

# Northeast Iowa Community College **Title III, Part A Strengthening Institutions Program Grant**

## **Evaluation Plan**

**June 28, 2021**

2020 Department of Education Award  
Title III Strengthening Institutions Program (SIP)  
Award # P031A200038



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## INTRODUCTION

### Project Background

The overall goal of the Title III Strengthening Institutions grant program is to help institutions become self-sufficient and expand their capacity to serve low-income students by providing funds to improve and strengthen the academic quality, institutional management, and fiscal stability of eligible institutions (adapted from Title III, Part A Program Description). The intended outcomes of the Northeast Iowa Community College's project are to increase student enrollment, student persistence, graduation, transfer rates, and employability. To accomplish these outcomes, NICC established the following institutional goals:

Goal 1: Develop a career pathway that provides a seamless transition of students from high school and the workforce into competency-based programs in the community college. (Academic Program)

Goal 2: Provide a reliable technology infrastructure that enhances the work of the College and is accessible to students, College employees, and other constituents. (Institutional Management)

Goal 3: Expand enrollment management opportunities and target markets. (Fiscal Stability)

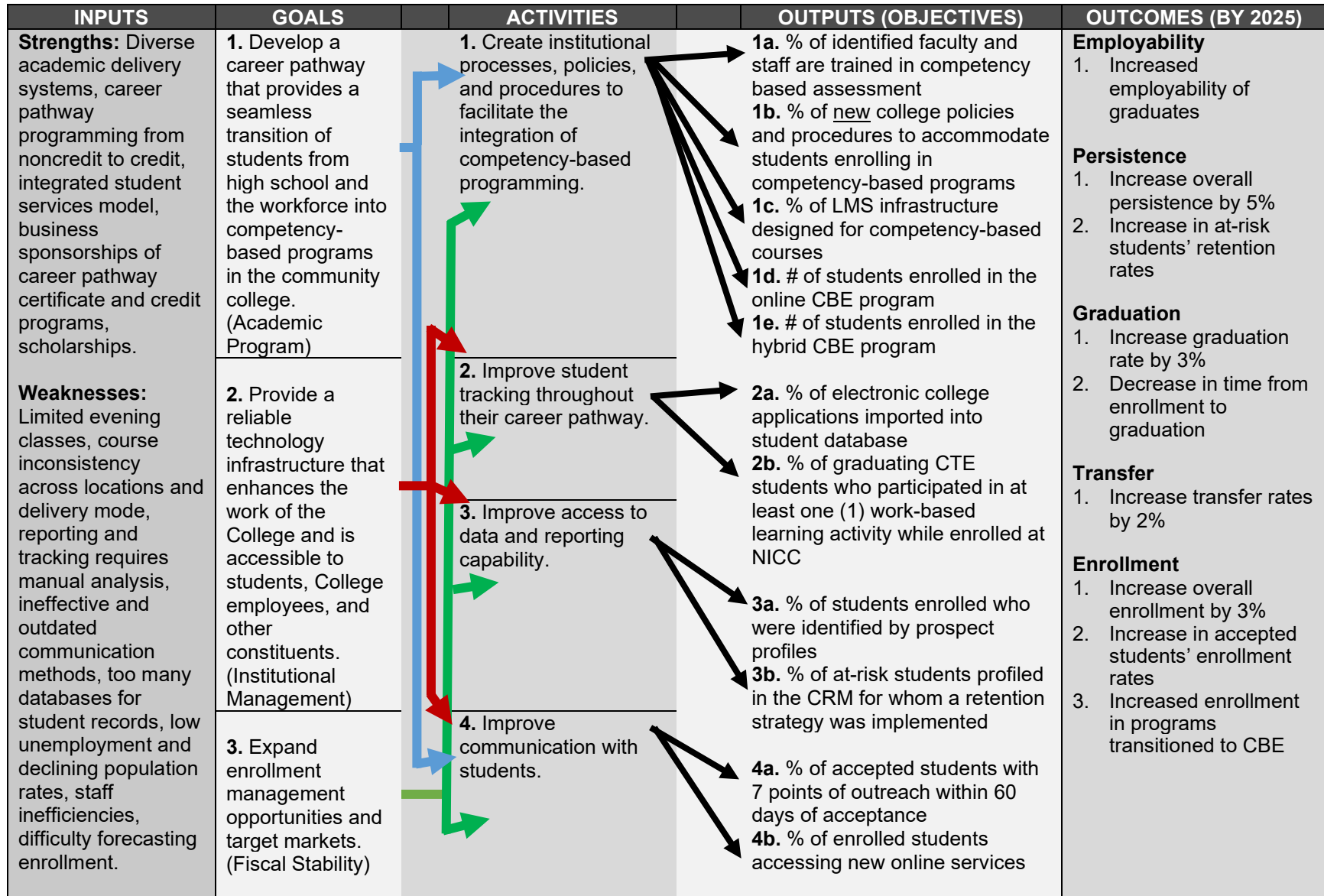
To accomplish these institutional goals, NICC planned four key project activities:

1. Creation of institutional processes, policies, and procedures to facilitate the integration of competency-based programming;
2. Improvement of student tracking throughout their career pathways;
3. Improvement of access to data and reporting capability; and
4. Improvement of communication with students.

