LEARNING COMMUNITIES SUMMARY REPORT

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Contents

Data Collection

Project Finish Line (PFL) Learning Communities met for six events in 2016 and 2017. Those events were:

- Kick-off
- June 2016
- July 2016 Site Visit
- August 2016
- October 2016
- January 2017

Participants completed anonymous questionnaires on their experiences at each event. In total, participants submitted 101 questionnaires on their experiences and this report summarizes and synthesizes those questionnaires.

Certain questions were common to all questionnaires (see Appendix A for the list of common questions). Responses to those questions are discussed in detail in this report. Most questionnaires also contained event-specific questions (see Appendix B for additional questions). Those event-specific questions have already been reported on in detail elsewhere and will not be discussed again, with one exception. A majority of questionnaires asked participants to rate the usefulness of particular activities and responses to that particular question type are synthesized here. Finally, the questionnaire distributed at the final Learning Community event in January 2017 contained questions related to participants' overall experiences at the PFL Learning Community events. Responses to those questions are discussed in the final section of this report.

Participants may have completed more than one of the 101 total questionnaires. In fact, this is likely because many participants attended more than one Learning Community event. Because the questionnaires were anonymous, we have no way of knowing which questionnaires were completed by any one participant. We have aggregated the data in order to provide an analysis of participants' overall experiences, and will identify respondents by the institutions they represent with the understanding that individuals may be counted or quoted more than once.

Respondents identified themselves as representing the following institutions or organizations:

- Green River College (GRC): 22 total responses
- North Seattle College (NSC): 22
- Seattle Central College (SCC): 15
- South Seattle College (SSC): 27
- Bellevue College (BC): 7
- Other: 8 total responses from the following institutions and organizations
  - College Success Foundation (CSF): 1
  - Renton Technical College (RTC): 1
  - Shoreline Community College (ShCC): 2
  - Unknown: 1
  - Walla Walla Community College (WWCC): 3

New Topics for Exploration

88% of respondents (89 of 101) said that they identified new topics for exploration as a result of their experiences at Learning Community (LC) events. 5% (five of 101) responded *No*, 5% responded *Not Certain*, and 2% (two of 101) did not provide any response to this question.

83% (84 of 101) identified those new topics. The topics respondents identified can be categorized in the following broad themes:

- Collaboration and Engagement
- Student Support
- Equity and Inclusion
- Accessing and Using Data
- Policies and Procedures
- Sustaining and Growing Completion Efforts

Collaboration and Engagement
Participants identified new topics related to both on-campus and external collaboration as a result of their experiences at LC events.

Respondents identified several topics for on-campus collaboration. In particular, three respondents, from BC, SCC, and SCC, identified engaging and collaborating with faculty on completion efforts. Each of the three reported this on questionnaires from different LC events. Two respondents, from BC and SSC, mentioned engaging campus leadership and presenting information at cabinet meetings. Seven respondents from BC, GRC, NSC, and SSC identified sharing practices and organizing or aligning student success efforts across campus. Of those seven, five who attended the same LC event identified using Logic Models.

Respondents also identified new topics related to external collaboration. Six of the nine respondents who identified external collaboration as a new idea attended the Kick-off Event. Those six, from BC, GRC, NSC, and SCC, reported on "connecting with the regional initiative" and hearing about practices and completion efforts at other colleges. Three others identified specific collaborative practices such as expansion to community based organizations and collaborative grant-writing.

Student Support
Participants identified new topics for student support related to access and equity, barriers to completion, communicating with students, and concepts around student persistence that could be incorporated into completion work.

Ten respondents who attended a broad range of LC events wrote about new topics related to barriers to completion. Four respondents from BC, NSC, and GRC commented on identifying students who experience barriers or opportunity gaps. One of those respondents, from NSC, specifically mentioned students who have undiagnosed learning differences and those who do not feel culturally included on campus. Others mentioned new topics related to the barriers themselves. For example, one respondent from GRC identified "reasons for attrition." Two, from SCC and SCC, commented on curriculum and identifying academic courses that are barriers to completion. Finally, three respondents from NSC, GRC, and another institution mentioned financial barriers and possible solutions, such as triage funding and funding for DREAMer students.

