# IHUM Consortium SME Package Overview

Grant Fiscal Agent: Hawkeye Community College

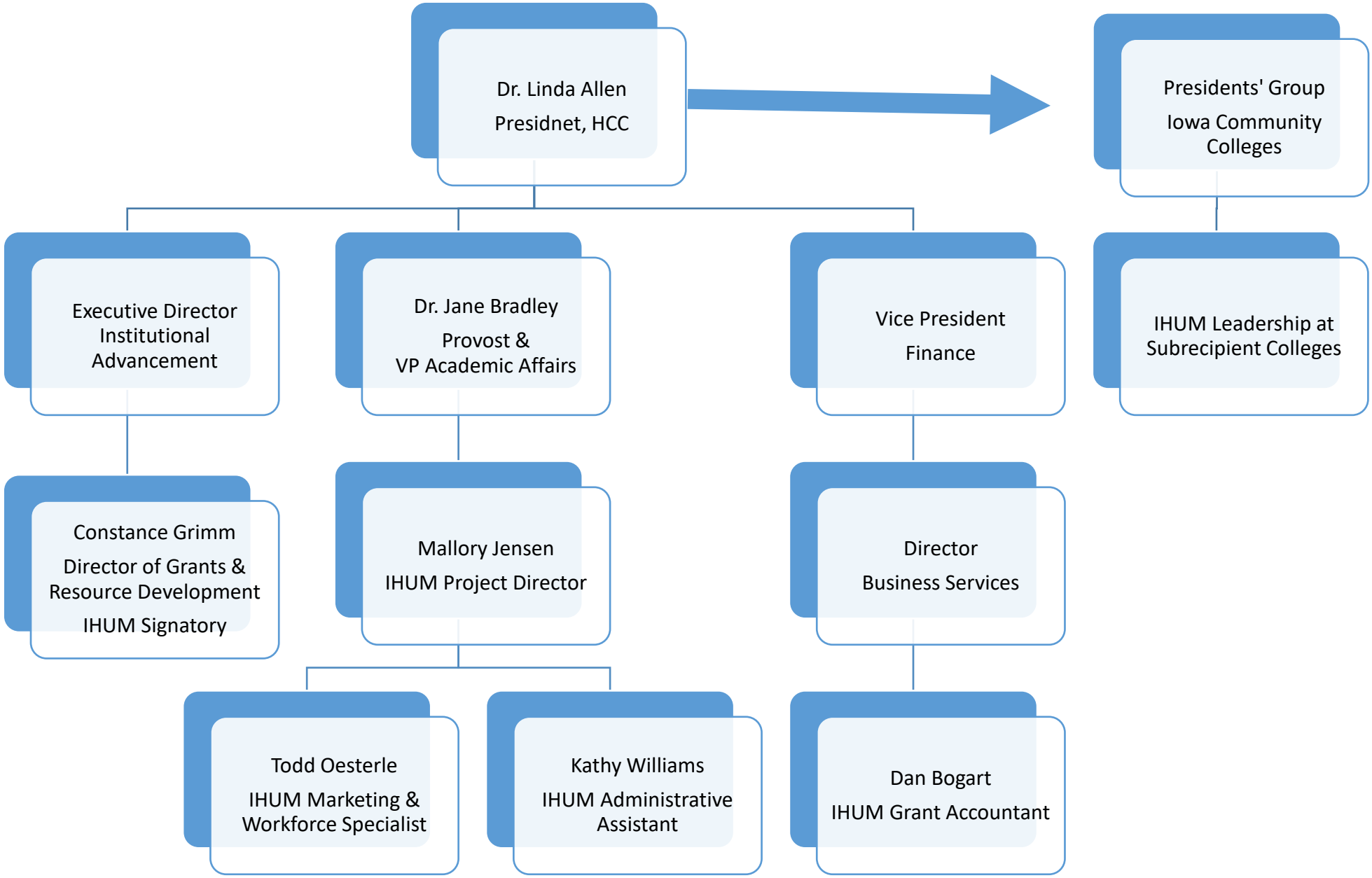
IHUM Consortium Leadership Team at Hawkeye Community College:

- Dr. Linda Allen – President, Hawkeye Community College
- Dr. Jane Bradley – Provost & Vice President Academic Affairs, Hawkeye Community College
- Mallory Jensen – IHUM Project Director
- Todd Oesterle – IHUM Marketing & Workforce Specialist
- Kathy Williams – IHUM Administrative Assistant
- Dan Bogart – IHUM Accountant
- Constance Grimm – Director of Grants and Resource Development/IHUM Grant Signatory

IHUM Sub-Recipient Community Colleges:

- Des Moines Area Community College
- Eastern Iowa Community Colleges
- Iowa Central Community College
- Indian Hills Community College
- Iowa Lakes Community College
- Iowa Valley Community College District
- Iowa Western Community College
- Kirkwood Community College
- North Iowa Area Community College
- Northeast Iowa Community College
- Northwest Iowa Community College
- Southeastern Community College
- Southwestern Community College
- Western Iowa Tech Community College

IHUM Reporting Structure



Deliverable 1.4: Letters of Commitment from Employers & Industry Representatives

- Each college uploaded letters of commitment from employers and industry representatives
- Attached are letters from state agencies obtained by the consortium leadership team at the beginning of the grant. (See item 2. Letters)

Milestone 2.3: Create and Distribute Open Educational Resources.

- Todd Oesterle, IHUM Marketing & Workforce Coordinator, is working with colleges to upload materials to Skills Commons
- Please see attached item 3. Memo OER's for progress
- Materials currently uploaded to Skills Commons can be viewed at https://www.skillscommons.org/handle/taaccct/1445
- Contact Todd.Oesterle@hawkeyecollege.edu for any inquiries

Deliverable 2.1: Public Licensing of Curricula and Training Materials

- Todd Oesterle, IHUM Marketing & Workforce Coordinator, is working with colleges to upload materials to Skills Commons
- Hawkeye Community College hosted the 2015 Teaching and Learning Conference on April 7-2018. Guest speaker was Paul Stacey with Creative Commons. The IHUM Consortium attended the presentation to learn how to attach public licensing and understand how Skills Commons works. Mallory Jensen then adapted a PowerPoint presentation for the Consortium's reference about properly attaching the creative commons license.
- Please see attached item 4. CC BY PowerPoint.
- Materials currently uploaded to Skills Commons can be viewed at https://www.skillscommons.org/handle/taaccct/1445
- Contact Todd.Oesterle@hawkeyecollege.edu for any inquiries

Deliverable 2.2: Distribution through Project and Online Repositories

- Todd Oesterle, IHUM Marketing & Workforce Coordinator, is working with colleges to upload materials to Skills Commons
- Best Practices created by the grant were shared at quarterly lead meetings at Hawkeye Community College
- Please see materials currently uploaded to Skills Commons on behalf of the IHUM Consortium as a whole, which can be viewed at https://www.skillscommons.org/handle/taaccct/1445
- Contact Todd.Oesterle@hawkeyecollege.edu for any inquiries

Deliverable 2.5: Development and Publication of a Scorecard that Updates on a Regular Basis

- This deliverable was changed by the DOL. See item 6. Round 4 Scorecard Guidance.

- The revised deliverable to create an Employment Results Continuous Improvement Plan is still being developed. This item will be shared with the SME upon completion.
- An internal tool that helped to assess and communicate progress toward IHUM requirements for each of the subrecipients were dashboards to update college leadership on key areas of the grant. The dashboards addressed the following areas on a monthly basis:
    - Budget
    - Participant Outcomes
    - Deliverables
    - Issues
- Attached see item 7 for an example of a dashboard created for Hawkeye Community College in January 2018.

## Milestone 3.1: Implement Specialized Recruitment & Retention Efforts

- The IHUM Consortium Leadership Team helped with statewide recruitment and retention efforts through multiple platforms. Please see attached item 8. Marketing Material Samples created by the consortium.
- Individual recruitment and retention efforts took place at individual colleges tailored to their specific program of study
    - Recruitment initiatives at the college level included, but were not limited to career fairs, open house events, fliers, mailings, radio advertisements, and news coverings.
    - Retention efforts at the college level included the hiring of tutors, lab coordinators and / or assistants, and student success specialists.
    - Milestone 3.1 is also being reviewed by the SME at the college level.

## Milestone 3.2: Improve Student Career Planning

- IHUM has used EMSI Career Coach on a statewide basis to help students with career planning.
- Please see branded and customized implementation of Career Coach at each college:
    - Des Moines Area Community College: https://dmacc.emsicc.com
    - Eastern Iowa Community College: https://eicc.emsicc.com
    - Hawkeye Community College: https://hawkeyecollege.emsicc.com
    - Iowa Central Community College: https://iowacentral.emsicc.com
    - Indian Hills Community College: https://indianhills.emsicc.com
    - Iowa Lakes Community College: https://iowalakes.emsicc.com
    - Iowa Valley Community College District: https://marshalltown.emsicc.com
    - Iowa Western Community College: https://iwcc.emsicc.com
    - Kirkwood Community College: https://kirkwood.emsicc.com
    - Northwest Iowa Community College: https://nwicc.emsicc.com
    - Northeast Iowa Area Community College: https://niacc.emsicc.com
    - Northeast Iowa Community College: https://nicc.emsicc.com
    - Southeast Iowa Community College: https://scciowa.emsicc.com
    - Southwest Iowa Community College: https://swcciowa.emsicc.com
    - Western Iowa Tech Community College: https://witcc.emsicc.com
- Individualized efforts are being carried out at each college within the signature program to assist with student career planning. Those efforts are being reviewed at the college level as well.

- After the successful implementation of Career Coach at the 15 community colleges under the IHUM grant, the State of Iowa has followed in IHUM's footsteps and created an Iowa Career Coach on the Future Ready Iowa website. See: http://www.iowacareercoach.gov

Deliverable 3.3: Targeted Recruitment Marketing Materials on Multiple Platforms

- Todd Oesterle, Marketing & Workforce Coordinator, worked with the consortium recruitment campaign, as well as individual colleges. The consortium campaign first launched a statewide website for the grant. The website is located at www.enhanceiowa.com
- The website was initially created around the purchase of EMSI Career Coach (deliverable 3.4), to assist potential students in locating training and career opportunities around the state of Iowa that may align with their talents and interests. EMSI Career Coach allows students to explore careers and programs, take online assessments, and connect with the community colleges in the state of Iowa.
- The Enhance Iowa Website also connects potential students to resources to make their educational journey affordable, as well as connecting to an employer at the completion of their studies.
- Other recruitment / marketing initiatives include:
    - Mailings
    - Radio / Pandora Ads
    - Social Media Postings & Recruitment Campaigns
    - Statewide Campaigns such as Career Fairs, Community Events, and open houses.
    - Please again see item 8. Marketing Material Samples for documents, pictures, radio ads, marketing guidelines, and PowerPoints.

Deliverable 3.4: Implement a Web-Based Tool that can Generate Regional LMI Paired with Applicable Programs of Study

- IHUM purchased EMSI Analyst and Career Coach in year one of the IHUM grant.
- EMSI Analyst was used internally at each of the 15 community colleges to assess labor market trends
- EMSI Career Coach was launched at each of the 15 community colleges. Example page from Hawkeye Community College's Industrial Automation Page: https://hawkeyecollege.emsicc.com/?radius=&region=Waterloo-Cedar%20Falls%2C%20IA
    - Career Coach allows students to take career assessment, browse careers, browse programs, and build a resume.
    - The IHUM Consortium also created a statewide website with all 15 community college Career Coach sites for recruitment and retention purposes: http://www.enhanceiowa.com/career-coach
    - The Iowa community college career coach pages are also linked to the statewide Future Ready Portal: https://www.futurereadyiowa.gov/career-coach

Milestone 4.1: Develop IHUM Sector Strategy Committee Consisting of Members from IWD, IEDA, Iowa DE, and Four Consortium Members

- Carly Voltz and Mallory Jensen met with Iowa Economic Development and Iowa Workforce Development to discuss project plans on March 16, 2015 (see attached meeting notice, item 9)
- Todd Oesterle and Mallory Jensen attended IHUM Partnerships Meeting December 8, 2015 (see attached meeting notice, item 10)

- Todd Oesterle and Mallory Jensen attended the IT Sector IT Career Pathways / Regional Partnership meeting with state agencies on 7/14/2016. (see attached meeting notice, item 11)
- With the launch of the Future Ready Iowa Initiative in 2016, sectors continued to build and expand across Iowa. The below links showcase the work being done in Iowa, as well as the members associated with the boards, leadership committees, and progress of sectors in Iowa through the Future Ready Iowa Initiative. Each of these initiatives have a representative present from the community colleges in Iowa.
- https://educateiowa.gov/adult-career-and-community-college/sector-partnerships/sector-partnership-leadership-council
- https://educateiowa.gov/document-type/sector-partnership-minutes
- https://www.futurereadyiowa.gov/partners
- https://www.futurereadyiowa.gov/sector-partnerships
- https://www.educateiowa.gov/documents/sector-partnership/2017/07/inventory-sector-partnerships-iowa
- Additional information: See Sector Board docs folder

Milestone 4.3: Create Joint Marketing and Outreach Efforts with State Agencies. and Milestone 4.4: Collaborate with State Agencies on a Participant Referral Process.

- Throughout the programmatic period of the grant, IHUM reached out and partnered with the state and regional workforce agencies. Materials were sent to locations throughout the state. Additional locations included:
    - National Guard
    - Chambers of Commerce
    - IowaWorks
    - Vocational Rehabilitation Centers
    - Correctional Facilities
    - Goodwill
    - Libraries
    - Foodbanks
    - United Way
- September 8, 2016 – Program update to the statewide WIOA Directors in Des Moines on the IHUM programs and recruitment efforts (see attached appointment and agenda, items 12 and 13)
- December 15, 2015 – IHUM Partnership Meeting in Des Moines
    - Regional meetings also took place with colleges and their local representatives. Information is being reviewed by individual college SME's.
- Partnership with Future Ready Iowa – Due to the partnership with Future Ready Iowa, IHUM initiatives have been sustained after the life of the grant.

Milestone 4.5: Partner with Industry and State Agencies on Job Fairs and Mission-Based Events.

- July 14, 2016 – IT Career Pathways / Regional Partnership Meeting
    - Attached meeting documentation (see attached meeting notice, item 11)

- October 19, 2016 – Presentation with Iowa Department of Education on alignment between IHUM initiatives and Future Ready Iowa at EMSI 2016 Conference (see item 14)
- October 27, 2016 – Presentation with Jason Crowley from Iowa Workforce Development on the initiatives of IHUM and Future Ready Iowa (see item 15)

Deliverable 4.1: Meeting Minutes from IHUM Sector Strategy Committee and Regional Advisory Committee

- IHUM State Sector Strategy Committee (see item 16)
- Additional Links
  - https://www.futurereadyiowa.gov/partners
  - https://www.futurereadyiowa.gov/sector-partnerships
  - https://www.educateiowa.gov/documents/sector-partnership/2017/07/inventory-sector-partnerships-iowa

- Regional advisory board meetings are being reviewed at each college during the SME process

Deliverable 4.3: IHUM and RAP Materials Developed in Collaboration with State Agencies

- See attached apprenticeship standards from EICC (see item 17)
  - NICC & KCC utilized this model for apprenticeship and learn and earn models in their region
- https://www.earnandlearniowa.gov/

Deliverable 4.4: Outreach Efforts to Educate WIB's about IHUM Referrals

- Mallory Jensen spoke to statewide and regional WIB's about IHUM, the connection to Future Ready Iowa, and training programs at each of the 15 community colleges. Attached are PowerPoints from the meetings (see items 18-20)

Deliverable 4:5: A Minimum of One Event with Industry and State Agencies Annually

- July 29, 2015 – EMSI Career Coach & Analyst Certification Training held at Hawkeye Community College (see confirmation email, item 21)
  - Representatives were present from all 15 community colleges
  - Representatives were present from previous TAACCCT Consortiums in Iowa
  - Representatives included members from Iowa Workforce Development, Iowa Economic Development Authority, and The Iowa Department of Education
- June 1, 2016 – Healthcare Simulation Workshop (see item 22)
  - IHUM, The Iowa Department of Education, and representatives from all 15 community colleges held a Healthcare Simulation Network Training. The workshop was utilized to inform simulation coordinators and faculty of simulation best practices, scenarios, and standards.

- September 7, 2016; September 13, 2016; September 20, 2016; and September 27, 2016 – EMSI Analyst and Career Coach Training with representatives from regional and state Iowa Works, Vocational Rehab, Iowa Department of Education, Community College, and University of Northern Iowa.
    - See agendas (items 23-26)
- April 7, 2017 – Healthcare Simulation Workshop in Des Moines (see item 27)
    - Partnership between IHUM, Iowa Department of Education, UnityPoint Health Des Moines, Iowa Community College Simulation Network, and Iowa League for Nursing
- April 11, 2018 – Joe Collins with the Iowa Department of Education met with the IHUM leads to review updated statewide movement with Sector Partnerships and newly created Sector Partnership Toolkits. This information will be communicated back to each college as the sector partnerships will be sustained after the completion of the grant. (see items 28-29)
- Additional regional partnership events took place on an ongoing basis with community colleges and local agencies.

Additional Resources:

- About Future Ready Iowa: https://www.futurereadyiowa.gov/about-future-ready-iowa
- Enhance Iowa Website: https://www.enhanceiowa.com
- Iowa Apprenticeship Website based on IHUM sectors: https://www.earnandlearniowa.gov/

Iowa's Network

IHUM

IT | Health | Utilities | Manufacturing

# SUBJECT MATTER EXPERT REVIEW REPORT

Each institution that received grant funds was required to develop new and/or take to scale successful industry sector strategies. These sector strategies were required to focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.

Effective sector strategies hinged on deep partnerships with employers and regional industry representatives, and, where appropriate, national industry representatives. To that end, IHUM has required each institution to identify one or more specific industry sectors on which they would focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either were located in each site or agreed to hire individuals from that region. The consortium leadership was responsible for statewide efforts, as well as providing support for the individual colleges within the consortium to ensure all milestones and deliverables were achieved.

**Institution Reviewed:** Hawkeye Community College – Consortium Leadership

**Subject Matter Expert:** Catherine Kovacs, MHR

**Subject Matter Expert Credentials:** Catherine Kovacs is a project management and workforce development specialist, with extensive experience in the administration and oversight of U.S. Department of Labor (DOL) grant programs. She earned her Master's degree in Human Relations and Bachelor's degree in Psychology from the University of Oklahoma. For over ten years she has managed numerous DOL grant programs, including those funded by Trade Adjustment Assistance Community College and Career Training (TAACCCT), Workforce Investment Act (WIA), National Emergency Grants (NEG), and the American Recovery and Reinvestment Act (ARRA). In her roles as Project Manager for a TAACCCT Round 3 grantee and Project Director for a WIA Service Provider, Catherine was responsible for ensuring that performance measures were met or exceeded. This required not only the collection and analysis of data, but also the ability to communicate performance results to stakeholders. She was also responsible for developing, writing, and implementing policies and procedures that were compliant with Federal and State guidelines.

**Review Period:** 07/20/2018 – 08/14/2018

**Synopsis of Findings:**
A review of the material presented in the "IHUM Consortium SME Package" indicates that most consortium-level milestones and deliverables as described in the work plan were successfully achieved. A few milestones and deliverables are not yet complete, but work in those areas is mostly progressing.

IHUM's greatest successes appear to be 1) the adoption and utilization of Emsi and 2) partnerships that were developed (ex: Future Ready Iowa) to aid in sustainability after the grant ends.

One area for improvement is ADA compliance of grant-funded curriculum deliverables.

Detailed results of the review of each consortium-level milestone and deliverable are below.

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | | |
|---|---|---|
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| **STATUS** | ■ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** LETTERS OF SUPPORT FOR IOWA'S COMMUNITY COLLEGE TAACCCT CONSORTIUM (IHUM) WERE WRITTEN IN MAY AND JUNE 2014. |
| **QUALITY** | ■ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** THE LETTERS OF SUPPORT WERE OBTAINED FROM THE GOVERNOR OF IOWA, THE DIRECTOR OF THE IOWA ECONOMIC DEVELOPMENT AUTHORITY, AND THE DIRECTOR OF IOWA WORKFORCE DEVELOPMENT. THE LETTERS PLEDGED THE SUPPORT OF THE MAJOR WORKFORCE AND ECONOMIC DEVELOPMENT ENTITIES IN THE STATE. |

| STRATEGY 2: Advance Online & Technology-Enabled Learning | | |
|---|---|---|
| **MILESTONE 2.3: Create and distribute Open Educational Resources.** | | ☐ Complete<br>■ Incomplete |
| **DELIVERABLE 2.1: Public licensing of curricula and training materials** | | |
| **STATUS** | ☐ Completed<br>■ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** AS OF THE DATE THIS REPORT IS SUBMITTED, IHUM IS STILL IN THE PROCESS OF FINALIZING CURRICULUM DELIVERABLES FOR DISTRIBUTION VIA UPLOAD TO SKILLSCOMMONS. |
| **QUALITY** | ■ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** IHUM LEADERSHIP HAS ISSUED CLEAR GUIDANCE TO CONSORTIUM MEMBERS REGARDING THE NEED TO MARK GRANT DELIVERABLES WITH A CC BY LICENSE TO COMPLY WITH DOL REQUIREMENTS. OF THE DELIVERABLES ALREADY POSTED TO SKILLSCOMMONS THAT COULD BE REVIEWED, THE VAST MAJORITY MET LICENSING REQUIREMENTS. |
| **DELIVERABLE 2.2: Distribution through project and online repositories** | | |
| **STATUS** | ☐ Completed<br>■ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** AS OF THE DATE THIS REPORT IS SUBMITTED, IHUM IS STILL IN THE PROCESS OF UPLOADING GRANT DELIVERABLES TO SKILLSCOMMONS, THE ONLINE REPOSITORY GRANTEES ARE INSTRUCTED TO UTILIZE. |
| **QUALITY** | ☐ Satisfactory<br>■ Unsatisfactory<br>☐ Unclear | **COMMENTS:** CURRICULUM DELIVERABLES DEVELOPED THROUGH THIS GRANT AND DISTRIBUTED VIA SKILLSCOMMONS ARE REQUIRED BY DOL TO BE ADA COMPLIANT (AS OUTLINED IN THE SGA), BUT NONE OF IHUM'S LEARNING RESOURCES POSTED IN SKILLSCOMMONS PASSES AN ACCESSIBILITY CHECK. THERE IS NO SUPPORTING DOCUMENTATION TO INDICATE IHUM LEADERSHIP ISSUED GUIDANCE TO CONSORTIUM COLLEGES REGARDING THIS REQUIREMENT. |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| **STATUS** | ☐ Completed<br>■ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** AS OF THE DATE THIS REPORT IS SUBMITTED, IHUM'S EMPLOYMENT RESULTS SCORECARD CONTINUOUS IMPROVEMENT PLAN IS IN DEVELOPMENT BUT NOT YET COMPLETE. |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>■ Unclear | **COMMENTS:** WITHOUT THE COMPLETED EMPLOYMENT RESULTS SCORECARD CONTINUOUS IMPROVEMENT PLAN FOR REVIEW, IT IS NOT POSSIBLE TO ASSESS ITS QUALITY. |

| STRATEGY 3: Create Expanded & Individualized Student Support Services | |
|---|---|
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.** | ■ Complete<br>☐ Incomplete |
| **MILESTONE 3.2: Improve student career planning.** | ■ Complete<br>☐ Incomplete |
| **DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms** | |

| | | |
|---|---|---|
| **STATUS** | ■ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** OUTREACH EFFORTS APPEARED STRATEGIC AND WERE DELIVERED ON MULTIPLE PLATFORMS, INCLUDING BUT NOT LIMITED TO WEBSITES, RADIO ADS, SOCIAL MEDIA (FACEBOOK AND TWITTER), IN-PERSON (COLLEGE AND CAREER FAIRS) AND PRINT (FLYERS, POSTCARDS, POSTERS, ETC.). |
| **QUALITY** | ■ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** OUTREACH MATERIALS WERE DYNAMIC AND ENGAGING AND USED VARIOUS MEDIUMS TO RAISE AWARENESS. |
| **DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study** | | |
| **STATUS** | ■ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** IHUM PURCHASED EMSI ANALYST AND CAREER COACH IN PROGRAM YEAR 1. |
| **QUALITY** | ■ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** EMSI IS A WEB-BASED TOOL THAT ALLOWS USERS TO RESEARCH LABOR MARKET TRENDS IN THEIR REGIONS AS WELL AS ACCESS LIVE JOB POSTINGS AND WAGE DATA. EMSI ALSO PROVIDES USERS WITH INFORMATION ABOUT POST-SECONDARY INSTITUTIONS IN THEIR AREA THAT OFFER PROGRAMS OF STUDY RELATED TO THEIR CHOSEN CAREER PATHS. |

| **STRATEGY 4: Create & Improve Alignment with Industry & State Agencies** | |
|---|---|
| **MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries).** | ☐ Complete<br>■ Incomplete |
| **MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies.** | ■ Complete<br>☐ Incomplete |
| **MILESTONE 4.4: Collaborate with state agencies on a participant referral process.** | ☐ Complete<br>■ Incomplete |
| **MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events.** | ■ Complete<br>☐ Incomplete |

| | | |
|---|---|---|
| **DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>■ Attempted<br>☐ Never Started | **COMMENTS:** THERE IS NO EVIDENCE THAT A FORMAL IHUM SECTOR STRATEGY COMMITTEE WAS EVER FORMED, AND NO RELATED MEETING MINUTES WERE PROVIDED FOR REVIEW. HOWEVER THERE IS EVIDENCE OF PARTNERSHIPS THAT WERE DEVELOPED AND/OR MAINTAINED AROUND SECTOR STRATEGIES. |
| **QUALITY** | ■ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** WHILE NO IHUM SECTOR STRATEGY COMMITTEE MEETING MINUTES WERE PROVIDED FOR REVIEW, IT IS APPARENT THAT IHUM PLAYED AN ACTIVE ROLE IN SECTOR PARTNERSHIPS: IHUM LEADERSHIP ATTENDED THE IT SECTOR IT CAREER PATHWAYS/REGIONAL PARTNERSHIP MEETING ON 7/14/16, |

| | | |
|---|---|---|
| | | IHUM CONSORTIUM MEMBERS PARTICIPATED IN REGIONAL INDUSTRY MEETINGS (EX: IOWA ENERGY WORKFORCE CONSORTIUM MEETING ON 9/8/17), AND IHUM REPRESENTATIVES PARTICIPATED IN SECTOR PARTNERSHIP MEETINGS LED BY THE IOWA DEPARTMENT OF EDUCATION (EDUCATE IOWA). |
| **DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies** | | |
| **STATUS** | ■ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** ONE CONSORTIUM MEMBER'S STANDARDS FOR APPRENTICESHIP IN IT WERE APPROVED BY DOL IN JULY 2016. TWO OTHER CONSORTIUM MEMBERS UTILIZED THE SAME APPRENTICESHIP MODEL IN THEIR REGION. EARN AND LEARN IOWA (HTTPS://WWW.EARNANDLEARNIOWA.GOV) IS ANOTHER RESOURCE DEVELOPED. |
| **QUALITY** | ■ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** THE STANDARDS FOR APPRENTICESHIP IN IT PASSED RIGOROUS EVALUATION TO BE APPROVED BY THE DOL. |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>■ Attempted<br>☐ Never Started | **COMMENTS:** IHUM PROJECT DIRECTOR SPOKE TO STATEWIDE AND REGIONAL WIBS ABOUT IHUM AND EMSI. THE POWERPOINT PRESENTATIONS DELIVERED AT THOSE MEETINGS WERE PROVIDED FOR REVIEW. |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>■ Unclear | **COMMENTS:** THE DOCUMENTS PROVIDED FOR REVIEW INDICATE THAT OUTREACH EFFORTS FOCUSED ON ADVISING WIBS OF THE BENEFITS OF EMSI. THERE IS NO MENTION OF A PROPOSED OR ADOPTED REFERRAL PROCESS IN THE DOCUMENTS PROVIDED FOR REVIEW. |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | ■ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** IHUM LED OR PARTICIPATED IN AT LEAST ONE EVENT WITH INDUSTRY AND STATE PARTNERS DURING EACH PROGRAM YEAR OF THE GRANT. THESE INCLUDE: EMSI TRAINING 7/29/15; HEALTHCARE SIMULATION WORKSHOP 6/1/16; EMSI TRAINING VARIOUS DATES SEPTEMBER 2016; HEALTHCARE SIMULATION WORKSHOP 4/7/17; SECTOR MEETING WITH REPRESENTATIVE FROM IOWA DEPT OF EDUCATION 4/11/18. |
| **QUALITY** | ■ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** DOCUMENTS PROVIDED FOR REVIEW INDICATE THAT THE MEETINGS WERE SUBSTANTIVE AND ALIGNED WITH JOINT GOALS. |

**Statement of Grant Impact: Eastern Iowa Community College**

The purpose of this section is to show the full scope of the grant activities in a narrative form so that the reviewer understands the full impact of the IHUM grant on each signature program. Below is a checklist of each activity that should be addressed. Please provide any additional information you see fit as this checklist does not cover every activity over the past three years. Please take time to review the grant Technical Proposal as part of this process.