A logic model with project goals, activities, outputs/objectives, and outcomes along with suggested causal pathways is presented in Figure 1. The purpose of a program logic model is to test feasibility and to illustrate the causal connections within the project. The logic model maps the theory of change to the project's intended outcomes, showing how they relate to the program goals.

At the time of the writing of this plan, this NICC Title III project was in the second half of the first year of a 5-year grant term.

Figure 1: Title III Strengthening Institutions Program, NICC 2020 Logic Model



## STUDY DESIGN

### Purpose of Study

The purpose of this evaluation study is to conduct an external evaluation of the Northeast Iowa Community College (NICC)'s 2020 Department of Education Title III grant award in order to understand the project's impact on the institution and student outcomes. The US Department of Education requires that Title III evaluations include both formative and summative data that is useful for guiding project objectives and to determine the outcomes and impacts of the project relative to those objectives. Fidelity of implementation is also tracked through the evaluation since fidelity not only moderates the relationship between an intervention and its outcomes, but its assessment may also prevent potentially false conclusions from being drawn about an intervention's effectiveness. The evaluation should also serve to strengthen the management of the project and lead to better knowledge of what works in producing the desired outcomes.

### Evaluation Approach

As noted in the section above, this evaluation study consists of three components: 1) a fidelity of implementation study; 2) a formative evaluation study; and 3) a summative evaluation study. Each of these components is described below.

***Fidelity of Implementation study:*** The purpose of the fidelity of implementation study is to describe in measurable language the degree to which activities were carried out as planned. The guiding evaluation questions for a fidelity study<sup>1</sup> are:

- *To what extent was the project implemented as it was designed?*
- *To what extent were program components implemented according to professional standards or best practices?* (This question would apply only to program components: CBE and CRM.)
- *To what extent were campus stakeholders involved in implementation efforts? What were campus stakeholders' opinions about the project?*

Common methods used in fidelity studies are comparative analyses between the project activities as originally described in the funding application or modified implementation schedules approved by the Department of Education and actual implementation as documented in project documentation; project records that describe the duration or frequency of activities; and observations, audits or third-party reviews of implementation that assess implementation quality; participant feedback. See the Fidelity of Implementation section in the evaluation framework (Appendix A) for more details.

***Formative Evaluation study:*** The purpose of the formative evaluation is to provide information to project staff to inform improvements to program implementation. The formative evaluation study builds upon data collected in the fidelity study, using a mixed methods approach to collect information that identifies the extent to which the project achieves its intended outputs/annual objectives. The formative evaluation study also describes factors that have positively or

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<sup>1</sup> Carroll, C., Patterson, M., Wood, S. *et al.* A conceptual framework for implementation fidelity. *Implementation Sci* 2, 40 (2007). <https://doi.org/10.1186/1748-5908-2-40>

negatively affected implementation, as well as implementation successes and challenges. In addition to utilizing performance measure data, this study uses a series of stakeholder focus groups (project workgroups) to collect formative data on program implementation. The guiding research questions are:

- *To what extent has the project achieved its intended outputs/annual objectives?*
- *What successes has the project achieved? Which component of the project is considered to be most closely associated with this success?*
- *What challenges has the project faced and what actions were taken in response? Which component of the project is considered to be most closely associated with this challenge?*
- *What factors (internal or external) have affected project implementation? What were the impacts of these factors on implementation?*
- *What steps have been taken by the institution that demonstrate a commitment to sustainability or institutionalization of grant-funded personnel, programs, and services?*
- *How has this Title III project affected the college overall?*

**Summative Evaluation study.** The purpose of the summative evaluation is to assess the degree to which the project met its intended goals and outcomes as described in the logic model. Goals will be assessed by the degree to which objectives associated with the goals were met. Outcomes will be assessed using student-level data provided by NICC. The guiding research questions are:

- *To what extent has the project met its goals?*
- *To what extent has the project met its intended outcomes?*

## **Evaluation Framework**

The evaluation framework for this study, based on the logic model, provides in tabular form the crosswalk between the evaluation questions, analytical methods, and data sources; the framework is provided as a separate document in Appendix A.

## **Consent and Data Security**

This evaluation study involves a cross-section of project stakeholders including project staff, other College staff, students, and faculty. This section provides detail on the criteria for selecting and process for involving participants in non-routine data collection, including focus groups. All consent language will provide information about the evaluation study, assured confidentiality of information shared, and confirmed the voluntary nature of the study.

**Project Staff.** Project staff will be asked to maintain project documentation, including administrative data, for use in the evaluation and to participate in a focus group discussion with the evaluator during each academic year. Informed consent language will be incorporated into the focus group discussion protocol.

