



Title III Annual Evaluation Report P031A200038





NORTHEAST IOWA COMMUNITY COLLEGE

Title III Annual Evaluation Report P031A200038

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Executive Summary

Northeast Iowa Community College's (NICC's) *Title III* grant project seeks to increase student enrollment, student persistence, graduation, transfer rates, and employability. Specifically, NICC is focusing through this project on the development of teaching methods available to students in competency-based learning programs, communication with students, efficiency of data dispersion throughout the community college, and the growth of the population enrolled at NICC.

NICC has an annual enrollment of 7,174 students and two campuses, one in Calmar, IA and one in Peosta, IA. Project goals for this Title III SIP grant are:

- 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.
- Goal 2: Provide a reliable technology infrastructure that enhances the work of the College and is accessible to students, College employees, and other constituents.
- Goal 3: Expand enrollment management opportunities and target markets.

The development of an LMS-based CBE course framework and completion of a competency-based education (CBE) course pilot was an important, early success for this grant project that was realized through a collaborative effort between the campus's Director of Instructional Innovation and Design, a faculty member, and a success coach (Goal 1). The campus also undertook a thoughtful, thorough process to identify CRM needs to inform the drafting of the Request for Proposals (RFP). Key to this process has been a campus-wide team ("integration team") that draws upon a range of expertise, including advising, financial aid, IT, recruitment, and student services (Goals 2-4). These actions in support of CBE program development and CRM system development were consistent with known best practices in higher education settings.

Notably, NICC completed 91% of the objectives set forth annually in the formative section of the evaluation and either completed or was on target to complete 100% of planned first year actions. This Title III project is on track for success.

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.

Each key project activity is associated with a set of project objectives, which are assessed as part of the evaluation study. See Table 1 for a detailed listing of project activities and objectives.



Northeast Iowa Community College

Northeast Iowa Community College (NICC), a public, two-year educational institution with two campuses in Calmar and Peosta, Iowa, provides in-demand education and training focused on improving lives, driving business success, and advancing community vitality.

NICC serves eight counties in northeast Iowa and surrounding areas. Offering academic programs of study in a variety of disciplines, in addition to online and blended learning, customized business and industry training, short-term certification options and adult education and literacy, the College is committed to affordable, high-quality education and training to ensure the growth and vitality of northeast Iowa.

<https://www.nicc.edu/about/>

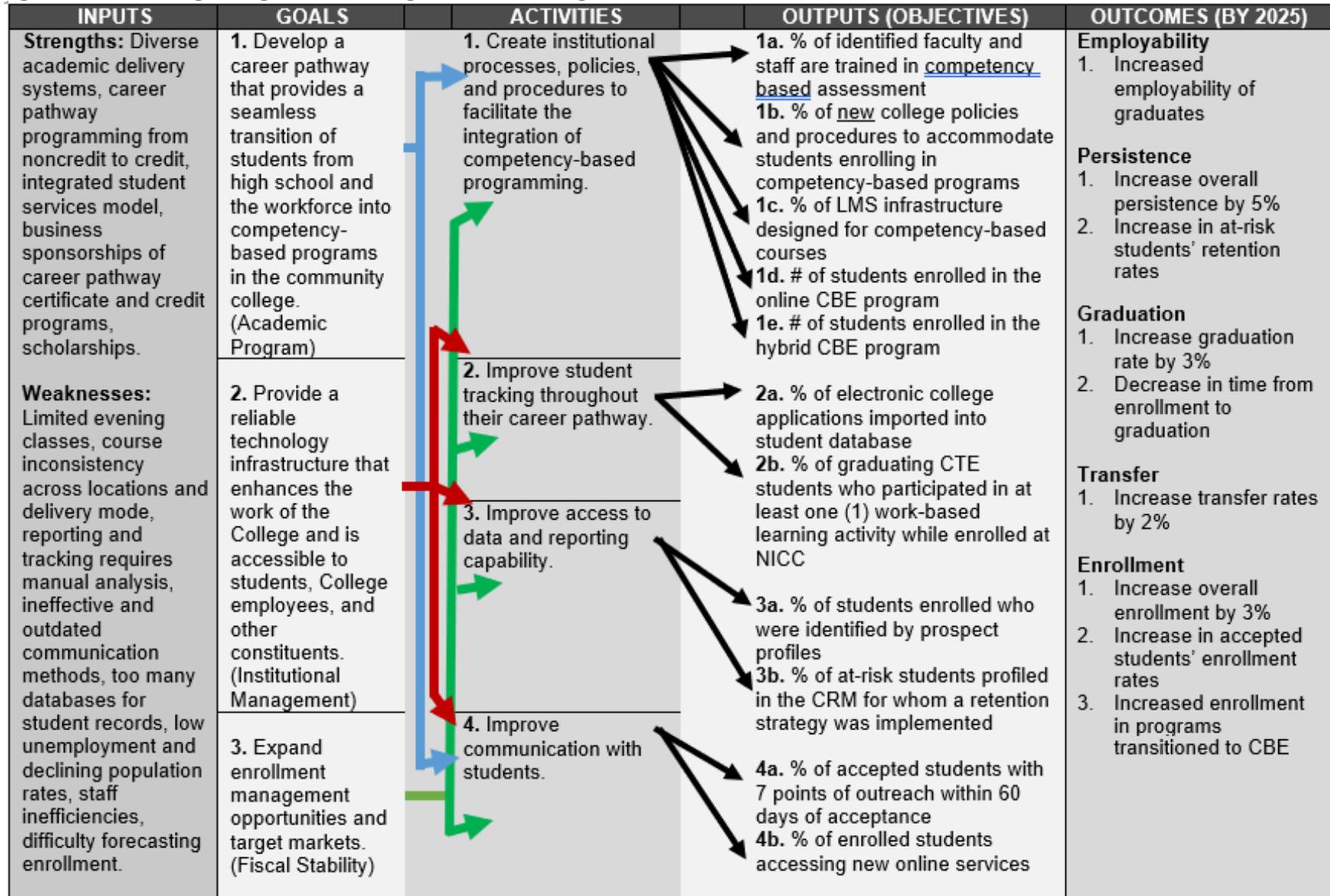
Figure 1. NICC Title III Activities and Objectives

ACTIVITY 1: Create institutional processes, policies, and procedures to facilitate the integration of competency-based programming.
Objective 1a. Increase identified faculty and staff trained in competency-based assessment.
Objective 1b. Increase new college policies and procedures to accommodate students enrolling in competency-based programs.
Objective 1c. Increase the learning management system (LMS) infrastructure for competency-based course delivery.
Objective 1d. Increase the number of NICC students enrolled in the online CBE program.
Objective 1e. Increase the number of NICC students enrolled in the hybrid CBE program.
ACTIVITY 2: Improvement of student tracking throughout their career pathways.
Objective 2a. Increase the number of electronic college applications imported into the student database.
Objective 2b. Increase the number of graduating CTE students participating in at least one work-based learning activity.
ACTIVITY 3: Improvement of access to data and reporting capability.
Objective 3a. Increase the number of the NICC students enrolled that have been identified by prospect profiles.
Objective 3b. Increase the number of tasks in the implementation of a strategy to retain students profiled as “at-risk” in the CRM.
ACTIVITY 4: Improvement of communication with students.
Objective 4a. Increase the number of points of outreach to students within 60 days of acceptance.
Objective 4b. Increase in the number of enrolled students accessing new online services.

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 report, this NICC Title III project had completed the first year of a 5-year grant term.

Figure 2. Title III Strengthening Institutions Program, NICC 2020 Logic Model



Methodology and Evaluation Questions

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. NICC generated an extensive list of objectives as part of their grant application to the Department of Education. The evaluator's primary role is to examine evidence to assess the accomplishment of these objectives. As part of this work, the evaluator conducts an annual site visit to NICC, where she interviews project staff and stakeholders (as appropriate). The evaluation is intended to strengthen the management of the project and lead to better knowledge of what works in producing the desired outcomes. The evaluator also assists NICC with its efforts to strengthen data collection capacity and performance reporting.

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 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.

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 study¹ 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

¹ 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>

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 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?*

Findings

Fidelity of Implementation (Fol)

Fol 1. To what extent was the project implemented as it was designed?

A comprehensive review of the first-year action plan took place during the evaluator's site visit on September 1-2. It was found that 48% of planned actions had been fully completed and the remaining 52% were in progress or expected to be ongoing throughout the grant period. A detailed listing of the status of first year actions is presented in Appendix B.

100%

First year actions
completed or in progress

Fol 2. To what extent were program components implemented according to professional standards or best practices?

Competency-Based Education

A primary activity of this grant project is to create institutional processes, policies, and procedures to facilitate the integration of competency-based educational programming. NICC has faced challenges retaining students until graduation because of the high employer need for a skilled workforce. Competency-based education was identified as a strategy to help students move through their course of study faster and encourage students who have left their studies for employment to return to NICC to complete their credential.

Recognizing that developing a CBE program requires a cultural change within the college, NICC identified in its Title III grant application key actions for developing a CBE program. These actions include training identified staff and faculty in CBE (objective 1a); developing new college policies and procedures to accommodate students enrolling in competency-based programs (objective 1b); designing a LMS infrastructure for competency-based course delivery (objective 1c); and developing and enrolling students in online and hybrid CBE programs (objectives 1d, 1e). During this past year, NICC has conducted virtual site visits to other campuses recognized for their effective practices to support CBE planning: Sinclair Community College (OH), Texas A&M University – Commerce (TX), Nicolet College (WI), and Nichols College (MA). Progress on these objectives is discussed in the Formative Evaluation section of this report.

There is no one-model-fits-all approach to CBE, and higher education institutions either design their own systems and strategies or adopt an existing model created by state education agencies or outside educational organizations. In this context, the Competency-Based Education Network's Quality Framework for Competency-Based Education Programs offers guidance on program quality but is not prescriptive in nature. This quality framework will be used by the grant evaluator as a rubric for assessing NICC's use of best practices in its CBE program development. The framework's eight elements of quality are as follows:

1. Demonstrated Institutional Commitment to and Capacity for CBE Innovation
2. Clear, Measurable, Meaningful and Integrated Competencies

3. Coherent Program and Curriculum Design
4. Credential-level Assessment Strategy with Robust Implementation
5. Intentionally Designed and Engaged Learner Experience
6. Collaborative Engagement with External Partners
7. Transparency of Student Learning
8. Evidence-driven Continuous Improvement.²

The C-BEN rubric is presented with Year 1 evaluation findings in Appendix B; a summary of findings is presented below. Since the NICC is still in early development of its CBE program, having developed and piloted one business administration course and not yet fully developed a program, only the first standard was assessed in Year 1. Once a CBE program has been fully developed during the grant term, the full rubric will be applied each year, allowing progress to be tracked over the term of the grant.