Seven respondents commented on new topics related to communicating with students. Four respondents mentioned effectively making contact with students. Two from NSC said that using Facebook was a new topic for exploration. Three respondents who attended the Kick-off event mentioned using virtual completion coaching to support students. Another respondent from SCC commented on inviting students to meetings.

Twelve respondents who attended the August event identified concepts of student persistence including self-efficacy, productive persistence, using praise wisely, and the growth mindset. A thirteenth respondent who attended the June event also mentioned the student self-efficacy inventory as a new topic.

Equity and Inclusion
Four respondents from BC, GRC, and SCC identified general concepts related to access and equity such as multi-cultural inclusion and culturally-relevant practices. Fourteen respondents specifically named using the Race Equity Tool (RET). Those 14 respondents attended the June or October Events. Two of those respondents from SCC mentioned using the RET to affect change on campus.

Accessing and Using Data
Respondents identified new topics for exploration related to accessing and using data. First, respondents commented on research from other initiatives. Second, respondents mentioned data tracking tools and access to data at their institutions. Finally, respondents identified ways that their institutions can research and use data to inform decisions.

In particular, eight respondents from NSC, SCC, SCC, and another institution, identified research on best-practices and student success as topics for exploration. Several named specific studies including the Big Six study, the RPC evaluation, and a TRiO demographics study.

Others identified topics related to data tracking and access to data. Four respondents from GRC, NSC, SCC, and another institution commented generally on ongoing data collection and management. Three others, from SCC and two other institutions, identified needs on their own campuses such as "more data visibility in our IR department," "supporting advising with more data tools," and "building capacity to process and act on data." Two respondents from SCC commented on integration of certain data into the tools that advisors and coaches use.

Three respondents identified ways their institutions can conduct research. One respondent from SSC commented generally on "formative assessment practices" related to the PFL grant. Another from GRC named Action Research as a new topic for exploration. The third, from SCC, identified focus groups. Seven respondents, who attended a range of LC events, mentioned ways that data can be used to inform work and track outcomes. One respondent from GRC commented on "measuring success via rubric. Similarly, a respondent from SSC commented on "clarifying criteria for program and institutional decisions." A third respondent from SSC commented on "state policy exploration for implementing change with PFL data." Two respondents, from NSC and SSC, mentioned designing data reports as a new topic for exploration.

Policies and Procedures
Respondents also identified new topics related to policies and procedures. While two respondents from GRC and SCC commented generally on best practices, others named specific policies and procedures for exploration. Those are as follows:

- Hiring practices (SSC)
- Guided Pathways (GRC)
- Edge coaching (NSC)
- New student cohorts (SCC)
- Transcript evaluation processes (SCC and SSC)
- Auto-conferral of degrees (SCC and SSC)
- Registration processes (SCC)

Finally, five respondents from a range of institutions identified reflective practices as new topics for exploration, particularly regarding implicit bias, equity, and thinking critically about policy and practice.

Sustaining and Growing Completion Efforts
Respondents who commented on new topics related to sustaining completion efforts attended the Kick-off event, the July Site Visit, and the January 2017 event. Eighteen respondents from GRC, NSC, SCC, SSC, and another institution commented on "scaling up," and specifically mentioned return on investment (ROI) calculations, grant-writing, or Appreciative Inquiry (AI).

Connections with Other Colleges

91% (92 of 101) of participants responded that they had a chance to make connections with other schools or organizations during LC events. 8% (8/101) said that that they did not have a chance to make connections, and 1% (1/101) did not respond to this question.

New Ideas for Completion Work

87% (88 of 101) of respondents said that they learned new ideas that will be useful in their work that focuses on completion. Five of these respondents, who attended the Kick-off and June LC events, said they did not learn new ideas that will be useful. Two of the five represented SCC and the remaining three were from GRC, NSC, and another institution. Seven of the 101 respondents, from NSC, SCC, SSC, and another institution, marked *Not Certain.* One participant from GRC did not respond. In an open-ended follow-up question, 83 respondents identified the new ideas.