**Faculty.** Faculty engaged in CBE programs will be asked to participate in a focus group discussion with the evaluator during each academic year. The project coordinator will invite CBE faculty to a focus group discussion during the evaluator's annual site visit. Informed consent language will be incorporated into the focus group discussion protocol.

**Staff.** Staff who work with the CRM system will be asked to participate in a focus group discussion with the evaluator during each academic year. The project coordinator will invite the staff to a focus group discussion during the evaluator's annual site visit. Informed consent language will be incorporated into the focus group discussion protocol.

**Students.** Students enrolled in CBE programs will be asked to participate in an annual focus group discussion. Informed consent language will be incorporated into the focus group discussion protocol. A printed consent form will provide information about the evaluation study, assured confidentiality of information shared, and confirmed the voluntary nature of the study.

The evaluation team will work with the Title III project coordinator and the College's institutional research personnel to obtain de-identified student and administrative data and documentation to support the study. As part of its normal practice, SEG uses policies and procedures for data handling that are consistent with FERPA and other Federal and State confidentiality and privacy provisions to protect PII from education records from further disclosure (except back to the disclosing entity) and unauthorized use. SEG staff are trained about FERPA and how to protect PII from education records.

All student record data and other sensitive project data, such as interview transcripts, are stored in cloud-based, password protected files while in use. Only SEG staff assigned to a project have access to the associated folder. SEG uses Dropbox Business for digital file storage, which utilizes advanced security features to ensure data privacy and security. When physical copies of data are received, they are locked in a cabinet to which only principal investigators have access to. Within thirty days of the final delivered report, SEG will destroy all data connected to this evaluation.

## **Schedule**

### **TIMELINE FOR KEY EVALUATION ACTIVITIES**

The timeline for key study administration and data collection activities during Year 1 is presented in Table 2; the timeline for Years 2-5 is presented in Table 3.

Table 2. Study Timeline for Year 1 (Oct. 1, 2020 - Dec. 30, 2021)

<b>Activity</b>	<b>Date Completed</b>
Conduct Kick-off Meeting	May 19, 2021
Draft evaluation plan	June 2, 2021
Planning meeting: Evaluation plan	June 9, 2021
Final evaluation plan	June 29, 2021
Planning meeting: Baseline and Year 1 data and site visit	July 2021
Collect and process baseline and Year 1 data	July - Aug. 2021
Establish or revise targets based on baseline data analysis	Aug. 31, 2021
Site visit; include interview with President, VP Learning & Student Success, Chief Academic Officer, Director of Institutional Effectiveness, VP of Finance; focus groups with CBE staff and faculty, CRM faculty, CBE students, project team	Sept. 1-2, 2021
Site visit briefing and project team reflections on Year 1	Oct. 2021
Draft formative evaluation report	Nov. 15, 2021
Final formative evaluation report	Two weeks after receipt of feedback

Table 3. Sample 2022-2023 Study Timeline

<b>Activity</b>	<b>Date Completed</b>
Planning meeting: Upcoming year data collection	Jul. 2022
Evaluation plan update	Aug. 2022
Meeting: Check-in on project implementation	Nov. 2022
Planning meeting: Site visit	Mar. 2023
Site visit	Apr. 2023



Site visit briefing and project team reflections on current project year	May 2023
Collect and process data	Jul. - Aug. 2022
Draft formative evaluation report (summative report in Year 5)	Mid-Nov.
Final formative evaluation report (summative report in Year 5)	Two weeks after receipt of feedback

## DATA ANALYSIS

This evaluation uses a mixed methods approach and will produce data that is both qualitative and quantitative in nature. Quantitative data generated will be summarized using descriptive statistics. Qualitative data will be analyzed using content analysis.

### Data Reporting

There are two primary reports affiliated with this evaluation: the annual formative evaluation report and the end of project summative evaluation report.

**Annual Formative Evaluation Report.** The annual formative evaluation report will summarize, and report data collected during the prior academic year and will be submitted to the client in draft form no later than 60 days following the end of the federal fiscal year annually. Client feedback will be incorporated into the final version of the report, which will be delivered to NICC two weeks after receipt of comments. This report will include the following sections:

- Executive summary highlighting major findings;
- Project description, including project goals and expected outcomes, brief outline of project strategies and activities, and current project status
- Evaluation design and methodology, including research questions, methods, and sample (as appropriate);
- Annual findings, organized into fidelity of implementation and formative evaluation sections. Within the fidelity section, findings will be organized by activity, goal, objectives, and performance indicators. Within the formative evaluation section, findings will be organized by research question.
- Conclusions and recommendations.
- Appendices, including the evaluation framework and copies of data collection instruments

**Summative Evaluation Report.** The summative evaluation report will summarize and report data collected during the grant term and will be submitted to the client in draft form no later than 60 days following the grant's close-out date. Client feedback will be incorporated into the final version of the report, which will be delivered to NICC two weeks after receipt of comments. Similar to the formative evaluation report in structure, this report will include the following sections:

- Executive summary highlighting major findings;
- Project description, including project goals and expected outcomes, brief outline of project strategies and activities, and current project status
- Evaluation design and methodology, including research questions, methods, and sample (as appropriate);
- Project findings, organized into fidelity of implementation and formative evaluation sections. Within the fidelity section, findings will be organized by activity, goal, objectives, and performance indicators. Within the formative evaluation section, findings will be organized by research question.
- Conclusions and recommendations;
- Appendices, including the evaluation framework and copies of data collection instruments

**APPENDIX A: NICC TITLE III GRANT EVALUATION FRAMEWORK**

<b>FIDELITY OF IMPLEMENTATION EVALUATION</b>				
<b><i>FOI.1. To what extent was the project implemented as it was designed?</i></b>				
<b>Implementation Tasks</b>	<b>Time Frame</b>	<b>Grant Objective Analytical Procedure</b>	<b>Data Collection Procedure</b>	<b>Frequency/ Date</b>
<b>Year 1: All Actions</b>				
Review program regulations, set up budgets, implement time & effort reporting, establish schedule & process for internal reports	10/20	For all actions: Review documentation and meeting minutes for evidence that these actions were taken and whether actions were on time	For all actions: Review documentation in shared folder. Consult with project coordinator if documentation is missing	For all actions: Biannual: February August
CBE online program approved by NICC Board of Trustees and IDOE	01/21			
Request bids for and award evaluator contract	10/20-11/20			
Establish CRM Work Group	10/20 - 11/20			
Advertise, screen, interview & hire Project Manager, Director of Instructional Innovation & Design, and Programmer	10/20 – 01/21			
Develop online orientation and success tools for CBE programs	10/20 – 08/21			
Site visits with peer mentor CBE Higher Educational institutions to gain best practice information	10/20 – 05/22			
Initial visit from external evaluator, verify & document baseline data, establish data collection processes, confirm sources & definitions of all data elements	12/20-1/21			
Develop an online CBE Faculty Training and Playbook in the Brightspace PD site.	11/20 - 09/21			
CRM Research (create decision matrix for CRM needs; meet with other higher ed. institutions using CRM; place bid RFP)	11/20 – 06/21			

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Develop Policies and Processes for Student Enrollment, Advising, Retention, Financial Aid, Remediation	11/20 – 01/22			
Design Brightspace CBE Course Development Process	01/21 – 01/22			
Develop open lab layout for hybrid CBE program	05/21			
CRM Determination	07/21			
Identify additional equipment for CBE hybrid labs	07/21			
Advertise, screen, interview & hire Success Coach	07/21			
Form CRM Implementation Team	08/21-09/21			
Bid and install hardware for CRM	08/21-10/21			
Bid and install software for CRM	08/21-10/21			
Submit Higher Learning Commission application for online CBE program	01/21			
Develop and approve policies related to faculty CBE workload and compensation	09/21 – 05/22			
Annual external evaluation & site visit with assessment of progress toward objectives, compliance review & recommendations for improvement	09/21 – 10/25			
Annual Report	10/21 – 10/25			
Participation in annual Competency-Based Education Network (CBEN) Conference	Date not defined			
Faculty and staff professional development days focused on student success strategies and emerging technologies trained in competency-based assessment	Date not defined			
Title III Staff meetings every-other-week	Date not defined			
Title III Oversight Committee formed; starts meeting monthly	Date not defined			

Title III monthly update with President	Date not defined			
Begin comprehensive data collection for all project objectives & quantifiable outcomes	Date not defined			
Report to the governing board	Date not defined			
Report to stakeholders	Date not defined			
<b><i>FOI.2. To what extent were program components implemented according to professional standards or best practices? (This question would apply only to program components: CBE and CRM.)</i></b>				
Activity 1: Competency Based Education model	Ongoing	Identify or develop rubric for best practices/ evidence-based practices for CBE.  Assess NICC implementation according to rubric and grade implementation	Collect and review evidence of CBE model implementation at NICC.  Consult with CBE workgroup during or following site visit.	Annual: August
Activities 2-4: Customer Relationship Management model	Ongoing	Identify or develop rubric for best practices/ evidence-based practices for CRM.  Assess NICC implementation according to rubric and grade implementation	Collect and review evidence of CRM model implementation at NICC.  Consult with CRM workgroup during or following site visit.	Annual: August
<b><i>FOI.3. To what extent were campus stakeholders involved in implementation efforts? What were campus stakeholders' opinions about the project?</i></b>				
Activity 1: Competency Based Education model  <ul style="list-style-type: none"> <li>What do you know about the campus's efforts to integrate competency-based education programming into the campus's offerings?</li> <li>Can you describe to me what competency-based education is?</li> </ul>	Following CBE implementation	Transcript analysis based on interview protocol themes	Site visit: Focus group with CBE students	Annual: April (2022 and all other years)

