECTION VI: PLANNED CONSORTIA STRATEGIES

INTERNAL OPERATIONS STRATEGIES

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

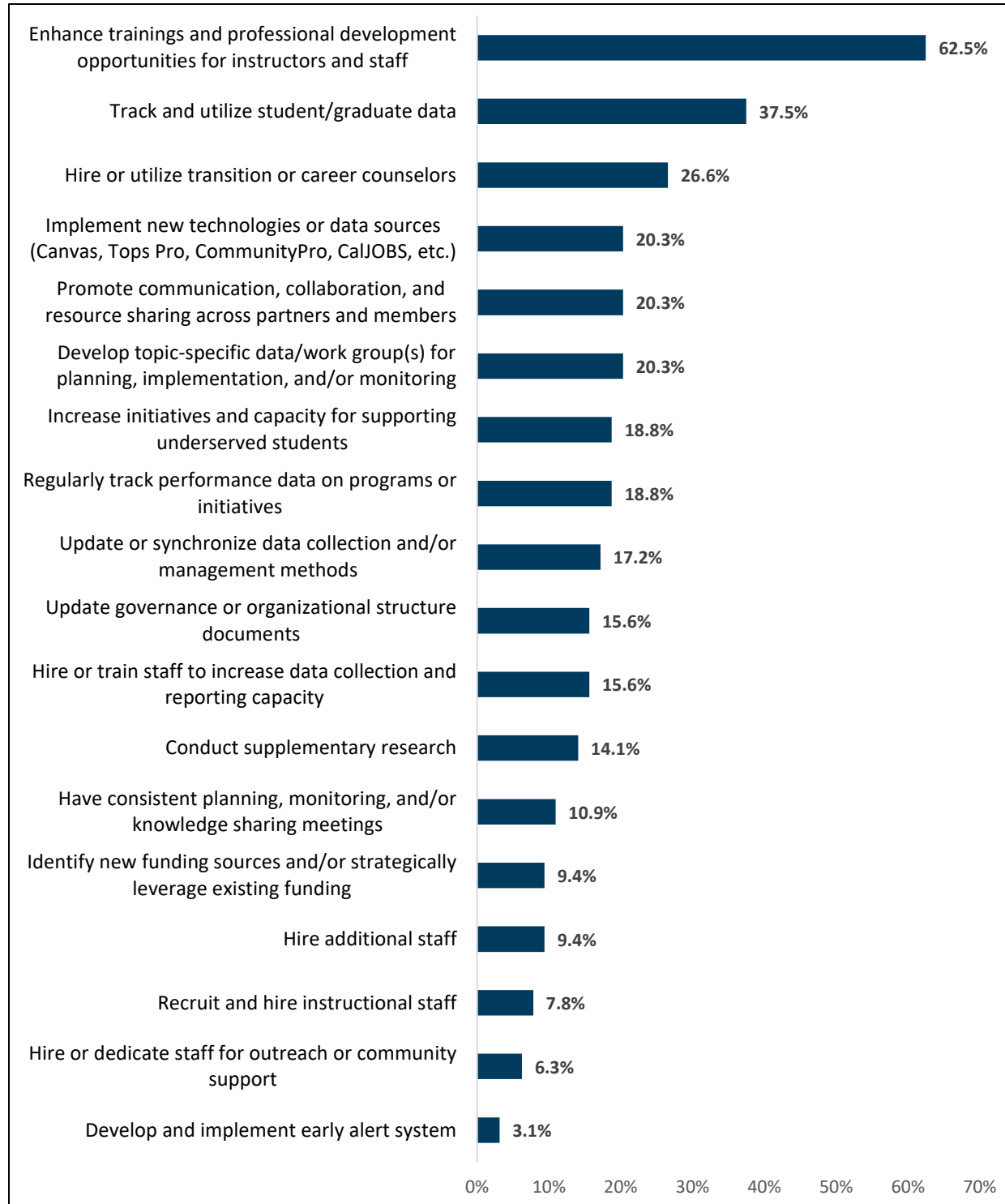