**Strategy 1** – Expand and Enhance Sector-Driven Career Pathways

- Audited and redesigned curricula
    - A.A.S. Degree for Programming (Revised)
    - A.A.S. Augmented Reality (Revised and new name change from Games and Simulations)
    - A.A.S. Degree for Networking (Revised)

  Within the grant period, the program also went through the 3-year Program Review Self Study; and continues to audit and redesign courses and instructional strategies based upon employer input from the IT Sector Board, IT Advisory Committee, Quad City Chamber of Commerce, Professional IT Associations and Meet-Ups, Apprenticeship Partners, Internship Employers, and employers of our graduates.
- Updated college facilities
    - With the purchase of the new AR/VR equipment, a new center was created within the Advanced Technology Environmental and Energy Center (ATEEC) building to house the Phasespace Motion Capture equipment and to create a virtual reality lab with the IBench 3D Display and head-mounted display (HDM) units. This new space hosted many AR/VR Open Houses, classroom visits, Exploring Post in Computer Programming and Game Design, and the EON Innovation Academy. An additional classroom was converted for the EON Innovation Academy within the ATEEC Building and two classrooms were converted at the Kahl Educational Center Building to house the project-based learning portion of the EON Innovation Academy.
    - The Testing Center at Kahl Educational Center building was rearranged to comply with Pearson Vue specifications to become a Pearson Vue Testing Center so that students can sit for Microsoft, Cisco, and CompTIA IT Industry Standard Certification Exams on campus.
- Offer new credentials
    - A.A.S. Web Development Concentration (New)
    - A.A.S. Database Concentration (New)
    - A.A.S. Augmented Reality (Revised and new name change from Games and Simulations)
    - Diploma Programming (New)
    - CE - EON Certificate (New)

This workforce solution is funded by the IHUM Consortium which is 100% financed through a $15,000,0000 grant from the Department of Labor's Employment & Training Administration. The product was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership

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  - A.A.S. Hardware/Help Desk Concentration (New)
  - A.A.S. Security and Forensics Concentration (New)
  - A.A.S. Server Administration Concentration (New)
  - Diploma Networking (New)
  - Security Certificate (Credit/Non-credit) (New)
- Established commitment from employers and industry representatives
  - IT Sector Board, IT Advisory Committee, Quad City Chamber of Commerce, Professional IT Associations and Meet-Ups, and Apprenticeship Partners, Internship Employers, and employers of our graduates.
- Developed and piloted Registered Apprenticeship Programs (IT Only)
  - Have Registered IT Apprenticeship w/three employers (Cpafilter, Lee Enterprises, and Redstone Content Solutions ). Proactively send student resumes and Related Training and Instruction (RTI) Audits to companies. Apprentice paperwork signed 11/30/2017. Apprentice will start at Cipafilter on 1/9/2018.
- Continued PLA progress started in I-AM
  - Have certification mappings for IT-Industry Standard Certifications that will map to IT credit courses.
  - Have Career Pathway Marketing Piece that explains some of the options for entering the IT Career Path and for obtaining education/employment based upon experience.
- Expand work-based learning experiences
  - Tour de IT - students participate in day-long tour to several companies to explore company culture and employment opportunities
  - Class Visits - instructors take their class to visit an employer
  - Guest Speakers - employers are invited into classrooms and to speak at student AITP meetings
  - Meet-Ups - students are made aware of all IT-related Meet-Ups and encouraged to attend
  - Quad City Chamber - has IT employers who welcome interactions with students.
- Aligned non-credit offerings with credit courses
  - Eastern Iowa Community Colleges (EICC) has created an internal articulation agreement from noncredit to credit for students who have completed the noncredit EON program. Through this agreement, students are able to convert their work in the EON program to credit hours towards an EICC Technical Studies Associate of Applied Science degree. The Technical Studies award is a multidisciplinary studies degree and the EON work accomplishes the 24 credit hour core concentration needed for the degree. An additional 22 credit hours of electives, and 18 hours of general education will complete the credit AAS for students. Through an articulation agreement, the EICC Technical

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Studies AAS transfers to the University of Northern Iowa Bachelor of Arts Degree in Technology Management, Department of Technology.

**Strategy 2** – Advance Online & Technology-Enabled Learning

- Enhance and expand simulation into courses and trainings
  - Using Packet Tracer in Networking class as a simulator for network configuration.
  - Using IOS/Android simulators for Mobile App Development class.
  - EON Innovation Academy Students actually create simulations in 3D AR/VR.
- Expand online and blended course offerings
  - Programming Diploma offered entirely online.
  - Four New Blended/Hybrid Classes for the new Security Certificate are on the schedule for offered in Spring 2018. These will be available for credit/non-credit.
  - As we move to the new Urban Campus, the majority of classes are offered via webconference and/or hybrid.
- Create and distribute Open Educational Resources
  - Syllabi for 54 courses
  - Marketing materials to include Career Pathway, Open House Flyers, Newsletters. (18 pieces)
  - Various course materials will be uploaded to Skills Commons.

**Strategy 3** – Create Expanded & Individualized Student Support Services

- Implement specialized recruitment and retention efforts
  - Held Information Nights for IT and EON Innovation Academy
  - Exploring Post in Programming and Game Design (BSA).
  - Held Plant Yourself in STEM during National Computer Science Education Week.
  - Held Women in IT Conference connecting
  - Held Tour de IT.
  - Held EON Innovation Academy Reverse Job Fair.
  - Table at MakeFest.
  - Lab assistants help students who are struggling in classes.
  - Held Cookies, Cocoa, and Conversation event started to keep students informed of happenings within the department and also to hear any concerns.
- Improve Student Career Planning
  - Career Navigators assist in all student advising and registration.
  - CareerCoach sessions held, flier distributed, information on website.
- Implement accelerated and/or contextualized remediation

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  - Lab assistants are in place to aid students with peer tutoring and hands-on lab assistance during scheduled lab hours. They also assist with webconferenced and hybrid classes.
- Develop and implement online, modular-based programs
  - 20 online IT courses available.
- Implement a web-based tool that can generate regional LMI paired with applicable programs of study
  - Implemented CareerCoach on district-wide website -- flyer created and distributed, professional development sessions held to inform faculty and advisors.
  - Institutional Research and Economic Development staff use the EMSI Analyst.

**Strategy 4 –** Create & Improve Alignment with Industry and State Agencies

- Develop or Enhance IHUM Sector Boards
  - Super Sector Board created to include IT members.
  - Continued active IT Sector Board
- Strengthen Industry advisory committees
  - Annual Advisory Committee Meetings.
  - Committee members are involved in college IT events.
- Create joint marketing, outreach, and referral efforts with businesses, WIB's, and state agency partners
  - Continue to work with IowaWorks and Vocational Rehab.
  - IowaWorks has been designated to oversee the IT Apprenticeship Program..
  - IowaWorks oversees our IT Sector Board.
- New Industry partnerships developed during the grant period
  - Muscatine Power & Water
  - Deere and Company
  - MedixDental/Terrostar
  - Lee Enterprises (Apprenticeship)
  - Redstone Content Solutions (Apprenticeship)
  - Cipafilter (Apprenticeship)
  - VonMaur
  - Bowhead Professional Solutions
- IHUM and RAP materials developed in collaboration with state agencies (IT Only)
  - Created Pathways brochure.
  - EON Reverse Job Fair promotion brochure.

**Sustainability**

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- Please provide information on the aspects of the IHUM grant that will be sustained beyond the period of performance.
    - IowaWorks will continue to oversee the IT Apprenticeship Program and IT Sector Board.
    - Continued Events: Women in IT, Plant Yourself in STEM, Exploring Post in Programming and Game Design, Tour de IT, IT and EON Innovation Academy Information and Enrollment Nights.
    - Lab Assistants will continue to assist students and help facilitate blended-learning classes.
    - EICC will open a new campus for classes starting Spring 2018 that will house the IT Signature Programs including the EON Innovation Academy.
    - Expansion of EON to include an Interactive Digital Center.
    - EICC will continue to keep curriculum up-to-date, keep the equipment state-of-the-art, and continue to offer relevant Signature IT programs to the community.

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# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed:**
**Eastern Iowa Community College**

**Signature Programs Reviewed:**
**Degree tracks in Networking and Programming**

A.A.S. Degree for Programming
A.A.S. Augmented Reality
A.A.S. Degree for Networking

**Subject Matter Expert:**
**Paul Gray**

**Subject Matter Expert Credentials:**

**Director of Digital Science, Performance Livestock Analytics, March 2018-present**

**B.S. Applied Mathematics, University of Iowa, Dec. 1990**
**Ph. D. Applied Mathematics Michigan State University, 1996**
**Associate Professor, Department of Computer Science, University of Northern Iowa, 2004-2018**
**Supercomputing SC08 Education Chair, 2008**
**Assistant Professor, Department of Mathematics, University of Northern Iowa, 1999-2004**

**Review Period:** 10/01/2014-06/30/2018

**Dates Review Conducted:**
**09/10/2018**

**Synopsis of Findings:**

EICC's curriculum offerings in the IT areas of Computer Networks and Computer Programming have expanded during the funding period and have been adjusted based on input from the Eastern Iowa community and industrial partners.

In this SME review, EICC has directly documented or provided external resources to verify that all strategy items and deliverables of this review have been completed.

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials. | ☑ Complete<br>☐ Incomplete |
| MILESTONE 1.2: Align non-credit offerings with credit courses. | ☑ Complete<br>☐ Incomplete |
| MILESTONE 1.3: Expand and enhance work-based learning experiences. | ☑ Complete<br>☐ Incomplete |
| MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC) | ☑ Complete<br>☐ Incomplete |
| MILESTONE 1.5: Strengthen Prior Learning Assessment initiative. | ☑ Complete<br>☐ Incomplete |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| STATUS | ☑ Completed | COMMENTS: |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| QUALITY | ☑ Satisfactory | |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |

| DELIVERABLE 1.2: Updated college facilities | | |
|---|---|---|
| STATUS | ☑ Completed | COMMENTS |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| QUALITY | ☑ Satisfactory | |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |

| DELIVERABLE 1.3: Offer new credentials | | |
|---|---|---|
| STATUS | ☑ Completed | COMMENTS: |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| QUALITY | ☑ Satisfactory | COMMENTS: |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |

| DELIVERABLE 1.4: Letters of commitment from employers and industry representatives |
|---|

| | | |
|---|---|---|
| **STATUS** | ☑ Completed | **COMMENTS:** |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | ☑ Satisfactory | **COMMENTS:** |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| **STATUS** | ☑ Completed | **COMMENTS:** |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | ☑ Satisfactory | **COMMENTS:** |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| **STATUS** | ☑ Completed | **COMMENTS:** |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | ☑ Satisfactory | **COMMENTS:** |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |

| **STRATEGY 2: Advance Online & Technology-Enabled Learning** | |
|---|---|
| **MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS.** | ☑ Complete |
| | ☐ Incomplete |
| **MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS.** | ☑ Complete |
| | ☐ Incomplete |
| **MILESTONE 2.3: Create and distribute Open Educational Resources.** | ☑ Complete |
| | ☐ Incomplete |

| | | |
|---|---|---|
| **DELIVERABLE 2.1: Public licensing of curricula and training materials** | | |
| **STATUS** | ☑ Completed | **COMMENTS:** |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | ☑ Satisfactory | **COMMENTS:** |
| | ☐ Unsatisfactory | |

| | | |
|---|---|---|
| | ☐ Unclear | |
| **DELIVERABLE 2.2: Distribution through project and online repositories** | | |
| **STATUS** | ☑ Completed | **COMMENTS:** |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | ☑ Satisfactory | **COMMENTS:** |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| **STATUS** | ☑ Completed | **COMMENTS:** |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | ☑ Satisfactory | **COMMENTS:** |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| **STATUS** | ☑ Completed | **COMMENTS:** |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | ☑ Satisfactory | |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Responsibility of IHUM Leadership Team |

| **STRATEGY 3: Create Expanded & Individualized Student Support Services** | |
|---|---|
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.** | ☑ Complete |
| | ☐ Incomplete |
| **MILESTONE 3.2: Improve student career planning.** | ☑ Complete |
| | ☐ Incomplete |
| **MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs.** | ☑ Complete |
| | ☐ Incomplete |

| **DELIVERABLE 3.1: Develop and implement online, modular-based programs** | | |
|---|---|---|
| **STATUS** | ☑ Completed | **COMMENTS** |
| | ☐ In Progress | |

| | | |
|---|---|---|
| | ☐ Attempted<br>☐ Never Started | |
| **QUALITY** | ☑ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators** | | |
| **STATUS** | ☑ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** |
| **QUALITY** | ☑ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms** | | |
| **STATUS** | ☑ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** |
| **QUALITY** | ☑ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study** | | |
| **STATUS** | ☑ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** |
| **QUALITY** | ☑ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS** |

| **STRATEGY 4: Create & Improve Alignment with Industry & State Agencies** | |
|---|---|
| **MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries).** | ☑ Complete<br>☐ Incomplete |
| **MILESTONE 4.2: Create or strengthen regional industry advisory committees.** | ☑ Complete<br>☐ Incomplete |
| **MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies.** | ☑ Complete |

| | |
|---|---|
| | ☐ Incomplete |
| **MILESTONE 4.4: Collaborate with state agencies on a participant referral process.** | ☑ Complete |
| | ☐ Incomplete |
| **MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events.** | ☑ Complete |
| | ☐ Incomplete |

| **DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee** | | |
|---|---|---|
| **STATUS** | ☑ Completed | **COMMENTS:** |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | ☑ Satisfactory | **COMMENTS:** |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 4.2: New industry partnerships developed during the grant period** | | |
| **STATUS** | ☑ Completed | **COMMENTS:** |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | ☑ Satisfactory | **COMMENTS:** |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies** | | |
| **STATUS** | ☑ Completed | **COMMENTS:** |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | ☑ Satisfactory | **COMMENTS:** |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | ☑ Completed | **COMMENTS** |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | ☑ Satisfactory | **COMMENTS:** |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |

| DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually | | |
|---|---|---|
| **STATUS** | ☑ Completed | **COMMENTS:** |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | ☑ Satisfactory | **COMMENTS:** |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |

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**Statement of Grant Impact: Kirkwood Community College**

The purpose of this section is to show the full scope of the grant activities in a narrative form so that the reviewer understands the full impact of the IHUM grant on each signature program. Below is a checklist of each activity that should be addressed. Please provide any additional information you see fit as this checklist does not cover every activity over the past three years. Please take time to review the grant Technical Proposal as part of this process.

**Strategy 1** – Expand and Enhance Sector-Driven Career Pathways

- Audited and redesigned curricula
    - Computer Software Development (CSD) AAS
    - Computer Support Specialist (CSS) AAS
    - Customer Service Professional Certificate (CSPC)
    - Java Certificate (CSD)
    - Medical Office Professional
    - .NET Certificate (CSD)
    - PC Technician Diploma (CSS)
- Updated college facilities
    - MacLab – Nielsen Hall 232
    - Telephony Lab – Kirkwood Lifelong Learning Center (KLIFE)
    - Smart boards – Nielsen Hall 213 and 228
- Offer new credentials
    - Database Technologies Certificate (CSD)
    - Desktop Customer Service Diploma (CSS)
    - Health Information Technology (HIT) Certificate (CSS)
    - Mobile Applications Certificate (CSD)
- Established commitment from employers and industry representatives
    - Continued conversation and commitment from IT Sector Board Participants and Kirkwood Community College (KCC) Advisory Board members.
- Developed and piloted Registered Apprenticeship Programs (IT Only)
    - Continued conversation on topic with local industry members including:
        - Bios:Neos
        - BluPrairie
        - Circle Computer Resources (CCR)
        - GreatAmerica
        - Leapfrog
        - MediRevv
        - Ovation Networks
        - Rockwell Collins
        - Syncbak

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        - TaxACT
        - Transamerica
- Continued PLA progress started in I-AM
    - Documented procedures and formalized 3rd party credentials to college credit have been created.
- Expand work based learning experiences
    - Formalized internship program with Collabrance
    - Employers offering regular internship opportunities to KCC students:
        - Channel Fusion
        - Hibu
        - MSI Moldbuilders
        - Security Coverage
        - ThinkSafe
        - UnityPoint Healthcare
- Aligned non-credit offerings with credit courses
    - Formalized articulation occurring with the Customer Service Professional Certificate (CSPC) and non-credit and credit students participate in the same classroom.
    - Developed curriculum that would teach skills and provide knowledge for 3rd party stackable credentials requiring a 3rd party certification exam after appropriate coursework and expertise in the field include:
        - CompTIA A+ Certification
        - CompTIA Network+ Certification
        - CompTIA Security+ Certification
        - Microsoft Office Specialist (MOS) Access
        - Microsoft Office Specialist (MOS) Excel
        - Microsoft Office Specialist (MOS) PowerPoint
        - Microsoft Office Specialist (MOS) Word

**Strategy 2** – Advance Online & Technology-Enabled Learning

- Enhance and expand simulation into courses and trainings
    - Telephony Lab available for Computer Support Specialist (CSS) and Customer Service Professional Certificate (CSPC) students to have a working call center simulation environment.
    - MacLab, mobile devices (Android and IOS) and smart boards available for students in Mobile application certificate to better simulate the application development environment and Computer Support Specialist (CSS) classes to stimulate student participation and active learning.
- Expand online and blended course offerings
    - Database Technologies Certificate has online learning option available.

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  - Computer Software Development (CSD) has online learning courses available.
- Create and distribute Open Educational Resources
  - Materials created by the grant will be available via OER networks.
- Incorporation of simulation into courses
  - Telephony Lab available for Computer Support Specialist (CSS) and Customer Service Professional Certificate (CSPC) students have a working simulation of a call center environment
  - MacLab, mobile devices (Android and IOS) and smart boards available for students in Mobile application certificate to better simulate the application development environment and Computer Support Specialist (CSS) classes to stimulate student participation and active learning.

**Strategy 3** – Create Expanded & Individualized Student Support Services

- Implement specialized recruitment and retention efforts
  - Kirkwood Community College (KCC) has created recruitment materials that can be utilized via print, radio, television and social media.
  - Continued conversation with the KCC regional education centers on best ways to engage the "still deciding" high school student.
  - Continued conversation with IowaWORKS on best ways to market and engage with the unemployed and underemployed client.
- Improve Student Career Planning
  - Partnering with the IT Sector Board on ways to create a better pipeline between students and job applicants.
  - Career Development Specialist in place in IT to foster the pipeline between students and employers.
- Implement accelerated and/or contextualized remediation
  - In the creation of the curriculum in the Computer Software Development (CSD) and Computer Support Specialist (CSS) degree programs allotments have been made to help accommodate students within multiple levels of reading, writing and math learning.
- Develop and implement online, modular-based programs
  - Database Technologies Certificate has online learning option available.
  - Computer Software Development (CSD) has online learning courses available.
- Implement a web-based tool that can generate regional LMI paired with applicable programs of study
  - Kirkwood Community College (KCC) has created a partnership with Career Coach to provide a web-based real time regional LMI paired job seeking tool.

**Strategy 4 –** Create & Improve Alignment with Industry and State Agencies

- Develop or Enhance IHUM Sector Boards

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  - Creative Corridor IT Sector Board is operational and has accomplished multiple goals agreed upon by IT Industry partners.
- Strengthen Industry advisory committees
  - Continued evaluation on Kirkwood Community College (KCC) IT advisory boards including providing continued feedback from existing members mixed with referrals on new members.
- Create joint marketing, outreach, and referral efforts with businesses, WIB's, and state agency partners
  - Sector partners have continued regular meetings with representatives from IowaWORKS and Community Economic Development groups to discuss future partnership opportunities including:
    - Centralized awareness website
    - Future outreach events such as career fairs, student outreach and industry awareness tours.
- New Industry partnerships developed during the grant period
  - Formalized internship program with Collabrance
  - Employers offering regular internship opportunities to KCC students:
    - Channel Fusion
    - Hibu
    - MSI Moldbuilders
    - Security Coverage
    - ThinkSafe
    - UnityPoint Healthcare
  - Continued conversation on IT apprenticeship topic with local industry members including:
    - Circle Computer Resources (CCR)
    - GreatAmerica
    - Leapfrog
    - MediRevv
    - Ovation Networks
    - Rockwell Collins
    - TaxACT
    - Transamerica
  - Multiple classroom and onsite visits from employers listed above.
- IHUM and RAP materials developed in collaboration with state agencies (IT Only)
  - Collaborated with IowaWORKS, Creative Corridor IT Sector Board and CAEL to create a deliver IT Pathways piece.

**Sustainability**

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- Please provide information on the aspects of the IHUM grant that will be sustained beyond the period of performance.
    - The technology, simulation and lab space have been embedded in existing KCC programs and will be utilized well into the future.
    - The IT Sector Board is energized and in an emerging phase that should sustain strong partnership opportunities.
    - KCC will evaluation of the Career Development Specialist position for IT programs and how that can continue to build upon exiting work-based learning opportunities (including apprenticeships).
    - Relationships between credit and non-credit faculty and staff have crated communication lines in which continued partnership opportunities will be encouraged.