Figure 3. Year 1 Findings for Standard 1: Demonstrated Institutional Commitment to and Capacity For CBE Innovation, C-BEN Quality Framework for Competency-Based Education Programs (see Appendix B for details)

Criteria	Rating
1.1 The institution’s senior leadership and board members understand the role CBE programs play in furthering or enhancing the institution’s mission, and support the creation, continuous improvement and ongoing growth of CBE programming.	3.5 (Developed - Highly Developed)
1.2 The institution has defined its approach to competency-based education, including the degree of autonomy given to programmatic-level design and delivery.	2.75 (Emerging-Developed)
1.3 The institution has developed and adopted a faculty and staff model that meets the unique needs of its CBE program and complies with internal governance processes and controls while efficiently utilizing institutional resources.	2 (Initial-Developing)
1.4 The institution has developed policies and procedures for its CBE program that support learning and the learner experience while maintaining compliance with regulatory requirements.	1 (Initial)
1.5 The institution maintains, across relevant academic and non-academic departments, sufficient administrative capability and commitment to manage and support competency-based education programs.	3 (Developing)
1.6 The CBE business model, including the tuition structure, has been analyzed to determine feasibility and sustainability.	2 (Emerging)
1.7 The institution has evaluated the technology needed to support the learner lifecycle (such as student information systems, financial aid delivery systems and learning management systems) and, where appropriate, made investments.	2 (Emerging)
1.8 The institution has a plan for data collection and reporting regarding the learning experience and the efficacy of the CBE program. These data form the basis for examination and discovery of needed improvements in areas such as learner performance across diverse groups, graduate success, and employer satisfaction.	1 (Initial)

² Competency-Based Education Network (2017), Quality framework for competency-based education programs. https://www.cbenetwork.org/wp-content/uploads/2018/09/1st_button_CBE17016_Quality_Framework_Update.pdf.

A noted strength of NICC's CBE implementation has been its thoughtful approach to building interest and support among faculty and administrative buy-in and support during this early phase of CBE development (CBE quality standards 1.1, 1.3). A similar "sandwich approach" to program development was implemented by the Central New Mexico Community College, through which staff fostered faculty support and interest in learning about CBE while building administrative buy-in and support from the beginning.³ While NICC leadership and administration has clearly endorsed CBE, staff leading the CBE initiative have a clear plan in place for building familiarization of, and support for, CBE among faculty. The ongoing support from both administration and faculty will allow the NICC CBE initiative to grow and flourish.

Another strength of NICC's implementation has been its investment in a CBE-savvy instructional designer and a success coach to support CBE students (CBE quality standards 1.3). These specialized positions, supported by the Title III grant, are essential to the success of a CBE initiative and a recognized effective practice. Sinclair Community College, Austin Community College, and Broward College all utilized at least one instructional designer with a background in online course development when launching their CBE programs; this person collaborated with faculty teams to develop the new CBE courses, including helping faculty to identify competencies, align learning resources and assessments with competencies, and create course maps to guide students through materials, assignments, and assessments.⁴ All three colleges also developed a separate coaching role similar to NICC's success coach to guide and support students as they progress through the program.⁵

A more extensive discussion of work to date on the CBE program is presented in sections F.2 and F.3.

Customer Relationship Management

Three of this grant's four activities – Activity 2: Student tracking throughout career pathways, Activity 3: Improve access to data and reporting capabilities, and Activity 4: Improve communication with students – rely on the implementation of a Constituent Relationship Management (CRM) system. CRM is a widely accepted tool supporting strategic enrollment management and a technology used for managing an institutions' relationships and interactions with potential and enrolled students. A CRM system helps community colleges stay connected to customers, streamline processes, and improve enrollment and retention. CRM tools can be used to manage student relationships across the entire academic lifecycle, spanning recruitment, application, enrollment, retention, and advancement.

The CRM will meet several requirements outlined in the Title III grant application. The new system will automatically import application data (Objective 2a) and will help identify if the applicant is already in the NICC system (Significant Problem 2). Reducing the staffing inefficiencies will allow enrollment specialists to devote more time to engaging prospective students. The new CRM will also be used to track graduating CTE students' work-based learning experiences (Objective 2b), helping to ensure NICC is providing the skilled workforce that employers need. The new system also will be used to develop prospect profiles (Objective 3a), enabling NICC enrollment specialists to identify and connect with

³ D. Diller & K. Pirkl (2019), *Best of both worlds: Establishing and rolling out best practices for a CBE offering*. <https://evollution.com/programming/applied-and-experiential-learning/best-of-both-worlds-establishing-and-rolling-out-best-practices-for-a-cbe-offering/>.

⁴ Mathematica (May 2015), *InFocus: Best practices in competency-based education: Lessons from three colleges*. https://content.ctcd.edu/downloads/online/files/CBE_BestPractices_IFBrief.pdf.

⁵ Ibid.

prospective students based on their past experiences with NICC and their interests and the retention committee to implement retention strategies in time to keep students enrolled, retained, and graduated. The new CRM also will enable enrollment specialists to schedule points of communication (Objective 4a) with accepted students – helping to convert accepted students into enrolled students. New online services associated with the CRM (Objective 4b) – such as electronic scheduling – will help students who aren't available to meet with NICC staff during traditional business hours with tasks such as enrollment and degree audits. Progress on these objectives is discussed in the Formative Evaluation section of this report.

During Year 1, the project's focus was on acquiring a CRM system. Best practices for selection of a CRM system were evident in the CRM team's actions:

Identify and recruit stakeholders to participate on evaluation team. NICC convened a cross-institutional team to develop the requirements for the RFP and to evaluate vendor proposals. This team included staff representatives from various offices that will eventually become end users of the CRM system; offices represented in the buying process included academic advising, finance, foundation, instructional innovation and design, high school partnerships, marketing, Business and Community Solutions, CIS, student development, and student services. A staff representative from technology services has played a pivotal role, helping the team to understand how the CRM will integrate with other campus systems and coordinating the purchase of a data integration tool to pull, clean, and dedupe data so that clean data can be loaded into the new CRM.

Conduct an internal needs assessment process prior to writing the RFP. The NICC CRM team conducted a needs assessment to identify the processes for which it intends to use the CRM. NICC had previously worked on an integrative data model that has been implemented on spreadsheets for the past four years, so it was able to clearly articulate to the vendors data processes throughout the institution.

Conduct a thorough review of vendor proposals, including interviews. The NICC CRM team identified and sent the RFP to a range of CRM vendors. Seven proposals were received, and three proposals were shortlisted by the team. The finalists were interviewed to learn more information and address the team's questions about the proposals. The team expected to make a decision during September 2021 and to bring a recommendation to NICC's board of trustees in November 2021.

A more extensive discussion of the software system acquisition process is presented in sections F2 and F3.

Fol 3. To what extent were campus stakeholders involved in implementation efforts? What were campus stakeholders' opinions about the project?

The Title III grant application presented a clear plan to engage campus stakeholders in project implementation. Planned actions included:

Title III Representation in Standard Governance and Committee Structures: There was extensive evidence that the senior leadership team – the primary administrative group that creates policy, procedures, and directs institutional operations – was kept informed about the project's goals and implementation status. During the evaluator's site visit, campus leadership clearly articulated project goals and activities and

were able to discuss plans to sustain and scale efforts. Also during the evaluator’s site visit, representatives from various college departments discussed their involvement in grant project activities; represented offices included finance, grants office, the foundation, instructional innovation and design, marketing, student services, and technology services. As noted later in this report, one of the project’s early successes is contributing to the “de-siloing” of the campus, which has furthered the leadership’s goal of facilitating cross-departmental teamwork throughout the college.

Advisory Groups: NICC operates a range of advisory groups to inform program development and implementation. Community and business representatives on advisory groups have offered input on CBE programs.

Annual Reports to Board of Trustees: An annual report will be synthesized from quarterly summaries and will be included as an information item for the Board of Trustees. Staff reported that they had presented about the project at a board meeting during the past year.

U.S. Department of Education: Staff plan to submit this evaluation report as an information item to the Program Officer at the U.S. Department of Education.

Formative Evaluation (F)

F1. To what extent has the project achieved its intended outputs/annual objectives?

Activity 1: Create institutional processes, policies, and procedures to facilitate the integration of competency-based programming.

Figure 4. Activity 1 Findings

Objective [Measure]	Status	Detail
1a. By September 30, 2025, 100% of identified faculty and staff are trained in competency-based assessment.	On schedule	52% of targeted staff have received training.
1b. By September 30, 2025, develop new college policies and procedures to accommodate students enrolling in competency-based programs.	On schedule	15% of new college policies and procedures to accommodate students enrolling in CBE programs.
1c. By September 30, 2025, design the LMS infrastructure for competency-based course delivery.	On schedule	80% of the LMS infrastructure for CBE course delivery has been developed for the business administration pilot.
1d. By September 30, 2025, 50 students will be enrolled in the online CBE program.	On schedule	NICC is currently at a zero baseline for this measure.
1e. By September 30, 2025, 40 students will be enrolled in the hybrid CBE program.	On Schedule	NICC is currently at a zero baseline for this measure.

1a. NICC have identified 25 staff as “targeted for training” and as of SY21, 13 of these identified staff members had attended a training event, including CBExchange 2019 and 2020.

1b. New procedures for accommodating student enrollment in CBE programs were evident. NICC has applied to the Higher Learning Commission for accreditation for their CBE program to validate their course development. The CBE workgroup has identified many areas in which they will need policies and procedures and have made progress on faculty selection and expectations for course management, assessment for student fit in the CBE courses, and advertisement of these courses. The workgroup views policy and procedure development as evolving over time; policies and procedures that will need more discussion include financial aid and the eventual inclusion of the college’s high volume of high school students. Establishment of a faculty mentorship program is an additional component staff identified that may be addressed by future policies and procedures.

1c. NICC demonstrated a highly developed course pilot using the LMS infrastructure, built by reviewing other colleges’ programs and course designs and determining what could be improved using iterative feedback from the instructor and students during course delivery. Future feedback will be used to further refine the LMS platform for CBE courses.

1d. The establishment of an online CBE program is still being piloted. No students are enrolled in the online program as it needs further development before implementation.

1e. The establishment of a hybrid CBE program is still being piloted. No students are enrolled in the online program as it needs further development before implementation.

Activity 2: Improve student tracking throughout their career pathway.

Figure 5. Activity 2 Findings

Objective [Measure]	Status	Detail
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.	On schedule	NICC is currently at a zero baseline for this measure.
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.	On schedule	81% of graduating CTE students participated in at least one work-based learning activity.

2a. Since automated importing of electronic college applications is associated with the new CRM and the CRM was not yet fully operational at the end of FY 2021, no measurable progress on this objective can be reported at this time. Until the CRM is fully functional, application data is manually entered into NICC’s online records. The objective is marked as “on schedule” since NICC demonstrated ample progress toward acquiring a CRM system. See the FoI 2 discussion on the acquisition of the CRM system.

2b. NICC reported 393 students participated in at least one work-based learning activities out of 488 graduation CTE students.

Activity 3: Improve access to data and reporting capability.

Figure 6. Activity 3 Findings

Objective [Measure]	Status	Detail
3a. By September 30, 2025, enroll 45% of students identified by the prospect profiles compared to a baseline of zero.	On schedule	NICC is currently at a zero baseline for this measure.
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.	On schedule	NICC is currently at a zero baseline for this measure.

3a-b. Since the CRM was not yet fully operational at the end of FY 2021, no measurable progress on these two objectives can be reported at this time. However, both objectives are marked as “on schedule” since NICC demonstrated ample progress toward acquiring a CRM system. See the Fol 2 discussion on the acquisition of the CRM system.

Activity 4: Improve communications with students.

Figure 7. Activity 4 Findings

Objective [Measure]	Status	Detail
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.	On schedule	NICC is currently at baseline for this measure (2 points of outreach in 2 days).
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.	On schedule	NICC is currently at a zero baseline for this measure.