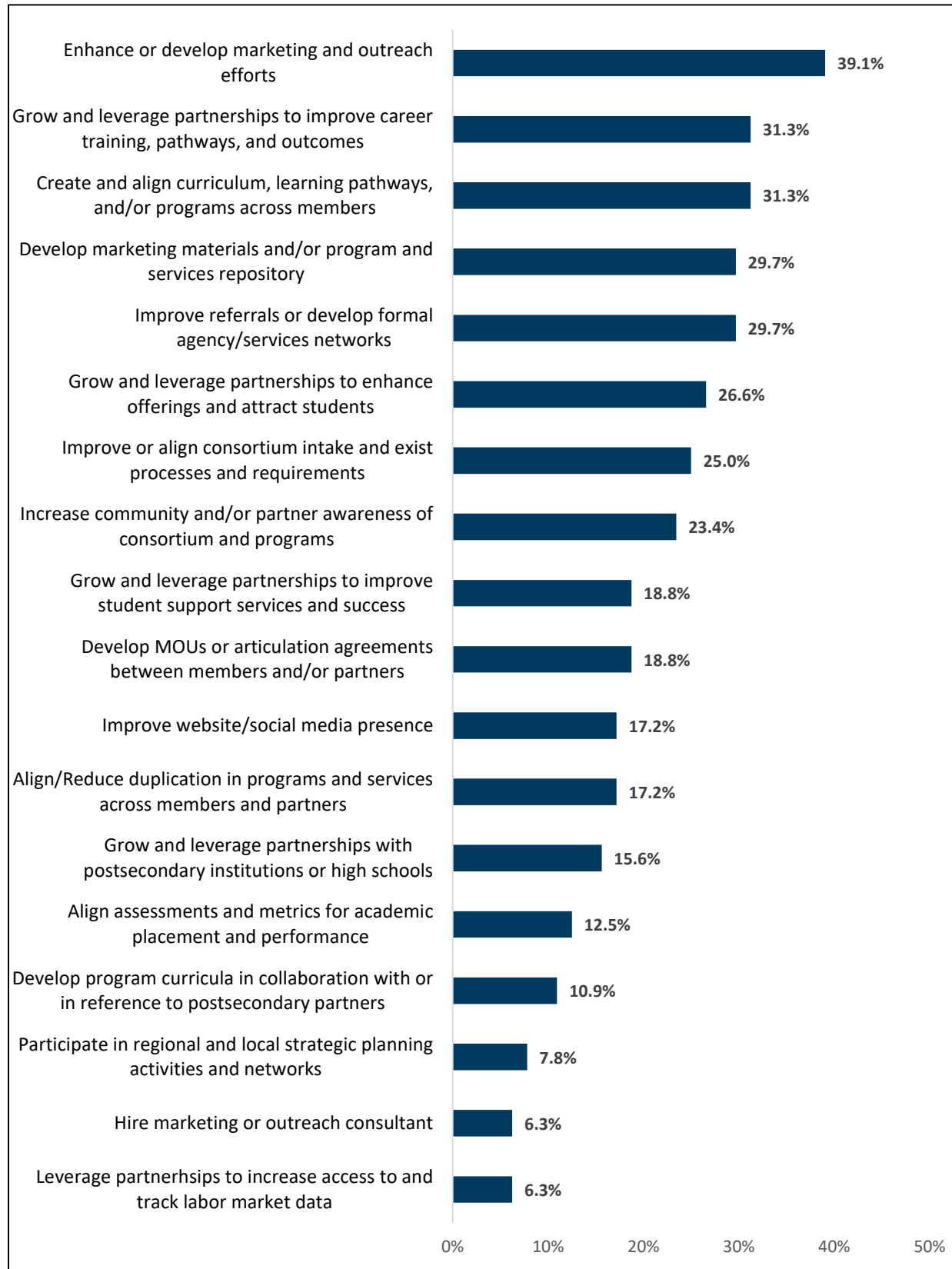
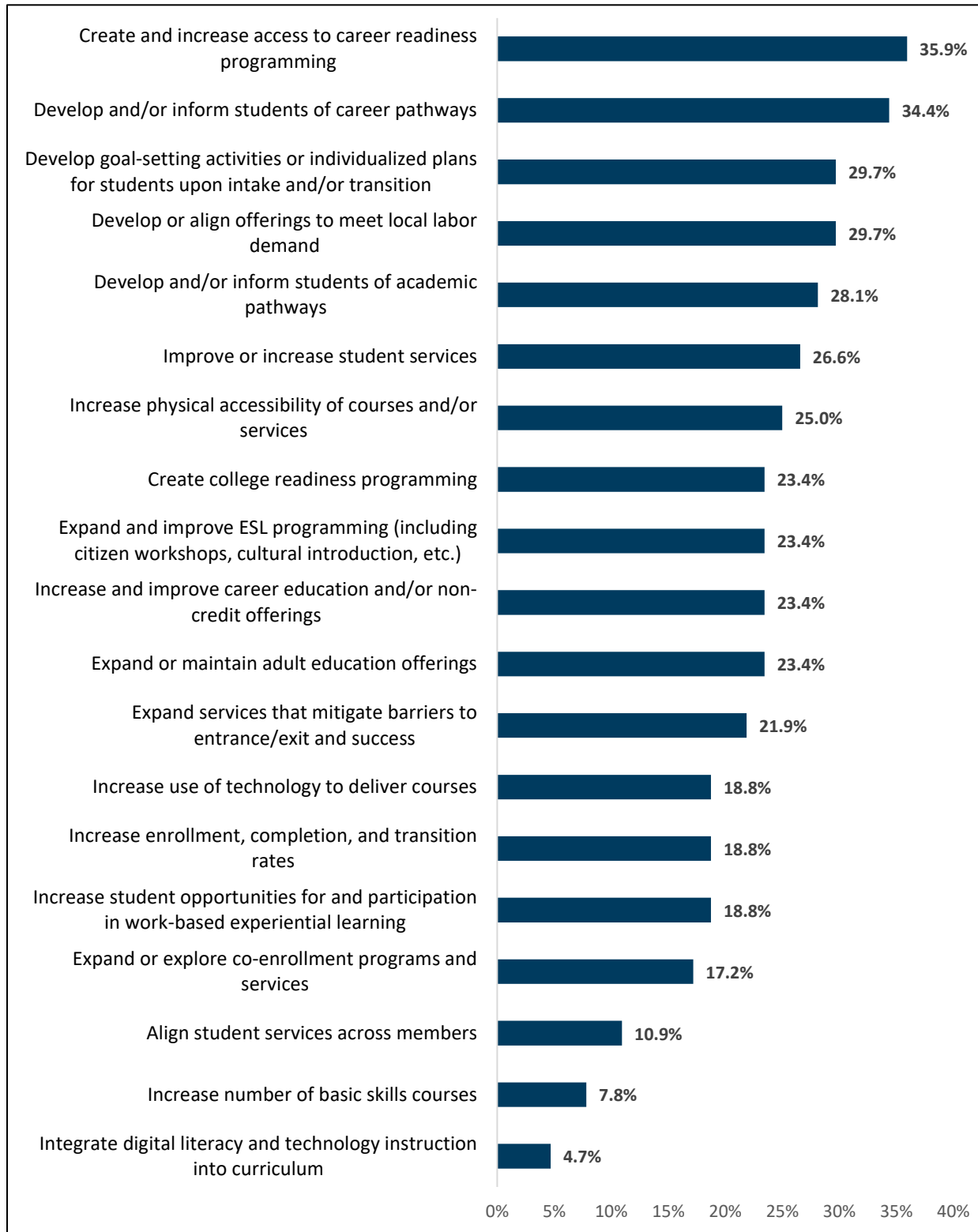