Broadly, respondents identified new ideas related to Collaboration and Engagement, Student Support, Accessing and Using Data, and Policies and Procedures.

Collaboration and Engagement
Five respondents who attended the Kick-off event commented on working with other colleges and institutions as a new idea. For example, one respondent from NSC identified "vetting out ideas and brainstorming with other colleges." Another from NSC commented on "hearing some of the ways other campuses have already adjusted some procedures." Three of those five respondents represented NSC, one represented GRC, and the last represented SCC.

Seven respondents who attended other LC events also identified ideas related to collaboration both between and within institutions. Five of those seven respondents were from SSC; the remaining two

were from GRC and NSC. In particular, respondents identified new ideas on "cross-community communication," collaboration with CBOs, stakeholder and cabinet meetings and presentations, and working with other departments on campus.

Seven respondents who attended the Kick-off and August events identified new ideas related to engaging faculty in completion efforts. Their ideas are as follows:

- Being intentional [about including student success] in tenure training for new faculty (NSC)
- Embedding orientation link into course orientation materials (NSC)
- Faculty meetings that focus on what it means to teach in a community college (NSC)
- Faculty squares (GRC)
- Including student-success module in class materials (NSC)
- New instructor boot camp (BC)
- Revising syllabus to be more clear on self-efficacy concepts (SSC)
- Talking with students about syllabus and course outcomes (BC)

Student Support
Many of the new ideas identified by participants in the LC events related to supporting students. Some respondents identified ideas for financial support for students. Four respondents from SCC, SSC, and another institution named funding triage, financial aid workshops for English language learners (ELLs), and fee consolidation.

Ten respondents who attended the August event named self-efficacy, the growth mindset, and productive persistence as new ideas for completion work.

Finally, four respondents who attended various LC events said that they identified new ideas for communication and outreach to students. Three of those four were from GRC; the last was from SSC.

Equity and Inclusion
Five respondents from BC, SCC, and SSC identified general ideas about equity, diversity, and inclusion. For example, one respondent from SSC commented on "the value of integrating cultural specifics in change." Another respondent from SSC who attended a different event wrote, "Equity is everything." Others were more specific. Five respondents named a variety of new ideas for using the RET, including using it to discuss and evaluate completion initiatives (SCC) and to "develop policies and procedures that align with the institution's mission, vision, and goals" (GRC).

Accessing and Using Data
Participants at all six LC events identified new ideas related to accessing and using data. Three respondents from SCC and SSC commented on data tracking methods and using Advisor Dashboard "to capture trends." Three respondents, from NSC and SCC, mentioned accessing data to identify and manage student cohorts who may be candidates for completion coaching. Other respondents commented on:

- Tracking and reporting on students by quarter (SSC)
- Using data in the decision-making process "rather than after the fact" (SSC)
- Connecting [data] systems to be more efficient (SCC)
- Focus on "provocative data" (BC)

Finally, many respondents who attended the January event commented on conducting research and evaluating completion efforts through calculation of ROI and appreciative inquiry (AI).

Policies and Procedures

Participants in LC events identified many practical new ideas related to policies and procedures that will be useful in their completion work. Four respondents from GRC, SCC, and another institution commented on ways to change policies and systems to better serve students. For example, one respondent from SCC asked a rhetorical question, "What are the policies currently which can benefit from using these tools (RET and data coaching)?" Three respondents from GRC and another institution identified using Logic Models "for evaluation and planning," "to align our student success initiatives," and "to measure completion program success."