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# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed:**
**KCC**

**Signature Programs Reviewed:**
**Computer Software Development**
**Computer Support Specialist**

Computer Software Development (CSD) AAS
Computer Support Specialist (CSS) AAS
Customer Service Professional Certificate/IT Bridge (PACE) - Credit
Apprenticeship Program - Non-Credit/Certificate/Diploma/Degree
Certified Internet Web Professional - Certificate
Desktop Customer Service - Certificate/Diploma
Database Technology - Certificate
Desktop Support - Certificate/Diploma
Experiential/Internship Opportunity - Diploma/Degree
Health Information Technology - Certificate
Health Information Technology - Online - Certificate
Java - Certificate
Mobile Apps - Certificate
.NET - Certificate
CompTIA Network - Non-Credit Certificate
PC Technician - Certificate/Diploma
Voiceover IP - Diploma (addressed in the final paragraphs of the 3rd Party Credentials for IHUM Signature Programs Computer Support Specialist statement)
Medical Office Professional - Non-Credit Certificate
Microsoft Office Specialist Access - Non-Credit Certificate
Microsoft Office Specialist Excel - Non-Credit Certificate
Microsoft Office Specialist PowerPoint - Non-Credit Certificate
Microsoft Office Specialist Word - Non-Credit Certificate

**Subject Matter Expert:**
**Paul Gray, Ph.D.**

**Subject Matter Expert Credentials:**

**Director of Digital Science, Performance Livestock Analytics, March 2018-present**

**B.S. Applied Mathematics, University of Iowa, Dec. 1990**
**Ph. D. Applied Mathematics Michigan State University, 1996**
**Associate Professor, Department of Computer Science, University of Northern Iowa, 2004-2018**
**Supercomputing SC08 Education Chair, 2008**
**Assistant Professor, Department of Mathematics, University of Northern Iowa, 1999-2004**

**Review Period:** 10/01/2014-06/30/2018

**Dates Review Conducted:**
**09/10/2018**

**Synopsis of Findings:**

KCC's documentation reflects a very active and growing IT program that is responsive to input from the community and industrial partners. Their IT program offerings support a robust collection of online opportunities and possess a rigorous assessment regimen.

KCC has directly documented or provided external resources to verify that all strategy items and deliverables of this review herein have been completed.

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials. | ☑ Complete<br>☐ Incomplete |
| MILESTONE 1.2: Align non-credit offerings with credit courses. | ☑ Complete<br>☐ Incomplete |
| MILESTONE 1.3: Expand and enhance work-based learning experiences. | ☑ Complete<br>☐ Incomplete |
| MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC) | ☑ Complete<br>☐ Incomplete |
| MILESTONE 1.5: Strengthen Prior Learning Assessment initiative. | ☑ Complete<br>☐ Incomplete |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| STATUS | ☑ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: |
| QUALITY | ☑ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: |

| DELIVERABLE 1.2: Updated college facilities | | |
|---|---|---|
| STATUS | ☑ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS:<br><br>COMMENTS: |
| QUALITY | ☑ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | |

| DELIVERABLE 1.3: Offer new credentials | | |
|---|---|---|
| STATUS | ☑ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: |
| QUALITY | ☑ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: |

| DELIVERABLE 1.4: Letters of commitment from employers and industry representatives | | |
|---|---|---|
| STATUS | ☑ Completed | COMMENTS: |

| | | |
|---|---|---|
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | ☑ Satisfactory | **COMMENTS:** |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 1.5: Developmentand pilot of RAP (EICC, KCC, NICC only)** | | |
| **STATUS** | ☑ Completed | **COMMENTS:** |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | ☑ Satisfactory | **COMMENTS:** |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| **STATUS** | ☑ Completed | **COMMENTS:** |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | ☑ Satisfactory | **COMMENTS:** |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |

| **STRATEGY 2: Advance Online & Technology-Enabled Learning** | |
|---|---|
| **MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS.** | ☑ Complete |
| | ☐ Incomplete |
| **MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS.** | ☑ Complete |
| | ☐ Incomplete |
| **MILESTONE 2.3: Create and distribute Open Educational Resources.** | ☑ Complete |
| | ☐ Incomplete |

| | | |
|---|---|---|
| **DELIVERABLE 2.1: Public licensing of curricula and training materials** | | |
| **STATUS** | ☑ Completed | **COMMENTS:** |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | ☑ Satisfactory | |
| | ☐ Unsatisfactory | |

| | | |
|---|---|---|
| | ☐ Unclear | |
| **DELIVERABLE 2.2: Distribution through project and online repositories** | | |
| **STATUS** | ☑ Completed | **COMMENTS.** |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | ☑ Satisfactory | **COMMENTS:** |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| **STATUS** | ☑ Completed | **COMMENTS:** |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | ☑ Satisfactory | **COMMENTS:** |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| **STATUS** | ☑ Completed | **COMMENTS:** |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | ☑ Satisfactory | **COMMENTS:** |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Responsibility of IHUM Leadership Team |

| **STRATEGY 3: Create Expanded & Individualized Student Support Services** | |
|---|---|
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.** | ☑ Complete |
| | ☐ Incomplete |
| **MILESTONE 3.2: Improve student career planning.** | ☑ Complete |
| | ☐ Incomplete |
| **MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs.** | ☑ Complete |
| | ☐ Incomplete |

| **DELIVERABLE 3.1: Develop and implement online, modular-based programs** | | |
|---|---|---|
| **STATUS** | ☑ Completed | **COMMENTS:** |
| | ☐ In Progress | |

| | | |
|---|---|---|
| | ☐ Attempted<br>☐ Never Started | |
| **QUALITY** | ☑ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators** | | |
| **STATUS** | ☑ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** |
| **QUALITY** | ☑ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms** | | |
| **STATUS** | ☑ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** |
| **QUALITY** | ☑ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study** | | |
| **STATUS** | ☑ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** |
| **QUALITY** | ☑ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |

| **STRATEGY 4: Create & Improve Alignment with Industry & State Agencies** | |
|---|---|
| **MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries).** | ☑ Complete<br>☐ Incomplete |
| **MILESTONE 4.2: Create or strengthen regional industry advisory committees.** | ☑ Complete<br>☐ Incomplete |
| **MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies.** | ☑ Complete |

| | |
|---|---|
| | ☐ Incomplete |
| **MILESTONE 4.4: Collaborate with state agencies on a participant referral process.** | ☑ Complete |
| | ☐ Incomplete |
| **MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events.** | ☑ Complete |
| | ☐ Incomplete |

| **DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee** | | |
|---|---|---|
| **STATUS** | ☑ Completed | **COMMENTS:** |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | ☑ Satisfactory | **COMMENTS:** |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 4.2: New industry partnerships developed during the grant period** | | |
| **STATUS** | ☑ Completed | **COMMENTS: SHOWN BY ACTIVE INTERNSHIP NUMBERS.** |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | ☑ Satisfactory | **COMMENTS:** |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies** | | |
| **STATUS** | ☑ Completed | **COMMENTS:.** |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | ☑ Satisfactory | **COMMENTS:** |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | ☑ Completed | **COMMENTS:** |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | ☑ Satisfactory | **COMMENTS:** |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |

| DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually | | |
|---|---|---|
| **STATUS** | ☑ Completed | **COMMENTS:** |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | ☑ Satisfactory | **COMMENTS:** |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |

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**NICC Information Technology Statement of Grant Impact**

**Strategy 1** – Expand and Enhance Sector-Driven Career Pathways

- Audited and redesigned curricula
  - Aligned curricula with relevant national standards and employer/industry recognized credentials for
    - AAS Computer Analyst – Business & Web Programming,
    - AAS Computer Analyst – Network Administration & Tech Support,
    - Linux/Unix certificate (non-credit)
    - VMWare certificate (non-credit).
    - CompTIA certificate (non-credit)
    - Computer Applications (non-credit)
    - Computer Support Specialist (non-credit)
    - Database Administration (non-credit)
    - Database Technician (non-credit)
    - Database Technology (non-credit)
- Updated college facilities
  - IHUM funds were used to purchase new computer stations, desks, chairs, and cabling to turn a classroom into a Mac lab on the Peosta campus. This will aid in the Mobile Apps program, as well as the AAS Computer Analyst- Business & Web Programming degree.
  - Videoconference Classroom Supplies-Zoom: hanging ceiling microphones, audio, cables, intensity shuttle & cables, pandit cable sleeve, speaker system, dual mobile cart, (4).
  - Computer upgrades installed in the Calmar Wilder Center, room 107 for use in the Data Center Technician Certificate program.
  - Town Clock Center Computer Lab upgrades for non-credit programming in rooms 003 and 105.
  - Student server upgrades to support the Data Center Technician certificates at the Peosta and Calmar campuses
- Offer new credentials
  - Mobile Application Development Certificate (credit)
  - Data Center Technician Certificate (credit)
  - IT Foundations – Core, IT Foundations – Networking, IT Foundations – Programming certificates (non-credit)
- Established commitment from employers and industry representatives
  - Restructured Sector Board: Starting in March 2017 a representative from Dubuque Data Services began co-facilitating the enhanced IT sector board meetings. This restructuring with a business leading the co-facilitation model has helped to create a more employer-driven board. Also, both employers (DDS, and Medical Associates) agreed to act as sponsors on all of the marketing materials for the IT marketing campaign.
- Developed and piloted Registered Apprenticeship Programs (IT Only)

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    - The IHUM IT Cluster (KCC, EICC and NICC) met to discuss an IT Apprenticeship. It was decided that KCC would take the lead on this idea and NICC would act as a supporting role. All three colleges have had preliminary discussions with DOL RAP representatives. Five businesses expressed interest in meeting quarterly regarding exploring further the IT Apprenticeship idea w/KKC and EICC from a survey taken of business partners. As a result EICC developed and piloted Apprenticeships.
    - Vice President of Business and Community Solutions continuing to pursue discussions with local businesses about apprenticeship development and is looking at partnering with IBM indicated interest in Fall 2017
- Continued PLA progress started in I-AM
    - Continued current state initiatives to implement PLA options and realigned signature program curricula. Degree-seeking students who need a math course or desire to take a math course will be required to take the ALEKS placement assessment. Each IT Foundations certificate student's career readiness is assessed with the NCRC.
- Expand work based learning experiences
    - Earn and learn model within IT BCS certificates with local businesses (IBM onboarding – training half day and work the other half day)
- Aligned non-credit offerings with credit courses
    - Foundations of Information Technology Certificate – 47 CPC Contact Hours – Equivalent Credit Course=CIS: 197 Fundamentals of Web Design (24/28) 3 credit hours
    - IT Foundations of Programming – 90 CPC Contact Hours – Equivalent Credit Course=CIS: 207 Fundamentals of Web Programming (32/32)

**Strategy 2** – Advance Online & Technology-Enabled Learning

- Enhance and expand simulation into courses and trainings
    - Not Applicable
- Expand online and blended course offerings
    - Zoom adoption has enabled online and blended learning with students at difference locations across the 8-county region
- Create and distribute Open Educational Resources
    - As new curriculum developed the IHUM Grant Director uploaded all documents to SharePoint
    - Public licensing of curricula and training materials
    - Distribution through project and online repositories
- Incorporation of simulation into courses

**Strategy 3** – Create Expanded & Individualized Student Support Services

- Implement specialized recruitment and retention efforts
    - Statewide marketing campaign in Spring 2016
    - Radio, Pandora, billboards, social media, email blasts, print

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    - Critical networking with businesses – hosted a Spring 2017 business networking opportunity to learn about IT
- Improve Student Career Planning
    - NICC utilized the Career Coach tool and a Student Success Coach for only IT students was funded by IHUM. Grant Director, and Success Coach met with IT faculty to discuss how to best serve credit students through support and referral services to tackle barriers. Additionally, a VMWare vSphere 6.0 Bootcamp training course was offered during the week of Spring Break so that credit students could access the course without interfering with class schedules
- Implement accelerated and/or contextualized remediation
    - Individual/peer tutoring in the learning center,
    - Success coaches available to help students access resources
- Develop and implement online, modular-based programs
    - Nothing to Report
- Implement a web-based tool that can generate regional LMI paired with applicable programs of study
    - Career Coach

**Strategy 4 –** Create & Improve Alignment with Industry and State Agencies

- Develop or Enhance IHUM Sector Boards
    - An enhanced IT sector board consisting of individuals from 44 organizations in IT, utilities, manufacturing, insurance, medical, financial, gaming, consulting, education, labor management, and community foundation met quarterly. The IT sector board objectives: Increase job placements in IT-related positions, decrease worker turnover, guide educators on career pathway curriculum, guide educators on credentials and skills needs for employment, increase number of credentials awarded to area employees and increase student engagement in IT-related careers
    - Assisted in developing a statewide IT career pathway for the state of Iowa with the Dubuque
- Strengthen Industry advisory committees
    - Part of the IT Sector Board Strategy – because of the strong sector board—some members also serve on the CTE advisory board
- Create joint marketing, outreach, and referral efforts with businesses, WIB's, and state agency partners
    - IHUM Grant Director and NICC Marketing Director worked directly with the HCC IHUM Marketing Coordinator to create exposure and actively participate in the statewide IHUM Marketing Campaign. Monthly emails were sent to the HCC Marketing Coordinator with updates on NICC IHUM related programming so that he could upload to any available media outlets. In addition, the IHUM Grant Director partnered with "Start Up Dubuque" to recruit students and faculty to attend a local Technori event. The event allowed IT entrepreneurs to showcase their ideas and present to the audience. Subcommittees' for high school

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engagement/curriculum development and college recruitment/engagement ongoing with local businesses, colleges, and high schools

- New Industry partnerships developed during the grant period –
  - Started an IT Lunch and Learn – very successful

- IHUM and RAP materials developed in collaboration with state agencies (IT Only)
  - IHUM and RAP materials developed in collaboration with state agencies
  - Outreach efforts to educate WIBs about IHUM referrals

**Sustainability**

- Please provide information on the aspects of the IHUM grant that will be sustained beyond the period of performance.
  - Credit programs will be sustained
  - Certificate programs will be sustained but adjusted based on the needs of technology and business needs
  - Zoom will enable additional hybrid instruction
  - and Success Model
  - IT sector board
  - Earn and Learn

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# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed:**
**NICC**

**Signature Programs Reviewed:**
**Computer Software Development**
**Computer Support Specialist**

Computer Analyst – Business & Web Programming – AAS
Computer Analyst – Networking Administration & Tech Support – AAS
Mobile Applications – Certificate
Storage Area Network Technician Certificate
IT Foundations Certificate – Core
IT Foundations Certificate – Networking
IT Foundations Certificate – Programming
Computer Applications – Certificate
Computer Support Specialist – Certificate
Data Center Technician – Certificate
Data Administration – Certificate
Database Technician – Certificate
Database Technology – Certificate
Non-Credit Courses embedded into certificate and degree programs include: Storage Area Network Technician Certificate, Comp TIA A+, ITIL, Java, Comp TIA Security +, Comp TIA Network +, ProE, Server Administration, Solid Works, Unix / Intel, VMWare vSphere 6.0 Bootcamp, Linux Security Administration, SharePoint 2013 Bootcamp, Crystal Reports 2013 Level I, Deploying Systems Center 2013 Level I, Deploying System Center 2012 Configuration Manager, IT Project Management, Bridging Communications to the IT Customer, & ITIL Foundations

**Subject Matter Expert:**
**Paul Gray, Ph.D.**

**Subject Matter Expert Credentials:**

**Director of Digital Science, Performance Livestock Analytics, March 2018-present**

**B.S. Applied Mathematics, University of Iowa, Dec. 1990**
**Ph. D. Applied Mathematics Michigan State University, 1996**
**Associate Professor, Department of Computer Science, University of Northern Iowa, 2004-2018**
**Supercomputing SC08 Education Chair, 2008**
**Assistant Professor, Department of Mathematics, University of Northern Iowa, 1999-2004**

**Review Period:** 10/01/2014-06/30/2018

**Dates Review Conducted:**
**09/10/2018**

**Synopsis of Findings:**

NICC's curricular offerings are well aligned with current needs of the Iowa workforce and show strong support from regional industrial partners. Their documented efforts relating to the funding goals show a very active and adaptive curricular program.

In this SME review, a majority of strategy items and deliverables have been completed. Each strategy listed as "complete" and each deliverable listed as "completed" have been supported by documents provided by the institution, or have been confirmed through external links to supporting materials as a result of requests for supporting external materials.

Strategy items still listed as "incomplete" and deliverables not yet listed as "completed" show progress toward the final goals of the proposal and show active development over the funding period. However, these grant objectives were not yet at the point where a final assessment could be made.

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| **MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.** | ☑ Complete<br>☐ Incomplete |
| **MILESTONE 1.2: Align non-credit offerings with credit courses.** | ☑ Complete<br>☐ Incomplete |
| **MILESTONE 1.3: Expand and enhance work-based learning experiences.** | ☑ Complete<br>☐ Incomplete |
| **MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC)** | ☑ Complete<br>☐ Incomplete |
| **MILESTONE 1.5: Strengthen Prior Learning Assessment initiative.** | ☑ Complete<br>☐ Incomplete |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| STATUS | ☑ Completed | COMMENTS: |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| QUALITY | ☑ Satisfactory | COMMENTS: |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 1.2: Updated college facilities** | | |
| STATUS | ☑ Completed | COMMENTS: |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| QUALITY | ☑ Satisfactory | COMMENTS: |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 1.3: Offer new credentials** | | |
| STATUS | ☑ Completed | COMMENTS: |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| QUALITY | ☑ Satisfactory | COMMENTS: |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| STATUS | ☑ Completed | COMMENTS: |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| QUALITY | ☑ Satisfactory | COMMENTS: |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| STATUS | ☐ Completed | COMMENTS: UNABLE TO ASSESS THE STATUS. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☑ Never Started | |

| | | |
|---|---|---|
| **QUALITY** | ☐ Satisfactory | **COMMENTS:** |
| | ☐ Unsatisfactory | |
| | ☑ Unclear | |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| **STATUS** | ☑ Completed | **COMMENTS:** |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | ☑ Satisfactory | **COMMENTS:** |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |

| | | |
|---|---|---|
| **STRATEGY 2: Advance Online & Technology-Enabled Learning** | | |
| **MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS.** | ☐ Complete | |
| | ☑ Incomplete | |
| **MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS.** | ☐ Complete | |
| | ☑ Incomplete | |
| **MILESTONE 2.3: Create and distribute Open Educational Resources.** | ☐ Complete | |
| | ☑ Incomplete | |
| **DELIVERABLE 2.1: Public licensing of curricula and training materials** | | |
| **STATUS** | ☑☐ Completed | **COMMENTS:** |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | ☑ Satisfactory | **COMMENTS:** |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 2.2: Distribution through project and online repositories** | | |
| **STATUS** | ☑ Completed | **COMMENTS:** |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | ☑ Satisfactory | **COMMENTS:** |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| **STATUS** | ☐ Completed | **COMMENTS:** |
| | ☑ In Progress | |

| | | |
|---|---|---|
| | ☐ Attempted<br>☐ Never Started | |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☑ Unclear | **COMMENTS:** |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| **STATUS** | ☐ Completed<br>☑ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☑ Unclear | **COMMENTS: SIMULATION RELATING TO THE MOBILE APPLICATION COURSES (EMULATED DEVICES?) WOULD SEEM TO BE A CORE FRAMEWORK TO THE COURSE, AND NOT A NEWLY-INCORPORATED SIMULATION INCOPORATED INTO THE CURICULUM DURING THE FUNDING PERIOD.** |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Responsibility of IHUM Leadership Team |

| | |
|---|---|
| **STRATEGY 3: Create Expanded & Individualized Student Support Services** | |
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.** | ☑ Complete<br>☐ Incomplete |
| **MILESTONE 3.2: Improve student career planning.** | ☑ Complete<br>☐ Incomplete |
| **MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs.** | ☑ Complete<br>☐ Incomplete |

| | | |
|---|---|---|
| **DELIVERABLE 3.1: Develop and implement online, modular-based programs** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☑ Never Started | **COMMENTS:** |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☑ Unclear | **COMMENTS:** |
| **DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☑ Never Started | **COMMENTS:** |
| **QUALITY** | ☐ Satisfactory | **COMMENTS:** |

| | | |
|---|---|---|
| | ☐ Unsatisfactory<br>☑ Unclear | |
| **DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms** | | |
| **STATUS** | ☑ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** |
| **QUALITY** | ☑ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study** | | |
| **STATUS** | ☑ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS: IHUM LEVEL** |
| **QUALITY** | ☑ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |

| **STRATEGY 4: Create & Improve Alignment with Industry & State Agencies** | |
|---|---|
| **MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries).** | ☑ Complete<br>☐ Incomplete |
| **MILESTONE 4.2: Create or strengthen regional industry advisory committees.** | ☑ Complete<br>☐ Incomplete |
| **MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies.** | ☑ Complete<br>☐ Incomplete |
| **MILESTONE 4.4: Collaborate with state agencies on a participant referral process.** | ☑ Complete<br>☐ Incomplete |
| **MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events.** | ☑ Complete<br>☐ Incomplete |

| | | |
|---|---|---|
| **DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee** | | |
| **STATUS** | ☑ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** |
| **QUALITY** | ☑ Satisfactory | **COMMENTS:** |

| | | |
|---|---|---|
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 4.2: New industry partnerships developed during the grant period** | | |
| **STATUS** | ☑ Completed | **COMMENTS:** |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | ☑ Satisfactory | **COMMENTS:** |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies** | | |
| **STATUS** | ☐ Completed | **COMMENTS: UNABLE TO ASSESS AT THIS TIME.** |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☑ Never Started | |
| **QUALITY** | ☐ Satisfactory | **COMMENTS:** |
| | ☐ Unsatisfactory | |
| | ☑ Unclear | |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | ☐ Completed | **COMMENTS: COMMENTS: ACTIVITIES HAVE BEEN IDENTIFIED (VIZ-A-VIZ BOARD MEETING MINUTES), BUT AN ACTIVE OUTREACH EFFORT WITH REFERRALS IS NOT YET FORMALIZED.** |
| | ☑ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | ☐ Satisfactory | **COMMENTS:** |
| | ☐ Unsatisfactory | |
| | ☑ Unclear | |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | ☑ Completed | **COMMENTS:** |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | ☑ Satisfactory | **COMMENTS:** |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |

*This workforce solution is funded by the IHUM Consortium which is 100% financed through a $15,000,000 grant from the U.S. Department of Labor's Employment & Training Administration. The product was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership.* *This work is licensed under the Creative Commons Attribution 4.0 International License. To view a copy of this license, visit http://creativecommons.org/licenses/by/4.0/.* 

**Statement of Grant Impact: Iowa Central Community College**

The purpose of this section is to show the full scope of the grant activities in a narrative form so that the reviewer understands the full impact of the IHUM grant on each signature program. Below is a checklist of each activity that should be addressed. Please provide any additional information you see fit as this checklist does not cover every activity over the past three years. Please take time to review the grant Technical Proposal as part of this process.

**Strategy 1** – Expand and Enhance Sector-Driven Career Pathways

- Audited and redesigned curricula
    - Curricula changes in nursing to concept based has been discussed. Paramedic Portfolio per National Registry Standards. Simulation works with faculty in providing simulation based scenarios to enhance learning with hands on training for the signature programs.
- Updated college facilities
    - The college leases approximately 9,600 square feet of remodeled (previous OB floor) from the local hospital for the new Simulation Center.
- Offer new credentials
    - CPR Healthcare provider courses are credentials that are required for the signature programs. These courses are now offered in the simulation center so the participants are able to practice proper techniques-compression rate and depth on the High-fidelity manikins.
- Established commitment from employers and industry representatives
    - UnityPoint Trinity Regional Medical Center has been a strong support to the signature programs, several graduates have been hired. The hospital has taken part in requesting specific training for their staff at the center. Friendship Haven (Senior Living facility) has been provided CPR Healthcare provider course. Graduates are also hired at this facility. Other facilities involved in training at the center include: Van Diest Hospital Physicians, UnityPoint at Home IV training for Friendship Haven Nurses.
- Developed and piloted Registered Apprenticeship Programs (IT Only)
    - Not applicable for Iowa Central
- Continued PLA progress started in I-AM
    - Medic-PN nursing bridge program for Veterans is being developed by Iowa Central faculty.
- Expand work based learning experiences
    - Students in the signature programs have several opportunities during their clinical experience to learn about varying aspects of nursing in several clinical sites/rotations. EMT and Paramedic students are provided with work based learning in the pre-hospital setting as well as emergency departments.

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- Aligned non-credit offerings with credit courses
    - CPR classes are offered at the center which are a prerequisite for both signature programs-Nursing and EMS. Pre-hospital Trauma Life Support (PHTLS) courses for Paramedics have been held at the center twice.

**Strategy 2** – Advance Online & Technology-Enabled Learning

- Enhance and expand simulation into courses and trainings
    - Nursing students in Fundamentals, Lifespan, Adult Healthcare, Mental Health, Maternal Child course from Fort Dodge, Storm Lake and Webster City campuses during their clinical time.
    - EMTs and Paramedic students have incorporated training at the center during their lab time.
- Expand online and blended course offerings
    - Not applicable for Iowa Central.
- Create and distribute Open Educational Resources
    - New scenarios were not created during the grant period as existing scenarios were utilized from the previous simulation lab.
- Incorporation of simulation into courses
    - Signature Programs under the grant including Nursing, EMT and Paramedic programs have been utilizing the center since opening in January 2016.
    - Non-signature programs that are now utilizing simulation training include: Dental Hygiene, Human Anatomy and Physiology II, Medical Assistant, Medical Laboratory Technician and Radiology Technology.

**Strategy 3** – Create Expanded & Individualized Student Support Services

- Implement specialized recruitment and retention efforts
    - Recruitment efforts include faculty calling nights each semester. The simulation center has a very active Facebook page. Numerous tours have been held at the center for students ranging from usually 8th to High School seniors. Retention efforts are handled by Tracy Crippin-Haake on campus who has provided training for faculty including Framework of Student Retention. “Learn what research strongly suggests are the top barriers to student success and the highest related contributions to attrition. Discussion includes the highest rated interventions and what our students are telling us about their college experience at Iowa Central. In addition, we will discuss best practices and how they only work if they work for our institution.”

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- Improve Student Career Planning
    - Career Coach was added to the college website. Navigate was launched on 3/30/2017 to further assist students in career pathways.