Figure 6.2: Planned Strategies Regarding Internal/External Partnerships and Outreach – Coded



EXTERNAL PROGRAMMING STRATEGIES

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



SECTION VII: PROGRESS INDICATORS

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

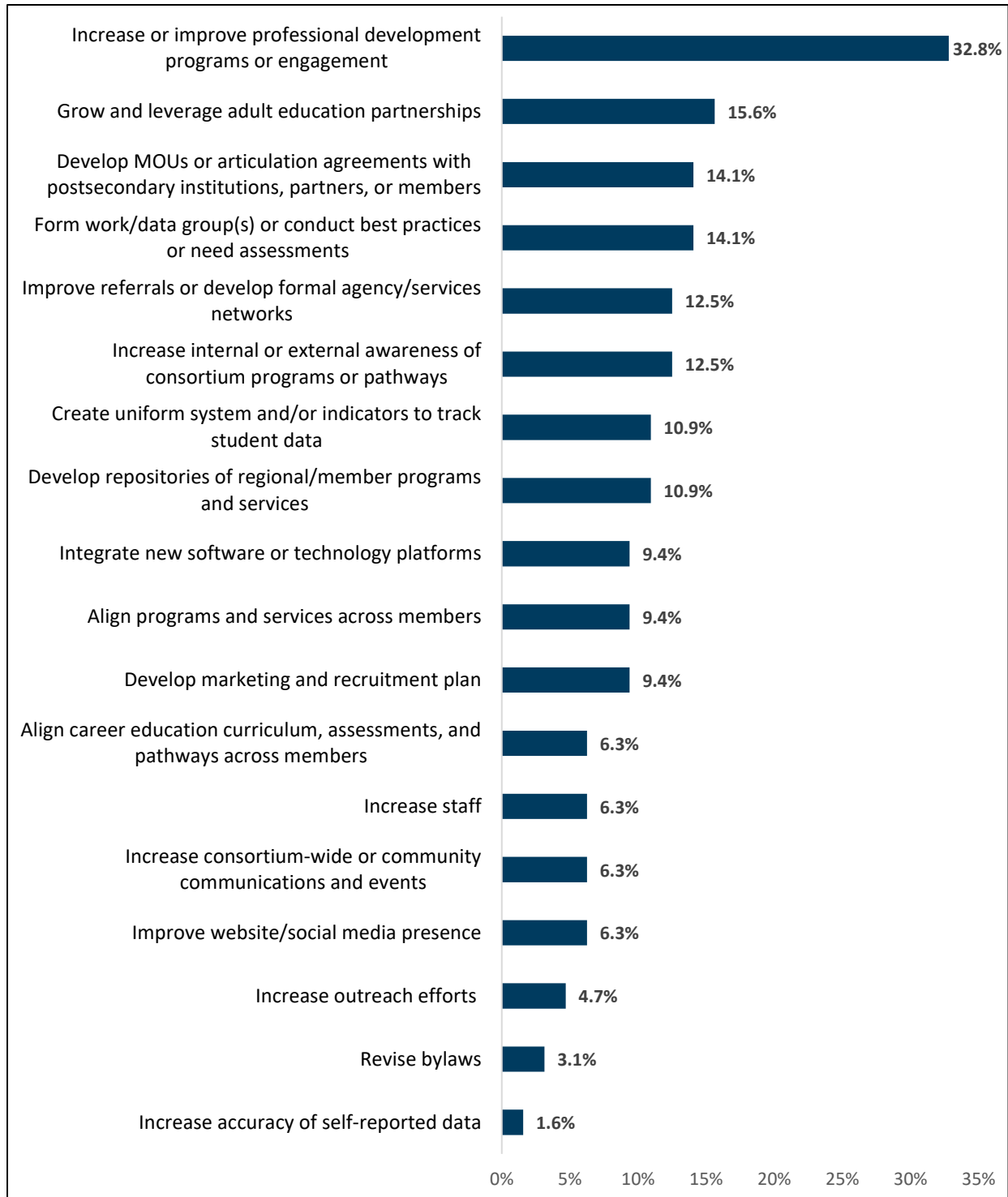
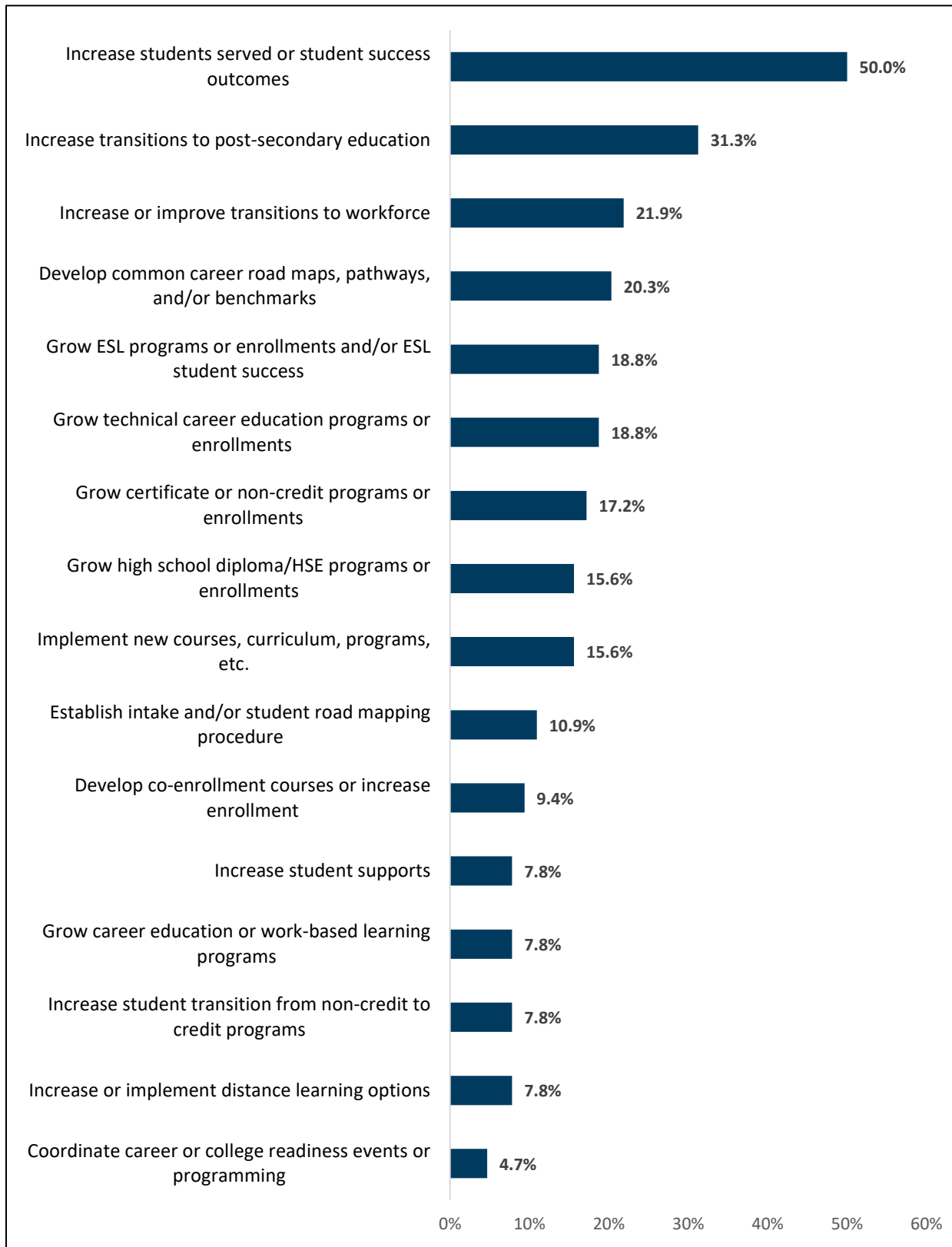