Others identified specific, practical ideas related to policy and procedures for completion coaches and others working on completion. Those ideas are as follows:

- Auto-confer (NSC)
- Batch degree audit (NSC)
- Broadening IR capacity through methods training for advisors / completion coaches (Other)
- Campus climate surveys (BC)
- Checking enrollment for transcript evaluator (NSC)
- Creating a needs assessment for our students and using tools to help address student gaps (BC)
- Early warning systems (BC and GRC)
- EDGE coaching (NSC)
- Identification of career pathways at orientation (GRC)
- Intrusive advising (GRC)
- Meta majors (GRC)
- Mobile completion coaching (GRC)
- Peer-guided activities on campus (GRC)
- Reverse transfers (SSC)
- Supporting students with online tools (SSC)
- Transcript notation on Y screen (NSC)
- Using evidence-based practices matrix (SSC)
- Using social media and Google Docs (SCC)

Sharing Their Own Work with Others

68% (69 of 101) said that they were able to share the work that their colleges are doing around completion with people from other colleges and organizations. 26% (26/101) said that they were not able to share their colleges' work and 6% (6/101) did not respond. Of the 26 respondents who reported that they were not able to share their work, 11 were from SSC, five were from SCC, and five were from NSC. The remaining six respondents represented BC, GRC, and two other institutions that are not participating in the completion coaching component of PFL. It is also worth noting that half (13 of 26) of the respondents who said that they were not able to share their own work attended the August 2016 event.

New Policy-level Ideas to Explore

Fifty-two of 101 survey respondents identified ideas in response to the question "What policy-level ideas that you heard today would be worth exploring on your own campus?" The following table shows the distribution of responses by institution.

Institution	Total number of survey respondents	Number who identified policy-level ideas	Percentage of total by Institution
SCC	15	13	87%
SSC	27	15	56%
Other	15	8	53%
GRC	22	9	41%
NSC	22	7	32%
TOTAL	101	52	

The highest percentage of participants from a particular institution who identified policy-level ideas worth exploring on their own campus came from SCC. Thirteen of 15 or 87% of total respondents from SCC identified policy-level ideas. The lowest percentage came from NSC. Seven of 22 or 32% of total respondents from NSC identified policy-level ideas.

The policy-level ideas identified by participants can be categorized in the following themes:

- Collaboration and Engagement
- Student Support
- Equity and Inclusion
- Accessing and Using Data
- Sustaining and Growing Completion Efforts

Collaboration and Engagement
Respondents identified policy-level ideas related to communication and collaboration across campus, training, and administrative engagement.

Six respondents commented on communication and collaboration across campus. Three respondents from GRC, SCC, and SSC wrote generally about engaging and communicating with others within and between departments regarding PFL activities. Two respondents from SCC specifically mentioned communicating and collaborating with faculty on curriculum development to support completion. A respondent from BC identified a policy-level idea to "look at over-saturation of models around success and… align objectives."

Two respondents, from SCC and SSC, identified training as a policy-level idea. The respondent from SCC commented on training for faculty members "who want to be better at academic advising." The respondent from SSC identified increased productive persistence and self-efficacy training to support completion.

Three respondents from SCC and GRC who all attended the Kick-off event identified engaging administrators. The respondent from GRC mentioned general involvement by Vice Presidents (VPs). One

of the respondents from SCC named informing VPs and the President of the college about PFL and sharing the WWCC evaluation report. Another respondent from SCC commented on the President and the VP of Student Services "setting expectations for completion culture."

Student Support
Respondents identified policy-level ideas to support students that are related to mitigating barriers to completion at the individual and systems levels.

Two respondents, from NSC and SCC, commented on communicating with students. The respondent from SCC mentioned "robo-calling" to remind students to register for the next quarter. The respondent from NSC identified using social media to get in touch with students.

Five respondents commented on policy-level ideas related to funding and financial aid. Two respondents from SCC who attended different LC events commented on tuition and fee waivers for students. A respondent from NSC identified establishing a "completion fund" as a triage funding source. Two respondents from SCC who attended the Kick-off event identified barriers related to the Financial Aid department, specifically regarding degree requirements and students' intent and sharing information between Financial Aid and Student Services "to ensure students aren't being misled [or] mis-advised" on Financial Aid options.