- Implement accelerated and/or contextualized remediation
    - The Academic Resource Center on campus provides individual touring services. Skills testing days have been held in the simulation center for nursing and EMS students. Students are referred to simulation if assistance is required in mastery of skills.
- Develop and implement online, modular-based programs
    - Not Applicable for Iowa Central
- Implement a web-based tool that can generate regional LMI paired with applicable programs of study
    - Career Coach and Navigate are available on Iowa Central's website to assist students in career and college planning.

**Strategy 4 –** Create & Improve Alignment with Industry and State Agencies

- Develop or Enhance IHUM Sector Boards
    - Simulation Network was established with area community colleges offering simulation. Face to face meetings are held quarterly at various simulation centers around the state. Coordinators share information to help others improve the simulation experience for students utilizing INACSL standards.
- Strengthen Industry advisory committees
    - Bi-Annual meetings are held with the Simulation Center Advisory committee. Members have varying backgrounds within the healthcare field.
- Create joint marketing, outreach, and referral efforts with businesses, WIB's, and state agency partners
    - WIB will continue to work within the college on referrals to the signature programs.
- New Industry partnerships developed during the grant period
    - Clarion EMS, UnityPoint Trinity Regional Medical Center, Friendship Haven-collaboration with UnityPoint Health, Van Diest Medical Center and Iowa Central East Campus to provide training based on individual needs.
- IHUM and RAP materials developed in collaboration with state agencies (IT Only)
    - Not Applicable for Iowa Central.

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**Sustainability**

- Please provide information on the aspects of the IHUM grant that will be sustained beyond the period of performance.
    - The Simulation Center is expected to continue providing scenarios for nursing, EMS and other programs at the college. Classes/scenarios will be offered for other outside healthcare professionals as requested.
    - Outdated Supplies are continually received from area hospitals, home health services and nursing homes. These donations decrease the funding requirements for the center.
    - Several task trainers were donated from DMACC Newton campus. Including catheterization, IV and wound care manikins. These will assist students with perfecting required skills.

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# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed: Iowa Central Community College**

**Signature Program Reviewed: Practical Nursing Program**

**Subject Matter Expert: Melody Bethards**

**Subject Matter Expert Credentials: MSN, RN, CNE, CHSE**

**Review Period: 10/1/2014-6/30/2018**

**Review Conducted: September 2018**

**Synopsis of Findings:**

**Milestones completed:**

- 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.
- 1.2: Align non-credit offerings with credit courses
- 1.3: Expand and enhance work-based learning experiences
- 1.5: Strengthen Prior Learning Assessment initiative.
- 2.1: Enhance and expand simulation into courses and trainings.
- 2.3: Create and distribute Open Educational Resources.
- 3.1: Implement specialized recruitment and retention efforts.
- 3.2: Improve student career planning
- 3.3: Implement accelerated and/or contextualized remediation programs.
- 4.2: Create or strengthen regional industry advisory committees.
- 4.3: Create joint marketing and outreach efforts with state agencies
- 4.4: Collaborate with state agencies on a participant referral process.
- 4.5: Partner with industry and state agencies on job fairs and mission-based events**.**

Based on documents provided, ICCC utilized the IHUM grant to enhance educational opportunities for students in the PN program by constructing simulation education learning facilities. A pathway for advancement from CNA to obtainment of a BSN is provided. Relationships with regional employers and industry provide work-place learning opportunities. Targeted recruitment and retention efforts are in place. Resources developed during the grant period are freely shared via the Creative Commons website. Collaboration with community partners provides opportunities for strengthen partnerships and potential post-graduation employment.

**Non-Applicable Milestones:**

The following millstones are not applicable to this signature program

- 1.5: Strengthen Prior Learning Assessment initiative.
- 2.2: Expand online and blended course offerings.
- 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries)

**Sustainability**

ICCC identified the following sustainability plan for the ADN program:

- The Simulation Center is expected to continue providing scenarios for nursing
- Outdated Supplies are continually received from area hospitals, home health services and nursing homes. These donations decrease the funding requirements for the center.
- Donated task trainers will assist students with perfecting required skills.

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| **MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.** | X Complete<br>☐ Incomplete |
| **MILESTONE 1.2: Align non-credit offerings with credit courses.** | X Complete<br>☐Incomplete |
| **MILESTONE 1.3: Expand and enhance work-based learning experiences.** | X Complete<br>☐ Incomplete |
| **MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC)** | **NOT APPLICABLE** |
| **MILESTONE 1.5: Strengthen Prior Learning Assessment initiative.** | X Complete<br>☐Incomplete |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| **STATUS** | ☐Completed<br>☐ In Progress<br>X Attempted<br>☐ Never Started | **COMMENTS:** Requirement of CNA and Advanced CNA prior to entering the signature program is noted. A curriculum map with courses required for program completion was provided.<br>Per the Statement of Grant Impact, curricula changes in nursing to concept based has been discussed. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** Per the SME Response document the ADN program requires that students must complete BLS prior to starting the nursing courses.<br><br>A review of SME Response supporting documents reveals evidence of discussion related to the nursing program curriculum and course alignment with program outcomes. |
| **DELIVERABLE 1.2: Updated college facilities** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | A review of documents provided and documents uploaded to Skills Commons revealed no evidence discussions related to revising the curriculum. Review of the signature program reveals a content-based nursing curriculum.<br><br>The curriculum map provided does not include the expected information for alignment of general education courses and nursing courses with the signature program outcomes. The curriculum map includes course descriptions and course objectives and does not include signature program graduate learning outcomes<br><br>Only nursing courses are aligned with the program outcomes.<br><br>Rows 4, 5, 6, 8, 9,10, and 11 in the PN program curriculum map are course objectives and aligned with the related course only. Rows 7, 12, 13, and 14 in the PN program curriculum map |

| | | |
|---|---|---|
| | | are course descriptions and aligned with the related course only. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact, the new Simulation Center is approximately 9,600 square feet of remodeled healthcare unit space in a local hospital.<br>This space would feasibly represent a realistic healthcare setting and therefor meet simulation best practice guidelines for fidelity. |
| **DELIVERABLE 1.3: Offer new credentials** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per the SME Response this Deliverable is non-applicable to the signature program. New credentials are not required and credentialing has not changed. |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Documents provided show evidence of work-based learning experiences at a variety of healthcare facilities and partnering institutions. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** Per the Statement of Grant Impact students from the signature program participate in work-based learning experiences at the following:<br>• UnityPoint Trinity Regional Medical Center<br>• Friendship Haven (Senior Living facility)<br>Per the Statement of Grant Impact signature program facilities are utilized to provide training for the following:<br>• Van Diest Hospital Physicians,<br>• UnityPoint at Home IV training for Friendship Haven Nurses.<br>• CPR<br>• Pre-hospital Trauma Life Support (PHTLS) courses<br>A review of additional documents provided revealed letters of commitment related to this signature program from<br>• Janet Naset-Payne , Chief Nursing Officer, Van Diest Medical Center<br>• Larry McBain, RWIB, Region 5 and Sara Messerly, Workforce Operation Manager, Region 5, IowaWORKS<br>• Jeanie Wright, Director Cedar Valley IowaWORKS |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS: NA** |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| **STATUS** | **X** Completed<br>☐ In Progress | |

| | | |
|---|---|---|
| | ☐ Attempted<br>☐ Never Started | **COMMENTS:** A review of documents provided reveal an established pathway for students to apply prior learning in the signature program.<br>Per the Statement of Grant Impact, Medic-PN nursing bridge program for Veterans is being developed by Iowa Central faculty. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** A review of documents provided reveal a clear pathway from PN to ADN to BSN. |

| **STRATEGY 2: Advance Online & Technology-Enabled Learning** | |
|---|---|
| **MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS.** | **NOT APPLICABLE** |
| **MILESTONE 2.3: Create and distribute Open Educational Resources.** | **X** Complete<br>☐ Incomplete |

| **DELIVERABLE 2.1: Public licensing of curricula and training materials** | | |
|---|---|---|
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Documents and training materials utilized for the signature program are available for public download on Skills Commons |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of documents posted by ICCC on SkillsCommons for this signature program revealed:<br>• One nursing course syllabi<br>• PN program overview and complete syllabi |

| **DELIVERABLE 2.2: Distribution through project and online repositories** | | |
|---|---|---|
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** As noted above documents and training materials utilized for the signature program are available for public download on Skills Commons |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of documents posted by ICCC on SkillsCommons for this signature program revealed:<br>• One nursing course syllabi<br>• PN program overview and complete syllabi |

| **DELIVERABLE 2.3: Offering online/blended programs** | | |
|---|---|---|
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** NA |

| DELIVERABLE 2.4: Incorporation of simulation into courses | | |
|---|---|---|
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact simulation learning experiences have been better incorporated into clinical time in the signature program. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** Review of documents provided reveal the following statements found in course syllabi for the signature program:<br>• *Application of learned skills and didactic component for patient care are completed during clinical practicum and utilization of simulation center.*<br>• ***Simulated Learning Environment (SLE):*** *the simulated learning environment provides students an opportunity to practice a variety of skills appropriate for each course level from novice to advanced. SLE incorporates reliable and valid simulation scenarios which measure (cognitive) knowledge, (psychomotor) skills, and (affective) attitudes gained. The William G. Smith Simulation Center offers a "Technology-Enabled Learning" experience that corresponds with didactic content. High fidelity simulations allow students to interact with patients (manikins or standardized) in scenarios which reflect all stages of the lifespan. During simulated scenarios students will be provided the opportunities to utilize effective communication, critical thinking based on patient assessments and explore personal responsibilities. The debriefing process (post-experience analysis) enhances learning and heightens participant awareness. This promotes an understanding and transfer of knowledge with a focus on best practice, which can lead to behavioral changes and improves quality and safety of care.* |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** NA |

| STRATEGY 3: Create Expanded & Individualized Student Support Services | |
|---|---|
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 3.2: Improve student career planning.** | **X** Complete<br>☐Incomplete |
| **MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs.** | **X** Complete<br>Incomplete |

| DELIVERABLE 3.1: Develop and implement online, modular-based programs | | |
|---|---|---|
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>**X** Never Started | **COMMENTS:** No evidence related to this deliverable was provided in the signature program documents provided or in the documents on Creative Commons. |
| **QUALITY** | ☐ Satisfactory | **COMMENTS:** |

| | | |
|---|---|---|
| | ☐ Unsatisfactory<br>**X** Unclear | |
| **DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact, faculty training for retention efforts is provided by an individual at the college. Resources for individual student assistance is provided. |
| **QUALITY** | **X** Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact, the Academic Resource Center provides individual touring services and students are referred to the simulation learning environment if assistance is required in mastery of skills. |
| **DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Per the Statement of Grant Impact, recruitment efforts include:<br>• Faculty calling nights each semester.<br>• Simulation center Facebook page.<br>• Tours of the simulation center |
| **QUALITY** | **X** Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | **COMMENTS:** There is a direct link to a webpage that describes the Associate Degree Nursing program from the Enhance Iowa webpage.<br><br>A review of the Simulation Center Facebook page reveals photos that highlight the signature program. A review of additional documents provided demonstrate how the simulation center is utilized by nursing students. Therefore, tours of the simulation could help recruit students provided this information is included as part of the tour. |
| **DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact, Career Coach and Navigate are available on the colleges website to assist students in career and college planning. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** A map on the Emsi Career Coach webpage reveals information about the abundance of healthcare jobs in the area served by ICCC and a link to the college goes directly to a webpage describing the signature program and RN jobs in the area. |
| **STRATEGY 4: Create & Improve Alignment with Industry & State Agencies** | | |
| **MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries).** | | **NOT APPLICABLE** |
| **MILESTONE 4.2: Create or strengthen regional industry advisory committees.** | | **X** Complete<br>☐ Incomplete |

| | |
|---|---|
| **MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.4: Collaborate with state agencies on a participant referral process.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events.** | **X** Complete<br>☐Incomplete |

| **DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee** | | |
|---|---|---|
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** The Statement of Grant Impact includes information regarding collaborative meetings with other community colleges regarding simulation and describes the Simulation Center Advisory committee. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** The advisory board described in the Statement of Grant Impact document is the advisory board for simulation center, not the signature program. However, evidence of a nursing advisory board was found in additional documents provided.<br><br>The following information was found in the letter of support from Janet Naset-Payne, Chief Nursing Officer, Van Diest Medical Center:<br>*Margaret Dingman, RN, Medical Surgical Nurse Manager at Van Diest Medical Center serves on the Nursing Advisory Board to facilitate collaboration and development of curriculum and competencies needed by nursing today.* |
| **DELIVERABLE 4.2: New industry partnerships developed during the grant period** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Per the Statement of Grant Impact signature program facilities are utilized to provide training for new industry partners. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS**: Per the Statement of Grant Impact signature program facilities (the simulation center) are utilized to provide training for the following new industry partners.<br>• Clarion EMS<br>• UnityPoint Trinity Regional Medical Center<br>• Friendship Haven-collaboration with UnityPoint Health<br>• Van Diest Medical Center<br><br>A review of additional documents provided revealed the following information related to this signature program in the letter of support from Janet Naset-Payne, Chief Nursing Officer, Van Diest Medical Center:<br>*It is in great interest and with great pleasure we partner with Iowa Central Community College in providing a rural clinical rotation experience for nursing students within the program. We see the expansion of the simulation laboratory as great benefit to students as they transition from text learning to simulation, to bedside nursing care.* |

| DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** This deliverable is noted as non-applicable on the Statement of Grant Impact document and no information was provided, however there is evidence of collaborative materials development noted in submitted documents. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** As indicated in Deliverable 3.4 a link on the Emsi Career Coach webpage goes directly to a webpage describing the signature program and healthcare jobs in the area. The webpage was developed as part of the IHUM grant. |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** This deliverable was not addressed on the Statement of Grant Impact document however evidence of achievement of this deliverable was noted in additional documents provided for review. |
| **QUALITY** | X Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of additional documents provided revealed the following collaborative efforts with Cedar Valley/Region 5 IowaWORKS related to this signature program:<br>• Outreach, Career Information Sessions, and marketing will be done specifically with all customers of the One Stop Center including, PJ, Dislocated Workers and TAA participants in addition to the 5,885 Region 7 members<br>• Support of the Virtual Career Center, including web and pathway tools that will focus on information technology careers and job postings<br>• Dedicated WIA Director's participation on region 5's TAACCCT Round Three Steering Committee<br>• Ongoing employer engagement and communication regarding NCRC, IT skills, industry-recognized credentials, etc<br>• Data collection and evaluation on the number of participants using the Virtual Career Center, digital literacy and employment placement<br>• Data analysis and feedback to be provided to the regional Steering Committee to promote program improvement<br>• Ongoing outreach, identification, training and referrals of eligible participants |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the SME Response document there are collaborative events related to this signature program occurred during the grant period. |
| **QUALITY** | X Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the SME Response document<br>• Simulation Center staff provided training at EMS Day by the Lake in Storm Lake on February 3, 2018. Continued education hours were granted by the State.<br>• Clark Christensen, Executive Officer at Iowa Department of Public Health, toured the Simulation Center on May 15, 2018. A meeting was held with |

| | | |
|---|---|---|
| | | Dr. Kinney, STEMM Dean John Hansen and Simulation staff to discuss the possibilities of taking simulation to critical access hospitals and rural EMS implementing SIM IA.<br>• CPR and First Aid classes are taught at the simulation center to local industry Silgan employees. |

# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed: Iowa Central Community College**

**Signature Program Reviewed: Associate Degree Nursing Program**

**Subject Matter Expert: Melody Bethards**

**Subject Matter Expert Credentials: MSN, RN, CNE, CHSE**

**Review Period: 10/1/2014-6/30/2018**

**Review Conducted: September 2018**

**Synopsis of Findings:**

**Milestones completed:**

- 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.
- 1.2: Align non-credit offerings with credit courses
- 1.3: Expand and enhance work-based learning experiences
- 1.5: Strengthen Prior Learning Assessment initiative.
- 2.1: Enhance and expand simulation into courses and trainings.
- 2.3: Create and distribute Open Educational Resources.
- 3.1: Implement specialized recruitment and retention efforts.
- 3.2: Improve student career planning
- 3.3: Implement accelerated and/or contextualized remediation programs.
- 4.2: Create or strengthen regional industry advisory committees.
- 4.3: Create joint marketing and outreach efforts with state agencies
- 4.4: Collaborate with state agencies on a participant referral process.
- 4.5: Partner with industry and state agencies on job fairs and mission-based events**.**

Based on documents provided, ICCC utilized the IHUM grant to enhance educational opportunities for students in the ADN program by constructing simulation education learning facilities. A pathway for advancement from CNA to obtainment of a BSN is provided. Relationships with regional employers and industry provide work-place learning opportunities. Targeted recruitment and retention efforts are in place. Resources developed during the grant period are freely shared via the Creative Commons website. Collaboration with community partners provides opportunities for strengthen partnerships and potential post-graduation employment.

**Non-Applicable Milestones:**

The following millstones are not applicable to this signature program

- 1.5: Strengthen Prior Learning Assessment initiative.
- 2.2: Expand online and blended course offerings.
- 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries)

**Sustainability**

ICCC identified the following sustainability plan for the ADN program:

- The Simulation Center is expected to continue providing scenarios for nursing
- Outdated Supplies are continually received from area hospitals, home health services and nursing homes. These donations decrease the funding requirements for the center.
- Donated task trainers will assist students with perfecting required skills.

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| **MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.** | X Complete<br>☐ Incomplete |
| **MILESTONE 1.2: Align non-credit offerings with credit courses.** | X Complete<br>☐Incomplete |
| **MILESTONE 1.3: Expand and enhance work-based learning experiences.** | X Complete<br>☐ Incomplete |
| **MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC)** | **NOT APPLICABLE** |
| **MILESTONE 1.5: Strengthen Prior Learning Assessment initiative.** | X Complete<br>☐Incomplete |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Requirement of CNA and Advanced CNA prior to entering the signature program is noted. A curriculum map with courses required for program completion was provided.<br>Per the Statement of Grant Impact, curricula changes in nursing to concept based has been discussed. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** Per the SME Response document the ADN program requires that students must complete BLS prior to starting the nursing courses.<br>A review of SME Response supporting documents reveals evidence of discussion related to the nursing program curriculum and course alignment with program outcomes. |

| DELIVERABLE 1.2: Updated college facilities | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact, the college acquired space for a new Simulation Center. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact, the new Simulation Center is approximately 9,600 square feet of remodeled healthcare unit space in a local hospital.<br>This space would feasibly represent a realistic healthcare setting and therefor meet simulation best practice guidelines for fidelity. |

| DELIVERABLE 1.3: Offer new credentials | | |
|---|---|---|
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per the SME Response this Deliverable is non-applicable to the signature program. New credentials are not required and credentialing has not changed. |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Documents provided show evidence of work-based learning experiences at a variety of healthcare facilities and partnering institutions. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** Per the Statement of Grant Impact students from the signature program participate in work-based learning experiences at the following:<br>• UnityPoint Trinity Regional Medical Center<br>• Friendship Haven (Senior Living facility)<br>Per the Statement of Grant Impact signature program facilities are utilized to provide training for the following:<br>• Van Diest Hospital Physicians,<br>• UnityPoint at Home IV training for Friendship Haven Nurses.<br>• CPR<br>• Pre-hospital Trauma Life Support (PHTLS) courses<br>A review of additional documents provided revealed letters of commitment related to this signature program from<br>• Janet Naset-Payne , Chief Nursing Officer, Van Diest Medical Center<br>• Larry McBain, RWIB, Region 5 and Sara Messerly, Workforce Operation Manager, Region 5, IowaWORKS<br>• Jeanie Wright, Director Cedar Valley IowaWORKS |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS: NA** |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** A review of documents provided reveal an established pathway for students to apply prior learning in the signature program.<br>Per the Statement of Grant Impact, Medic-PN nursing bridge program for Veterans is being developed by Iowa Central faculty. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of documents provided reveal a clear pathway from PN to ADN to BSN. |

| STRATEGY 2: Advance Online & Technology-Enabled Learning | | |
|---|---|---|
| MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS. | | X Complete<br>☐ Incomplete |
| MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS. | | NOT APPLICABLE |
| MILESTONE 2.3: Create and distribute Open Educational Resources. | | X Complete<br>☐ Incomplete |
| **DELIVERABLE 2.1: Public licensing of curricula and training materials** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Documents and training materials utilized for the signature program are available for public download on Skills Commons |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: A review of documents posted by ICCC on SkillsCommons for this signature program revealed:<br>• Seven nursing course syllabi<br>• RN program overview and complete syllabi |
| **DELIVERABLE 2.2: Distribution through project and online repositories** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: As noted above documents and training materials utilized for the signature program are available for public download on Skills Commons |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: A review of documents posted by ICCC on SkillsCommons for this signature program revealed:<br>• Seven nursing course syllabi<br>• RN program overview and complete syllabi |
| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| STATUS | NOT APPLICABLE | COMMENTS: NA |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact simulation learning experiences have been better incorporated into clinical time in the signature program. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | COMMENTS: Review of documents provided reveal the following statements found in course syllabi for the signature program:<br>• *Application of learned skills and didactic component for patient care are completed during clinical practicum and utilization of simulation center.* |

| | | |
|---|---|---|
| | | • ***Simulated Learning Environment (SLE):*** *the simulated learning environment provides students an opportunity to practice a variety of skills appropriate for each course level from novice to advanced. SLE incorporates reliable and valid simulation scenarios which measure (cognitive) knowledge, (psychomotor) skills, and (affective) attitudes gained. The William G. Smith Simulation Center offers a "Technology-Enabled Learning" experience that corresponds with didactic content. High fidelity simulations allow students to interact with patients (manikins or standardized) in scenarios which reflect all stages of the lifespan. During simulated scenarios students will be provided the opportunities to utilize effective communication, critical thinking based on patient assessments and explore personal responsibilities. The debriefing process (post-experience analysis) enhances learning and heightens participant awareness. This promotes an understanding and transfer of knowledge with a focus on best practice, which can lead to behavioral changes and improves quality and safety of care.* |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** NA |
| **STRATEGY 3: Create Expanded & Individualized Student Support Services** | | |
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 3.2: Improve student career planning.** | | **X** Complete<br>☐Incomplete |
| **MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs.** | | **X** Complete<br>Incomplete |
| **DELIVERABLE 3.1: Develop and implement online, modular-based programs** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>**X** Never Started | **COMMENTS:** No evidence related to this deliverable was provided in the signature program documents provided or in the documents on Creative Commons. |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>**X** Unclear | **COMMENTS: NA** |
| **DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact, faculty training for retention efforts is provided by an individual at the college. Resources for individual student assistance is provided. |

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| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Per the Statement of Grant Impact, recruitment efforts include:<br>• Faculty calling nights each semester.<br>• Simulation center Facebook page.<br>• Tours of the simulation center |
| **QUALITY** | **X** Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | **COMMENTS:** There is a direct link to a webpage that describes the Associate Degree Nursing program from the Enhance Iowa webpage.<br><br>A review of the Simulation Center Facebook page reveals photos that may include students from the signature program. A review of additional documents provided demonstrate how the simulation center is utilized by nursing students. Therefore, tours of the simulation could help recruit students provided this information is included as part of the tour. |
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| **STRATEGY 4: Create & Improve Alignment with Industry & State Agencies** | | |
| **MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries).** | | **NOT APPLICABLE** |
| **MILESTONE 4.2: Create or strengthen regional industry advisory committees.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.4: Collaborate with state agencies on a participant referral process.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events.** | | **X** Complete<br>☐ Incomplete |

| DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** The Statement of Grant Impact includes information regarding collaborative meetings with other community colleges regarding simulation and describes the Simulation Center Advisory committee. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** The advisory board described in the Statement of Grant Impact document is the advisory board for simulation center, not the signature program. However, evidence of a nursing advisory board was found in additional documents provided.<br><br>The following information was found in the letter of support from Janet Naset-Payne, Chief Nursing Officer, Van Diest Medical Center:<br>*Margaret Dingman, RN, Medical Surgical Nurse Manager at Van Diest Medical Center serves on the Nursing Advisory Board to facilitate collaboration and development of curriculum and competencies needed by nursing today.* |
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| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Per the Statement of Grant Impact signature program facilities are utilized to provide training for new industry partners. |
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| **DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** This deliverable is noted as non-applicable on the Statement of Grant Impact document and no information was provided, however there is evidence of collaborative materials development noted in submitted documents. |
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# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed: Iowa Central Community College**

**Signature Program Reviewed: Emergency Medical Responder Certificate**

**Subject Matter Expert: Melody Bethards**

**Subject Matter Expert Credentials: MSN, RN, CNE, CHSE**

**Review Period: 10/1/2014-6/30/2018**

**Review Conducted: September 2018**

**Synopsis of Findings:**

**Per SME Reponse document: The EMR program wasn't considered a signature program for the IHUM grant and should not be included.**

**Milestones completed:**

- 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.
- 1.2: Align non-credit offerings with credit courses
- 1.5: Strengthen Prior Learning Assessment initiative.
- 2.2: Expand online and blended course offerings.
- 3.1: Implement specialized recruitment and retention efforts
- 3.3: Implement accelerated and/or contextualized remediation programs.
- 3.2: Improve student career planning
- 4.2: Create or strengthen regional industry advisory committees.
- 4.4: Collaborate with state agencies on a participant referral process.
- 4.3: Create joint marketing and outreach efforts with state agencies
- 4.5: Partner with industry and state agencies on job fairs and mission-based events**.**

Based on documents provided grant funded resources were used to support students in this program. Grant funds were used to construct simulation learning facilities. Program is aligned with national standards. A pathway for advancement from EMR to Paramedic is provided. Targeted recruitment and retention efforts are in place and resources developed during the grant period are freely shared via the Creative Commons website. Collaboration with community partners provides opportunities for strengthen partnerships and potential post-graduation employment. Remediation resources are in place.