Figure 7.2: Progress Indicators for Student Programming and Outcomes – Coded



SECTION VIII: PILOTING & IMPLEMENTATION

Figure 8.1: Internal Programs for Piloting and Implementation - Coded

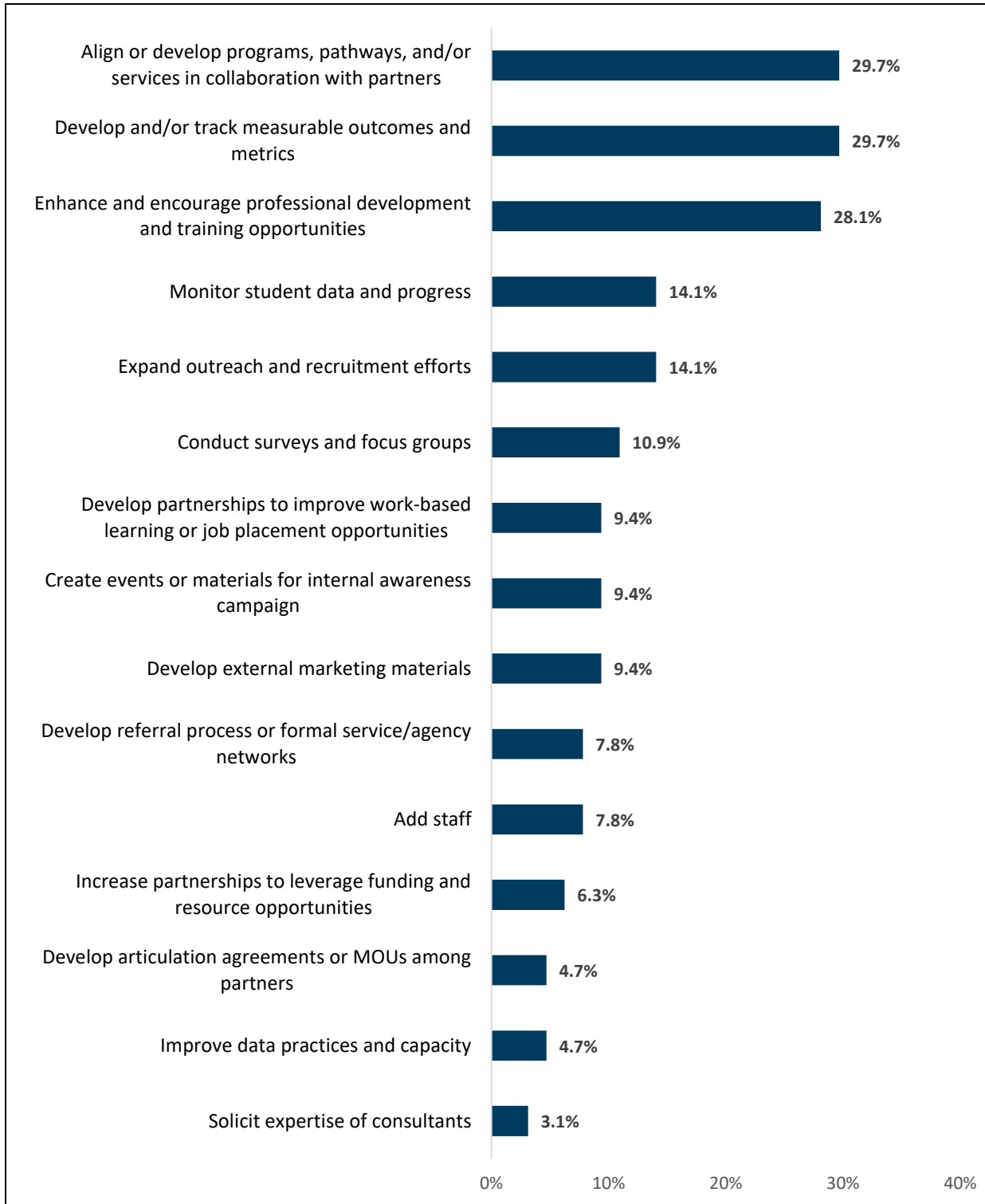


Figure 8.2: Institutional Effectiveness Measures for Piloting and Implementation - Coded