4a-b. Since the CRM was not yet fully operational at the end of FY 2021, no measurable progress on these two objectives can be reported at this time. However, both objectives are marked as “on schedule” since NICC demonstrated ample progress toward acquiring a CRM system. See the Fol 2 discussion on the acquisition of the CRM system.

F2. What successes has the project achieved? Which component of the project is considered to be most closely associated with this success?

Competency-Based Education

The CBE course pilot was an important, early success for this grant project that was realized through a collaborative effort between the campus’s Director of Instructional Innovation and Design, a faculty member, and a success coach. During the site visit, this team described an intentional design and implementation process that generated the pilot course. While inspired by other colleges’ CBE course

frameworks, the NICC team noted that their design was based on study of what worked and didn't work with other colleges' courses. They also noted that the NICC CBE course framework is not a cookie cutter design but will need to be carefully adapted for each course and instructor.

The NICC course development process begins with the faculty member mapping the course and working with the instructional designer to identify course outcomes and competencies and develop assessments. Students are required to complete a course contract prior to starting a course; the course contract discusses grade scale, academic progress, course design, assignments and assessments, and the flexible pace. Each CBE course is designed as a sequence of modules and students master content for each module. To be considered master of the objectives, the student must successfully complete eighty percent, or more, of the content per module. Once they have achieved mastery, a module assessment "opens" to the student, enabling them to complete the module and move on to the next. Students may also be assigned remediation assignments if they do not meet the required percentage of objectives. Reflection activities are embedded throughout the course design. A capstone or final project – a business plan for the Business Administration pilot course – requires students to apply their knowledge; this project is explained in advance, and tasks given throughout the course relate to this project.

During course delivery, the pilot demonstrated the importance of the role of the success coach in helping keep students on track. The instructor noted that "students think they can wait until 2 weeks before the end of the semester" to complete coursework, leading to situations where they will "try and cram 4 modules in 2 weeks." The coach maintains close contact with students, offering a "motivational push" when needed. One administrator observed that "in my experience, the more invested the success coach was the more successful the students were."

The early success of the CBE pilot has encouraged the NICC team to consider more ambitious plans beyond the Title III project. The current award will support the conversion to CBE of courses associated with the Associates in Business Administration, the Business certificate, and Welding diploma. However, the pilot's success has opened discussion about expanding CBE to other areas, including Industrial Maintenance (diploma, AAS), general education courses, and Z degree⁶ courses. The NICC team understands the importance of carefully selecting courses and programs, as not all courses and programs lend themselves to this modality.

NICC has not established CBE course enrollment requirements related to age or experience and is considering allowing capable high school students to become CBE students. This is an important consideration for the college since over 50% of their enrollment comes from the surrounding 25 high schools.

Constituent Relationship Management

NICC's vision to become, in one administrator's words, "the Amazon of college systems" speaks to the strength of their commitment and understanding of effectively integrating, managing, and utilizing the student data that now exists in multiple offices across campus. The new system is also envisioned as a

⁶ The Z-degree is a NICC option for earning an [Associate of Arts](#) degree completely online. Z-courses are offered in 8-week sessions, with multiple start dates throughout the year. All Z-courses have ZERO textbook costs, through the use of Open Educational Resources (OER) in place of traditional textbooks, which save students thousands on the cost of education.

case management system that would enable staff across the campus to see students “holistically” and provide support and wraparound services as needed for individual students’ success.

To date, NICC has undertaken a thoughtful, thorough process to identify CRM needs to inform the drafting of the Request for Proposals (RFP). Key to this process has been a campus-wide team (“integration team”) that draws upon a range of expertise, including advising, financial aid, IT, recruitment, student services, etc. This team’s previous work developing an integrative data model positions NICC for success with its new CRM system. This integrative process has required the team to consider the student lifecycle, which begins for many NICC students in the K-12 system and continues to post-college career placements. To this end, the NICC team has carefully identified CRM needs at each stage of the lifecycle (pre-enrollment engagement and recruitment, application/admission, orientation/enrollment, engagement/retention, graduation, career placement, alumni engagement). The team also has identified system requirements that represent new and innovative ways of using student data to improve college processes that a CRM system allows, such as creating a streamlined track of credit and non-credit student data so that “non-credit students can see a pathway for them to potentially enroll in credit programming.”

The acquisition process has been equally thoughtful. One staff member of the integration team researched CRM products used in the community college sector, which informed the distribution of the RFP. The team received 7 proposals and shortlisted three that best met the campus’s needs. The team conducted interviews with the shortlisted vendors. The team will recommend a vendor in November 2021 with the intent of purchasing the system by the end of that month.

Campus leadership also spoke generally about the “de-siloing” of the campus as a major strength and benefit of this Title III project. The integrated CRM and CBE teams formed as a result of this project have furthered the leadership’s goal of facilitating cross-departmental teamwork throughout the college. This teamwork has provided campus administrators with new opportunities to exercise leadership and thereby supported the college’s succession planning.

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?

Competency-Based Education

For the CBE program, administrators identified faculty buy-in as the primary challenge. Online pilot course delivery led to an important learning that students expect faculty to be available at all times, including outside of regular instructional hours. The pilot course instructor shared that he struggled at first to constantly monitor the course, since immediate feedback is needed for CBE and that feedback might need to be offered on a Saturday night or during the week. The course must be monitored frequently throughout the week and weekend, although the instructor pointed out that 70-80% of his responses to students occurred on the weekend. The course instructor noted that this will be an area of needed growth for faculty: other faculty will have to get used to “not [being] done at 4:30pm when you walk off campus,” and they will have to “understand that nights and weekends might be the time for students and they need to adjust their working hours.” An administrator acknowledged this challenge, noting that faculty sometimes “refuse to work outside of a 9-5 Monday-Friday format.”

The campus is proactively addressing this required change in mindset by facilitating monthly meetings with faculty to begin the CBE onboarding process. Administrators noted that “faculty are coming onboard with less resistance because of the [pilot instructor’s] success,” underlining the importance of having an early faculty adopter of online CBE course delivery. Other approaches under consideration are to establish a CBE faculty team that can mentor new instructors and to thoughtfully select instructors for CBE courses that possess the needed competencies and attitudes to be successful. Notably, the NICC leadership has also engaged academic deans with CBE to build campus-wide engagement with this instructional approach.

Another lesson associated with the CBE pilot is the importance of enrolling students able to thrive in a CBE environment. The learning method is highly personalized and requires students to take initiative. NICC is adopting a procedure to notify students of courses’ CBE format and to require them to meet with their advisor and discuss what CBE is and whether it’s a practical and appropriate instructional method for them.

Customer Relationship Management

Acquiring and successfully launching a new CRM system can be fraught with challenges. One immediate concern was addressing the disparate collections of data across campus. Each office / department has historically maintained its own data in spreadsheets and attempting to integrate these datasets into one system will be challenging. The college foresees this challenge and has purchased a data integration tool to extract, cleanse, and dedupe data. The NICC integration team is currently working on data integration that will allow clean data to be imported into the new CRM.

Other challenges associated with the CRM relate to business process discovery. For example, decisions must be made about standardizing data collection from different types of students. During the site visit, some staff commented that the student-level data requirements in the current Ellucian Colleague system are different from the Lumens system, and it wasn’t yet clear which data elements would be imported from both systems into the CRM. There were also questions raised as to whether less data could be collected.

The integration team is also aware of the impact on personnel that can be expected during the CRM transition process. Team members recognized that “change is uncomfortable” and that the college will “need to require [staff] to be patient . . . with the discomfort of the change.” It is also essential to maintain operations while simultaneously transitioning to this new system, which will be demanding on the staff team. Once the CRM system is in place, procedures will also require adjustment and staff retraining will be needed.

F4. What factors (internal or external) have affected project implementation? What were the impacts of these factors on implementation?

The COVID-19 pandemic has been the significant external factor affecting project implementation and, in particular, CBE. During the site visit, staff shared that COVID-19 was transformative, allowing the campus “to be more nimble” and “more creative and not just stuck in the brick-and-mortar mindset.” The push to transition critical functions fully online during COVID-19 is considered an advancement, and this Title III project is expected to further this development.

CBE on the NICC campus is an example of the positive influence of COVID-19. While online CBE was a planned component of this grant project, pandemic conditions encouraged the NICC team to escalate the timing of the development of the online CBE course template and pilot. As a result, the online CBE course pilot – a business administration course – took place in FY 2021. As discussed earlier in this report, the campus’s instructional designer designed the online CBE course template, worked with faculty to develop the course, and coached faculty on course delivery.

The online format of this business administration CBE course triggered learning for the team designing this course. Unlike a regular online course, the CBE pilot course used a journaling format instead of a more traditional discussion format because a CBE course has to enable students to learn at different speeds. Organizing the course’s open educational resources (OER) also posed challenges, with the instructor sharing that it was difficult to select which chapters would be placed into different modules.

One other external factor potentially affecting CBE is federal financial aid. Federal student aid is designed to fund education occurring within structured, discrete time periods (e.g., courses within semesters). Because CBE depends on demonstrating learning, rather than time, this could pose problems within a time-based model of aid disbursement.⁷ This is not an issue at this time, as NICC is planning to offer CBE courses within existing course timeframes using the credit hour model, but one administrator raised this as a factor that should be kept in mind as the program continues to evolve.

Summative Evaluation (S)

S1. To what extent has the project met its goals?

Since this is the first year of the project, goal measurement was not conducted. Summary goal charts with baseline data are included in this report as a placeholder for reporting, which will begin in Year 2. In some cases, metrics have been adjusted to align with data availability; the evaluation plan will be adjusted to reflect these changes.

Figure 8: Summative Indicators by Goal

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.	
Research Question	To what extent has the project met its goals?
Summative Outcome Measure	By November 2025, the percentage of objectives affiliated with the project are affiliated with the project are on target or met will be 100%.
By November 2021, the percentage of objectives affiliated with the project are on target or met will be 0%.	As this is the project’s first year, this is the year to establish the baseline data for these measures. Out of 7 possible objectives to be met, 6 were established as on target. This means 85.7% of objectives were met or on target.
Goal 2: Provide a reliable technology infrastructure that enhances the work of the College and is accessible to students, College employees, and other constituents.	

⁷ S. Porter (2014), *Competency-based education and federal student aid*. Raleigh, NC: North Carolina State University. <https://www.luminafoundation.org/files/resources/competency-based-education-and-federal-student-aid.pdf>

Research Question	To what extent has the project met its goals?
Summative Outcome Measure	By November 2025, the percentage of objectives affiliated with the project are affiliated with the project are on target or met will be 100%.
By November 2021, the percentage of objectives affiliated with the project are on target or met will be 0%.	As this is the first year, this is the year to establish the baseline data for these measures. Out of 6 possible objectives to be met, 5 were established as on target. This means 83.3% of objectives were met or on target.
Goal 3: Expand enrollment management opportunities and target markets.	
Research Question	To what extent has the project met its goals?
Summative Outcome Measure	By November 2025, the percentage of objectives affiliated with the project are affiliated with the project are on target or met will be 100%.
By November 2021, the percentage of objectives affiliated with the project are on target or met will be 0%.	As this is the first year, this is the year to establish the baseline data for these measures. Out of 11 possible objectives to be met, 10 were established as on target. This means 90.9% of objectives were met or on target.