**Non-Applicable Milestones:**

The following millstones are not applicable to this signature program

- 1.3: Expand and enhance work-based learning experiences
- 1.5: Strengthen Prior Learning Assessment initiative.
- 2.1: Enhance and expand simulation into courses and trainings.
- 2.2: Expand online and blended course offerings.
- 2.3: Create and distribute Open Educational Resources.
- 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries)

**Sustainability**

ICCC identified the following sustainability plan for the EMT program:

- The Simulation Center is expected to continue providing scenarios for EMS
- Outdated Supplies are continually received from area hospitals, home health services and nursing homes. These donations decrease the funding requirements for the center.
- Donated task trainers will assist students with perfecting required skills.

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| **MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.** | **X** Complete<br>☐Incomplete |
| **MILESTONE 1.2: Align non-credit offerings with credit courses.** | **X** Complete<br>☐Incomplete |
| **MILESTONE 1.3: Expand and enhance work-based learning experiences.** | **NOT APPLICABLE** |
| **MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC)** | **NOT APPLICABLE** |
| **MILESTONE 1.5: Strengthen Prior Learning Assessment initiative.** | **NOT APPLICABLE** |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** A curriculum map was provided. This signature program consists of one course. The program is aligned with the national standards. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | The curriculum map provided shows alignment of certificate outcomes to the one course that makes up the program. Evidence provided indicates that the program aligns with requirements from the United States National Highway Traffic Safety Administration and the National Emergency Services Education Standards for the Emergency Medical Responder (EMR)<br><br>Per the SME Response document, EMR certificate program doesn't require that students have CPR prior to starting the program. It does however require that CPR be obtained by the end of the EMR certificate program as it is a requirement for NREMT testing. |
| **DELIVERABLE 1.2: Updated college facilities** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact, the college acquired space for a new Simulation Center. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact, the new Simulation Center is approximately 9,600 square feet of remodeled healthcare unit space in a local hospital.<br><br>This space would feasibly represent a realistic healthcare setting and therefor meet simulation best practice guidelines for fidelity. |

| | | |
|---|---|---|
| **DELIVERABLE 1.3: Offer new credentials** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per the SME Response Document this deliverable is non-applicable for this signature program. New credentials are not required and credentialing has not changed.<br><br>**COMMENTS:** Per the SME Response document, EMR certificate program doesn't require that students have CPR prior to starting the program. It does however require that CPR be obtained by the end of the EMR certificate program as it is a requirement for NREMT testing. CPR on manikins with feedback devices is now offered at the Simulation Center |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per the SME Response Document is deliverable is non-applicable for this signature program. The EMR program has no clinical rotations required and therefore there would be no clinical sites utilized by EMR students. |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS: NA** |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per the SME Response Document is deliverable is non-applicable for this signature program |
| **STRATEGY 2: Advance Online & Technology-Enabled Learning** | | |
| **MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS.** | | **NOT APPLICABLE** |
| **MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 2.3: Create and distribute Open Educational Resources.** | | **NOT APPLICABLE** |
| **DELIVERABLE 2.1: Public licensing of curricula and training materials** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per the SME Response Document this program is not considered a signature program so this deliverable is non-applicable<br>. |
| **DELIVERABLE 2.2: Distribution through project and online repositories** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per the SME Response Document this program is not considered a signature program so this deliverable is non-applicable . |
| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the SME Response document this program is not considered a signature program so this deliverable is non-applicable, however this is evidence of completion of this deliverable. |

| | | |
|---|---|---|
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** Per the SME Response document students in the EMR program use Navigate 2.0 (textbook LMS) which is provided with the student textbook and EMSTesting.Com for course exams. |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per the SME Response document this program is not considered a signature program so this deliverable is non-applicable, however this is evidence of completion of this deliverable. |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** NA |
| **STRATEGY 3: Create Expanded & Individualized Student Support Services** | | |
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.**<br>. | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 3.2: Improve student career planning.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs.** | | **X** Complete<br>Incomplete |
| **DELIVERABLE 3.1: Develop and implement online, modular-based programs** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** This deliverable is listed as NA on the Statement of Grant Impact document, however there is evidence of completion of deliverable. |
| **QUALITY** | **X** Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the SME Response document student in the EMR program use Navigate 2.0 (textbook LMS) which is provided with the student textbook and EMSTesting.Com for course exams. |
| **DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact, faculty training for retention efforts is provided by an individual at the college. Resources for individual student assistance is provided. |
| **QUALITY** | **X** Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact, the Academic Resource Center provides individual touring services and students are referred to the simulation learning environment if assistance is required in mastery of skills. |
| **DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted | **COMMENTS:** Per the Statement of Grant Impact, recruitment efforts include:<br>• Faculty calling nights each semester.<br>• Simulation center Facebook page.<br>• Tours of the simulation center |

| | | |
|---|---|---|
| | ☐Never Started | Per the SME Response document recruitment efforts for EMS includes a program website and career exploration/potential student events. |
| **QUALITY** | **X** Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | COMMENTS: A review of the Simulation Center Facebook page reveals photos that may include students from the signature program.<br><br>Per the SME Responses document, the EMS webpage is http://www.iowacentral.edu/health_science/ems/index.asp.<br><br>A review of additional documents submitted with the SME Response document revealed the following documents describing recruitment events:<br>• Agenda for event titled HealthCare Career Opportunity<br>• Career Discovery Day flyer<br>• HC Career Discovery information<br>• HC Career Discovery, Schedule 2017<br>• Summer Camp Schedule |
| **DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact, Career Coach and Navigate are available on the colleges website to assist students in career and college planning. |
| **QUALITY** | **X** Satisfactory<br>☐Unsatisfactory<br>☐Unclear | **COMMENTS:** A map on the Emsi Career Coach webpage reveals information about the abundance of healthcare jobs in the area served by ICCC.<br><br>Per the SME Response document, EMR jobs usually aren't advertised as it is generally a volunteer EMS level. |

| **STRATEGY 4: Create & Improve Alignment with Industry & State Agencies** | |
|---|---|
| **MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries).** | **NOT APPLICABLE** |
| **MILESTONE 4.2: Create or strengthen regional industry advisory committees.** | **X** Complete<br>☐Incomplete |
| **MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies.** | **X** Complete<br>☐Incomplete |
| **MILESTONE 4.4: Collaborate with state agencies on a participant referral process.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events.** | **X** Complete<br>☐Incomplete |

| DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee | | |
|---|---|---|
| **STATUS** | X Completed<br>☐In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** The Statement of Grant Impact includes information regarding collaborative meetings with other community colleges regarding simulation and describes the Simulation Center Advisory committee.<br><br>Per the SME Response document an EMS Advisory Board is in place. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** A review of additional documents submitted with the SME Response document revealed:<br>• List of EMS Advisory Board members<br>• March 28, 2018 EMS Advisory Board Minutes |
| **DELIVERABLE 4.2: New industry partnerships developed during the grant period** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact signature program facilities are utilized to provide training for new industry partners. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS**: Per the Statement of Grant Impact signature program facilities (the simulation center) are utilized to provide training for the following new industry partners.<br>• Clarion EMS<br>• UnityPoint Trinity Regional Medical Center<br>• Friendship Haven-collaboration with UnityPoint Health<br>• Van Diest Medical Center<br><br>Per the SME Response document providing CPR and First Aid classes to new collaborative industry partnerships expose those participants to the health care related programs such as EMR. Holding classes at the Simulation Center is a recruitment tool. |
| **DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** NA |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** This deliverable was not addressed on the Statement of Grant Impact document however evidence of achievement of this deliverable was noted in the SME Response document and additional documents provided for review. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the SME Response document, Dr. Kinney, College President, sits on the Workforce Investment Board. He has been kept current on the accomplishments of the simulation center. Simulation Coordinator and Assistant Coordinator provided information to the College Board of Directors with a powerpoint presentation. |

| | | |
|---|---|---|
| | | A review of additional documents provided revealed the following collaborative efforts with Cedar Valley/Region 5 IowaWORKS related to this signature program:<br>• Outreach, Career Information Sessions, and marketing will be done specifically with all customers of the One Stop Center including, PJ, Dislocated Workers and TAA participants in addition to the 5,885 Region 7 members<br>• Support of the Virtual Career Center, including web and pathway tools that will focus on information technology careers and job postings<br>• Dedicated WIA Director's participation on region 5's TAACCCT Round Three Steering Committee<br>• Ongoing employer engagement and communication regarding NCRC, IT skills, industry-recognized credentials, etc.<br>• Data collection and evaluation on the number of participants using the Virtual Career Center, digital literacy and employment placement<br>• Data analysis and feedback to be provided to the regional Steering Committee to promote program improvement<br>• Ongoing outreach, identification, training and referrals of eligible participants |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the SME Response document there are collaborative events related to this signature program occurred during the grant period. |
| **QUALITY** | X Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the SME Response document<br>• EMS appreciation day was held in collaboration with Trinity Regional Medical Center during EMS week, May 2018. Simulation Center tours were provided and an EMS scholarship was presented to a volunteer EMS department for recruitment of new members.<br>• Simulation Center staff provided training at EMS Day by the Lake in Storm Lake on February 3, 2018. Continued education hours were granted by the State.<br>• Clark Christensen, Executive Officer at Iowa Department of Public Health, toured the Simulation Center on May 15, 2018. A meeting was held with Dr. Kinney, STEMM Dean John Hansen and Simulation staff to discuss the possibilities of taking simulation to critical access hospitals and rural EMS implementing SIM IA. |

# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed: Iowa Central Community College**

**Signature Program Reviewed: Emergency Medical Technician Certificate**

**Subject Matter Expert: Melody Bethards**

**Subject Matter Expert Credentials: MSN, RN, CNE, CHSE**

**Review Period: 10/1/2014-6/30/2018**

**Review Conducted: September 2018**

**Synopsis of Findings:**

**Milestones completed:**

- 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.
- 1.2: Align non-credit offerings with credit courses
- 1.3: Expand and enhance work-based learning experiences
- 1.5: Strengthen Prior Learning Assessment initiative.
- 2.1: Enhance and expand simulation into courses and trainings.
- 2.2: Expand online and blended course offerings.
- 2.3: Create and distribute Open Educational Resources.
- 3.1: Implement specialized recruitment and retention efforts
- 3.3: Implement accelerated and/or contextualized remediation programs.
- 3.2: Improve student career planning
- 4.2: Create or strengthen regional industry advisory committees.
- 4.4: Collaborate with state agencies on a participant referral process.
- 4.3: Create joint marketing and outreach efforts with state agencies
- 4.5: Partner with industry and state agencies on job fairs and mission-based events**.**

Based on documents provided ICCC use the IHUM grant to provide enhanced experiential learning experiences for students in the EMT program. Grant funds were used to construct simulation learning facilities. Program is aligned with national standards. A pathway for advancement from EMT to Paramedic is provided. Targeted recruitment and retention efforts are in place and resources developed during the grant period are freely shared via the Creative Commons website. Collaboration with community partners provides opportunities for strengthen partnerships and potential post-graduation employment. Remediation resources are in place.

**Non-Applicable Milestones:**

The following millstones are not applicable to this signature program

- 1.5: Strengthen Prior Learning Assessment initiative.
- 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries)

**Sustainability**

ICCC identified the following sustainability plan for the EMT program:

- The Simulation Center is expected to continue providing scenarios for EMS
- Outdated Supplies are continually received from area hospitals, home health services and nursing homes. These donations decrease the funding requirements for the center.
- Donated task trainers will assist students with perfecting required skills.

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| **MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.** | X Complete<br>☐Incomplete |
| **MILESTONE 1.2: Align non-credit offerings with credit courses.** | X Complete<br>☐Incomplete |
| **MILESTONE 1.3: Expand and enhance work-based learning experiences.** | X Complete<br>☐Incomplete |
| **MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC)** | **NOT APPLICABLE** |
| **MILESTONE 1.5: Strengthen Prior Learning Assessment initiative.** | **NOT APPLICABLE** |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** A curriculum map was provided. This signature program consists of one course. The program is aligned with the national standards. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | The curriculum map provided shows alignment of certificate outcomes to the one course that makes up the program. Evidence provided indicates that the program aligns with requirements from the United States National Highway Traffic Safety Administration and the National Emergency Services Education Standards for the Emergency Medical Responder (EMR).<br><br>Per the SME Response document CPR is required prior to students starting the EMT program |

| DELIVERABLE 1.2: Updated college facilities | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact, the college acquired space for a new Simulation Center. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact, the new Simulation Center is approximately 9,600 square feet of remodeled healthcare unit space in a local hospital.<br><br>This space would feasibly represent a realistic healthcare setting and therefor meet simulation best practice guidelines for fidelity. |

| DELIVERABLE 1.3: Offer new credentials | | |
|---|---|---|
| STATUS | **NOT APPLICABLE** | **COMMENTS:** Per the SME Response Document is deliverable is non-applicable for this signature program. New credentials are not required and credentialing has not changed.<br><br>**COMMENTS:** Per the SME Response document, The EMT certificate is not a new credential for Iowa Central Community College. |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| STATUS | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the SME Response document clinical contacts for the EMT program are maintained in the Health Science Department for all the facilities/services. |
| QUALITY | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of additional documents provided revealed letters of commitment related to this signature program from<br>• Larry McBain, RWIB, Region 5 and Sara Messerly, Workforce Operation Manager, Region 5, IowaWORKS<br>• Jeanie Wright, Director Cedar Valley IowaWORKS<br><br>Review of support documents included with the SME Response reveals over 20 different clinical contacts for Paramedic students throughout the region in a variety of urban and rural healthcare settings. These include (but not limited to):<br>• Boone County Hospital*<br>• Clarion Ambulance<br>• Fort Dodge Fire<br>• Iowa Specialty Hospital<br>• Greene County Medical Cente<br>• Humboldt County Memorial Hospital<br>• Loring Hospital<br>• Pocahontas Community Hospital |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| STATUS | **NOT APPLICABLE** | **COMMENTS: NA** |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| STATUS | **NOT APPLICABLE** | **COMMENTS:** Per the SME Response Document is deliverable is non-applicable for this signature program |

| STRATEGY 2: Advance Online & Technology-Enabled Learning | |
|---|---|
| MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS. NA | **X** Complete<br>☐ Incomplete |
| MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS | **X** Complete<br>☐ Incomplete |

| MILESTONE 2.3: Create and distribute Open Educational Resources. NA | | X Complete<br>☐ Incomplete |
|---|---|---|
| **DELIVERABLE 2.1: Public licensing of curricula and training materials** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Documents and training materials utilized for the signature program are available for public download on Skills Commons |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** A review of documents posted by ICCC on SkillsCommons for this signature program revealed:<br>• Two EMT course syllabi |
| **DELIVERABLE 2.2: Distribution through project and online repositories** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Documents and training materials utilized for the signature program are available for public download on Skills Commons |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** As noted above, a review of documents posted by ICCC on SkillsCommons for this signature program revealed:<br>• Two EMT course syllabi |
| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the SME Response document this program students in this signature program utilize online resources for program completion. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** Per the SME Response document students in the EMT program use Navigate 2.0 (textbook LMS) which is provided with the student textbook and EMSTesting.Com for course exams. |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Per the Statement of Grant Impact the EMT program utilizes the simulation center and testing is done at the simulation center. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the SME Response Document, the simulation center was utilized for extrication, OB, patient assessment and patient lifting/moving activities during the grant period for EMT classes. Most frequently the simulation center has been used for patient lifting and moving activities.<br><br>A review of the Simulation Center Facebook page reveals photos that may include students from the signature program participating in simulation learning experiences. |

| DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis | | |
|---|---|---|
| STATUS | NOT APPLICABLE | COMMENTS: NA |

| STRATEGY 3: Create Expanded & Individualized Student Support Services | |
|---|---|
| MILESTONE 3.1: Implement specialized recruitment and retention efforts. . | X Complete<br>☐ Incomplete |
| MILESTONE 3.2: Improve student career planning. | X Complete<br>☐ Incomplete |
| MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs. | X Complete<br>Incomplete |

| DELIVERABLE 3.1: Develop and implement online, modular-based programs | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | COMMENTS: This deliverable is listed as NA on the Statement of Grant Impact document, however there is evidence of completion of deliverable. |
| QUALITY | X Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | COMMENTS: Per the SME Response document student in the EMT program use Navigate 2.0 (textbook LMS) which is provided with the student textbook and EMSTesting.Com for course exams. |

| DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact, faculty training for retention efforts is provided by an individual at the college. Resources for individual student assistance is provided. |
| QUALITY | X Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | COMMENTS: Per the Statement of Grant Impact, the Academic Resource Center provides individual touring services and students are referred to the simulation learning environment if assistance is required in mastery of skills. |

| DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | COMMENTS: Per the Statement of Grant Impact, recruitment efforts include:<br>• Faculty calling nights each semester.<br>• Simulation center Facebook page.<br>• Tours of the simulation center<br><br>Per the SME Response document recruitment efforts for EMS includes a program website and career exploration/potential student events. |
| QUALITY | X Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | COMMENTS: A review of the Simulation Center Facebook page reveals photos that may include students from the signature program.<br><br>Per the SME Responses document, the EMS webpage is http://www.iowacentral.edu/health_science/ems/index.asp. |

| | | |
|---|---|---|
| | | A review of additional documents submitted with the SME Response document revealed the following documents describing recruitment events:<br>• Agenda for event titled HealthCare Career Opportunity<br>• Career Discovery Day flyer<br>• HC Career Discovery information<br>• HC Career Discovery, Schedule 2017<br>• Summer Camp Schedule |
| **DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact, Career Coach and Navigate are available on the colleges website to assist students in career and college planning. |
| **QUALITY** | X Satisfactory<br>☐Unsatisfactory<br>☐Unclear | **COMMENTS:** A map on the Emsi Career Coach webpage reveals information about the abundance of healthcare jobs in the area served by ICCC. |

| **STRATEGY 4: Create & Improve Alignment with Industry & State Agencies** | |
|---|---|
| **MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries).** | **NOT APPLICABLE** |
| **MILESTONE 4.2: Create or strengthen regional industry advisory committees.** | X Complete<br>☐Incomplete |
| **MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies.** | X Complete<br>☐Incomplete |
| **MILESTONE 4.4: Collaborate with state agencies on a participant referral process.** | X Complete<br>☐ Incomplete |
| **MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events.** | X Complete<br>☐Incomplete |

| | | |
|---|---|---|
| **DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee** | | |
| **STATUS** | X Completed<br>☐In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** The Statement of Grant Impact includes information regarding collaborative meetings with other community colleges regarding simulation and describes the Simulation Center Advisory committee.<br><br>Per the SME Response document an EMS Advisory Board is in place. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** A review of additional documents submitted with the SME Response document revealed:<br>• List of EMS Advisory Board members<br>• March 28, 2018 EMS Advisory Board Minutes |

| DELIVERABLE 4.2: New industry partnerships developed during the grant period | | |
|---|---|---|
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact signature program facilities are utilized to provide training for new industry partners. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS**: Per the Statement of Grant Impact signature program facilities (the simulation center) are utilized to provide training for the following new industry partners.<br>• Clarion EMS<br>• UnityPoint Trinity Regional Medical Center<br>• Friendship Haven-collaboration with UnityPoint Health<br>• Van Diest Medical Center<br><br>Per the SME Response document providing CPR and First Aid classes to new collaborative industry partnerships expose those participants to the health care related programs such as EMR. Holding classes at the Simulation Center is a recruitment tool. |
| **DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** NA |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** This deliverable was not addressed on the Statement of Grant Impact document however evidence of achievement of this deliverable was noted in the SME Response document and additional documents provided for review. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the SME Response document, Dr. Kinney, College President, sits on the Workforce Investment Board. He has been kept current on the accomplishments of the simulation center. Simulation Coordinator and Assistant Coordinator provided information to the College Board of Directors with a powerpoint presentation.<br><br>A review of additional documents provided revealed the following collaborative efforts with Cedar Valley/Region 5 IowaWORKS related to this signature program:<br>• Outreach, Career Information Sessions, and marketing will be done specifically with all customers of the One Stop Center including, PJ, Dislocated Workers and TAA participants in addition to the 5,885 Region 7 members<br>• Support of the Virtual Career Center, including web and pathway tools that will focus on information technology careers and job postings<br>• Dedicated WIA Director's participation on region 5's TAACCCT Round Three Steering Committee<br>• Ongoing employer engagement and communication regarding NCRC, IT skills, industry-recognized credentials, etc.<br>• Data collection and evaluation on the number of participants using the Virtual Career Center, digital literacy and employment placement<br>• Data analysis and feedback to be provided to the regional Steering Committee to promote program improvement |

| | | |
|---|---|---|
| | | • Ongoing outreach, identification, training and referrals of eligible participants |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the SME Response document there are collaborative events related to this signature program occurred during the grant period. |
| **QUALITY** | **X** Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the SME Response document<br>• EMS appreciation day was held in collaboration with Trinity Regional Medical Center during EMS week, May 2018. Simulation Center tours were provided and an EMS scholarship was presented to a volunteer EMS department for recruitment of new members.<br>• Simulation Center staff provided training at EMS Day by the Lake in Storm Lake on February 3, 2018. Continued education hours were granted by the State.<br>• Clark Christensen, Executive Officer at Iowa Department of Public Health, toured the Simulation Center on May 15, 2018. A meeting was held with Dr. Kinney, STEMM Dean John Hansen and Simulation staff to discuss the possibilities of taking simulation to critical access hospitals and rural EMS implementing SIM IA. |

# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed: Iowa Central Community College**

**Signature Program Reviewed: Paramedic Program**

**Subject Matter Expert: Melody Bethards**

**Subject Matter Expert Credentials: MSN, RN, CNE, CHSE**

**Review Period: 10/1/2014-6/30/2018**

**Review Conducted: September 2018**

**Synopsis of Findings:**

**Milestones completed:**

- 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.
- 1.2: Align non-credit offerings with credit courses
- 1.3: Expand and enhance work-based learning experiences
- 1.5: Strengthen Prior Learning Assessment initiative.
- 2.1: Enhance and expand simulation into courses and trainings.
- 2.2: Expand online and blended course offerings.
- 2.3: Create and distribute Open Educational Resources.
- 3.1: Implement specialized recruitment and retention efforts
- 3.3: Implement accelerated and/or contextualized remediation programs.
- 3.2: Improve student career planning
- 4.2: Create or strengthen regional industry advisory committees.
- 4.4: Collaborate with state agencies on a participant referral process.
- 4.3: Create joint marketing and outreach efforts with state agencies
- 4.5: Partner with industry and state agencies on job fairs and mission-based events**.**

Based on documents provided ICCC use the IHUM grant to provide enhanced experiential learning experiences for students in the Paramedic program. Grant funds were used to construct simulation learning facilities. Program is aligned with national standards. A pathway for advancement from EMT to Paramedic is provided. Targeted recruitment and retention efforts are in place and resources developed during the grant period are freely shared via the Creative Commons website. Collaboration with community partners provides opportunities for strengthen partnerships and potential post-graduation employment. Remediation resources are in place.

**Non-Applicable Milestones:**

The following millstones are not applicable to this signature program

- 1.5: Strengthen Prior Learning Assessment initiative.
- 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries)

**Sustainability**

ICCC identified the following sustainability plan for the Paramedic program:

- The Simulation Center is expected to continue providing scenarios for EMS
- Outdated Supplies are continually received from area hospitals, home health services and nursing homes. These donations decrease the funding requirements for the center.
- Donated task trainers will assist students with perfecting required skills.