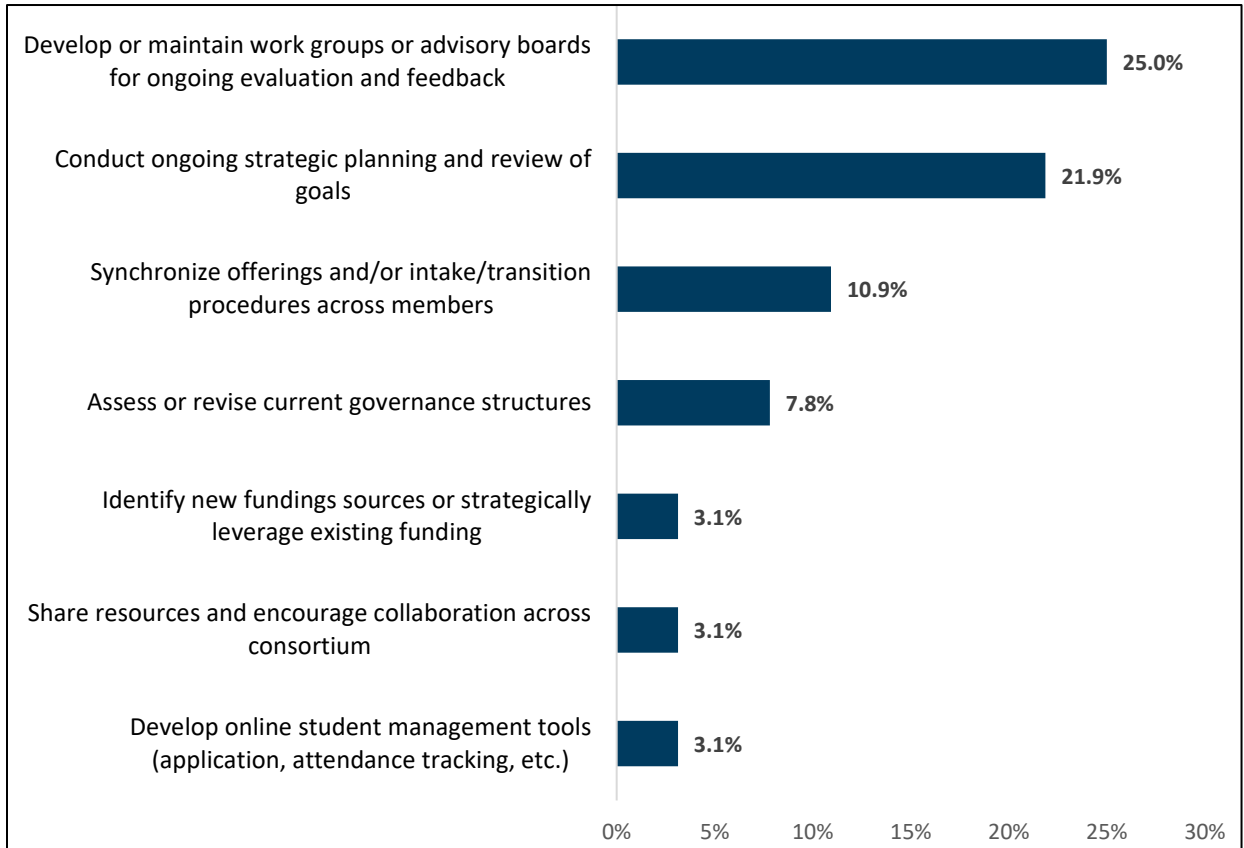
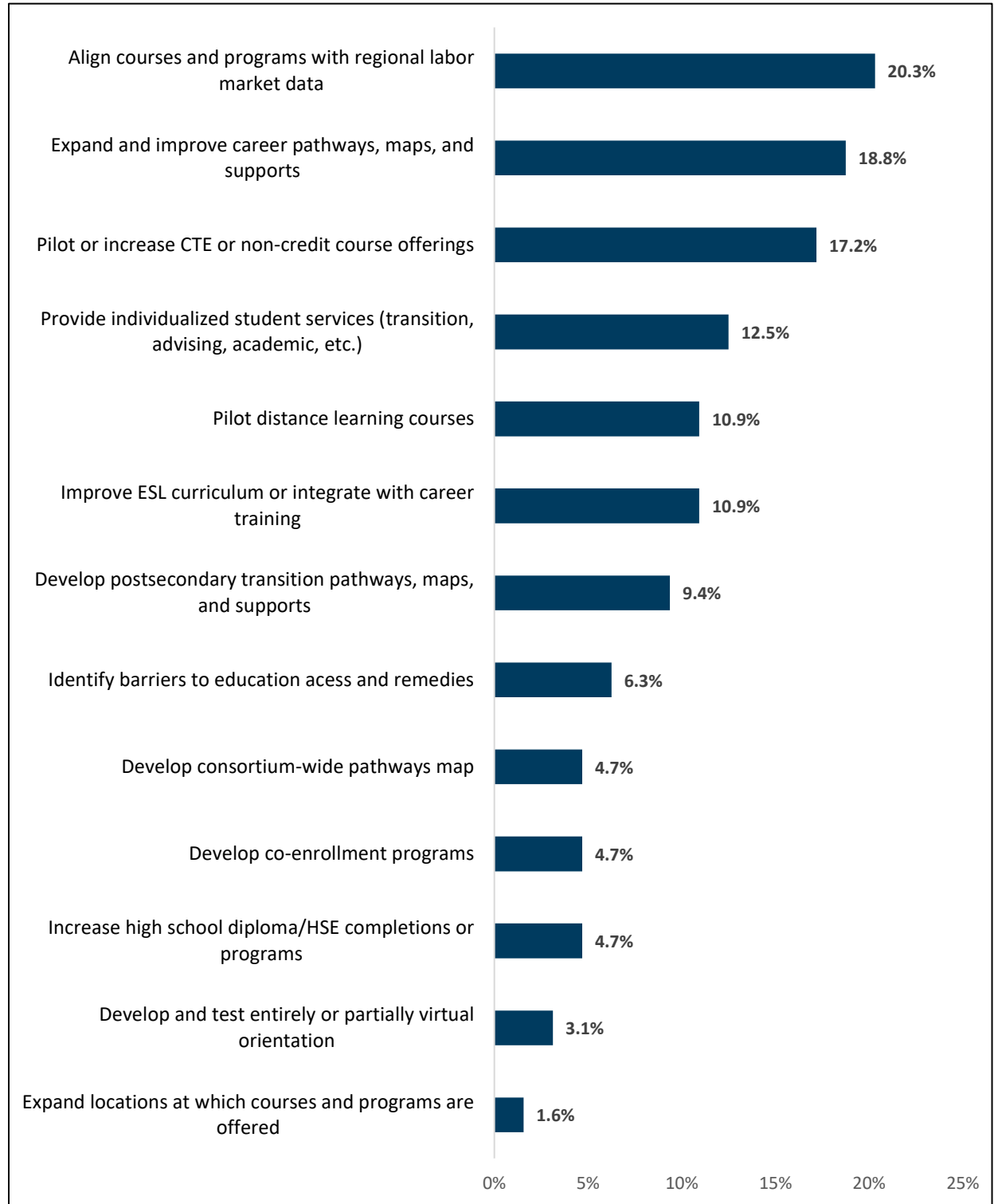


Figure 8.3: Student Programs and Supports for Piloting and Implementation – Coded



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.

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