S2. To what extent has the project met its intended outcomes?

Since this is the first year of the project, outcome measurement was not conducted. Summary goal charts are included in this report as a placeholder for reporting, which will begin in Year 2. Baseline data are presented in the table below.

Figure 9. Summative Indicators by Intended Outcomes

Grant Outcome	Baseline	Annual Target	Status/Detail
Increase % of employed graduates	Not reported	Not defined	The number of employed graduates from SY21 had not been reported as of the date of this report.
Increase % of first-time degree-seeking undergraduates retained from first to second year	Full-time: 67% Part-time: 52%	Not defined	The baseline of first-time degree-seeking undergraduates retained from first to second year attending NICC full-time is 67% and attending NICC part-time is 52%

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Increase graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within normal time by 3%	37%	.75%	The baseline data for graduate rates of full-time, first-time degree/certificate-seeking undergraduates within normal time is 37%.
Decrease % of time from enrollment to graduation	29.16 average months to graduate	Not defined	The baseline establishes the average months to graduate is 29.16 months.
Increase student transfers by 2%	14%	.5%	The baseline data for student transfers is 14%.
Increase overall enrollment by 3%	7,174 students	.75%	The baseline enrollment is 7,174 students.
Increase % of accepted students' enrollment	59%	Not defined	The baseline accepted students' enrollment is 59%. Nine hundred and ninety-eight students enrolled out of 1,700 that were accepted.
Increased % enrollment in programs transitioned to CBE	0%	Not defined	The baseline enrollment in programs transitioned to CBE is 0%. Zero students enrolled in CBE programs and 4,162 enrolled students at NICC.

Conclusions & Recommendations

During this reporting period, NICC established their baseline data collection. Data were collected and reported for the majority of the grant's objectives. Overall, NICC is on schedule to meet most of the grant's objectives.

Activity 1

Activity 1 is aimed at creating institutional processes, policies, and procedures to facilitate the integration of competency-based programming. NICC met all five objectives under Activity 1. As this is a year establishing baseline and orienting the data collection for these objectives, it held a target of 0. Several objectives were well over this target. Objective 1a shows that 52% of identified staff and faculty have received training in CBE. For Objective 1b, work has begun establishing policies and procedures for accommodating students enrolling in CBE programs. Objective 1c is nearing completion with a strongly developed online CBE pilot; the LMS infrastructure for CBE programs will continue to benefit from feedback. No students have been enrolled in an online CBE program, which is on target for Objective 1d, and 14 students were enrolled in the hybrid CBE program, exceeding the target of 0 for Objective 1e.

Activity 2

The goal of Activity 2 is to improve student tracking throughout their career pathway. Both of the objectives listed under Activity 2 are on target. Objective 2a is on target at 0, as this is a baseline year and NICC is in process of obtaining a CRM system. Objective 2b is well above target with 81% of students graduating from the CTE program participating in at least one work-based learning activity.

Activity 3

Activity 3 aims to improve access to data and reporting capability. The baseline data point for both of these objectives was targeted to be zero percent. Both of these objectives rely on the CRM system to be functioning and as that system was not operational at the end of SY21, both objectives remain unmet.

Activity 4

Activity 4 strives to improve communications with students. NICC is on track to meet both objectives for Activity 4. They did not meet their baseline goal of 2 points of outreach in 2 days for Objective 4a, but this again relies on the functionality of the new CRM system. Objective 4b is on track, with this being a baseline year the target was 0%.

Recommendations

NICC is on track to meet most objectives for all 3 goals. The evaluator highly commends the campus for efforts toward implementation and documentation of activities. We recommend continuing to support the 4 grant activities and maintain the documentation processes that have been put in place. Establishing a more efficient and detailed data collection guide with clear data element definitions would be beneficial, as there was ambiguity and confusion on the how some requested measures could be interpreted. With COVID-19 adding challenges to activities that support grant objectives, project staff should remain open-

minded to innovative practices and ideas in pivoting programs to find success within the current environment.

Appendix A: Evaluation Matrix

The evaluation matrix will be refined during the grant’s five-year term. Revisions will be documented by striking through the text that is being revised and presented new text in red.

Figure 10. NICC’s Title III SIP Evaluation Matrix

FOI.1. To what extent was the project implemented as it was designed?				
Implementation Tasks	Time Frame	Grant Objective Analytical Procedure	Data Collection Procedure	Frequency/ Date
Year 1: All Actions				
Review program regulations, set up budgets, implement time & effort reporting, establish schedule & process for internal reports	10/20	<u>For all actions:</u> Review documentation and meeting minutes for evidence that these actions were taken and whether actions were on time	<u>For all actions:</u> 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			

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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			
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			

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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			
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.)				
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
FOI.3. To what extent were campus stakeholders involved in implementation efforts? What were campus stakeholders' opinions about the project?				
Activity 1: Competency Based Education model <ul style="list-style-type: none"> What do you know about the campus's efforts to integrate competency-based education programming into the campus's offerings? Can you describe to me what competency-based education is? 	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"> • Please tell me about your experience in [CBE program] course. • What did you like about the course? • What was the most significant benefit of the course in your opinion? • Was there anything you didn't like about the course? • Do you have suggestions related to CBE that you would like for me to share with the college? 				
<p>Activity 1: Competency Based Education model</p> <ul style="list-style-type: none"> • Tell me about the campus's efforts to integrate competency-based education programming into the campus's offerings. • 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? • Please tell me about your experience in teaching a CBE program or course. • From your perspective, what are the most significant benefits of a CBE course? • What challenges, if any, are associated with teaching a CBE course? 	<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"> Do you have suggestions related to CBE that you would like for me to share with the college? 				
<p>Activities 2-4: Customer Relationship Management model</p> <ul style="list-style-type: none"> Tell me about the campus's efforts to integrate CRM into the campus's student services. Please tell me about your campus's deployment of this CRM system. Tell me about your experience using the new CRM system. From your perspective, what are the most significant benefits of using CRM at your College? What challenges, if any, are associated with setting up and using the CRM system. Do you have suggestions related to the CRM system that you would like for me to share with the college? 	<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>

<i>F1. To what extent has the project achieved its intended outputs/annual objectives?</i>				
Grant Objectives /Definition of Terms	Annual Targets	Grant Objective Analytical Procedure	Data Collection Procedure	Frequency/ Date
Activity 1: Create institutional processes, policies, and procedures to facilitate the integration of competency-based programming.				

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<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 educational courses, training programs, or learning and development 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 updates to LMS infrastructure annually.</p>	<p>Annual: August</p>

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<p>1d. By September 30, 2025, 50 students will be enrolled in the online CBE program.</p>	<p>2021: 0 2022: 15 2023: 25 2024: 40</p>	<p>Baseline = 0</p> <p>Number will reflect number of students enrolled in the online CBE program during most recent academic year.</p>	<p>Request program enrollment list annually.</p>	<p>Annual: August</p>
<p>1e. By September 30, 2025, 40 students will be enrolled in the hybrid CBE program.</p>	<p>2021: 0 2022: 15 2023: 25 2024: 35</p>	<p>Baseline = 0</p> <p>Number will reflect number of students enrolled in the hybrid CBE program during most recent academic year.</p>	<p>Request program enrollment list annually.</p>	<p>Annual: August</p>
<p>Activity 2: Improve student tracking throughout their career pathway.</p>				
<p>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.</p>	<p>2021: 0% 2022: 25% 2023: 50% 2024: 75%</p>	<p>Baseline = 0 (2018)</p> <p>Numerator = number of electronic college applications imported into the student database</p> <p>Denominator = number of electronic college applications received (currently unknown)</p>	<p>Request student services application data annually.</p>	<p>Annual: August</p>
<p>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.</p>	<p>2021: 0% 2022: 20% 2023: 40% 2024: 60%</p>	<p>Baseline = 0</p> <p>Numerator = number of graduating CTE students participated in at least one (1) work-based learning activity</p>	<p>Request program enrollment list annually.</p>	<p>Annual: August</p>

<p>“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 connect school experiences to real-life work activities and future career opportunities.</p>		<p>Denominator = number of graduating CTE students</p>		
<p>Activity 3: Improve access to data and reporting capability.</p>				
<p>3a. By September 30, 2025 enroll 45% of students identified by the prospect profiles compared to a baseline of zero.</p>	<p>2021: 0% 2022: 30% 2023: 35% 2024: 40%</p>	<p>Baseline = 0</p> <p>Numerator = number of enrolled students identified by the prospect profiles</p> <p>Denominator = number of total prospective students identified by the prospect profiles</p>	<p>Request CRM data and enrollment data annually.</p>	<p>Annual: August</p>
<p>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.</p>	<p>2021: 0% 2022: 25% 2023: 50% 2024: 75%</p>	<p>Baseline = 0</p> <p>Numerator = number of tasks in retention strategy complete</p> <p>Denominator = number of tasks in retention strategy total</p>	<p>Request CRM data and enrollment data annually.</p>	<p>Annual: August</p>
<p>Activity 4: Improve communications with students.</p>				
<p>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.</p>	<p>2021: 2 2022: 3 2023: 4</p>	<p>Baseline = 2</p>	<p>Request CRM data and enrollment data annually.</p>	<p>Annual: August</p>

<p>“Points of outreach” are defined as campaigns or strategies to contact students using a CRM system.</p>	<p>2024: 6</p>	<p>Number will reflect number of points of outreach within 60 days of acceptance.</p>		
<p>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.</p> <p>“New online services” are defined as online services offered to students that were not offered during the previous year.</p>	<p>2021: 0% 2022: 0% 2023: 25% 2024: 40%</p>	<p>Baseline = 0 (2018-2019)</p> <p>Numerator = number of enrolled students accessing new online services</p> <p>Denominator = number of enrolled students</p>	<p>Request CRM data annually.</p>	<p>Annual: August</p>
<p>Guiding Questions</p>		<p>Analytical Procedure</p>		<p>Data Collection Procedure</p>
<p><i>F2. What successes has the project achieved? Which component of the project is considered to be most closely associated with this success?</i></p>				
<p>Activity 1: Create institutional processes, policies, and procedures to facilitate the integration of competency-based programming.</p>				
<ul style="list-style-type: none"> • 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...) • How has this success led NICC closer to its goal of integrating CBE programming? • Which component of the project do you consider to be most closely associated with this success? Why? 		<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>Activity 2: Improve student tracking throughout their career pathway.</p>				

<ul style="list-style-type: none"> • 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...) • How has this success led NICC closer to improving student tracking throughout their career pathway? • Which component of the project do you consider to be most closely associated with this success? Why? 	<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>Activity 3: Improve access to data and reporting capability.</p>			
<p>See Activity 2, plus:</p> <ul style="list-style-type: none"> • How has this success led NICC closer to improving access to data and reporting capability? 	<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>Activity 4: Improve communications with students.</p>			
<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><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></p>			
<p>Activity 1: Create institutional processes, policies, and procedures to facilitate the integration of competency-based programming.</p>			
<ul style="list-style-type: none"> • What challenges has this team faced related to the development of CBE-related processes, policies, or procedures? 	<p>Transcript analysis based on interview protocol themes</p>	<p>Site visit:</p>	<p>Annual:</p>