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| **MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.** | X Complete<br>☐Incomplete |
| **MILESTONE 1.2: Align non-credit offerings with credit courses.** | X Complete<br>☐Incomplete |
| **MILESTONE 1.3: Expand and enhance work-based learning experiences.** | X Complete<br>☐Incomplete |
| **MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC)** | **NOT APPLICABLE** |
| **MILESTONE 1.5: Strengthen Prior Learning Assessment initiative.** | **NOT APPLICABLE** |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** A curriculum map was provided. This signature program consists of one course. The program is aligned with the national standards. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | The curriculum map provided shows alignment of certificate outcomes to the one course that makes up the program. Evidence provided indicates that the program aligns with requirements from the United States National Highway Traffic Safety Administration and the National Emergency Services Education Standards for the Emergency Medical Responder (EMR).<br><br>Per the SME Response document CPR is required prior to students starting the EMT program |

| DELIVERABLE 1.2: Updated college facilities | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact, the college acquired space for a new Simulation Center. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact, the new Simulation Center is approximately 9,600 square feet of remodeled healthcare unit space in a local hospital.<br><br>This space would feasibly represent a realistic healthcare setting and therefor meet simulation best practice guidelines for fidelity. |

| DELIVERABLE 1.3: Offer new credentials | | |
|---|---|---|
| STATUS | NOT APPLICABLE | COMMENTS: Per the SME Response The Paramedic program is not a new credential program for Iowa Central Community College. New credentials are not required and credentialing has not changed.<br><br>COMMENTS: Per the SME Response document, CPR, ACLS, PALS, and PHTLS have always been required for the Paramedic program. |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact UnityPoint Trinity Regional Medical Center has been a strong supporter to the signature programs.<br><br>Per the SME Response document clinical contacts for the EMT program are maintained in the Health Science Department for all the facilities/services. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: A review of additional documents provided revealed letters of commitment related to this signature program from<br>• Larry McBain, RWIB, Region 5 and Sara Messerly, Workforce Operation Manager, Region 5, IowaWORKS<br>• Jeanie Wright, Director Cedar Valley IowaWORKS<br><br>Review of support documents included with the SME Response reveals over 20 different clinical contacts for Paramedic students throughout the region in a variety of urban and rural healthcare settings. These include (but not limited to):<br>• Blank Children's Hospital<br>• Cherokee Mental Health Institute<br>• Iowa Methodist Medical Center<br>• Mason City Fire Dept<br>• Unity Point – Marshalltown<br>• Van Diest Medical Center<br>• Stewart Memorial Hospital<br>• Sac County Ambulance |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| STATUS | NOT APPLICABLE | COMMENTS: NA |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| STATUS | NOT APPLICABLE | COMMENTS: Per the SME Response Document is deliverable is non-applicable for this signature program |
| **STRATEGY 2: Advance Online & Technology-Enabled Learning** | | |
| MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS. NA | | X Complete<br>☐ Incomplete |

| | | |
|---|---|---|
| **MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 2.3: Create and distribute Open Educational Resources. NA** | | **X** Complete<br>☐ Incomplete |
| **DELIVERABLE 2.1: Public licensing of curricula and training materials** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Documents and training materials utilized for the signature program are available for public download on Skills Commons |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** A review of documents posted by ICCC on SkillsCommons for this signature program revealed:<br>• Five Paramedic course syllabi |
| **DELIVERABLE 2.2: Distribution through project and online repositories** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Documents and training materials utilized for the signature program are available for public download on Skills Commons |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** As noted above, a review of documents posted by ICCC on SkillsCommons for this signature program revealed:<br>• Five Paramedic course syllabi |
| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the SME Response prerequisite course may be completed on-line. Paramedic students utilize web-based resources to complete program requirements. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** Per the SME Response document:<br>• Pre-requite courses and general education courses that are needed for the Paramedic AAS degree. Examples of online courses offered for this program would be: BIO-168 Human Anatomy & Physiology I, HSC-113 Medical Terminology, BIO-173 Human Anatomy and Physiology II, ENG-105 Composition I, and PSY-111 Introduction to Psychology.<br>• Students in the program use Navigate 2.0 (textbook LMS) which is provided with the student textbook and EMSTesting.Com for course exams and FISDAP for clinical tracking. |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Per the Statement of Grant Impact the EMT program utilizes the simulation center and testing is done at the simulation center. |

| | | |
|---|---|---|
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** The Signature Program Overview document indicates that the delivery methodology for this program includes *Skills acquired during labs and utilization of simulation center.*<br><br>A review of the Simulation Center Facebook page reveals photos that may include students from the signature program participating in simulation learning experiences. |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** NA |
| **STRATEGY 3: Create Expanded & Individualized Student Support Services** | | |
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.**<br>. | | X Complete<br>☐ Incomplete |
| **MILESTONE 3.2: Improve student career planning.** | | X Complete<br>☐ Incomplete |
| **MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs.** | | X Complete<br>Incomplete |
| **DELIVERABLE 3.1: Develop and implement online, modular-based programs** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** This deliverable is listed as NA on the Statement of Grant Impact document, however there is evidence of completion of deliverable. |
| **QUALITY** | X Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the SME Response prerequisite course may be completed on-line. Paramedic students utilize web-based resources to complete program requirements.<br>• Pre-requite courses and general education courses that are needed for the Paramedic AAS degree. Examples of online courses offered for this program would be: BIO-168 Human Anatomy & Physiology I, HSC-113 Medical Terminology, BIO-173 Human Anatomy and Physiology II, ENG-105 Composition I, and PSY-111 Introduction to Psychology.<br>• Students in the program use Navigate 2.0 (textbook LMS) which is provided with the student textbook and EMSTesting.Com for course exams and FISDAP for clinical tracking. |
| **DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact, faculty training for retention efforts is provided by an individual at the college. Resources for individual student assistance is provided. |
| **QUALITY** | X Satisfactory<br>☐Unsatisfactory | |

| | | |
|---|---|---|
| | ☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact, the Academic Resource Center provides individual touring services and students are referred to the simulation learning environment if assistance is required in mastery of skills. |
| **DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Per the Statement of Grant Impact, recruitment efforts include:<br>• Faculty calling nights each semester.<br>• Simulation center Facebook page.<br>• Tours of the simulation center<br><br>Per the SME Response document recruitment efforts for EMS includes a program website and career exploration/potential student events. |
| **QUALITY** | **X** Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | COMMENTS: A review of the Simulation Center Facebook page reveals photos that may include students from the signature program.<br><br>Per the SME Responses document, the EMS webpage is http://www.iowacentral.edu/health_science/ems/index.asp.<br><br>A review of additional documents submitted with the SME Response document revealed the following documents describing recruitment events:<br>• Agenda for event titled HealthCare Career Opportunity<br>• Career Discovery Day flyer<br>• HC Career Discovery information<br>• HC Career Discovery, Schedule 2017<br>• Summer Camp Schedule |
| **DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact, Career Coach and Navigate are available on the colleges website to assist students in career and college planning. |
| **QUALITY** | **X** Satisfactory<br>☐Unsatisfactory<br>☐Unclear | **COMMENTS:** A map on the Emsi Career Coach webpage reveals information about the abundance of healthcare jobs in the area served by ICCC. |

| **STRATEGY 4: Create & Improve Alignment with Industry & State Agencies** | |
|---|---|
| **MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries). NA** | **NOT APPLICABLE** |
| **MILESTONE 4.2: Create or strengthen regional industry advisory committees.** | **X** Complete<br>☐Incomplete |
| **MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies.** | **X** Complete<br>☐Incomplete |
| **MILESTONE 4.4: Collaborate with state agencies on a participant referral process.** | **X** Complete |

| | | |
|---|---|---|
| | | ☐ Incomplete |
| **MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events.** | | **X** Complete |
| | | ☐Incomplete |
| **DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee** | | |
| **STATUS** | **X** Completed<br>☐In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** The Statement of Grant Impact includes information regarding collaborative meetings with other community colleges regarding simulation and describes the Simulation Center Advisory committee.<br><br>Per the SME Response document an EMS Advisory Board is in place. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** A review of additional documents submitted with the SME Response document revealed:<br>• List of EMS Advisory Board members<br>• March 28, 2018 EMS Advisory Board Minutes |
| **DELIVERABLE 4.2: New industry partnerships developed during the grant period** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact signature program facilities are utilized to provide training for new industry partners. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS**: Per the Statement of Grant Impact signature program facilities (the simulation center) are utilized to provide training for the following new industry partners.<br>• Clarion EMS<br>• UnityPoint Trinity Regional Medical Center<br>• Friendship Haven-collaboration with UnityPoint Health<br>• Van Diest Medical Center<br><br>Per the SME Response document providing CPR and First Aid classes to new collaborative industry partnerships expose those participants to the health care related programs such as EMR. Holding classes at the Simulation Center is a recruitment tool. |
| **DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** NA |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** This deliverable was not addressed on the Statement of Grant Impact document however evidence of achievement of this deliverable was noted in the SME Response document and additional documents provided for review. |
| **QUALITY** | **X** Satisfactory | |

| | | |
|---|---|---|
| | ☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the SME Response document, Dr. Kinney, College President, sits on the Workforce Investment Board. He has been kept current on the accomplishments of the simulation center. Simulation Coordinator and Assistant Coordinator provided information to the College Board of Directors with a powerpoint presentation.<br><br>A review of additional documents provided revealed the following collaborative efforts with Cedar Valley/Region 5 IowaWORKS related to this signature program:<br>• Outreach, Career Information Sessions, and marketing will be done specifically with all customers of the One Stop Center including, PJ, Dislocated Workers and TAA participants in addition to the 5,885 Region 7 members<br>• Support of the Virtual Career Center, including web and pathway tools that will focus on information technology careers and job postings<br>• Dedicated WIA Director's participation on region 5's TAACCCT Round Three Steering Committee<br>• Ongoing employer engagement and communication regarding NCRC, IT skills, industry-recognized credentials, etc.<br>• Data collection and evaluation on the number of participants using the Virtual Career Center, digital literacy and employment placement<br>• Data analysis and feedback to be provided to the regional Steering Committee to promote program improvement<br>• Ongoing outreach, identification, training and referrals of eligible participants |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the SME Response document there are collaborative events related to this signature program occurred during the grant period. |
| **QUALITY** | **X** Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the SME Response document<br>• EMS appreciation day was held in collaboration with Trinity Regional Medical Center during EMS week, May 2018. Simulation Center tours were provided and an EMS scholarship was presented to a volunteer EMS department for recruitment of new members.<br>• Simulation Center staff provided training at EMS Day by the Lake in Storm Lake on February 3, 2018. Continued education hours were granted by the State.<br>• Clark Christensen, Executive Officer at Iowa Department of Public Health, toured the Simulation Center on May 15, 2018. A meeting was held with Dr. Kinney, STEMM Dean John Hansen and Simulation staff to discuss the possibilities of taking simulation to critical access hospitals and rural EMS implementing SIM IA. |

*This workforce solution is funded by the IHUM Consortium which is 100% financed through a $15,000,000 grant from the U.S. Department of Labor's Employment & Training Administration. The product was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership. This work is licensed under the Creative Commons Attribution 4.0 International License. To view a copy of this license, visit http://creativecommons.org/licenses/by/4.0/.*

**Statement of Grant Impact : Indian Hills Communitiy College**

The purpose of this section is to show the full scope of the grant activities in a narrative form so that the reviewer understands the full impact of the IHUM grant on each signature program. Below is a checklist of each activity that should be addressed. Please provide any additional information you see fit as this checklist does not cover every activity over the past three years. Please take time to review the grant Technical Proposal as part of this process.

**Strategy 1** – Expand and Enhance Sector-Driven Career Pathways

- **Audited and redesigned curricula**
  - Nursing curriculum has been, and continues to be, redesigned to include simulation at each level of student education. Simulation has become a tool to aid in student learning, rather than a review of concepts learned in the prior term. Campus and mobile simulation activities have been built, culminating in a capstone simulation involving multiple health sciences departments working with Clinical VII nursing students to respond to a mock motorcycle accident.

- **Offer new credentials**
  - The Dental Hygiene A.A.S. program was fully developed using IHUM funds. This development allows graduates of our Commission on Dental Accreditation (CODA) accredited program allows graduates to sit for national Dental Hygienist board exams.

- **Established commitment from employers and industry representatives**
  - A new advisory committee was developed for the Dental Hygiene Program. This committee consists of both dental hygienist and dentists from the IHCC 10-county region.

- **Continued PLA progress started in I-AM**
  - PLA concepts were used to develop a pathway for Dental Hygiene students. On the job trained, registered dental assistants can use their training to enter the dental hygiene program without completing a one-year dental assisting program. These students take additional courses in dental anatomy, dental radiography and dental materials in Year 1 of the Dental Hygiene program to ensure students are well versed in the topic areas.

- **Aligned non-credit offerings with credit courses**
  - Both non-credit and credit completion of the Certified Nursing Aide (CNA) courses and successful completion of board registration exam are used as part of the Nursing Program entrance criteria. This allows students to have hands our experience with

This workforce solution is funded by the IHUM Consortium which is 100% financed through a $15,000,0000 grant from the Department of Labor's Employment & Training Administration. The product was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership

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nursing concepts prior to entering the program, to ensure they are truly interested in nursing as a career path.

**Strategy 2** – Advance Online & Technology-Enabled Learning

- **Enhance and expand simulation into courses and trainings, Incorporation of simulation into courses**
-
    - As noted above, simulation was been better incorporated into all levels of nursing education. While not an initial goal for Dental Hygiene, focus on using simulation education with nursing led to the usage of simulation in many health sciences programs, including dental hygiene. Dental Hygiene students now use simulation to experience potential patient complications they may see while providing dental care, such as hypoglycemia, seizures, memory loss/dementia, cardiac issues, etc.

- **Expand online and blended course offerings**
    - The Dental Hygiene Program Director, who has a Master's in Educational Technology, aimed to incorporate online and hybrid style components to her courses whenever possible. This includes recorded trainings for students to view outside of the classroom, expanded function demonstrations and other online educational opportunities.

- **Create and distribute Open Educational Resources**
    - All materials created using grant funds will be posted in SkillsCommons, including simulation scenarios designed by IHCC faculty and all Dental Hygiene program materials.

**Strategy 3** – Create Expanded & Individualized Student Support Services

- **Implement specialized recruitment and retention efforts**
    - Retention rates of nursing students was identified as an issue early in the grant phase. The Project Director developed a Mandatory Advising Plan and implemented the strategies in Years 1 and 2 of the grant. Students were required to meet with their assigned faculty advisor at least once per term, prior to registering for the next term. Coordination of mandatory advising was passed to nursing faculty in year 3, and continues to make a positive impact on student retention.

- **Improve Student Career Planning**
    - Advising sessions, as discussed above, also focused on career goals and building pathways to achieving those goals. Career Coach, and other tools, were used to aid students in their job searches as they neared graduation. Additionally, all nursing

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students were required to attend the annual Southern Iowa Career Fair, and associated career-preparation speakers.

- **Implement accelerated and/or contextualized remediation**
  - Remediation on clinical skills was identified as an issue for nursing students. While not a grant funded employee, the Project Director worked with the Nursing Lab Assistant to identify remediation needs, and help with implementation of a remediation referral plan so that students who were identified as lacking critical skills were referred on to remediation early in the term. These efforts also impacted student retention.

- **Implement a web-based tool that can generate regional LMI paired with applicable programs of study**
  - Career Coach was used by both Nursing and Dental Hygiene programs, as well as incorporated into health sciences Employment Preparation courses.

**Strategy 4 –** Create & Improve Alignment with Industry and State Agencies

- **Develop or Enhance IHUM Sector Boards**
  - Consortium Level Activity

- **Strengthen Industry advisory committees**
  - Advisory boards continue to be strengthened for each program. IHUM Project Director presented for submitted information for presentation to each meeting during the grant.

- **Create joint marketing, outreach, and referral efforts with businesses, WIB's, and state agency partners**
  - IHUM Project Director worked with the Southern Iowa IWD office to host the Southern Iowa Career Fair. By year 3 of the grant, the event grew to include over 100 regional employers and over 1000 student and community job seekers.

- **New Industry partnerships developed during the grant period**
  - Dental Hygiene Advisory Committee created. Partnerships with local dental facilities created as student observation locations.

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**Sustainability**

- **Please provide information on the aspects of the IHUM grant that will be sustained beyond the period of performance.**
    - **Simulation:** Prior to the IHUM grant, one nursing instructor served both as the simulation instructor for nursing programs and primary nursing student tutor. Moving forward, the current IHUM Project Director has assumed administrative and oversight responsibilities for the Simulation Program. One full time and one half time instructor will be funded by the college for simulation. Nursing students will continue to use simulation on campus and through the grant-funded mobile simulation unit each term moving forward. Additionally, simulation has is now being used in other Allied Health programs, which will continue moving forward.
    - Mandatory advising and career coaching will continue in the Nursing program.
    - Salaries for the Dental Hygiene Program Director, one full-time faculty member and adjunct clinical instructors have are all now funded by the college.
    - The Southern Iowa Career Fair partnership with Iowa Workforce Development – SouthernIowa will continue annually.

This workforce solution is funded by the IHUM Consortium which is 100% financed through a $15,000,0000 grant from the Department of Labor's Employment & Training Administration. The product was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership

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# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed: Indian Hills Community College**

**Signature Program Reviewed: Dental Hygiene**

**Subject Matter Expert: Melody Bethards**

**Subject Matter Expert Credentials: MSN, RN, CNE, CHSE**

**Review Period: 10/1/2014-6/30/2018**

**Review Conducted: September 2018**

**Synopsis of Findings:**

**Milestones completed:**

- 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.
- 1.2: Align non-credit offerings with credit courses
- 1.3: Expand and enhance work-based learning experiences
- 1.5: Strengthen Prior Learning Assessment initiative
- 2.1: Enhance and expand simulation into courses and trainings.
- 2.2: Expand online and blended course offerings.
- 2.3: Create and distribute Open Educational Resources.
- 3.1: Implement specialized recruitment and retention efforts.
- 3.2: Improve student career planning
- 3.3: Implement accelerated and/or contextualized remediation programs.
- 4.2: Create or strengthen regional industry advisory committees.
- 4.3: Create joint marketing and outreach efforts with state agencies
- 4.4: Collaborate with state agencies on a participant referral process.
- 4.5: Partner with industry and state agencies on job fairs and mission-based events**.**

IHCC utilized the IHUM grant to develop the Dental Hygiene AAS degree program. There is a strong alignment between general education courses and program courses. A clear pathway for students to advance their career from dental assisting to obtainment of a bachelor's degree is provided. Existing learning assessment initiatives are utilized. Simulation learning experiences are incorporated into the program. Blended learning experiences are provided. Partnerships with industry to provide workplace learning experiences are evident. Resources developed during the grant period are freely shared via the Creative Commons website. Recruitment efforts are apparent. Collaboration with community partners at an annual career fair provides opportunities for potential post-graduation employment.

**Non-Applicable Milestones:**

The following millstones are not applicable to this signature program

- 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries)

**Sustainability**

IHCC identified the following sustainability plan for the Dental Hygiene program:

- Salaries for the Dental Hygiene Program Director, one full-time faculty member and adjunct clinical instructors are funded by the college.
- The Southern Iowa Career Fair partnership with Iowa Workforce Development – Southern Iowa will continue annually.

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| **MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.** | **X** Complete<br>☐Incomplete |
| **MILESTONE 1.2: Align non-credit offerings with credit courses.** | **X** Complete<br>☐Incomplete |
| **MILESTONE 1.3: Expand and enhance work-based learning experiences.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC)** | **NOT APPLICABLE** |
| **MILESTONE 1.5: Strengthen Prior Learning Assessment initiative.** | **X** Complete<br>☐Incomplete |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact, the Dental Hygiene program was fully developed using IHUM grant funds. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | Review of curriculum documents provided reveals:<br>• Alignment of Dental Hygiene courses to meet program outcomes.<br>• Incorporation of general education courses to achieve applicable degree.<br>• Documents related to program accreditation from the Commission on Dental Accreditation<br>• Syllabi for each course in the Dental Hygiene program<br>• Varying options for completion based on level of education/training prior to entering the program and obtaining a Bachelor's Degree. |

| DELIVERABLE 1.2: Updated college facilities | | |
|---|---|---|
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Per the Statement of Grant Impact, the Dental Hygiene program was fully developed using IHUM grant funds. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** Although not specifically outlined in documents provided, as this signature program is new to the college and unique laboratory facilities are required it can be assumed that college facilities were updated to meet the needs of this program.<br><br>Program accreditation documents describe a clinic with 10 dental units and a laboratory with 16 stations. |

| DELIVERABLE 1.3: Offer new credentials | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | COMMENTS: Per the Statement of Grant Impact, the Dental Hygiene AAS program is a new credential for the college. |
| QUALITY | X Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | COMMENTS: Review of curriculum documents provided reveals information for completion of a Dental Hygiene AAS degree. |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact, a new advisory committee was developed for the Dental Hygiene Program. This committee consists of both dental hygienist and dentists from the IHCC 10-county region.<br>Program accreditation documents list the following partnering organizations:<br>• Indian Hills Community College Preschool/daycare<br>• Ridgewood Nursing Rehabilitation Center<br>• River Hills Community Health Center, Centerville<br>• River Hills Community Health Center, Ottumwa |
| QUALITY | ☐ Satisfactory<br>☐ Unsatisfactory<br>X Unclear | COMMENTS: Although there is evidence of relationships with workforce partners no evidence was provided to indicate letters of commitment from employers and industry partners for this signature program. |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| STATUS | NOT APPLICABLE | COMMENTS: NA |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | COMMENTS: Per the Statement of Grant Impact, PLA concepts were used to develop a pathway for Dental Hygiene students. |
| QUALITY | X Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | COMMENTS: As noted above, varying options for completion based on level of education/training prior to entering the program and obtaining a Bachelor's Degree. |

| STRATEGY 2: Advance Online & Technology-Enabled Learning | |
|---|---|
| MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS. | X Complete<br>☐ Incomplete |
| MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS.<br>Lacking evidence | ☐ Complete<br>X Incomplete |
| MILESTONE 2.3: Create and distribute Open Educational Resources. | X Complete<br>☐ Incomplete |

| DELIVERABLE 2.1: Public licensing of curricula and training materials | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Documents and training materials developed for the signature program are available for public download on Creative Commons |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of documents posted by IHCC on Creative Commons revealed:<br>• Dental Hygiene program degree audit and course syllabi<br>• Documents submitted to the Commission on Dental Accreditation |
| **DELIVERABLE 2.2: Distribution through project and online repositories** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact all material created using grant funds were posted on SkillsCommons. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of documents posted by IHCC on Creative Commons revealed:<br>• Dental Hygiene program degree audit and course syllabi<br>• Documents submitted to the Commission on Dental Accreditation |
| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| **STATUS** | ☐ Completed<br>X In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Per the Statement of Grant Impact, the Dental Hygiene Program Director, who has a Master's in Educational Technology, aimed to incorporate online and hybrid style components to her courses whenever possible. |
| **QUALITY** | ☐ Satisfactory<br>☐Unsatisfactory<br>X Unclear | **COMMENTS:** The following examples for this deliverable were included in the Statement of Grant Impact document:<br>• recorded trainings for students to view outside of the classroom,<br>• expanded function demonstrations<br>• other online educational opportunities<br>However, it is unclear if these activities meet the definition of online and blended programs at the college or if these are instead examples of web-based learning activities incorporated into the program. Information in the Summary of Delivery Methodology section of the program overview indicates the program is offered as traditional, classroom -based program. |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact, Dental Hygiene students use simulation to experience potential patient complications they may see while providing dental care. |

| | | |
|---|---|---|
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>**X** Unclear | **COMMENTS:** Examples of simulation learning experiences provided in the Statement of Grant Impact include hypoglycemia, seizures, memory loss/dementia, cardiac issues, etc.<br><br>A review of documents provided reveal the following learning experiences described as simulation:<br>• Child Dental Chart (simulation)<br>• Mixed Dentition Dental Chart (simulation)<br>• Habit control therapy (nail biting, digit sucking, clenching, assessment simulation<br><br>No evidence of no evidence of the types of patient complication simulations noted in the Statement of Grant Impact were found and it is unclear if the simulations listed adhere to simulation best practice standards. |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>**X** Never Started | **COMMENTS:** No evidence related to this deliverable was provided in the signature program documents provided or in the documents on Creative Commons. |
| **QUALITY** | ☐ Satisfactory<br>**X** Unsatisfactory<br>☐ Unclear | **COMMENTS:** No evidence related to this deliverable was provided in the signature program documents provided or in the documents on Creative Commons. |
| **STRATEGY 3: Create Expanded & Individualized Student Support Services** | | |
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 3.2: Improve student career planning.** | | **X** Complete<br>☐Incomplete |
| **MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs.** | | **X** Complete<br>Incomplete |
| **DELIVERABLE 3.1: Develop and implement online, modular-based programs** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact, the Dental Hygiene Program Director, who has a Master's in Educational Technology, aimed to incorporate online and hybrid style components to her courses whenever possible. This includes recorded trainings for students to view outside of the classroom, expanded function demonstrations and other online educational opportunities. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact, recorded trainings for students to view outside of the classroom, expanded function demonstrations and other online educational opportunities are provided. |

| DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators | | |
|---|---|---|
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>**X** Never Started | **COMMENTS:** No evidence related to this deliverable was provided in the signature program documents provided or in the documents on Creative Commons. |
| **QUALITY** | ☐ Satisfactory<br>☐Unsatisfactory<br>**X** Unclear | **COMMENTS:** No evidence related to this deliverable was provided in the signature program documents provided or in the documents on Creative Commons. |
| **DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** The following marketing materials are located on the Creative Commons website:<br>• Public licensing information<br>• Design for a trade show booth.<br><br>There is a direct link from the Enhance Iowa webpage to a webpage the includes information about healthcare programs at college. |
| **QUALITY** | **X** Satisfactory<br>☐Unsatisfactory<br>☐Unclear | **COMMENTS:** The trade show booth design includes a photo representing the Dental Hygiene program.<br><br>The webpage mentioned above describes the Dental Hygiene program.<br><br>. |
| **DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact, Career Coach is incorporated into health sciences Employment Preparation courses. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** A map on the Emsi Career Coach webpage reveals information about the abundance of healthcare jobs in the area served by IHCC and a link to the college goes directly to a webpage describing the signature program and available Dental Hygiene jobs in the area. |
| **STRATEGY 4: Create & Improve Alignment with Industry & State Agencies** | | |
| **MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries).** | | **NOT APPLICABLE** |
| **MILESTONE 4.2: Create or strengthen regional industry advisory committees.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies.** | | **X** Complete<br>☐ Incomplete |

| | |
|---|---|
| **MILESTONE 4.4: Collaborate with state agencies on a participant referral process.** | ☐ Complete<br>**X** Incomplete |
| **MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events.** | **X** Complete<br>☐Incomplete |

| **DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee** | | |
|---|---|---|
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** The Statement of Grant Impact includes the words Consortium Level Activity but no additional information related to this activity.<br><br>Per the Statement of Grant Impact, a new advisory committee was developed for the Dental Hygiene Program. This committee consists of both dental hygienist and dentists from the IHCC 10-county region and that IHUM Project Director presented/submitted information for presentation at advisory boards meetings. |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>**X** Unclear | **COMMENTS:** No evidence of the development of an IHUM Sector Strategy Committee as described in the milestone was provided in the signature program documents provided or in the documents on Creative Commons.<br><br>There is also no evidence of meeting minutes for the healthcare advisory board provided in the signature program documents provided or in the documents on Creative Commons. |
| **DELIVERABLE 4.2: New industry partnerships developed during the grant period** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Per the Statement of Grant Impact, Partnerships with local dental facilities created as student observation locations for this new signature program. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS**: Program accreditation documents list the following partnering organizations:<br>• Indian Hills Community College Preschool/daycare<br>• Ridgewood Nursing Rehabilitation Center<br>• River Hills Community Health Center, Centerville<br>• River Hills Community Health Center, Ottumwa |
| **DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Evidence of marketing materials and collaborative efforts were found on the Emsi Career Coach webpage and on the Creative Commons website. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** As indicated in Deliverable 3.4 a link on the Emsi Career Coach webpage goes directly to a webpage describing the signature program and healthcare jobs in the area. The webpage was developed as part of the IHUM grant. |

| | | |
|---|---|---|
| | | The following marketing materials are located on the Creative Commons website:<br>• Design for a trade show booth. This design includes a photo representing the Dental Hygiene program. |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | X Completed | **COMMENTS:** Per the Statement of Grant Impact, IHUM Project Director presented/submitted information for presentation at advisory boards meetings. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | ☐ Satisfactory | **COMMENTS:** There is a lack of information regarding what information is shared with RES groups or how this information related to IHUM and/or referrals. |
| | ☐ Unsatisfactory | |
| | X Unclear | |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | X Completed | **COMMENTS:** Per the Statement of Grant Impact, IHUM Project Director worked with the Southern Iowa IWD office to host the Southern Iowa Career Fair. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | X Satisfactory | **COMMENTS:** Per the Statement of Grant Impact, by year 3 of the grant, the event grew to include over 100 regional employers and over 1000 student and community job seekers. |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |

# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed: Indian Hills Community College**

**Signature Program Reviewed: Practical Nursing Program**

**Subject Matter Expert: Melody Bethards**

**Subject Matter Expert Credentials: MSN, RN, CNE, CHSE**

**Review Period: 10/1/2014-6/30/2018**

**Review Conducted: September 2018**

**Synopsis of Findings:**

**Milestones completed:**

- 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.
- 1.2: Align non-credit offerings with credit courses
- 1.3: Expand and enhance work-based learning experiences
- 1.5: Strengthen Prior Learning Assessment initiative.
- 2.1: Enhance and expand simulation into courses and trainings.
- 2.3: Create and distribute Open Educational Resources.
- 3.1: Implement specialized recruitment and retention efforts.
- 3.2: Improve student career planning
- 3.3: Implement accelerated and/or contextualized remediation programs.
- 4.2: Create or strengthen regional industry advisory committees.
- 4.3: Create joint marketing and outreach efforts with state agencies
- 4.5: Partner with industry and state agencies on job fairs and mission-based events**.**

IHCC utilized the IHUM grant to enhance educational opportunities for students in the PN program through the integration of high quality simulation learning experiences. There is a strong alignment between credit and non-credit courses. A pathway for advancement from CNA to obtainment of a BSN is provided. Resources developed during the grant period are freely shared via the Creative Commons website. A mandatory advising process is in place to promote student retention. Collaboration with community partners at an annual career fair provides opportunities for potential post-graduation employment.