Finally, respondents who attended a range of LC events identified these additional policy-level ideas worth exploring on their own campuses:

- Auto-confer (3 from SCC and SCC)
- GPA auto computation (SCC)
- Graduation application processes (SSC)
- Late registration (GRC and NSC)
- "Red Line" transcript forgiveness (NSC)
- Reverse transfer (GRC and SCC)
- Transcript evaluation processes (GRC, NSC, and SCC)

Equity and Inclusion
Respondents who attended the June, August, and October LC events identified policy-level ideas related to equity and inclusion.

Nine respondents across the three LC events identified using the Racial Equity Tools (RET) as a policy-level idea. Some named only the tool, but others commented on how it could be applied at their campus. For example, a respondent from SCC commented on using the RET in the "budget process." Another respondent from SCC commented on using it for "program decisions." Finally, a respondent from GRC wrote, "The college is focusing on diversity so the race equity tool will be helpful in revising a number of policies and procedures."

Six respondents from BC, SCC, and SSC commented on equity at the institutional level. One respondent from BC commented on making a distinction between equity and equality by defining them. Similarly, a respondent from SSC wrote, "continuing our South on the Same Page efforts to create a campus-wide definition of equity, diversity, and inclusion." Two respondents from SSC and another institution commented on equitable hiring practices.

Accessing and Using Data
Ten respondents identified policy-level ideas related to accessing and using data. In particular, two respondents from SCC and SSC named access to data and student information generally, while six others named ways of research and using data. Five of those respondents, from SCC, SSC and another institution identified return on investment (ROI) or Appreciative Inquiry (AI) strategies for gathering and using data. Two respondents from the other institution specifically discussed ROI in terms of calculating public, social, civic, and health benefits and integrating ROI calculations into resource allocation and decision-making. The last respondent, also from another institution, named action research among college staff as a policy-level idea worth exploring on his or her campus.

Sustaining and Growing Completion Efforts
Six respondents from GRC, NSC, SCC, and SSC identified policy-level ideas related to sustaining or growing completion efforts. Two, from GRC and SSC, mentioned "scaling" the work in general terms. Others were more specific. Those specific ideas are:

- Completion coaching as a funded position (SSC)
- Criteria for "taking something to scale" (SSC)
- Exploring "whether we are sustaining, scaling up, or something in between: breadth vs. depth" (SSC)
- Grant-writing (SCC)

Usefulness of Event Activities

Although respondents were not asked to rate the usefulness of event activities for every LC event, it is nonetheless worth considering participants' overall experience of particular LC event activities. On four of the six LC event questionnaires, respondents were asked to rate the usefulness of specific event activities as *Very Useful, Somewhat Useful, Not Useful,* or *No Opinion*. Detailed analyses of the responses were included in the reports for the June, July, August, and October events and the questions are included here in Appendix B.

Each questionnaire had a different number of event activities to rate, and not every event participant attended and rated each activity. Therefore, we have removed instances of no response and ratings of *No Opinion* from the data and are considering only the aggregate responses of *Very Useful, Somewhat Useful,* and *Not Useful*.

Overall, participants found LC event activities useful. In total, there were 205 ratings of *Very Useful, Somewhat Useful,* and *Not Useful*. Of those responses, 68% (140 of 205) were *Very Useful,* 30% (61 of 205) were *Somewhat Useful,* and only 2% (4 of 205) were *Not Useful*. The chart below shows the distribution of responses.