<ul style="list-style-type: none"> • What action(s) did your team take in response to this challenge? • Which component of the project do you consider to be most closely associated with this challenge? Why? • Did this challenge affect your future implementation plans? If yes, how? 		<p>Focus group with CBE workgroup</p> <p>Focus group with project team</p>	<p>September (2021 only);</p> <p>April (all other years)</p>
Activity 2: Improve student tracking throughout their career pathway.			
<ul style="list-style-type: none"> • What challenges has this team faced related to the implementation of the CRM? Related to improving student tracking throughout their career pathway? • What action(s) did your team take in response to this challenge? • Which component of the project do you consider to be most closely associated with this challenge? Why? • Did this challenge affect your future implementation plans? If yes, how? 	<p>Transcript analysis based on interview protocol themes</p>	<p>Site visit:</p> <p>Focus group with CRM workgroup</p> <p>Focus group with project team</p>	<p>Annual:</p> <p>September (2021 only);</p> <p>April (all other years)</p>
Activity 3: Improve access to data and reporting capability.			
<p>See Activity 2, plus:</p> <p>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:</p> <p>Focus group with CRM workgroup</p> <p>Focus group with project team</p>	<p>Annual:</p> <p>September (2021 only);</p> <p>April (all other years)</p>
Activity 4: Improve communications with students.			
<p>See Activity 2, plus:</p> <p>What challenges has the team faced related to improving communications with students?</p>	<p>Transcript analysis based on interview protocol themes</p>	<p>Site visit:</p> <p>Focus group with CRM workgroup</p> <p>Focus group with project team</p>	<p>Annual:</p> <p>September (2021 only);</p> <p>April (all other years)</p>

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

What factors affecting project implementation has the team faced related to improving access to data and reporting capability?		Focus group with project team	April (all other years)
Activity 4: Improve communications with students.			
See Activity 2, plus: What factors affecting project implementation 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)
<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>			
Activity 1: Create institutional processes, policies, and procedures to facilitate the integration of competency-based programming.			
<ul style="list-style-type: none"> • 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? • Which component of the project do you consider most likely to be sustained or institutionalized? Why? • Which component of the project do you consider least likely to be sustained or institutionalized? Why? 	Transcript analysis based on interview protocol themes	Site visit: Focus group with CBE workgroup Focus group with project team Focus group with college leadership	Annual: September (2021 only); April (all other years)
Activity 2: Improve student tracking throughout their career pathway.			
<ul style="list-style-type: none"> • 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? • Which component of the project do you consider most likely to be sustained or institutionalized? Why? 	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)

<ul style="list-style-type: none"> Which component of the project do you consider least likely to be sustained or institutionalized? Why? 		Focus group with college leadership	
Activity 3: Improve access to data and reporting capability.			
<p>See Activity 2, plus:</p> <p>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?</p>	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)
Activity 4: Improve communications with students.			
<p>See Activity 2, plus:</p> <p>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?</p>	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)
F6. How has this Title III project affected the college overall?			
<p>How has the project strengthened the college?</p> <p>Have there been any unintended impacts of the project on the college?</p> <p>Based on progress made with this project, what new needs or potential areas of growth have been identified for the college?</p>	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)

S1. To what extent has the project met its goals?				
Grant Goals	Annual Targets	Analytical Procedure	Data Collection Procedure	Frequency/ Date
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) Activity 4 (4a-b)	Annual: August

S2. To what extent has the project met its intended outcomes?				
Grant Outcomes	Annual Targets	Analytical Procedure	Data Collection Procedure	Frequency/ Date
Increase % of employed graduates	Not defined	Numerator = # of employed graduates Denominator = # of graduates	College administrative data	Annual: August
Increase % of first-time degree-seeking undergraduates retained from first to second year	Not defined	First to second year retention rates of first-time degree-seeking undergraduates (IPEDS calculation)	IPEDS data item	Annual: August
Increase graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within normal time by 3%	Not defined	Graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within normal time (IPEDS calculation)	IPEDS data item	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
Increase student transfers by 2%	Not defined	Transfer-out rate (IPEDS calculation)	IPEDS data item	Annual: August

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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

Appendix B: Fidelity of Implementation Results

Figure 11. Fol 1. Fidelity of Implementation: First Year Activities

Implementation Tasks	Time Frame	Grant Objective Progress	Notes
Year 1: All Actions			
Review program regulations, set up budgets, implement time & effort reporting, establish schedule & process for internal reports	10/20	Completed	
CBE online program approved by NICC Board of Trustees and IDOE	01/21	Completed	
Request bids for and award evaluator contract	10/20-11/20	Completed	
Establish CRM Work Group	10/20 - 11/20	Completed	
Advertise, screen, interview & hire Project Manager, Director of Instructional Innovation & Design, and Programmer	10/20 – 01/21	Completed	
Develop online orientation and success tools for CBE programs	10/20 – 08/21	Completed	
Site visits with peer mentor CBE Higher Educational institutions to gain best practice information	10/20 – 05/22	Completed	Virtual site visits conducted with: Sinclair Community College (OH) Texas A&M University – Commerce (TX) Nicolet College (WI) Nichols College (MA)
Initial visit from external evaluator, verify & document baseline data, establish data	12/20-1/21	Completed	Initial visit conducted in September 2021.

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collection processes, confirm sources & definitions of all data elements			
Develop an online CBE Faculty Training and Playbook in the Brightspace PD site.	11/20 - 09/21	In progress	80% developed and soon to be finished.
CRM Research (create decision matrix for CRM needs; meet with other higher ed. institutions using CRM; place bid RFP)	11/20 – 06/21	Completed	
Develop Policies and Processes for Student Enrollment, Advising, Retention, Financial Aid, Remediation	11/20 – 01/22	In progress	Staff indicated that conversations about policies and processes will be ongoing throughout the grant term.
Design Brightspace CBE Course Development Process	01/21 – 01/22	In progress	Process has been formulated but needs to be formally written and documented.
Develop open lab layout for hybrid CBE program	05/21	In progress	For welding program but don't have approval yet – given open ended Higher Learning Commission response.
CRM Determination	07/21	In progress	At year end, this process had almost concluded.
Identify additional equipment for CBE hybrid labs	07/21	Completed	Using current equipment and have no need to expand lab.
Advertise, screen, interview & hire Success Coach	07/21	Completed	
Form CRM Implementation Team	08/21-09/21	In progress	Need to finalize team members.
Bid and install hardware for CRM	08/21-10/21	In progress	Submitted a request about hardware and waiting for response.
Bid and install software for CRM	08/21-10/21	In progress	Selection of final vendor pending.

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Submit Higher Learning Commission application for online CBE program	01/21	Completed	
Develop and approve policies related to faculty CBE workload and compensation	09/21 – 05/22	In progress	Currently in discussion
Annual external evaluation & site visit with assessment of progress toward objectives, compliance review & recommendations for improvement	09/21 – 10/25	Completed	
Annual Report	10/21 – 10/25	Completed	Annual performance report submitted. SEG will provide evaluation report in November
Participation in annual Competency-Based Education Network (CBEN) Conference	Date not defined	Completed	
Faculty and staff professional development days focused on student success strategies and emerging technologies trained in competency-based assessment	Date not defined	In progress	Professional development will be ongoing throughout life of grant.
Title III Staff meetings every-other-week	Date not defined	In progress	Staff meetings are held monthly.
Title III Oversight Committee formed; starts meeting monthly	Date not defined	In progress	Oversight meetings are held monthly.
Title III monthly update with President	Date not defined	In progress	Senior leadership have provided updates during cabinet meetings, and there has been continuous communication with the President on project progress.
Begin comprehensive data collection for all project objectives & quantifiable outcomes	Date not defined	In progress	
Report to the governing board	Date not defined	In progress	Have presented to the board; ongoing discussion with the board is expected.

Report to stakeholders	Date not defined	In progress	Plans have not been fully developed at this time.
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Figure 12. Year 1 Findings on Competency-Based Education Quality Rubric (adapted from the C-BEN Quality Framework for Competency-Based Education Programs, 2017)

1. Demonstrated Institutional Commitment To and Capacity For CBE Innovation (Assessed in Nov. 2021)					
Criteria	Initial	Emerging	Developed	Highly Developed	Rating/Notes
1.1 The institution's senior leadership and board members understand the role CBE programs play in furthering or enhancing the institution's mission, and support the creation, continuous improvement and ongoing growth of CBE programming.	Institutional leaders (e.g., senior leadership and board members) have been informed of a competency-based education program at the institution, and the program administration and faculty may have a plan in place for program launch.	Institutional leaders have been informed of a competency-based education program at the institution (via board meetings, academic leadership meetings, etc.) and initial action steps or a plan is in place for program launch and sustainability.	Institutional leaders understand how the CBE program supports the institution's mission, and advocate for allocation of resources for the program. Clear action steps are in place for program sustainability, including program design, a growth plan and a continuous improvement plan.	The institutional leadership team has articulated the long-term ROI for CBE; approved a long-term action plan; and made investments in the launch, scaling and sustainability of the institution's competency-based education program.	3.5 (Developed to Highly Developed) Institutional leadership are strong advocates for program and able to articulate ROI for CBE. Long-term action plan approved and in process of implementation.
1.2 The institution has defined its approach to competency-based education, including the degree of autonomy given to programmatic-level design and delivery.	Institutional awareness of and buy-in for competency-based education is isolated to a specific program and/or the faculty and staff. There is currently no plan for improving awareness of CBE across the institution.	The institution is actively considering a competency-based education approach (e.g., analyzing the cost-benefit ratio relative to a customized program offering). The institution is actively working toward a common understanding regarding competency-based education and the assessment of learning for the	The institution clearly articulates and agrees upon a common definition for competency-based education and has a shared understanding of how the assessment of learning takes place. Ongoing action steps are being taken to improve institution-wide awareness and engagement (e.g.,	The institution actively shares its clearly articulated institutional definition of competency-based education both internally and with external partners. Focused conversations result in an increasingly clear common understanding of the institution's CBE philosophy, and action steps are defined to	2.75 (Emerging-Developed) Leadership able to clearly articulate definition for CBE. There was evidence of staff and faculty investment in CBE as a result of awareness building on campus. Assessment strategies were recently piloted.

