



- ! Selection of institutions to receive PRT visits considers institutional need.
- ! Colleges, districts, or centers may submit LOIs, and may receive PRT visits and request seed-money grants.

Enhance **professional development opportunities** for colleges and districts related to institutional effectiveness.

- ! An online clearinghouse now being developed will include both effective practices and pitfalls to avoid related to accreditation and audit issues, as well as other topics related to institutional effectiveness:



- The evaluation of need and readiness draws primarily on information on areas of focus provided by the institutions in their Letters of Interest, indicators, and the timing of accreditation visits.

technical assistance on an enormous variety of issues, since Institutional Effectiveness is broad and covers just about any topic one could imagine.

**What can institutions expect from the Partnership Resource Teams providing technical assistance?**

Institutions can expect teams to work to understand the issues, help the institution develop solutions, and help the institution implement solutions in a professional manner focused on continuous improvement. The teams will not simply meet with each institution once, deliver a report on what it should do, and walk away. Rather, the teams will be responsible for working with the institutions and providing support to them as they develop their capacity and improve.

**What other IEPI support will be available to colleges/districts/centers who utilize a Partnership Resource Team?**

IEPI is planning to make available to colleges/districts/centers who utilize a Partnership Resource Team the ability to participate in a “community of practice.” Inclusion in the cohort is determined by when the initial PRT visit occurred – Fall or Spring. This opportunity is voluntary. This community of practice will promote sharing ideas across institutions and provide dedicated planning time, led by experts, for each institution to create a more thorough and robust action plan to increase institutional effectiveness. Each institution in the cohort will send a “leadership team” to revisit the IEPI Innovation and Effectiveness Plan or undertake another strategic planning activity in a facilitated two-day experience offsite. This academy/institute will typically occur three months to one year after the third PRT visit.

**What does IEPI request from each institution that has received PRT visits?**

IEPI asks each institution visited to “report out” their lessons learned at statewide venues, such as the RP Group Student Success Conference; Academic Senate Plenary; CCLC Annual Conference; and the ACCCA Conference. All necessary registration and travel expenses will be reimbursed by IEPI.

**Will IEPI provide Partnership Resource Teams to districts and centers?**

The IEPI was initially set up to serve individual colleges, but we recognize that some multi-college districts are interested in participating. Certainly, district-level participation in regional workshops and in goal-setting for the indicators related to fiscal stability and state and Federal programmatic compliance is encouraged. We have also set up processes for Partnership Resource Teams to serve multi-college districts whose CEOs have submitted district-level Letters of Interest. Each such district that receives PRT services may also

**If my institution is having compliance issues, why would/should we contact the IEPI for assistance?**

**What professional development workshops will be scheduled?**

We expect to offer a minimum of two regional workshops in the north and two in the south each semester. College of the Canyons coordinates the workshops. The IEPI Advisory Committee identifies topics for the workshops that are timely and have broad interest. We are also interested in coordinating and possibly co-presenting workshops

**Does the new indicator system just add another layer on top of several existing indicator systems?**

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**Where can I obtain my co**

community college districts is unique, and will need to use the specific goal-setting processes that make sense to the district and its college(s).

**How does the framework of indicators interact with the state postsecondary education goals and California Community Colleges System Goals?**

California statute (ECS 84754.6) requires system- and college-set goals aligned to the state higher education goals passed in 2013, which include, among other things, improved access and success, greater completion rates by all students, and improved outcomes for graduates. In addition, in July 2014, the Board of Governors approved a set of System Goals aligned with student success, equity, student services, efficiency, and access. The framework of indicators within which colleges set goals is required to include some measures different from those set by the Board of Governors, but there are important overlaps between the two sets in the area of completion rates. The entire system could be viewed as a pyramid, with college programs and operational activities as the foundation, the framework of indicators at the next level, and the Board of Governors System Goals – measured in part via the Scorecard – at the top of the pyramid. For the college indicators and goals to inform and eve (rvn (v (rvn (v (rvn (v (rvn (v (rvns20.2 08 0 0 50 .2 (t) (