<p>[For those who have participated in CBE programming]</p> <ul style="list-style-type: none"> <li>• Please tell me about your experience in [CBE program] course.</li> <li>• What did you like about the course?</li> <li>• What was the most significant benefit of the course in your opinion?</li> <li>• Was there anything you didn't like about the course?</li> <li>• Do you have suggestions related to CBE that you would like for me to share with the college?</li> </ul>				
<p>Activity 1: Competency Based Education model</p> <ul style="list-style-type: none"> <li>• Tell me about the campus's efforts to integrate competency-based education programming into the campus's offerings.</li> <li>• Please tell me about your experience in developing a CBE program or course. What resources were important in program or course development? Who was involved or consulted as part of program or course development?</li> <li>• Please tell me about your experience in teaching a CBE program or course.</li> </ul>	<p>Following CBE implementation</p>	<p>Transcript analysis based on interview protocol themes</p>	<p>Site visit: Focus group with CBE faculty and staff (CBE Expert, Instructional Designer, Success Coach)</p>	<p>Annual: April (2022 and all other years)</p>

<ul style="list-style-type: none"> <li>• From your perspective, what are the most significant benefits of a CBE course?</li> <li>• What challenges, if any, are associated with teaching a CBE course?</li> <li>• Do you have suggestions related to CBE that you would like for me to share with the college?</li> </ul>				
<p>Activities 2-4: Customer Relationship Management model</p> <ul style="list-style-type: none"> <li>• Tell me about the campus's efforts to integrate CRM into the campus's student services.</li> <li>• Please tell me about your campus's deployment of this CRM system.</li> <li>• Tell me about your experience using the new CRM system.</li> <li>• From your perspective, what are the most significant benefits of using CRM at your College?</li> <li>• What challenges, if any, are associated with setting up and using the CRM system.</li> <li>• Do you have suggestions related to the CRM system that you would like for me to share with the college?</li> </ul>	<p>Following CRM implementation</p>	<p>Transcript analysis based on interview protocol themes</p>	<p>Site visit: Focus group with student services staff who use CRM</p>	<p>Annual: April (2022 and all other years)</p>

<b>FORMATIVE EVALUATION</b>				
<b>F1. To what extent has the project achieved its intended outputs/annual objectives?</b>				
Grant Objectives /Definition of Terms	Annual Targets	Grant Objective Analytical Procedure	Data Collection Procedure	Frequency/ Date
<b>Activity 1: Create institutional processes, policies, and procedures to facilitate the integration of competency-based programming.</b>				
<p>1a. By September 30, 2025, 100% of identified faculty and staff are trained in competency-based assessment.</p> <p>"Competency-based assessment" is defined as any tool that is used to measure the observable behaviors that successful performers demonstrate while working on any given job.</p>	<p>2021: 0% 2022: 25% 2023: 50% 2024: 75%</p>	<p>Baseline = 3 (2019)</p> <p>Numerator = number of faculty and staff trained</p> <p>Denominator = number of faculty and staff targeted for training (currently unknown)</p>	<p>Request list of faculty/staff names for denominator by Sept. 2021.</p> <p>Request training roster/attendance forms or related documentation annually.</p>	<p>Annual: August</p>
<p>1b. By September 30, 2025, develop new college policies and procedures to accommodate students enrolling in competency-based programs.</p> <p>"College policies and procedures to accommodate students enrolling in competency-based programs" is defined as any and all policies and procedures developed during the term of this grant that help enroll students in competency-based programs.</p>	<p>2021: 0% 2022: 25% 2023: 50% 2024: 75%</p>	<p>Baseline = unknown</p> <p>Numerator = ?</p> <p>Denominator = ?</p>	<p>Request documentation of new policies and procedures annually.</p>	<p>Annual: August</p>
<p>1c. By September 30, 2025, design the LMS infrastructure for competency-based course delivery.</p> <p>"LMS infrastructure" is defined as the course template for CBE courses in the College's learning management system (LMS). The LMS is a software application for the administration, documentation, tracking, reporting, automation and delivery of</p>	<p>2021: 0% 2022: 25% 2023: 50% 2024: 75%</p>	<p>Baseline = unknown</p> <p>Numerator = ?</p> <p>Denominator = ?</p>	<p>Request documentation of updates to LMS infrastructure annually.</p>	<p>Annual: August</p>



educational courses, training programs, or learning and development programs.				
1d. By September 30, 2025, 50 students will be enrolled in the online CBE program.	2021: 0 2022: 15 2023: 25 2024: 40	Baseline = 0  Number will reflect number of students enrolled in the online CBE program during most recent academic year.	Request program enrollment list annually.	Annual: August
1e. By September 30, 2025, 40 students will be enrolled in the hybrid CBE program.	2021: 0 2022: 15 2023: 25 2024: 35	Baseline = 0  Number will reflect number of students enrolled in the hybrid CBE program during most recent academic year.	Request program enrollment list annually.	Annual: August
<b>Activity 2: Improve student tracking throughout their career pathway.</b>				
2a. By September 30, 2025, improve student services efficiency by importing electronic college applications into the student database by 100% of applications per year compared to a baseline of zero in 2018.	2021: 0% 2022: 25% 2023: 50% 2024: 75%	Baseline = 0 (2018)  Numerator = number of electronic college applications imported into the student database  Denominator = number of electronic college applications received (currently unknown)	Request student services application data annually.	Annual: August
2b. By September 30, 2025, confirm 90% of graduating CTE students participated in at least one (1) work-based learning activity while enrolled at NICC compared to a baseline of zero.  “A work-based learning activity” is defined as an educational approach or instructional methodology that uses the workplace or real work to provide students with the knowledge and skills that will help them	2021: 0% 2022: 20% 2023: 40% 2024: 60%	Baseline = 0  Numerator = number of graduating CTE students participated in at least one (1) work-based learning activity  Denominator = number of graduating CTE students	Request program enrollment list annually.	Annual: August