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		institution (e.g., faculty workshops, draft statements, etc.).	institutional focus or advisory groups).	implement institution-wide changes in support of it (e.g., transcription or policy changes).	
1.3 The institution has developed and adopted a faculty and staff model that meets the unique needs of its CBE program and complies with internal governance processes and controls while efficiently utilizing institutional resources.	A traditional faculty and staff model is in place. New models that support learning in a CBE program have been articulated. Action steps toward this new model and/or specialized roles (e.g., assessment specialist, instructional designer, coach) are defined.	Faculty and staff position descriptions reflect an intentional model designed to support the CBE learner effectively.	Learner needs for support are well-understood, and faculty and staff models reflect those needs. Faculty and staff members identified for specialized roles are aware of, have participated in training for, and agree on their roles and responsibilities.	The institution continues to refine the faculty and staff structure to support the CBE program based on data, including learner satisfaction and performance data.	2 (Initial-Developing) There was no evidence of revisions in faculty position descriptions, but one faculty member had been trained and led a CBE course. Instructional designer and success coach positions had been established to support CBE.
1.4 The institution has developed policies and procedures for its CBE program that support learning and the learner experience while maintaining compliance with regulatory requirements.	The policies and procedures required to support the CBE program (e.g., attendance, tuition and fees, transfer policies, transcription of competencies, etc.) are being considered. Key internal stakeholders (e.g., registrar, business office, provost's office, information technology) and external stakeholders (e.g., accrediting body approvals, federal and state regulations) have been identified and an action plan is in progress to meet	At least half of the relevant policies & the attendant processes (e.g., attendance, tuition and fees, transfer policies, credit hour equivalencies, SAP) to support the CBE program have been revised. Key internal stakeholders (e.g., Registrar, Business Office, Provost's Office, Technology) and external stakeholders (e.g., accrediting body, federal legislation) are engaged in the ongoing revision process. The institution is actively pursuing regulatory approvals. An action plan is in progress to	The policies and procedures that are unique to the institution's CBE program (e.g., attendance, tuition and fees, transfer policies, competency mastery assessment, satisfactory academic progress) are established (i.e., are in a learner handbook) and in practice to meet learner and program needs. The institution has secured program approval for its respective competency-based education program, as needed. Key faculty and staff are working to monitor	The CBE program uses the information gleaned in its systematic process for improvement to inform its budgeting and project planning processes and bases future program iterations and innovations on this roadmap for continuous improvement.	1 (Initial) NICC team is aware of the regulatory requirements and is actively discussing policies and procedures to support learning (e.g., student selection). Recent pilot supported this process of identifying needed policies and procedures.

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	learner and program needs.	meet student and program needs.	program compliance with these approvals.		
1.5 The institution maintains, across relevant academic and non-academic departments, sufficient administrative capability and commitment to manage and support competency-based education programs.	The institution has identified the resources needed to support its CBE learners effectively, including faculty, staff, information technology and other administration.	The institution has a realistic and viable plan to supply the required resources as its CBE program launches and grows.	The institution has approval to implement its plan to supply the required resources as its CBE program launches and grows.	The institution has integrated its resource plan with its business model and is committed to incremental resource addition and modification as the program scales.	3 (Developing) The instructional designer and success coach positions have been implemented, and there is an approved plan in place to implement the CBE program.
1.6 The CBE business model, including the tuition structure, has been analyzed to determine feasibility and sustainability.	A business model has been drafted and reviewed with key internal stakeholders (e.g., chief financial officer, provost's office, board members). A hypothetically feasible and sustainable business plan has been created.	A feasible and sustainable draft business model has been approved by key internal stakeholders.	The institution is monitoring the performance of its CBE program against the primary levers identified in its business model. Adjustments are made as needed to ensure the program's sustainability.	The institution has adequate data to continuously analyze its CBE business model, including the tuition structure, and is willing to share what it has learned with other CBE institutions. The CBE program is financially self-sustaining.	1 (Emerging) NICC leadership discussed their business model, including extending CBE to their Z degree program. No evidence was shared that suggested a formal performance monitoring plan was in place.
1.7 The institution has evaluated the technology needed to support the learner lifecycle (such as student information systems, financial aid delivery systems and learning management systems) and, where appropriate, made investments.	Technology systems (e.g., LMS, SIS, CRM, financial aid billing) have been evaluated to plan for CBE program needs and functionality.	The institution has identified gaps in current technical systems' and processes' abilities to support the CBE program, and has created a roadmap to fill those gaps (which could include using a blend of current and new systems). Initial changes have been made.	The institution has reviewed all technology systems in place to support the CBE learner ecosystem and, where appropriate, made investments.	The institution has developed an integrated set of technology systems to support the CBE learner ecosystem. It actively shares its processes with other CBE institutions and uses its data to help them improve their solutions.	2 (Emerging) NICC has piloted use of its LMS for a CBE course. Leadership reported that a LMS learning outcomes tool will be used in the future.

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<p>1.8 The institution has a plan for data collection and reporting regarding the learning experience and the efficacy of the CBE program. These data form the basis for examination and discovery of needed improvements in areas such as learner performance across diverse groups, graduate success and employer satisfaction.</p>	<p>The institution has identified program success measures and key performance indicators (e.g., program objectives, learner performance across diverse groups, enrollment, graduate success, employer satisfaction).</p>	<p>The institution has developed and resourced a plan for data collection (e.g., faculty and staff effort, learner success, cost model) that aligns to the CBE program's success measures and key performance indicators.</p>	<p>Program success measures are clearly defined and agreed upon by the faculty. A data collection process is established. Data are used to monitor program effectiveness and efficiency as well as to inform strengths and needed improvements across a variety of areas (e.g., program objectives, learner performance across diverse groups, enrollment, graduate success, employer satisfaction).</p>	<p>The institution has adopted a sustainability plan that is agreed upon by institutional leadership as well as by program faculty and staff. The institution has dedicated resources to the continuous improvement of the CBE program and shares its learnings with the broader CBE community.</p>	<p>1 (Initial) NICC leadership and staff discussed informal success indicators, such as extension of CBE to Z degree, but there was no evidence of a formal monitoring plan.</p>
<p>2. Clear, Measurable, Meaningful and Integrated Competencies <i>(implemented when CBE program is in place)</i></p>					
<p>2.1 Competencies represent explicit knowledge, skills, abilities and intellectual behaviors, balancing theory and application in a demonstration of mastery.</p>	<p>Credential-level competencies are defined.</p>	<p>Competency definitions explicitly include the knowledge, skills, abilities and intellectual behaviors required to demonstrate competency.</p>	<p>Credential-level competency definitions include application standards and clearly state what is required for demonstration of competency.</p>	<p>The institution gathers data regarding learner performance on each of the competencies. External validation data (from employers, licensing exams, etc.) are used to strengthen learner performance.</p>	
<p>2.2 Competencies are co-constructed with input from diverse communities such as employers, expert practitioners, subject matter experts, faculty, learners, advisory committees, recent graduates and</p>	<p>Input from an advisory group is integrated into the competency development process.</p>	<p>Competencies are reviewed by experts in the field for relevance and clarity. Tools such as the DQP are used to ensure the appropriate level of rigor for the credential being earned.</p>	<p>Stakeholders (such as employers, expert practitioners, subject matter experts, faculty, learners, advisory committees, recent graduates and professional or licensing bodies) participate in</p>	<p>The program has a process to continuously review and revise competencies as disciplines evolve over time. Employers of graduates provide feedback regarding whether the competencies yield</p>	

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professional or licensing bodies.			defining credential-level competencies.	better-prepared graduates.	
2.3 Individual competencies are relevant, current and accurately depict the needs of employers and society.	Individual competencies are defined to reflect current needs.	Individual competencies are aligned to stated employer and community needs.	Individual competencies reflect the current assessed needs of both employers and society.	The institution has a process through which it assesses the changing needs of employers and society in order to maintain the currency, relevancy and accuracy of the CBE program's stated competencies.	
2.4 Competencies are capable of anchoring, specifying and guiding the learner experience, including curricular design, the development of instructional content, activities, remediation offerings and the assessment strategy.	Competencies are defined clearly and specifically, providing learners a base for their learning journey.	The competency framework is well articulated and defined so that the learning journey can support competency development.	The learning journey and the assessments entailed are well-integrated with and aligned to the competencies.	There is a continuous improvement model in place that clarifies any ambiguous competencies, supporting a clearer pathway to the credential for learners.	
2.5 Individual competencies are aligned to cognitive levels of learning using recognized taxonomies— such as the DQP (Degree Qualifications Profile), or Bloom's Taxonomy— and/or industry standards.	Competencies are defined appropriately for the credential level being earned.	The competency framework supports a scaffolding of competency levels that aligns with learners' entry level capabilities and credential-level requirements.	The competency framework is aligned, as appropriate, with recognized frameworks and taxonomies and/or industry standards.	The competencies and competency framework are revised as external standards and frameworks evolve so that they maintain their linkage to the cognitive level appropriate to the credential being earned.	
3. Coherent Program and Curriculum Design <i>(implemented when CBE program is in place)</i>					
3.1 The set of competencies is clearly specified and provides easy-to-understand	Credential-level competencies are clearly and transparently articulated	Pathways for credential completion are clear and shared with	Along with credential-level competencies and clear pathways, it is clear how learners	Data regarding learner progression are collected through the pathways, and	

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<p>pathways that illustrate what the learner must know and be able to do in order to progress in and complete a credential.</p>	<p>for learners, faculty, staff and other stakeholders.</p>	<p>learners, faculty, staff and other stakeholders.</p>	<p>progress toward and complete a credential, even when they may struggle with a component.</p>	<p>curricular improvements are made when barriers are identified.</p>	
<p>3.2 The program encompasses an integrated curricular sequence that scaffolds learning at appropriate cognitive levels leading to mastery while affording the learner flexibility in the time spent to reach mastery.</p>	<p>Learners in the program attain and demonstrate competencies throughout an integrated curriculum.</p>	<p>The integrated curriculum scaffolds learning along the pathways that lead to demonstration of competency at the appropriate cognitive and behavioral level for the credential. (For example, intentionally different expectations exist for an AA than an MS.)</p>	<p>The integrated curriculum affords the learner flexibility in the time spent to reach mastery while scaffolding learning at the appropriate cognitive and behavioral level for the credential.</p>	<p>The program collects and analyzes data regarding learners' rate of progression through the curriculum with an eye to any inequities in learner performance. Data are also used to validate that learning is occurring at the appropriate cognitive and behavioral levels to remove barriers, offer support and inform continuous improvement of the curriculum.</p>	
<p>3.3 The set of credential-specific competencies, chosen through a co-constructed process, represents the complete taxonomy of the knowledge, skills, abilities and intellectual behaviors required by academia, the workforce and society to evidence a prepared and proficient credential holder.</p>	<p>The credential-level set of competencies is comprehensive, cohesive, and appropriate to the credential being granted.</p>	<p>The credential-level set of competencies has been reviewed and validated by stakeholders such as employers, community leaders and faculty for representing a complete taxonomy of required competencies. When appropriate, the set of competencies is validated against established tools such as the Degree Qualifications Profile (DQP).</p>	<p>The credential-level set of competencies is co-constructed with stakeholders to represent the complete taxonomy of knowledge, skills, abilities and intellectual behaviors required by academia, the workforce and society to evidence a prepared and proficient credential holder.</p>	<p>The set of credential-specific competencies is validated using employer data as well as other achievement data, and changes to this set of competencies are made based on data, changing external requirements and learner performance following credential completion.</p>	