Usefulness of Event Activities

- Very Useful
- Somewhat Useful
- Not Useful
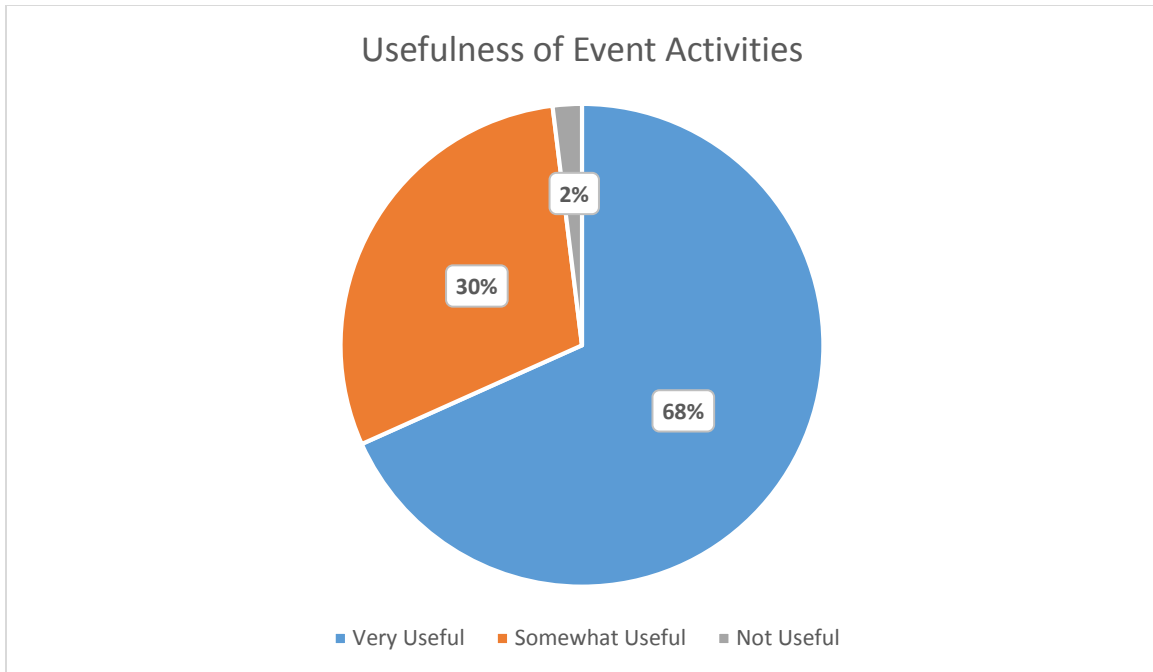
Overall Comments from Individual Events

At the end of each event, sixty-two respondents provided comments for the PFL team about LC events. Only those comments that apply to multiple events are discussed here. Additional event-specific feedback was addressed in previous event reports.

Thirty respondents provided general positive feedback on the events, presenters, and presentations. Sixteen respondents provided specific feedback on aspects of the events that were enjoyable or helpful. In particular, seven respondents, from GRC, NSC, and another institution, commented on the opportunity for conversation and collaboration with colleagues. Five of those respondents attended the Kick-off event and the remaining two attended other events. Two respondents from SSC who attended different events commented positively on the "balance" of presentations and time for discussion and reflection. Two respondents who attended different events praised the food provided. Three others provided the following feedback on what was helpful:

- Additional reading material (GRC)
- Examples of how to apply learning at work (SCC)
- Faculty presence and "hearing 'in classroom' student experiences NSC)

Those respondents attended the August 2016 and January 2017 events. Finally, one respondent from SCC wrote, "Good day – need my VPSS and President here."

Respondents also provided suggestions for the PFL team. Eight respondents who attended a range of LC events suggested that more time be spent in small group discussion and reflection. Two respondents who attended the Kick-off event commented on making time for discussion among event participants "in like roles," for example, completion coaches from various institutions. A respondent who attended the October event suggested that "it would be helpful to have those involved in the work sit with those who are not to enhance the learning [and] sharing."

Seven respondents from BC, NSC, and SSC who attended four different events commented on a need for support in applying learning in practice. For example, a respondent from NSC who attended the Kick-off event wrote:

> I felt… that the TIG work ought to complement our institutional goals. We are still looking into how we can make this happen so that the TIG work doesn't become a disparate activity that is not connected to the current interest/issues at our college.

A respondent from BC who attended the June event commented that he or she is "still trying to get my mind around this in the context of Bellevue." Two respondents who attended the August and October events suggested more examples of theory in practice and more time to apply learning within LC events.

Four respondents commented on the length of events. Three respondents from NSC who attended three different events commented that too much information was discussed at each event. Two respondents from SSC and NSC who attended different events suggested timing events so that more faculty members would be able to attend.