connect school experiences to real-life work activities and future career opportunities.				
<b>Activity 3: Improve access to data and reporting capability.</b>				
3a. By September 30, 2025 enroll 45% of students identified by the prospect profiles compared to a baseline of zero.	2021: 0% 2022: 30% 2023: 35% 2024: 40%	Baseline = 0  Numerator = number of enrolled students identified by the prospect profiles  Denominator = number of total prospective students identified by the prospect profiles	Request CRM data and enrollment data annually.	Annual: August
3b. By September 30, 2025, implement a retention strategy for 100% of the at-risk students profiled in the CRM compared to a baseline of zero.	2021: 0% 2022: 25% 2023: 50% 2024: 75%	Baseline = 0  Numerator = number of tasks in retention strategy complete  Denominator = number of tasks in retention strategy total	Request CRM data and enrollment data annually.	Annual: August
<b>Activity 4: Improve communications with students.</b>				
4a. By September 30, 2025, 100% of accepted students will have 7 points of outreach within 60 days of acceptance compared to a baseline of 2 in 2 days.  "Points of outreach" are defined as campaigns or strategies to contact students using a CRM system.	2021: 2 2022: 3 2023: 4 2024: 6	Baseline = 2  Number will reflect number of points of outreach within 60 days of acceptance.	Request CRM data and enrollment data annually.	Annual: August
4b. By September 30, 2025, develop new online services that will be accessed by 50% of enrolled students compared to a baseline of zero in the 2018-2019 school year. Inventory existing services during Year One.  "New online services" are defined as online services offered to students that were not offered during the previous year.	2021: 0% 2022: 0% 2023: 25% 2024: 40%	Baseline = 0 (2018-2019)  Numerator = number of enrolled students accessing new online services  Denominator = number of enrolled students	Request CRM data annually.	Annual: August

Guiding Questions	Analytical Procedure	Data Collection Procedure	Frequency/ Date
<b><i>F2. What successes has the project achieved? Which component of the project is considered to be most closely associated with this success?</i></b>			
<b>Activity 1: Create institutional processes, policies, and procedures to facilitate the integration of competency-based programming.</b>			
<ul style="list-style-type: none"> <li>• What successes has this team achieved related to the development of CBE-related processes, policies, or procedures? (Alternative: What are you most proud about related to the development of CBE-related processes...)</li> <li>• How has this success led NICC closer to its goal of integrating CBE programming?</li> <li>• Which component of the project do you consider to be most closely associated with this success? Why?</li> </ul>	Transcript analysis based on interview protocol themes	Site visit: Focus group with CBE workgroup Focus group with project team	Annual: September (2021 only); April (all other years)
<b>Activity 2: Improve student tracking throughout their career pathway.</b>			
<ul style="list-style-type: none"> <li>• What successes has this team achieved related to the implementation of the CRM? (Alternative: What are you most proud about related to the development of CBE-related processes...)</li> <li>• How has this success led NICC closer to improving student tracking throughout their career pathway?</li> <li>• Which component of the project do you consider to be most closely associated with this success? Why?</li> </ul>	Transcript analysis based on interview protocol themes	Site visit: Focus group with CRM workgroup Focus group with project team	Annual: September (2021 only); April (all other years)
<b>Activity 3: Improve access to data and reporting capability.</b>			
<p>See Activity 2, plus:</p> <ul style="list-style-type: none"> <li>• How has this success led NICC closer to improving access to data and reporting capability?</li> </ul>	Transcript analysis based on interview protocol themes	Site visit: Focus group with CRM workgroup Focus group with project team	Annual: September (2021 only); April (all other years)
<b>Activity 4: Improve communications with students.</b>			