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<p>3.4 Learners can articulate what they should know and what they should be able to do upon completion of the program.</p>	<p>Learners can articulate what they should know and what they should be able to do upon completion of the program.</p>	<p>Learners can describe the competencies for the credential for which they are studying.</p>	<p>Learners are able to interpret their own data to understand their progression toward “knowing” and “being able to do” the defined competencies upon graduation.</p>	<p>At graduation, learners are able to demonstrate what they know and are able to do.</p>	
<p>3.5 Learners have meaningful access to faculty subject matter experts who play an active, central role in the design and delivery of the program.</p>	<p>Faculty are readily available to learners as they progress through the program.</p>	<p>Learners have meaningful access to faculty subject matter experts who play an active, central role in the design and delivery of the program.</p>	<p>Faculty are readily available to learners. Systems and processes are built to further support learner engagement with faculty (including “alerts” for faculty, clear response time expectations and technology-enhanced solutions).</p>	<p>Engagement is monitored to ensure that meaningful access to faculty works to support both engaged learning and “meaning-making” related to the competencies and credentials being earned.</p>	
<p>3.6 Learning environments, content, communications, activities and assessments are accessible to and inclusive of each learner, based on identified needs.</p>	<p>Learning environments, policies, content, communications, activities and assessments are all designed to be equitable for a diverse set of learners regardless of race, ethnicity, gender, socioeconomic status, religion or disability.</p>	<p>Learning environments, policies, content, communications, activities and assessments are critically assessed by both internal and external experts for inequities.</p>	<p>Learning environments, policies, content, communications, activities and assessments provide resources to learners who have not traditionally received them. Accessibility and inclusivity are audited by experts in each area of diversity.</p>	<p>Engagement is monitored to ensure that meaningful access to faculty works to support both engaged learning and “meaning-making” related to the competencies and credentials being earned.</p>	
<p>3.7 Learners are offered varied learning exercises, activities and experiences to promote their engagement and provide multiple</p>	<p>The CBE program is designed to offer learners multiple opportunities to develop mastery of the defined competencies.</p>	<p>The learning journey for the CBE program provides more than one learning resource in support of competency attainment.</p>	<p>Learners are offered varied exercises, activities, experiences and formative assessments to promote their</p>	<p>Data are gathered about learner engagement and the relative efficacy of the given opportunities to develop mastery. These</p>	

opportunities for the development of competency mastery			engagement and provide multiple opportunities for the development of competency mastery.	data are used to enhance and improve the learning experiences offered.	
3.8 The program is designed to support individual learners with personalized learning pathways as they develop and master competencies.	Pathways to credential completion are developed based on the needs of each learner.	Each learner understands the pathways to earning the credential for which s/he is registering.	The program is designed to proactively support individual learners with personalized learning pathways as they develop and master competencies, possibly through a blend of technology and faculty and staff outreach.	Data regarding learners' progression through various pathways are collected and monitored, then used to personalize the learner experience and improve pathway articulation and support.	
4. Credential-Level Assessment Strategy with Robust Implementation <i>(implemented when CBE program is in place)</i>					
4.1 Authentic assessments are built within and aligned to an overarching assessment strategy for the competency being measured and the credential being earned.	An assessment strategy is clearly articulated and its authenticity is defined.	Assessments (designed to measure both theory and the ability to apply the theory) are authentic and transparently aligned to competencies.	Assessments are performance-based when appropriate for the competencies being assessed and aligned to requirements in the discipline and profession as well as to the overarching assessment strategy.	External SMEs review the assessment strategy for relevance and clarity. These reviews inform improvements in the assessments. The assessment strategy is transparent to learners and other constituents.	
4.2 The assessment strategy clearly articulates how the set of assessments supports the learning journey for learners, matches the cognitive level of the competencies being demonstrated and determines mastery at	Assessments offer all learners the opportunity to demonstrate the mastery required for the credential being granted (certificate, AA, MS).	Assessments are designed to reflect the cognitive level of the competency (e.g., multiple choice exams for "remembering" and case studies for "applying").	Assessments have validity data to support claims about the cognitive level being measured. Performance data is also examined to reveal any inequity in learning outcomes.	Assessments have validity data to support claims about cognitive level being measured. These data include equity across diverse groups and are used for continuous improvement of the assessments.	

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the appropriate academic level.					
4.3 The set of authentic assessments is designed to provide learners with multiple opportunities and ways to demonstrate competency, including learning and the ability to apply (or transfer) that learning in novel settings and situations.	The program offers learners more than one opportunity to demonstrate competency.	The program offers learners more than one modality (type of assessment) and more than one opportunity to demonstrate competency.	The set of assessments is designed to provide learners with multiple opportunities and ways to authentically demonstrate competency, including measures for both learning and the ability to apply or transfer that learning in novel contexts.	Each competency is assessed through a diverse set of opportunities, each of which is valid and reliable. The set includes measures for both learning and the ability to apply or transfer that learning in novel contexts. Assessments are personalized based on learner profile and needs.	
4.4 The assessment strategy and each of the assessments and their corresponding rubrics equitably measure learning outcomes across diverse learner groups, while guarding against bias in the formative and summative assessments.	Assessments are reviewed by diversity experts for any embedded cultural biases or language. Delivery methods are ADA (Americans with Disabilities Act) compliant.	The institution has an established position regarding equity in assessments and faculty are trained in bias issues as well as in the institution's equity goals.	Baseline data regarding assessment bias (particularly bias against race, ethnicity, gender, socioeconomic status, religion or disability), assessment performance and validation of rubrics and assessors is established.	Data are gathered, analyzed and reviewed for equity in a transparent process, then analyzed to reveal any gaps in learning outcomes as well as any bias in the assessment tools or grading practices. Analyses result in improvements in learning pathways, assessment tools and approaches as needed.	
4.5 Faculty understand their role in the overarching assessment strategy for the credential and are trained in and can articulate the critical	Faculty training results in faculty members' ability to articulate the assessment strategy.	Faculty training results in faculty members' ability to articulate how each assessment aligns to competency definitions.	Faculty training results in faculty members' ability to articulate how each assessment plays a critical role in	Faculty can articulate how each assessment plays a critical role in validating mastery of a competency. Faculty participate in a continuous	

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function played by each assessment in validating mastery of a competency.			validating mastery of a competency.	improvement process for the assessments with which they work.	
4.6 Each authentic assessment is transparently aligned to program competencies and their corresponding rubrics. Each authentic assessment is rigorous, has clear and valid measures and is approved by faculty and assessment professionals.	The curricular map aligns each assessment to related competencies. The institution has a definition of authentic assessment.	Each assessment is monitored for its alignment to competencies, its level of “authenticity” and is approved by faculty.	Each assessment is monitored for its alignment to competencies and its level of authenticity. Validity and reliability data are transparently reported and reviewed by faculty/ assessment professionals.	Data regarding the validity and reliability of assessments across diverse groups of learners are gathered and analyzed. These data (along with other relevant data) are used for continuous improvement of the assessments.	
4.7 Formative assessments serve as a tool for learning and provide feedback for reflection and refinement while also offering a feedback loop that is timely and appropriate to the competency and intent of the assessment.	The CBE program is designed to offer learners multiple opportunities to develop mastery of the defined competencies.	The learning journey for the CBE program provides more than one learning resource in support of competency attainment.	Learners receive recommendations for learning resources to support ongoing competency development.	Data are gathered about learner engagement and the relative efficacy of the given opportunities to develop mastery. These data are used to enhance and improve the learning experiences offered.	
4.8 Summative assessments’ ability to measure application (the “can do” aspect of a competency) is validated by a subject matter expert (SME), ideally one external to the program design team.	Every summative assessment measures application of the aligned competency, as well as knowledge.	Internal SMEs review each summative assessment for its ability to authentically and effectively measure application.	The program is designed to proactively support individual learners with personalized learning pathways as they develop and master competencies, possibly through a blend of technology and faculty and staff outreach.	Data regarding learners’ progression through various pathways are collected and monitored, then used to personalize the learner experience and improve pathway articulation and support.	

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<p>4.9 The assessment design accommodates personalization for learners by offering flexibility around when assessments will be administered. This ability is often supported by technology.</p>	<p>Each learner understands the path to assessment of competency for his or her program, and can access assessments as appropriate.</p>	<p>Learner pathways for both formative and summative assessments are clear yet flexible.</p>	<p>Assessments are personalized based on individual learner experience and need.</p>	<p>Data regarding previous performance and readiness to demonstrate competency are used to personalize assessment pathways.</p>	
<p>4.10 The timeliness of feedback from assessments enables learners to proceed with an absolute minimum of delay. Technology is used wherever possible to facilitate and expedite the timeliness of feedback.</p>	<p>Clear institutional expectations about grading turnaround time are established.</p>	<p>Faculty training and support are in place to enable compliance with institutional expectations regarding feedback timing and quality.</p>	<p>Learner support (such as tutoring and supplemental instruction) is available if feedback is unclear or ineffective so that learners can progress efficiently.</p>	<p>Technology is leveraged to notify faculty of new assessments requiring feedback, to track completion of feedback and to alert learners that feedback is ready for their review.</p>	
<p>5. Intentionally Designed and Engaged Learner Experience <i>(implemented when CBE program is in place)</i></p>					
<p>5.1 The institution invests in deeply understanding the learners to be served by its CBE program. This understanding is the foremost consideration when structuring the work of CBE professionals into specific roles and responsibilities</p>	<p>The target learner population for the CBE program is well-defined and described.</p>	<p>The institution prioritizes learners' academic and personal needs as the CBE program is designed and delivered.</p>	<p>The roles of staff and faculty in the CBE program are based on well-understood and clearly articulated learner needs and strengths.</p>	<p>The understanding of learner needs and strengths is continuously refined as data are gathered through the program. Curriculum and roles are refined as new information becomes available.</p>	
<p>5.2 . The program is sufficiently resourced with faculty and staff to meet the needs of the learner. Faculty and staff roles are designed to provide differentiated</p>	<p>The CBE program's unique requirements for faculty and staff knowledge, skills and attitudes are defined as a baseline for resourcing the program.</p>	<p>Resources are in place to support faculty and staff engagement and training regarding the CBE program's design and requirements.</p>	<p>Input from faculty and staff is used to refine and adjust program resources and trainings.</p>	<p>Data are gathered regarding the efficacy of the program in meeting the needs of diverse sets of learners in the CBE program, and improvements are</p>	

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<p>support to a diverse range of learners that leverages the individual talents, strengths and competencies of the faculty and staff.</p>				<p>made based on those data (for example, faculty and staff are matched to learners based on data). External peers and exemplars are used to review and recommend performance improvements.</p>	
<p>5.3 Faculty and staff performance metrics are established and monitored. One key metric is the ability of the team to support learners throughout the learner experience regardless of race, ethnicity, gender, socioeconomic status, religion, or disability.</p>	<p>Faculty and staff performance expectations are clearly defined, shared and monitored. The program has the resources to employ a sufficient number of faculty and staff who perform as expected.</p>	<p>Faculty and staff performance metrics are based on the need to equitably and effectively support a diverse set of learners.</p>	<p>Faculty and staff performance metrics are established and monitored in partnership with diverse learner groups and aid the team in supporting learners across all races, ethnicities, genders, socioeconomic statuses, religions and disabilities throughout the learning journey.</p>	<p>Data regarding the ability of faculty and staff to meet performance metrics, and the impact of faculty and staff performance on learner success across demographic groups, are gathered, monitored and reported. These data are used to improve the learner experience</p>	
<p>5.4 Clear expectations regarding institutional policies, the structure and expectations of the program, and tuition and fees are effectively communicated to the learner</p>	<p>CBE program policies and expectations are compliant with accreditor and regulatory requirements and are clearly articulated and available for review by faculty, staff and learners.</p>	<p>Policies, structures and expectations for learners in the CBE program are defined and reviewed with the learner prior to matriculation in the program. Faculty and staff are adequately trained to align with these expectations.</p>	<p>Clear program expectations (including institutional policies, enrollment practices and policies, the structure and expectations of the program, transfer, withdrawal, and tuition and fees) are communicated to the learner in multiple ways, including required orientation, touchpoints each term and advisor conversations.</p>	<p>Information is gathered from learners regarding the clarity of these communications (including by tracking complaints and other satisfaction input), and improvements are made to the policies and communications as needed.</p>	