**Non-Applicable Milestones:**

The following millstones are not applicable to this signature program

- 2.2: Expand online and blended course offerings.
- 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries)

**Sustainability**

IHCC identified the following sustainability plan for the ADN program:

- Current IHUM Project Director has assumed administrative and oversight responsibilities for the Simulation Program.
- One full time and one half time instructor will be funded by the college for simulation.
- Nursing students will continue to use simulation on campus and through the grant-funded mobile simulation unit each term moving forward.
- Mandatory advising and career coaching will continue in the Nursing program.
- The Southern Iowa Career Fair partnership with Iowa Workforce Development – Southern Iowa will continue annually.

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| **MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.** | **X** Complete<br>☐Incomplete |
| **MILESTONE 1.2: Align non-credit offerings with credit courses.** | **X** Complete<br>☐Incomplete |
| **MILESTONE 1.3: Expand and enhance work-based learning experiences.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC)** | **NOT APPLICABLE** |
| **MILESTONE 1.5: Strengthen Prior Learning Assessment initiative.** | **X** Complete<br>☐ Incomplete |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact curriculum has been redesigned to incorporate simulation learning experiences as a learning modality rather than a review of concepts. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | A review of documents provided reveal the following examples threaded through the Summer 2016 semester:<br>• Simulation learning experiences related to patient populations, medical conditions, and nursing interventions provided on the Ottumwa campus<br>• Simulation learning experiences related to specific medical conditions provided by the mobile simulation unit.<br>• Incorporation of simulation learning experiences into clinical learning.<br><br>Review of curriculum documents provided reveals:<br>• Alignment of PN courses to meet program outcomes.<br>• Incorporation of general education courses and non-credit courses to achieve applicable degree.<br>• Syllabi for each course in the Practical Nursing program<br>• Pathway from CNA, to PN, to ADN, to BSN |

| DELIVERABLE 1.2: Updated college facilities | | |
|---|---|---|
| **STATUS** | ☐Completed<br>☐ In Progress<br>☐ Attempted<br>**X** Never Started | **COMMENTS:** Per the Statement of Grant Impact simulation **activities** were built, however there is no evidence in documents provided that facilities were updated for this signature program |

| | | |
|---|---|---|
| **QUALITY** | ☐Satisfactory<br>☐ Unsatisfactory<br>**X** Unclear | **COMMENTS:** No evidence was found in the documentation provided to indicate that college facilities for this signature program were updated.<br>However, per the sustainability section of the Statement of Grant is noted that the **grant-funded** mobile simulation unit will continue to be used. It is unclear if the mobile simulation unit was purchased with the IHUM grant or some other grant. |
| **DELIVERABLE 1.3: Offer new credentials** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>**X** Never Started | **COMMENTS:** No evidence was found in the documentation provided to indicate that new credentials were offered for this signature program. |
| **QUALITY** | ☐ Satisfactory<br>**X** Unsatisfactory<br>☐ Unclear | **COMMENTS:** No evidence found. |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Documents provided show evidence of work-based learning experiences at a variety of healthcare facilities and simulation learning experiences occurring at area healthcare facilities. |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>**X** Unclear | **COMMENTS:** Documents provided list 14 clinical locations for nursing students attending the Summer 2016 semester: Eight different locations for simulation learning experiences provided by the mobile simulation unit were noted.<br>However, no letters of commitment were found in the documentation provided or in documents on Skills Commons. |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS: NA** |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** A review of documents provided reveal an established pathway for students to apply prior learning in the signature program. |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>**X** Unclear | **COMMENTS:** A review of documents provided reveal a clear pathway from CNA to PN to ADN to BSN.<br>However, it is unclear if this process is a continuation of a process started in I-AM. |
| **STRATEGY 2: Advance Online & Technology-Enabled Learning** | | |
| **MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS.** | | **NOT APPLICABLE** |

| MILESTONE 2.3: Create and distribute Open Educational Resources. | | X Complete<br>☐ Incomplete |
|---|---|---|
| **DELIVERABLE 2.1: Public licensing of curricula and training materials** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Documents and training materials developed for the signature program are available for public download on Creative Commons |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of documents posted by IHCC on Creative Commons revealed:<br>• Nursing program degree audit and course syllabi<br>• Three nursing program simulation related documents |
| **DELIVERABLE 2.2: Distribution through project and online repositories** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact all material created using grant funds were posted on SkillsCommons. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** As noted above, review of documents posted by IHCC on Creative Commons for this signature program revealed:<br>• Nursing program degree audit and course syllabi<br>• Three nursing program simulation related documents |
| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** NA for this signature program. |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact simulation learning experiences have been better incorporated into all levels of nursing education. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** As noted above, a review of documents provided reveal the following examples threaded through the Summer 2016 semester:<br>• Simulation learning experiences related to patient populations, medical conditions, and nursing interventions provided on the Ottumwa campus<br>• Simulation learning experiences related to specific medical conditions provided by the mobile simulation unit.<br>• Incorporation of simulation learning experiences into clinical learning. |

| DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis | | |
|---|---|---|
| STATUS | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>X Never Started | COMMENTS: No evidence related to this deliverable was provided in the signature program documents provided or in the documents on Creative Commons. |
| QUALITY | ☐ Satisfactory<br>X Unsatisfactory<br>☐ Unclear | COMMENTS: No evidence related to this deliverable was provided in the signature program documents provided or in the documents on Creative Commons. |

| STRATEGY 3: Create Expanded & Individualized Student Support Services | |
|---|---|
| MILESTONE 3.1: Implement specialized recruitment and retention efforts. | X Complete<br>☐ Incomplete |
| MILESTONE 3.2: Improve student career planning. | X Complete<br>☐Incomplete |
| MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs. | X Complete<br>Incomplete |

| DELIVERABLE 3.1: Develop and implement online, modular-based programs | | |
|---|---|---|
| STATUS | NOT APPLICABLE | COMMENTS: NA for this signature program. |

| DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact<br>• The Project Director developed a Mandatory Advising Plan and implemented the strategies in Years 1 and 2 of the grant. Students were required to meet with their assigned faculty advisor at least once per term, prior to registering for the next term.<br>• Remediation on clinical skills was identified as an issue for nursing students. While not a grant funded employee, the Project Director worked with the Nursing Lab Assistant to identify remediation needs, and help with implementation of a remediation referral plan so that students who were identified as lacking critical skills were referred on to remediation early in the term. These efforts also impacted student retention.<br>• Advising sessions also focused on career goals and building pathways to achieving those goals.<br>• Career Coach, and other tools, were used to aid students in their job searches as they neared graduation. |
| QUALITY | X Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | COMMENTS: Per the Statement of Grant Impact, coordination of mandatory advising was passed to nursing faculty in year 3, and continues to make a positive impact on student retention in this signature program. |

| DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | COMMENTS: The following marketing materials are located on the Creative Commons website:<br>• Public licensing information<br>• Design for a trade show booth.<br><br>There is a direct link to a webpage that describes the Practical Nursing program from the Enhance Iowa webpage. |
| QUALITY | ☐ Satisfactory<br>☐Unsatisfactory<br>X Unclear | COMMENTS: Based on review of the provided documents it is unclear how these marketing materials are used to recruit student for this signature program. There are no photos or words on the trade show design related to the nursing program. |
| **DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact, Career Coach was used by the Nursing program, as well as incorporated into health sciences Employment Preparation courses. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | COMMENTS: A map on the Emsi Career Coach webpage reveals information about the abundance of healthcare jobs in the area served by ICCC and a link to the college goes directly to a webpage describing the signature program and LPN jobs in the area. |
| **STRATEGY 4: Create & Improve Alignment with Industry & State Agencies** | | |
| **MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries).**<br>Lacking evidence of the development of an IHUM Sector Strategy Committee as described | | ☐ Complete<br>X Incomplete |
| **MILESTONE 4.2: Create or strengthen regional industry advisory committees.** | | X Complete<br>☐ Incomplete |
| **MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies.** | | X Complete<br>☐ Incomplete |
| **MILESTONE 4.4: Collaborate with state agencies on a participant referral process.**<br>Lacking information regarding the referral process. | | ☐ Complete<br>X Incomplete |
| **MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events.** | | X Complete<br>☐Incomplete |
| **DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee** | | |
| STATUS | X Completed<br>☐In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: The Statement of Grant Impact includes the words Consortium Level Activity but no additional information about the activity.<br><br>Signature program documents provided describe strengthening existing advisory committees and that IHUM Project Director presented/submitted information for presentation at advisory boards meetings. |

| | | |
|---|---|---|
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>**X** Unclear | **COMMENTS:** No evidence of the development of an IHUM Sector Strategy Committee as described in the milestone was provided in the signature program documents provided or in the documents on Creative Commons<br><br>No evidence of meeting minutes for the healthcare advisory board was found in the signature program documents provided or in the documents on Creative Commons. |
| **DELIVERABLE 4.2: New industry partnerships developed during the grant period** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>**X** Never Started | **COMMENTS:** Signature program documents provided describe strengthening existing industry partnerships. No evidence of <u>new</u> industry partnerships for this signature program was found. |
| **QUALITY** | ☐ Satisfactory<br>**X** Unsatisfactory<br>☐ Unclear | **COMMENTS**: No evidence of new industry partnerships is evident in the signature program documents provided. |
| **DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Evidence of marketing materials and collaborative efforts were found on the Emsi Career Coach webpage and on the Creative Commons website. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** As indicated in Deliverable 3.4 a link on the Emsi Career Coach webpage goes directly to a webpage describing the signature program and healthcare jobs in the area. The webpage was developed as part of the IHUM grant.<br><br>The following marketing materials are located on the Creative Commons website:<br>• Design for a trade show booth. |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact, IHUM Project Director presented/submitted information for presentation at advisory board meetings. |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>**X** Unclear | **COMMENTS:** There is a lack of information regarding what information is shared with RES groups or how this information related to IHUM and/or referrals. |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact, IHUM Project Director worked with the Southern Iowa IWD office to host the Southern Iowa Career Fair. |

| | | |
|---|---|---|
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact, by year 3 of the grant, the event grew to include over 100 regional employers and over 1000 student and community job seekers. |

## SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed: Indian Hills Community College**

**Signature Program Reviewed: Associate Degree Nursing Program**

**Subject Matter Expert: Melody Bethards**

**Subject Matter Expert Credentials: MSN, RN, CNE, CHSE**

**Review Period: 10/1/2014-6/30/2018**

**Review Conducted: September 2018**

**Synopsis of Findings:**

**Milestones completed:**

- 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.
- 1.2: Align non-credit offerings with credit courses
- 1.3: Expand and enhance work-based learning experiences
- 1.5: Strengthen Prior Learning Assessment initiative.
- 2.1: Enhance and expand simulation into courses and trainings.
- 2.3: Create and distribute Open Educational Resources.
- 3.1: Implement specialized recruitment and retention efforts.
- 3.2: Improve student career planning
- 3.3: Implement accelerated and/or contextualized remediation programs.
- 4.2: Create or strengthen regional industry advisory committees.
- 4.3: Create joint marketing and outreach efforts with state agencies
- 4.4: Collaborate with state agencies on a participant referral process.
- 4.5: Partner with industry and state agencies on job fairs and mission-based events**.**

IHCC utilized the IHUM grant to enhance educational opportunities for students in the ADN program through the integration of high quality simulation learning experiences. There is a strong alignment between credit and non-credit courses. A pathway for advancement from CNA to obtainment of a BSN is provided. Resources developed during the grant period are freely shared via the Creative Commons website. A mandatory advising process is in place to promote student retention. Collaboration with community partners at an annual career fair provides opportunities for potential post-graduation employment.

**Non-Applicable Milestones:**

The following millstones are not applicable to this signature program

- 2.2: Expand online and blended course offerings.
- 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries)

**Sustainability**

IHCC identified the following sustainability plan for the ADN program:

- Current IHUM Project Director has assumed administrative and oversight responsibilities for the Simulation Program.
- One full time and one half time instructor will be funded by the college for simulation.
- Nursing students will continue to use simulation on campus and through the grant-funded mobile simulation unit each term moving forward.
- Mandatory advising and career coaching will continue in the Nursing program.
- The Southern Iowa Career Fair partnership with Iowa Workforce Development – Southern Iowa will continue annually.

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| **MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.** | **X** Complete<br>☐Incomplete |
| **MILESTONE 1.2: Align non-credit offerings with credit courses.** | **X** Complete<br>☐Incomplete |
| **MILESTONE 1.3: Expand and enhance work-based learning experiences.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC)** | **NOT APPLICABLE** |
| **MILESTONE 1.5: Strengthen Prior Learning Assessment initiative.** | **X** Complete<br>☐ Incomplete |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact curriculum has been redesigned to incorporate simulation learning experiences as a learning modality rather than a review of concepts. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | A review of documents provided reveal the following examples threaded through the Summer 2016 semester:<br>• Simulation learning experiences related to patient populations, medical conditions, and nursing interventions provided on the Ottumwa campus<br>• Simulation learning experiences related to specific medical conditions provided by the mobile simulation unit.<br>• Incorporation of simulation learning experiences into clinical learning.<br><br>Per the Statement of Grant Impact, nursing students in ADN720: Clinical VII participate in a multi-disciplinary capstone simulation.<br><br>Review of curriculum documents provided reveals:<br>• Alignment of ADN courses to meet program outcomes.<br>• Incorporation of general education courses and non-credit courses to achieve applicable degree.<br>• Syllabi for each course in the Associate Degreel Nursing program<br>• Pathway from CNA to PN to ADN to BSN |

| DELIVERABLE 1.2: Updated college facilities | | |
|---|---|---|
| **STATUS** | ☐Completed<br>☐ In Progress<br>☐ Attempted<br>**X** Never Started | **COMMENTS:** Per the Statement of Grant Impact simulation **activities** were built, however there is no evidence in documents provided that facilities were updated for this signature program |

| | | |
|---|---|---|
| **QUALITY** | ☐Satisfactory<br>☐ Unsatisfactory<br>**X** Unclear | **COMMENTS:** No evidence was found in the documentation provided to indicate that college facilities for this signature program were updated.<br>However, per the sustainability section of the Statement of Grant is noted that the **grant-funded** mobile simulation unit will continue to be used. It is unclear if the mobile simulation unit was purchased with the IHUM grant or some other grant. |
| **DELIVERABLE 1.3: Offer new credentials** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>**X** Never Started | **COMMENTS:** No evidence was found in the documentation provided to indicate that new credentials were offered for this signature program. |
| **QUALITY** | ☐ Satisfactory<br>**X** Unsatisfactory<br>☐ Unclear | **COMMENTS:** No evidence found. |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Documents provided show evidence of work-based learning experiences at a variety of healthcare facilities and simulation learning experiences occurring at area healthcare facilities. |
| **QUALITY** | ☐ Satisfactory<br>☐Unsatisfactory<br>**X** Unclear | **COMMENTS:** Documents provided list 14 clinical locations for nursing students attending the Summer 2016 semester: Eight different locations for simulation learning experiences provided by the mobile simulation unit were noted.<br><br>However, no letters of commitment were found in the documentation provided or in documents on Skills Commons. |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS: NA** |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS: NA** |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** A review of documents provided reveal an established pathway for students to apply prior learning in the signature program. |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>**X** Unclear | **COMMENTS:** A review of documents provided reveal a clear pathway from CNA to PN to ADN to BSN. |

| | | |
|---|---|---|
| | | However, no evidence was found in the signature program documents provided or in the documents on Skills Commons to indicate if this process is a continuation of a process started in I-AM. |
| **STRATEGY 2: Advance Online & Technology-Enabled Learning** | | |
| **MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS.** | | **NOT APPLICABLE** |
| **MILESTONE 2.3: Create and distribute Open Educational Resources.** | | **X** Complete<br>☐ Incomplete |
| **DELIVERABLE 2.1: Public licensing of curricula and training materials** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Documents and training materials developed for the signature program are available for public download on Creative Commons |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of documents posted by IHCC on Creative Commons revealed:<br>• Nursing program degree audit and course syllabi<br>• Three nursing program simulation related documents<br>• Two ADN level simulation scenarios |
| **DELIVERABLE 2.2: Distribution through project and online repositories** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact all material created using grant funds were posted on SkillsCommons. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** As noted above, review of documents posted by IHCC on Creative Commons for this signature program revealed:<br>• Nursing program degree audit and course syllabi<br>• Three nursing program simulation related documents<br>• Two ADN level simulation scenarios |
| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** NA for this signature program. |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact simulation learning experiences have been better incorporated into all levels of nursing education. |

| | | |
|---|---|---|
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** As noted above, a review of documents provided reveal the following examples threaded through the Summer 2016 semester:<br>• Simulation learning experiences related to patient populations, medical conditions, and nursing interventions provided on the Ottumwa campus<br>• Simulation learning experiences related to specific medical conditions provided by the mobile simulation unit.<br>• Incorporation of simulation learning experiences into clinical learning. |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS: NA**. |
| **STRATEGY 3: Create Expanded & Individualized Student Support Services** | | |
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 3.2: Improve student career planning.** | | **X** Complete<br>☐Incomplete |
| **MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs.** | | **X** Complete<br>Incomplete |
| **DELIVERABLE 3.1: Develop and implement online, modular-based programs** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** NA for this signature program. |
| **DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact<br>• The Project Director developed a Mandatory Advising Plan and implemented the strategies in Years 1 and 2 of the grant. Students were required to meet with their assigned faculty advisor at least once per term, prior to registering for the next term.<br>• Remediation on clinical skills was identified as an issue for nursing students. While not a grant funded employee, the Project Director worked with the Nursing Lab Assistant to identify remediation needs, and help with implementation of a remediation referral plan so that students who were identified as lacking critical skills were referred on to remediation early in the term. These efforts also impacted student retention.<br>• Advising sessions also focused on career goals and building pathways to achieving those goals.<br>• Career Coach, and other tools, were used to aid students in their job searches as they neared graduation. |
| **QUALITY** | **X** Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact, coordination of mandatory advising was passed to nursing faculty in year 3, and continues to make a positive impact on student retention in this signature program. |

| DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | COMMENTS: The following marketing materials are located on the Creative Commons website:<br>• Public licensing information<br>• Design for a trade show booth.<br><br>There is a direct link to a webpage that describes the Associate Degree Nursing program from the Enhance Iowa webpage. |
| QUALITY | ☐ Satisfactory<br>☐Unsatisfactory<br>X Unclear | COMMENTS: Based on review of the provided documents it is unclear how the marketing materials are used to recruit student for this signature program. There are no photos or words on the trade show design related to the nursing program. |
| **DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact, Career Coach was used by the Nursing program, as well as incorporated into health sciences Employment Preparation courses. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | COMMENTS: A map on the Emsi Career Coach webpage reveals information about the abundance of healthcare jobs in the area served by ICCC and a link to the college goes directly to a webpage describing the signature program and RN jobs in the area. |
| **STRATEGY 4: Create & Improve Alignment with Industry & State Agencies** | | |
| **MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries).** | | **NOT APPLICABLE** |
| **MILESTONE 4.2: Create or strengthen regional industry advisory committees.** | | X Complete<br>☐ Incomplete |
| **MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies.** | | X Complete<br>☐ Incomplete |
| **MILESTONE 4.4: Collaborate with state agencies on a participant referral process.** | | X Complete<br>☐ Incomplete |
| **MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events.** | | X Complete<br>☐Incomplete |
| **DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee** | | |
| STATUS | X Completed<br>☐In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: The Statement of Grant Impact includes the words Consortium Level Activity but no additional information about the activity.<br><br>Signature program documents provided describe strengthening existing advisory committees and that IHUM Project Director presented/submitted information for presentation at advisory boards meetings. |

| | | |
|---|---|---|
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>**X** Unclear | **COMMENTS:** No evidence of meeting minutes for the healthcare advisory board was found in the signature program documents provided or in the documents on Creative Commons. |
| **DELIVERABLE 4.2: New industry partnerships developed during the grant period** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>**X** Never Started | **COMMENTS:** Signature program documents provided describe strengthening existing industry partnerships. No evidence of new industry partnerships for this signature program was found. |
| **QUALITY** | ☐ Satisfactory<br>**X** Unsatisfactory<br>☐ Unclear | **COMMENTS**: No evidence of new industry partnerships is evident in the signature program documents provided. |
| **DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Evidence of marketing materials and collaborative efforts were found on the Emsi Career Coach webpage and on the Creative Commons website. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** As indicated in Deliverable 3.4 a link on the Emsi Career Coach webpage goes directly to a webpage describing the signature program and healthcare jobs in the area. The webpage was developed as part of the IHUM grant.<br><br>The following marketing materials are located on the Creative Commons website:<br>• Design for a trade show booth. |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact, IHUM Project Director presented/submitted information for presentation at advisory board meetings. |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>**X** Unclear | **COMMENTS:** There is a lack of information regarding what information is shared with RES groups or how this information related to IHUM and/or referrals. |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact, IHUM Project Director worked with the Southern Iowa IWD office to host the Southern Iowa Career Fair. |

| | | |
|---|---|---|
| **QUALITY** | **X** Satisfactory | **COMMENTS:** Per the Statement of Grant Impact, by year 3 of the grant, the event grew to include over 100 regional employers and over 1000 student and community job seekers. |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |

*This workforce solution is funded by the IHUM Consortium which is 100% financed through a $15,000,000 grant from the U.S. Department of Labor's Employment & Training Administration. The product was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership. This work is licensed under the Creative Commons Attribution 4.0 International License. To view a copy of this license, visit http://creativecommons.org/licenses/by/4.0/.*

**Statement of Grant Impact: Iowa Western Community College**

The purpose of this section is to show the full scope of the grant activities in a narrative form so that the reviewer understands the full impact of the IHUM grant on each signature program. Below is a checklist of each activity that should be addressed. Please provide any additional information you see fit as this checklist does not cover every activity over the past three years. Please take time to review the grant Technical Proposal as part of this process.