<p>See Activity 2, plus: How has this success led NICC closer to improving communications with students?</p>	<p>Transcript analysis based on interview protocol themes</p>	<p>Site visit: Focus group with CRM workgroup Focus group with project team</p>	<p>Annual: September (2021 only); April (all other years)</p>
<p><b><i>F3. What challenges has the project faced and what actions were taken in response? Which component of the project is considered to be most closely associated with this challenge?</i></b></p>			
<p><b>Activity 1: Create institutional processes, policies, and procedures to facilitate the integration of competency-based programming.</b></p>			
<ul style="list-style-type: none"> <li>• What challenges has this team faced related to the development of CBE-related processes, policies, or procedures?</li> <li>• What action(s) did your team take in response to this challenge?</li> <li>• Which component of the project do you consider to be most closely associated with this challenge? Why?</li> <li>• Did this challenge affect your future implementation plans? If yes, how?</li> </ul>	<p>Transcript analysis based on interview protocol themes</p>	<p>Site visit: Focus group with CBE workgroup Focus group with project team</p>	<p>Annual: September (2021 only); April (all other years)</p>
<p><b>Activity 2: Improve student tracking throughout their career pathway.</b></p>			
<ul style="list-style-type: none"> <li>• What challenges has this team faced related to the implementation of the CRM? Related to improving student tracking throughout their career pathway?</li> <li>• What action(s) did your team take in response to this challenge?</li> <li>• Which component of the project do you consider to be most closely associated with this challenge? Why?</li> <li>• Did this challenge affect your future implementation plans? If yes, how?</li> </ul>	<p>Transcript analysis based on interview protocol themes</p>	<p>Site visit: Focus group with CRM workgroup Focus group with project team</p>	<p>Annual: September (2021 only); April (all other years)</p>
<p><b>Activity 3: Improve access to data and reporting capability.</b></p>			
<p>See Activity 2, plus: What challenges has the team faced related to improving access to data and reporting capability?</p>	<p>Transcript analysis based on interview protocol themes</p>	<p>Site visit: Focus group with CRM workgroup Focus group with project team</p>	<p>Annual: September (2021 only); April (all other years)</p>

<b>Activity 4: Improve communications with students.</b>			
See Activity 2, plus: What challenges has the team faced related to improving communications with students?	Transcript analysis based on interview protocol themes	Site visit: Focus group with CRM workgroup Focus group with project team	Annual: September (2021 only); April (all other years)
<b><i>F4. What factors (internal or external) have affected project implementation? What were the impacts of these factors on implementation?</i></b>			
<b>Activity 1: Create institutional processes, policies, and procedures to facilitate the integration of competency-based programming.</b>			
<ul style="list-style-type: none"> <li>• What factors have affected the development of CBE-related processes, policies, or procedures?</li> <li>• What were the impacts of these factors on project implementation?</li> <li>• What action(s) did your team take in response to these factors?</li> <li>• Which component of the project do you consider to be most closely affected by these factors? Why?</li> <li>• Did this factor affect your future implementation plans? If yes, how?</li> </ul>	Transcript analysis based on interview protocol themes	Site visit: Focus group with CBE workgroup Focus group with project team	Annual: September (2021 only); April (all other years)
<b>Activity 2: Improve student tracking throughout their career pathway.</b>			
<ul style="list-style-type: none"> <li>• What factors have affected implementation of the CRM? Related to improving student tracking throughout their career pathway?</li> <li>• What were the impacts of these factors on project implementation?</li> <li>• What action(s) did your team take in response to these factors?</li> <li>• Which component of the project do you consider to be most closely affected by these factors? Why?</li> <li>• Did these factors affect your future implementation plans? If yes, how?</li> </ul>	Transcript analysis based on interview protocol themes	Site visit: Focus group with CRM workgroup Focus group with project team	Annual: September (2021 only); April (all other years)
<b>Activity 3: Improve access to data and reporting capability.</b>			

<p>See Activity 2, plus: What factors affecting project implementation has the team faced related to improving access to data and reporting capability?</p>	<p>Transcript analysis based on interview protocol themes</p>	<p>Site visit: Focus group with CRM workgroup Focus group with project team</p>	<p>Annual: September (2021 only); April (all other years)</p>
<p><b>Activity 4: Improve communications with students.</b></p>			
<p>See Activity 2, plus: What factors affecting project implementation has the team faced related to improving communications with students?</p>	<p>Transcript analysis based on interview protocol themes</p>	<p>Site visit: Focus group with CRM workgroup Focus group with project team</p>	<p>Annual: September (2021 only); April (all other years)</p>
<p><b><i>F5. What steps have been taken by the institution that demonstrate a commitment to sustainability or institutionalization of grant-funded personnel, programs, and services?</i></b></p>			
<p><b>Activity 1: Create institutional processes, policies, and procedures to facilitate the integration of competency-based programming.</b></p>			
<ul style="list-style-type: none"> <li>• What steps have been taken by this team that demonstrate a commitment to sustainability or institutionalization of grant-funded personnel, programs, and services related to the development of CBE-related processes, policies, or procedures?</li> <li>• Which component of the project do you consider most likely to be sustained or institutionalized? Why?</li> <li>• Which component of the project do you consider least likely to be sustained or institutionalized? Why?</li> </ul>	<p>Transcript analysis based on interview protocol themes</p>	<p>Site visit: Focus group with CBE workgroup Focus group with project team Focus group with college leadership</p>	<p>Annual: September (2021 only); April (all other years)</p>
<p><b>Activity 2: Improve student tracking throughout their career pathway.</b></p>			
<ul style="list-style-type: none"> <li>• What steps have been taken by this team that demonstrate a commitment to sustainability or institutionalization of grant-funded personnel, programs, and services related to the implementation of CRM?</li> <li>• Which component of the project do you consider most likely to be sustained or institutionalized? Why?</li> <li>• Which component of the project do you consider least likely to be sustained or institutionalized? Why?</li> </ul>	<p>Transcript analysis based on interview protocol themes</p>	<p>Site visit: Focus group with CRM workgroup Focus group with project team Focus group with college leadership</p>	<p>Annual: September (2021 only); April (all other years)</p>