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<p>5.5 . Learners have access to and proactive engagement with the subject matter experts, robust resources, tools and other supports necessary for them to acquire and demonstrate the knowledge, skills and abilities required for successful completion of the program.</p>	<p>The CBE program is designed to offer proactive support for learning, and faculty actively reach out to learners.</p>	<p>Faculty reach out to learners with subject matter content, recommend additional learning resources and are available for other support as needed.</p>	<p>Learners have access to and proactive engagement with the subject matter experts, robust resources, tools and other supports necessary for them to acquire and demonstrate the knowledge, skills, and abilities required for successful completion of the program.</p>	<p>Systems and processes are built to support learner access to faculty (such as “alerts” for faculty, and technology enabled contact between faculty and learners) and other learning resources (such as adaptive and personalized technologies).</p>	
<p>5.6 Opportunities for engagement with peers, faculty, staff and employers who reflect the diversity of the learner population are provided throughout the learning journey.</p>	<p>Learners can interact with each other as well as with faculty and staff.</p>	<p>The institution creates various pathways for learners to connect with peers as well as faculty and staff in support of their learning.</p>	<p>Meaningful opportunities for engagement with peers, faculty, staff and employers who reflect the diversity of the learner population are woven into the learning journey.</p>	<p>Learner feedback regarding the efficiency and efficacy of engagement opportunities is used to improve learners’ connections with their peers and the larger learning community.</p>	
<p>5.7 Leveraging technology-enabled systems and processes when possible, faculty, staff and learners proactively monitor data metrics to ensure learners are fully informed, engaged and performing as anticipated throughout the learner lifecycle.</p>	<p>Learners’ progress toward competency demonstration can be monitored.</p>	<p>Faculty, staff and learners are all aware of learners’ academic engagement and progress toward credential.</p>	<p>Learner engagement and progress is monitored with digital systems and processes whenever possible (such as customer relationship management, or CRM, tools). Faculty, staff and learners proactively monitor progress metrics (such as formative assessment results and learner engagement with content) to ensure the learner is fully informed, engaged and</p>	<p>The data gathered regarding learner progression and completion are used to both refine the learning experience and reach out to learners to support their ongoing progress in a personalized manner, intentionally supporting learners who might be struggling as well as those who are performing well.</p>	

			performing as anticipated throughout the learner lifecycle.		
6. Collaborative Engagement with External Partners <i>(implemented when CBE program is in place)</i>					
6.1 In collaboration with faculty and staff, external partners offer their own expertise and resources, and are invested in and an integral part of the program design, delivery and evaluation processes.	External partners can communicate the rationale for offering the CBE program.	The external partners have reviewed and offered feedback on the program’s competencies, assessments, learning activities and requirements.	In collaboration with faculty and staff, external partners are an integral part of the program design, delivery, and evaluation processes.	The external partners provide the institution with data regarding graduates’ performance on the job, allowing the institution to continuously improve the competencies, assessments and other components of the program.	
6.2 Faculty, staff, learners and external partners regularly communicate about substantive matters, keeping each other informed of the latest developments; sharing information with researchers, discipline and career networks, and other professional organizations; and implementing needed programmatic changes.	External partners are asked for input on any external changes that could impact the program.	Standing and regular meetings are held in which external and internal partners consider the success and efficacy of the CBE program from each partner’s lens.	Faculty, staff, learners and external partners work collaboratively to update, refresh and improve the relevancy of the competencies attained and demonstrated by learners in the CBE program.	Data is gathered (from graduates, external partners and other sources) and widely disseminated by both internal and external partners regarding the efficacy of the CBE program in preparing learners for relevant jobs and life skills (including responsiveness to industry trends and other external changes), and improvements are made based on the data.	
6.3 External partnerships are cultivated to provide real life learning, training, assessment, internship	External partners understand the CBE program’s approach and philosophy as well	External partnerships are cultivated to provide real-life learning, training, assessment, internship and	Formal agreements are established and operated with external partners to provide faculty expertise and	Information is gathered from external partners regarding learner performance during internships, training	

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and employment opportunities.	as its potential benefits to partners.	employment opportunities.	onsite experiences (such as internships or apprenticeships) as a component of the CBE program.	opportunities and ultimately employment, and these data are used to improve the curriculum and learning journey.	
6.4 External partners are chosen based on their alignment to the program’s purpose, the institution’s equity goals, or field and workforce needs. When no pre-existing connections exist, faculty and staff are able to form these necessary relationships	Possible external partners (including employers, regulators, licensure bodies, civic organizations and internship sites) are identified based on the institution’s mission and goals for the CBE program.	Where new partnerships are required, institutions work to establish shared goals and effective partnerships.	External partners are chosen based on their alignment to the program’s purpose, the institution’s equity goals, or field and workforce needs. When no pre-existing connections exist, faculty and staff are supported in forming the necessary relationships.	The external partner relationships are evaluated in terms of the institution’s mission and programmatic goals as well as the external partners’ goals. Any gaps are identified, new opportunities are articulated and efforts to establish a working partnership are initiated.	
7. Transparency of Student Learning <i>(implemented when CBE program is in place)</i>					
7.1 The competencies required to earn a credential are clearly and openly articulated to learners, faculty, staff and external partners.	The competencies required for a credential are defined.	The CBE program has clearly defined the competencies required for the credential.	The competencies required to earn a credential are transparently articulated to learners, faculty, staff, and external partners.	The competencies required for a credential are transparently articulated to learners, staff, faculty, and external partners, and have been clearly transcribed for use by other institutions as needed.	
7.2 The alignment of competencies, content, learning activities and experiences, and competency demonstration assessments is visible to	Competencies, learning experiences and assessments are aligned.	The alignment of competencies, content, learning activities and assessments is captured in a reportable format.	The alignment of competencies, content, learning activities and experiences, and competency demonstration assessments is visible	Curricular maps are technology-enabled and visualized so that any interested person can understand the alignment of competencies, learning	

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all learners and stakeholders.			to all learners and stakeholders.	experiences and assessments.	
7.3 Learner progression toward competency mastery and credential completion is visible to the learner, faculty and staff throughout the learning journey.	Learner progression toward completion can be monitored and reported on.	Learner academic engagement and competency demonstration is episodically captured, monitored and reported for learners as well as for faculty and staff.	Learner progression toward competency mastery and credential completion is readily visible to the learner, faculty and staff throughout the learning journey.	Technology (i.e., a progression dashboard) allows all stakeholders to see a real-time visualization of learner progression through the aligned assessments and competencies.	
7.4 The alignment of credentials' competencies to external requirements (licenses, transfer requirements, certifications, employer needs) is accurately and clearly communicated.	Credential competencies are aligned to relevant external requirements.	External requirements that map to the credentials are well-understood, monitored and aligned so that internal and external stakeholders (including learners) can describe the alignment.	The alignment of credential competencies to external requirements (licenses, transfer requirements, certifications, employer needs) is accurately and transparently communicated.	Visualizations of the alignment of external requirements and credential standards are developed and available for sharing (often via technology) with all interested parties. These alignments are changed and updated as external requirements shift.	
7.5 The institutional transcription policy and process are designed to communicate what graduates can do beyond course listings and grades. They express this information in understandable and relevant ways to an expanded community of stakeholders with the input and engagement of learners, transfer institutions, graduate schools and employers.	Competencies for the credential are available for review upon request or as an attachment to the transcript.	The institutional transcript communicates the competencies for the credential and each learner's demonstration of competency related to the earned credential while also communicating equivalencies in a way that makes sense to external entities.	The institutional transcription policy and process is designed to communicate what graduates can do (beyond course listings and grades), expressed in understandable and relevant ways to an expanded community of stakeholders with the input and engagement of learners, transfer institutions, graduate schools and employers.	The transcript utilizes visualization and e-portfolio technology to communicate the richness of the competencies demonstrated in earning the credential. It also offers a "crosswalk" to credits and grades, should such be needed by the learner. The transcript is electronically shareable and portable, upon learner request.	

8. Evidence-Driven Continuous Improvement (<i>implemented when CBE program is in place</i>)					
8.1 The institution has adopted continuous improvement processes for its CBE program and is committed to sharing its data and discoveries with the CBE community.	The institution expresses understanding of the need for continuous improvement of the CBE program.	The institution has set goals and metrics for the CBE program that support the identification of necessary program improvements.	The institution has adopted and resourced continuous improvement processes for the CBE program and is committed to sharing its data and discoveries with the CBE community.	The continuous improvement process results in a stronger, more effective CBE program, as evidenced by improvements in stakeholder satisfaction (including employers, learners, and faculty) as well as better learning outcomes.	
8.2 The CBE program has agreed-upon performance goals (including equitable learner outcomes) as well as effective and regular approaches for monitoring, measuring, surveying, analyzing, reporting and acting on performance data (including specific learner outcomes).	Performance goals and metrics are set for the CBE program.	The institution can and does measure the performance of its CBE program against the defined goals and metrics it has set, including benchmarks defined by relevant peers whenever possible.	The CBE program has agreed upon performance goals (including learner outcomes across diverse populations) and has effective and regular approaches for monitoring, measuring, surveying, analyzing, reporting and acting on performance data (including specific learner outcomes).	Data gathered and shared regarding the performance of the CBE program lead to the design and implementation of improvements. Further data are then gathered to report on the efficacy of these interventions.	
8.3 The CBE program collects feedback from learners regarding the program and its personnel and resources.	Basic surveys are sent to learners regarding their experience.	Learners participate in focus groups and/or other qualitative research forums to offer feedback regarding the CBE program.	Quantitative and qualitative feedback regarding the CBE program, personnel and resources is collected from learners.	The CBE program maintains an active relationship with its alumni and uses alumni feedback to inform continuous improvement. Feedback is also synthesized, reported and made available to all constituents.	

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<p>8.4 The CBE program has a systematic process for improvement based on feedback from learners, faculty, subject matter experts and external partners, and has allocated appropriate resources to support this work.</p>	<p>Feedback regarding the CBE program is gathered from multiple stakeholders, including learners, faculty and external partners.</p>	<p>The CBE program has a systematic process for synthesizing, reporting and sharing feedback from learners, faculty, subject matter experts and external partners.</p>	<p>The CBE program has a systematic process for improvement based on feedback from learners, faculty, subject matter experts and external partners.</p>	<p>Data is gathered from employers, graduates and other stakeholders regarding the ongoing relevance of the programs' competencies. This information is used to realign and/or improve the programs' learning outcomes' relevance. The CBE program shares its results with external partners and the larger CBE community to support continuous improvement of CBE as a practice.</p>	
<p>8.5 Other related data, such as measurements of post-programmatic outcomes and the enduring value of earned competencies in the knowledge marketplace, are monitored to inform larger shifts in the design of the competencies and credentials being offered.</p>	<p>The CBE program team has identified relevant external sources of information for improvement of the program.</p>	<p>The CBE program has a plan for data-gathering to source the information identified by the team.</p>	<p>Other related data such as measurements of labor market outcomes for graduates and the enduring value of earned competencies in the knowledge marketplace are monitored to inform larger shifts in the design of the competencies and credentials being offered.</p>	<p>The program gathers data regarding the ongoing relevance of the program's competencies from employers, graduates and other stakeholders. This information is used to realign and improve the program.</p>	