Summative Comments of Experiences of LC Events

Eleven participants in the final, January 2017 LC Event answered questions on their overall experiences at LC events. See Appendix B for those questions. Of those eleven respondents, six reported that they attended four or more LC events; one respondent from NSC reported that he or she had attended all LC events. Four respondents reported attending two LC events. One respondent reported that he or she attended only one event.

Eight respondents identified the value to themselves in attending LC events. Four respondents, from SCC, SSC, and another institution, identified networking as a valuable component of LC events. Similarly, six respondents from GRC, NSC, SCC, and SSC commented on "connection" and "dialogue" with colleagues, sharing ideas and experiences, and collaboration. Another respondent from SSC wrote, "experts in the field sharing their knowledge." Three respondents from GRC, SCC, and SSC commented that the practical, specific tools they learned about were of value. Two respondents, from NSC and another institution, mentioned reflection and evaluation of practices. In particular, the respondent from the other institution commented on "evaluation and consideration of campus cultural impacts." Finally, one respondent from SCC found value in presenting and another from SCC found value in learning about the "community college culture and system."

Ten of 11 respondents said that they would be interested in continuing these meetings as part of a Learning Community. One respondent, from NSC, responded that he or she was *Not Certain*. Of the 10 respondents who would like to continue meeting, most said they would like to meet two to four times a year. Six respondents suggested two-to-three, three, or three-to-four meetings per year. One respondent from NSC suggested meeting only once a year. No respondents suggested more than four meetings a year. The distribution of responses is enumerated in the table below.

Meetings per Year	1	2	2-3	3	3-4	4
Number of Respondents	1	1	3	2	1	2

Seven respondents identified what they would like to see as the focus of future sessions. Three respondents from SCC and SSC named sustainability, scaling up, or ROI. The respondent from SCC wrote that he or she would like to see "ROI in action." Two respondents, from SSC and another institution, mentioned equity. In particular, one wrote, "revisit how to impact equity gaps." Other topics identified include:

- Integration of advancement and Student Affairs (Other)
- Integrating in institution-specific continuity (SSC)
- Innovative ways to implement completion practice (GRC)
- Depth in Student Services vs. breadth (SCC)

The respondent from NSC who attended all LC events did not identify *topics* for future sessions, but instead commented on the structure of the events. He or she wrote, "I think the best sessions blend networking and sharing with presentations by leaders in the field."

Four respondents identified people they would like to see participate in future sessions. A respondent from SCC would like to see the VPSS attend sessions. Similarly, a respondent from SSC suggested that one meeting include the VPSS and VPI. The final two respondents, from NSC and another institution, identified faculty, additional direct service team members, and staff members from Institutional Research.

Four respondents, all from SCC and SSC, provided general comments for the PFL team on LC events overall. Two respondents commented on the opportunity to collaborate and connect with others. One of those respondents, from SCC, also wrote that the events provided "really powerful interventions and ideas to implement back at my home campus." A respondent from SSC commented that he or she was pleased that key personnel from WWCC participated in events. Finally, a respondent from SSC wrote that it "would be great to market success with [a] professional publication article."

Appendix A: Questions Asked on All Learning Community Event Questionnaires

Which college or organization do you represent?

Did you identify new topics for exploration as a result of your experience at the Learning Community event today?

      If you answered yes above, identify what those topics are:

Did you have a chance to make connections with people from other schools or organizations today?

Did you learn new ideas that will be useful in your work that focuses on college completion today?

      If you answered yes above, identify what those ideas are:

Were you able to share the work that your college is doing around completion with people from other colleges and organizations?

What policy-level ideas that you heard today would be worth exploring on your own campus? (Write "none" if none.)

In the space below, provide general comments for the Project Finish Line team about this event.

Appendix B: Additional Questions Asked on Specific Event Questionnaires

Kick-off Event
No additional questions asked

June 2016 Event
For each item below, circle the response that comes closest to your reaction to that item. Do not circle between choices. Circles between choices won't be counted.