<b>Activity 3: Improve access to data and reporting capability.</b>			
See Activity 2, plus: What steps have been taken by this team that demonstrate a commitment to sustainability or institutionalization of grant-funded personnel, programs, and services related to improving access to data and reporting capability?	Transcript analysis based on interview protocol themes	Site visit: Focus group with CRM workgroup Focus group with project team Focus group with college leadership	Annual: September (2021 only); April (all other years)
<b>Activity 4: Improve communications with students.</b>			
See Activity 2, plus: What steps have been taken by this team that demonstrate a commitment to sustainability or institutionalization of grant-funded personnel, programs, and services related to improving communications with students?	Transcript analysis based on interview protocol themes	Site visit: Focus group with CRM workgroup Focus group with project team Focus group with college leadership	Annual: September (2021 only); April (all other years)
<b>F6. How has this Title III project affected the college overall?</b>			
How has the project strengthened the college? Have there been any unintended impacts of the project on the college? Based on progress made with this project, what new needs or potential areas of growth have been identified for the college?	Transcript analysis based on interview protocol themes	Site visit: Focus group with project team Interviews or focus group with college leadership	Annual: September (2021 only); April (all other years)

<b>SUMMATIVE EVALUATION</b>				
<b><i>S1. To what extent has the project met its goals?</i></b>				
<b>Grant Goals</b>	<b>Annual Targets</b>	<b>Analytical Procedure</b>	<b>Data Collection Procedure</b>	<b>Frequency/ Date</b>
Goal 1: Develop a career pathway that provides a seamless transition of students from high school and the workforce into competency-based programs in the community college.	2021: 0% 2022: 25% 2023: 50% 2024: 75%	Numerator = # of affiliated objectives that are on target or met  Denominator = # of affiliated objectives	Use performance indicator data for Activity 1 (1a-1e) and Activity 4 (4a-b)	Annual: August
Goal 2: Provide a reliable technology infrastructure that enhances the work of the College and is accessible to students, College employees, and other constituents.	2021: 0% 2022: 25% 2023: 50% 2024: 75%	Numerator = # of affiliated objectives that are on target or met  Denominator = # of affiliated objectives	Use performance indicator data for Activity 2 (2a-b), Activity 3 (3a-b), and Activity 4 (4a-b)	Annual: August
Goal 3: Expand enrollment management opportunities and target markets.	2021: 0% 2022: 25% 2023: 50% 2024: 75%	Numerator = # of affiliated objectives that are on target or met  Denominator = # of affiliated objectives	Use performance indicator data for Activity 1 (1a-1e), Activity 2 (2a-b), Activity 3 (3a-b), and Activity 4 (4a-b)	Annual: August



<b>S2. To what extent has the project met its intended outcomes?</b>				
<b>Grant Outcomes</b>	<b>Annual Targets</b>	<b>Analytical Procedure</b>	<b>Data Collection Procedure</b>	<b>Frequency/ Date</b>
Increase % of employed graduates	Not defined	Numerator = # of employed graduates  Denominator = # of graduates	College administrative data	Annual: August
Increase overall student persistence by 5%	Not defined	Numerator = # of students who persisted from the fall to spring semester  Denominator = # of students present at first day of spring semester	College administrative data	Annual: August
Increase % of at-risk students retained	Not defined	Numerator = # of at-risk students who enroll in the following fall semester  Denominator = # of enrolled at-risk students at the start of the fall semester	College administrative data	Annual: August
Increase graduation rate by 3%	Not defined	Numerator = # of graduates  Denominator = # of enrolled students in cohort	College administrative data	Annual: August
Decrease % of time from enrollment to graduation	Not defined	Numerator = average # of months to graduate  Denominator = baseline average # of months to graduate	College administrative data	Annual: August

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Increase student transfers by 2%	Not defined	Numerator = # of transferred students at end of year  Denominator = # of enrolled students	College administrative data	Annual: August
Increase overall enrollment by 3%	Not defined	Numerator = # of students currently enrolled  Denominator = baseline # of students enrolled	College administrative data	Annual: August
Increase % of accepted students' enrollment	Not defined	Numerator = # of enrolled students  Denominator = # of accepted students	College administrative data	Annual: August
Increased % enrollment in programs transitioned to CBE	Not defined	Numerator = # of students enrolled in CBE programs  Denominator = # of enrolled students	College administrative data	Annual: August