Very Useful	Somewhat Useful	Not Useful	No Opinion	Identifying the connection between work on campuses and the literature on equity
Very Useful	Somewhat Useful	Not Useful	No Opinion	Listening to stories from other campuses
Very Useful	Somewhat Useful	Not Useful	No Opinion	Learning about the Race Equity Tool
Very Useful	Somewhat Useful	Not Useful	No Opinion	Having a Topic Interest Group check in meeting

July 2016 Site Visit
Is Project Finish Line coordinating well with other similar projects on your campus?

Explain your response:

For each item below, circle the response that comes closest to your reaction to that item. Do not circle between choices. Circles between choices won't be counted.

Very Useful	Somewhat Useful	Not Useful	No Opinion	Having discussions with someone from Walla Walla Community College
Very Useful	Somewhat Useful	Not Useful	No Opinion	Learning about how campuses are adapting the work to their needs
Very Useful	Somewhat Useful	Not Useful	No Opinion	Learning more about funding for students' needs
Very Useful	Somewhat Useful	Not Useful	No Opinion	Learning about how campuses are making process and procedure changes
Very Useful	Somewhat Useful	Not Useful	No Opinion	Learning about "Return on Investment" strategies

				Learning about how the project can be sustained and institutionalized
Very Useful	Somewhat Useful	Not Useful	No Opinion	

In the space below, identify further support that you will need on the project in 2016-17:

August 2016 Event
What results did you identify from the action research projects? (Write "none" if none.)

Did you gain an understanding of self-efficacy, related concepts, and their relationship to student success and equity?

>   If you answered yes above, explain what you learned:

For each item below, circle the response that comes closest to your reaction to that item. Do not circle between choices. Circles between choices won't be counted.

				Revisiting the Race & Equity Tool discussion from last meeting
Very Useful	Somewhat Useful	Not Useful	No Opinion	
Very Useful	Somewhat Useful	Not Useful	No Opinion	Using the concept of "Mindset" and how this can promote/hinder student completion
Very Useful	Somewhat Useful	Not Useful	No Opinion	Using the GRCC syllabus to identify curricular or advising strategies that could promote student self-efficacy

Identify key takeaways from this event, especially those which allowed you to share connections between race and equity work and student self-efficacy:

October 2016 Event
Did you gain an understanding of new concepts, methods, or tools that might help you measure program effectiveness at your campus?

>   Please explain your response:

For each item below, circle the response that comes closest to your reaction to that item. Do not circle between choices. Circles between choices won't be counted.

>   Evaluate the sessions you attended.

				The presentation by Kelly Bay-Meyer
Very Useful	Somewhat Useful	Not Useful	No Opinion	
Very Useful	Somewhat Useful	Not Useful	No Opinion	The first mini-session presentation by Maureen Pettitt: Using the Race Equity Tool for Qualitative Analysis (mini-session #1)
Very Useful	Somewhat Useful	Not Useful	No Opinion	The first mini-session presentation by Hilary Loeb: Data Coaching Tools for Planning and Evaluation (mini-session #1)

| Very Useful | Somewhat Useful | Not Useful | No Opinion | The second mini-session presentation by Chris Johnson: Data Display Principles (mini-session #2) |
| Very Useful | Somewhat Useful | Not Useful | No Opinion | The second mini-session presentation by Maureen Pettitt: Introduction to Logic Models (mini-session #2) |

Identify key takeaways from this event:

January 2017 Event
Did you gain understanding of concepts, methods, or tools that might help you measure program effectiveness at your campus?

Please explain your response:

Identify key takeaways *from today's event*:

In the following section, please respond to your <u>overall experiences</u> in the Learning Communities.

How many learning community events did you attend?

What was the value to you in attending these events? Please list specific ways in which you used what you learned from the learning communities in your work on campus.

Would you like to continue these meetings as part of a learning community?

If yes, how many times a year would you like to meet?

If yes, what would you like to see as the focus of future sessions?

If yes, who else (either from your campus or outside your campus) would you like to see participate in future sessions?