**Strategy 1** – Expand and Enhance Sector-Driven Career Pathways

- Audited and redesigned curricula
    - Progress is being made towards offering the CNA Program in Atlantic, Shenandoah, Harlan, and Clarinda. Nursing is re-aligning curriculum upon IBON's recommendation.
- Updated college facilities
    - We had major purchases towards the Nursing program that helped with the startup and expansion of new CNA Programs at the college.
- Offer new credentials
    - As of fall 2016, the non-credit CNA program can now be completed for credit.
- Established commitment from employers and industry representatives
    - The Director of Nursing, IHUM Grant Coordinator, and Continuing Education Health Coordinator met with Methodist Health systems and Jennie Edmundson Hospital to discuss the opportunities for students to learn about resumes and professionals directly from Human Resource professionals.
- Developed and piloted Registered Apprenticeship Programs (IT Only)
    -
- Continued PLA progress started in I-AM
    - IWCC has carefully considered PLA in relation to the HSS programs. However, due to the strict guidelines put in place by the accrediting bodies, it is an option that cannot be pursued.
- Expand work based learning experiences
    - Dr. Pepin is focusing on making the externship, clinical, and preceptorship guidelines more professionally based.
- Aligned non-credit offerings with credit courses
    - Students have been able to complete the Sterile Processing and Nursing Assistant Certificates as non-credit programs, allowing for a seamless transition to the Surgical Tech and Nursing Credit programs.

**Strategy 2** – Advance Online & Technology-Enabled Learning

- Enhance and expand simulation into courses and trainings

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    - Dental Hygiene and Dental Assisting have ordered a set of teeth that are anatomically correct but not placed in the tydopont. This helped students see what they were being taught better, this will help with teeth instrumentation.
- Expand online and blended course offerings
    - Not pursuing due to accreditation constraints.
- Create and distribute Open Educational Resources
    -
- Incorporation of simulation into courses
    -

**Strategy 3** – Create Expanded & Individualized Student Support Services

- Implement specialized recruitment and retention efforts
    - On May 24, 2017, Brittni Donahue began working 50% of her time as an IHUM program advisor. She will be helping students complete the prerequisites and plan for signature programs. Various faculty and staff attended high school recruitment events to share about IHUM grant programs.
- Improve Student Career Planning
    - Students continue to access Career Coach from the IWCC website and ROC Advising and Career Planning pates. The director of Advising, Dean of Student Services, TRIO Program Director, and Director of College Success Initiatives attended a Career Coach Training webinar.
- Implement accelerated and/or contextualized remediation
    - After the success of PTA's two part orientation that covered program demands while orienting them to the career field, we adopted the concept with our prep students.
- Develop and implement online, modular-based programs
    -
- Implement a web-based tool that can generate regional LMI paired with applicable programs of study
    -

**Strategy 4 –** Create & Improve Alignment with Industry and State Agencies

- Develop or Enhance IHUM Sector Boards
    - A National Guard representative guest spoke about their Enlist, Education, and Employ initiative in conjunction with Home base Iowa.
- Strengthen Industry advisory committees
    -
- Create joint marketing, outreach, and referral efforts with businesses, WIB's, and state agency partners

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- The local Iowa Workforce Development and Vocational Rehabilitation organizations refer interested students to campus. This is an ongoing relationship that will continue after the grant.

- New Industry partnerships developed during the grant period
  - Hill Crest Health, Westridge Quality Care, Nebraska Methodist Health System
- IHUM and RAP materials developed in collaboration with state agencies (IT Only)
  -

**Sustainability**

- Please provide information on the aspects of the IHUM grant that will be sustained beyond the period of performance.
  - Partnership with The Iowa Workforce Development and Vocational Rehabilitation groups.
  - Career/Nursing Fair
  - Career Coach
  - Partnerships with Methodist Health Systems and Jennie Edmundson Hospital
  - Aligning noncredit offerings with credit courses
  - Expanded simulation in courses and trainings
  - Aligning curriculum with national standards and recognized credentials
  - Work-based learning experiences

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# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed: Iowa Western Community College**

**Signature Program Reviewed: Associate Degree Nursing Program**

**Subject Matter Expert: Melody Bethards**

**Subject Matter Expert Credentials: MSN, RN, CNE, CHSE**

**Review Period: 10/1/2014-6/30/2018**

**Review Conducted: September 2018**

**Synopsis of Findings:**

**Milestones completed:**

- 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.
- 1.2: Align non-credit offerings with credit courses
- 2.1: Enhance and expand simulation into courses and trainings.
- 2.3: Create and distribute Open Educational Resources.
- 3.1: Implement specialized recruitment and retention efforts.
- 3.2: Improve student career planning
- 3.3: Implement accelerated and/or contextualized remediation programs.
- 4.2: Create or strengthen regional industry advisory committees.
- 4.4: Collaborate with state agencies on a participant referral process.
- 4.3: Create joint marketing and outreach efforts with state agencies
- 4.5: Partner with industry and state agencies on job fairs and mission-based events**.**

Based on documents provided, IWCC utilized the IHUM grant to enhance learning experiences for students in the ADN program. Simulation learning experiences are integrated into the program. A pathway for advancement from CNA to obtainment of a BSN is provided Targeted recruitment and retention efforts are in place. Resources developed during the grant period are freely shared via the Creative Commons website. Collaboration with community partners provides opportunities for strengthen partnerships and potential post-graduation employment.

**Incomplete Milestones**

- 1.3: Expand and enhance work-based learning experiences:
  No letters of commitment were found from employers and/or industry representatives in the initial documentation provided, in documents on Skills Commons, or in documents submitted after the initial SME report. See associated deliverables for more information.

**Non-applicable Milestones:**

- 1.5: Strengthen Prior Learning Assessment initiative.
- 2.2: Expand online and blended course offerings
- 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries)

**Sustainability**

IWCC identified the plan to sustain the following:

- Partnership with Iowa Workforce Development and Vocational Rehabilitation groups.
- Career/Nursing Fair
- Career Coach
- Partnerships with Methodist Health Systems and Jennie Edmundson Hospital
- Work-based learning experiences

IWCC also identified plans to sustain the following, however there is a lack of evidence that these items were implemented during the grant period for this signature program.

- Aligning noncredit offerings with credit courses
- Expanded simulation in courses and trainings
- Aligning curriculum with national standards and recognized credentials

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| **MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 1.2: Align non-credit offerings with credit courses.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 1.3: Expand and enhance work-based learning experiences.** | ☐ Complete<br>**X** Incomplete |
| **MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC)** | **NOT APPLICABLE** |
| **MILESTONE 1.5: Strengthen Prior Learning Assessment initiative.** | **NOT APPLICABLE** |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document the nursing program curriculum is under revision to re-align curriculum per IBON recommendation and students can complete CNA as a non-credit option for transition to the nursing credit program. |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>**X** Unclear | A review of signature program documents provided and resources found on the Skills Commons website reveal no information regarding what revisions to the nursing program are in progress or have been completed.<br><br>A review of syllabi for courses in the Associate Degree Nursing program over the grant period do not indicate evidence of changes to these courses during this time frame.<br><br>A review of signature program documents provided and resources found on the Skills Commons website reveal no evidence of a non-credit course option for CNA as a prerequisite course for the associate degree nursing program. Only the credit course is listed on the Nursing Course Information document, however a quick search of the college website resulted in locating this information at the following link: https://www.iwcc.edu/future_student/guides/pracnursing.asp.<br><br>There is a clear pathway from CNA to PN to ADN identified. A search of marketing documents on SkillsCommons reveal information regarding transfer to a 4-year institution on the ADN program information sheet and evidence of several transfer fairs. A review of documents submitted after the initial SME report revealed a list of 4-year transfer institutions.<br><br>There is no evidence found on the curriculum map to indicate how non-credit or credit prerequisite courses, practical nursing courses, or general education courses align with ADN program outcomes. Only ADN program courses are aligned with program outcomes.<br><br>A review of documents submitted after the initial SME report revealed no revised curriculum map so the quality of this deliverable remains unclear. |

| DELIVERABLE 1.2: Updated college facilities | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact there were major purchases towards the Nursing program that helped with start-up and expansion of CNA programs. |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>X Unclear | **COMMENTS:** A review of signature program documents provided and resources found on Skills Commons found no evidence to indicate what the major purchases were or how they were utilized for this signature program.<br><br>A review of documents submitted after the initial SME report revealed the following related to this deliverable:<br>• November 17, 2016 Nursing Advisory Board minutes – mention of the use of IHUM grant funds for *more equipment purchases*.<br><br>No information regarding what items were purchased could be found in the initial documentation provided, in documents on Skills Commons, or in documents submitted after the initial SME report so the quality of this deliverable is unclear. |
| **DELIVERABLE 1.3: Offer new credentials** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant, the option of credit CNA program was added. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of signature program documents provided and resources found on the Skills Commons website reveal evidence that a 3.0 credit CNA course is included as a prerequisite for the associate degree nursing program. |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| **STATUS** | ☐ Completed<br>X In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document healthcare program representatives met with individuals from area healthcare facilities to discuss opportunities for students to learn about resumes and professionals directly from Human Resource professionals.<br><br>In addition, per the Statement of Grant Impact document, Dr. Pepin, Director of Nursing, is focusing on making the externship, clinical, and preceptorship guidelines more professionally based.<br><br>A review of documents submitted after the initial SME report revealed some additional process towards this deliverable, however, no letters of commitment were found from employers and/or industry representatives in the initial documentation provided, in documents on Skills Commons, or in documents submitted after the initial SME report |
| **QUALITY** | ☐ Satisfactory<br>X Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of signature program documents provided and resources found on Skills Commons revealed no evidence to indicate that the described discussions resulted a commitment from these employers. |

| | | |
|---|---|---|
| | | A review of documents submitted after the initial SME report revealed the following related to this deliverable:<br>• November 17, 2016 Nursing Advisory Board minutes includes the following industry representation:<br>○ Karen Buman, Myrtue Memorial Hospital<br>○ Brian Cooley, CHI Health<br>○ Jenene Vandenburg, Methodist Jennie Edmundson;<br>○ Courtney Schmidt, Methodist Jennie Edmundson;<br>○ Diane Lee, CHI Health<br><br>No letters of commitment were found from employers and/or industry representatives in the initial documentation provided, in documents on Skills Commons, or in documents submitted after the initial SME report |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS: NA** |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per the Statement of Grant Impact strict guidelines from accreditation bodies restrict the option of prior learning assessment and therefore the option cannot be pursed. |
| **STRATEGY 2: Advance Online & Technology-Enabled Learning** | | |
| **MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS.** | | **NOT APPLICABLE** |
| **MILESTONE 2.3: Create and distribute Open Educational Resources.** | | **X** Complete<br>☐ Incomplete |
| **DELIVERABLE 2.1: Public licensing of curricula and training materials** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Documents and training materials developed for the signature program are available for public download on SkillsCommons |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of documents posted on SkillsCommons revealed:<br>• One nursing program tutor schedule<br>• Three ADN marketing documents<br>• 21 ADN program course syllabi |
| **DELIVERABLE 2.2: Distribution through project and online repositories** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document all material created using grant funds were posted on SkillsCommons. |
| **QUALITY** | **X** Satisfactory | |

| | | |
|---|---|---|
| | ☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** As noted above, review of documents posted on SkillsCommons revealed:<br>• One nursing program tutor schedule<br>• Three ADN marketing documents<br>• 21 ADN program course syllabi |
| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per the Statement of Grant Impact, the offering of on-line and blended course offerings was not pursued due to accreditation constraints. |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Information related to this deliverable for the ADN program was not addressed on the original Statement of Grant Impact document, however information related to this deliverable was noted in documents submitted after the initial SME report. |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>**X** Unclear | **COMMENTS:** A review of nursing course syllabi reveals the expectation of attendance in simulation lab as part of the Clinical Absence policy.<br><br>A review of documents submitted after the initial SME report reveal the following related to this deliverable:<br>• *November 17, 2016 Nursing Advisory Board Meeting minutes: There will be a new Director of Simulation and the CNA Program starting in January, Ms. Crystal Saulsberry.*<br><br>Simulation lab as part of the clinical absence policy and the hiring of a new director of simulation alone do not assure the incorporation simulation into course, therefore the quality of this deliverable is unclear. |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** NA |
| **STRATEGY 3: Create Expanded & Individualized Student Support Services** | | |
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 3.2: Improve student career planning.** | | **X** Complete<br>☐Incomplete |
| **MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs.** | | **X** Complete<br>Incomplete |
| **DELIVERABLE 3.1: Develop and implement online, modular-based programs** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** As noted in deliverable 2.3, the Statement of Grant Impact, the offering of on-line and blended course offerings was not pursued due to accreditation constraints. |

<table>
<tr><th colspan="3">DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators</th></tr>
<tr><td rowspan="4">STATUS</td><td>X Completed</td><td rowspan="4">COMMENTS: Per the Statement of Grant Impact document targeted remediation services are provided for the signature program. Student services staff attended training on Career Coach software.</td></tr>
<tr><td>☐ In Progress</td></tr>
<tr><td>☐ Attempted</td></tr>
<tr><td>☐ Never Started</td></tr>
<tr><td rowspan="3">QUALITY</td><td>X Satisfactory</td><td rowspan="3">COMMENTS: Per the Statement of Grant Impact document, the following support services are available for the ADN program:<br>• Advisor for IHUM programs to assist with prerequisites and planning for the signature programs.<br>• ROC Advising and Career Planning<br><br>A review of signature program documents provided and program documents on posted on SkillCommons found the following:<br>• Student resources listed in ADN course syllabi:<br>○ Access to Cyber Library<br>○ Free tutoring and academic assistance<br>○ Free online tutoring<br>○ Specialized tutor help for nursing and biology<br>• Bookmarks with contact information for health science related course tutor.</td></tr>
<tr><td>☐Unsatisfactory</td></tr>
<tr><td>☐ Unclear</td></tr>
<tr><th colspan="3">DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms</th></tr>
<tr><td rowspan="4">STATUS</td><td>X Completed</td><td rowspan="4">COMMENTS: Per the Statement of Grant Impact document targeted recruitment efforts have been employed.</td></tr>
<tr><td>☐ In Progress</td></tr>
<tr><td>☐ Attempted</td></tr>
<tr><td>☐Never Started</td></tr>
<tr><td rowspan="3">QUALITY</td><td>X Satisfactory</td><td rowspan="3">COMMENTS: Per the Statement of Grant Impact document various faculty and staff attended high school recruitment events to share about grant programs and that local IWD and vocational rehab organizations refer students to the college.<br><br>The following marketing materials related to the ADN program were found on the SkillsCommons website:<br>• Nursing program promotional video<br>• Radio advertisement<br>• ADN program information sheet<br>• Nursing Career exploration day flyer<br><br>There is a direct link to a webpage that describes the Associate Degree Nursing program from the Enhance Iowa webpage.</td></tr>
<tr><td>☐Unsatisfactory</td></tr>
<tr><td>☐ Unclear</td></tr>
<tr><th colspan="3">DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study</th></tr>
<tr><td rowspan="4">STATUS</td><td>X Completed</td><td rowspan="4">COMMENTS: This deliverable was not addressed on the Statement of Grant Impact document, however there is evidence of achievement of this deliverable for the ADN program</td></tr>
<tr><td>☐ In Progress</td></tr>
<tr><td>☐ Attempted</td></tr>
<tr><td>☐ Never Started</td></tr>
</table>

| | | |
|---|---|---|
| **QUALITY** | X Satisfactory<br>☐Unsatisfactory<br>☐Unclear | **COMMENTS:** A map on the Emsi Career Coach webpage reveals information about the abundance of healthcare jobs in the area served by IWCC and a link to the college goes directly to a webpage describing the signature program and RN jobs in the area. |
| **STRATEGY 4: Create & Improve Alignment with Industry & State Agencies** | | |
| **MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries).** | **NOT APPLICABLE** | |
| **MILESTONE 4.2: Create or strengthen regional industry advisory committees.** | X Complete<br>☐ Incomplete | |
| **MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies.** | X Complete<br>☐ Incomplete | |
| **MILESTONE 4.4: Collaborate with state agencies on a participant referral process.** | X Complete<br>☐ Incomplete | |
| **MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events.** | X Complete<br>☐ Incomplete | |
| **DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee** | | |
| **STATUS** | X Completed<br>☐In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, National Guard representative guest spoke about their Enlist, Education, and Employ initiative in conjunction with Home base Iowa. There is no information regarding where or to whom the guest speaker presented. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of documents submitted after the initial SME report reveal the following documents related to this deliverable:<br>• November 16, 2017 Advisory Council meeting minutes (first page only)<br>• April 14, 2016 Nursing Advisory Board Meeting minutes<br>• November 17, 2016 Nursing Advisory Board Meeting minutes |
| **DELIVERABLE 4.2: New industry partnerships developed during the grant period** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Per the Statement of Grant Impact document, new Industry partnerships were developed during the grant period. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS**: Per the Statement of Grant Impact document the following healthcare facilities are listed as new industry partners.<br>• Hill Crest Health<br>• Westridge Quality Care<br>• Nebraska Methodist Health System |
| **DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies** | | |
| **STATUS** | X Completed<br>☐ In Progress | **COMMENTS:** This deliverable was not addressed on the Statement of Grant Impact document, however there is clear evidence of marketing materials and collaborative |

| | | |
|---|---|---|
| | ☐ Attempted<br>☐Never Started | efforts found in the documents provided and on the Emsi Career Coach webpage and on the Creative Commons website. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** As indicated in Deliverable 3.4 a link on the Emsi Career Coach webpage goes directly to a webpage describing the signature program and healthcare jobs in the area. The webpage was developed as part of the IHUM grant.<br><br>There are promotional products for this signature program located on the Creative Commons website. All documents include the Enhance Iowa logo and were developed with grant funds<br><br>Several documents also include Iowa Workforce Development information. |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact, potential students are referred to the college to learn more about the signature program. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** As noted in deliverable 3.3, local IWD and vocational rehab organizations refer students to the college. |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** This deliverable was not addressed on the Statement of Grant Impact document, however there is evidence of a career fair during 2016. A |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** A review of documents submitted after the initial SME report reveal the following documents related to this deliverable:<br>• September 21, 2016 Career Fair flyer<br>• October 30, 2017 Career/Transfer Fair flyer<br>• List of academic institutions and employers scheduled to attend the October 30, 2017 Career/Transfer Fair<br>• List of Clarinda campus nursing students who attended the October 30, 2017 Career/Transfer Fair |

Iowa's Network

IHUM

IT | Health | Utilities | Manufacturing

# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed: Iowa Western Community College**

**Signature Program Reviewed: Advance Placement Associate Degree Nursing Program**

**Subject Matter Expert: Melody Bethards**

**Subject Matter Expert Credentials: MSN, RN, CNE, CHSE**

**Review Period: 10/1/2014-6/30/2018**

**Review Conducted: September 2018**

**Synopsis of Findings:**

**Although listed as a separate program very little information regarding this signature program was provided. Associate Degree Nursing program information was utilized to complete several deliverables.**

**Milestones completed:**

- 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.
- 2.1: Enhance and expand simulation into courses and trainings.
- 2.3: Create and distribute Open Educational Resources.
- 3.1: Implement specialized recruitment and retention efforts.
- 3.2: Improve student career planning
- 3.3: Implement accelerated and/or contextualized remediation programs.
- 4.2: Create or strengthen regional industry advisory committees.
- 4.4: Collaborate with state agencies on a participant referral process.
- 4.3: Create joint marketing and outreach efforts with state agencies
- 4.5: Partner with industry and state agencies on job fairs and mission-based events**.**

Based on documents provided, IWCC utilized the IHUM grant to enhance learning experiences for students in the Advance Placement Associate Degree Nursing program. Simulation learning experiences are integrated into the program. A pathway for advancement from PN to obtainment of a BSN is provided Targeted recruitment and retention efforts are in place. Resources developed during the grant period are freely shared via the Creative Commons website. Collaboration with community partners provides opportunities for strengthen partnerships and potential post-graduation employment.

**Incomplete Milestones**

- 1.3: Expand and enhance work-based learning experiences:
  No letters of commitment were found from employers and/or industry representatives in the initial documentation provided, in documents on Skills Commons, or in documents submitted after the initial SME report. See associated deliverables for more information.

**Non-applicable Milestones:**

- 1.2: Align non-credit offerings with credit courses
- 1.5: Strengthen Prior Learning Assessment initiative.
- 2.2: Expand online and blended course offerings
- 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries)

**Sustainability**

IWCC identified the plan to sustain the following:

- Partnership with Iowa Workforce Development and Vocational Rehabilitation groups.
- Career/Nursing Fair
- Career Coach
- Partnerships with Methodist Health Systems and Jennie Edmundson Hospital
- Work-based learning experiences

IWCC also identified plans to sustain the following, however there is a lack of evidence that these items were implemented during the grant period for this signature program.

- Aligning noncredit offerings with credit courses
- Expanded simulation in courses and trainings
- Aligning curriculum with national standards and recognized credentials

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

<table>
<tr><th colspan="3">STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways</th></tr>
<tr><td colspan="2">MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.</td><td>X Complete<br>☐ Incomplete</td></tr>
<tr><td colspan="2">MILESTONE 1.2: Align non-credit offerings with credit courses.</td><td>NOT APPLICABLE</td></tr>
<tr><td colspan="2">MILESTONE 1.3: Expand and enhance work-based learning experiences.</td><td>☐ Complete<br>X Incomplete</td></tr>
<tr><td colspan="2">MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC)</td><td>NOT APPLICABLE</td></tr>
<tr><td colspan="2">MILESTONE 1.5: Strengthen Prior Learning Assessment initiative.</td><td>NOT APPLICABLE</td></tr>
<tr><th colspan="3">DELIVERABLE 1.1: Audited and redesigned curricula</th></tr>
<tr><td>STATUS</td><td>X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started</td><td>COMMENTS: Per the Statement of Grant Impact document the nursing program curriculum is under revision to re-align curriculum per IBON recommendation.</td></tr>
<tr><td>QUALITY</td><td>☐ Satisfactory<br>☐ Unsatisfactory<br>X Unclear</td><td>A review of signature program documents provided and resources found on the Skills Commons website reveal no information regarding what revisions to the nursing program are in progress, have been completed, or how those revisions relate to the Advanced Placement ADN program.<br><br>A review of signature program documents provided and resources found on the Skills Commons website reveal very little information about the Advance Placement ADN program.<br>• There is no evidence found on the Advance Placement curriculum map to indicate how non-credit or credit prerequisite courses or general education courses align with program outcomes. Only ADN program courses are aligned with program outcomes.<br>• There is no Nursing Course Information document specific to the Advance Placement option so it is unclear what course are required to complete this signature program. Per the document provided all PN and general ed courses must be completed in order to obtain the ADN AAS degree<br>• A pathway from CNA to PN to Advance Placement ADN is identified on the Nursing Program Pathway document, however arrows on this document show only the option to move directly from the college's PN program to the Advance Placement option. There is no indication on the pathway that students can enter the program as an LPN or can enter the program if they completed their PN program at another school.<br>• There is no information about the Advance Placement option on the ADN program information sheet found in marketing documents. The information sheet clearly states that students must first begin their nursing career by entering into the PN program before moving into the ADN program.</td></tr>
</table>

| | | |
|---|---|---|
| | | A review of documents submitted after the initial SME report revealed no revised or additional information so the quality of this deliverable remains unclear. |
| **DELIVERABLE 1.2: Updated college facilities** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** A review of initial documentation provided indicate that this deliverable is non-applicable to this signature program. Per the Statement of Grant Impact there were major purchases towards the Nursing program that helped with start-up and expansion of CNA program. However, this expansion does not apply to this signature program because all students admitted must be a licensed PN |
| **DELIVERABLE 1.3: Offer new credentials** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** A review of initial documentation provided indicate that this deliverable is non-applicable to this signature program. Per the Statement of Grant, the option of credit CNA program was added, however this credential does not apply to this signature program because all students admitted must be a licensed PN. |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| **STATUS** | ☐ Completed<br>**X** In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document healthcare program representatives met with individuals from area healthcare facilities to discuss opportunities for students to learn about resumes and professionals directly from Human Resource professionals.<br>In addition, per the Statement of Grant Impact document, Dr. Pepin, Director of Nursing, is focusing on making the externship, clinical, and preceptorship guidelines more professionally based.<br>A review of documents submitted after the initial SME report revealed some additional process towards this deliverable, however, no letters of commitment were found from employers and/or industry representatives in the initial documentation provided, in documents on Skills Commons, or in documents submitted after the initial SME report |
| **QUALITY** | ☐ Satisfactory<br>**X** Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of signature program documents provided and resources found on Skills Commons revealed no evidence to indicate that the described discussions resulted in a commitment from these employers.<br>A review of documents submitted after the initial SME report revealed the following related to this deliverable:<br>• November 17, 2016 Nursing Advisory Board minutes includes the following industry representation:<br>○ Karen Buman, Myrtue Memorial Hospital<br>○ Brian Cooley, CHI Health<br>○ Jenene Vandenburg, Methodist Jennie Edmundson;<br>○ Courtney Schmidt, Methodist Jennie Edmundson;<br>○ Diane Lee, CHI Health<br>No letters of commitment were found from employers and/or industry representatives in the initial documentation provided, in documents on Skills Commons, or in documents submitted after the initial SME report |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS: NA** |

| DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT) | | |
|---|---|---|
| STATUS | NOT APPLICABLE | COMMENTS: Per the Statement of Grant Impact strict guidelines from accreditation bodies restrict the option of prior learning assessment and therefore the option cannot be pursed. |
| **STRATEGY 2: Advance Online & Technology-Enabled Learning** | | |
| MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS. | | X Complete<br>☐ Incomplete |
| MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS. | | NOT APPLICABLE |
| MILESTONE 2.3: Create and distribute Open Educational Resources. | | X Complete<br>☐ Incomplete |
| DELIVERABLE 2.1: Public licensing of curricula and training materials | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Documents and training materials developed for the signature program are available for public download on SkillsCommons |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: A review of documents posted on SkillsCommons revealed:<br>• One nursing program tutor schedule<br>• Three ADN marketing documents<br>• 21 ADN program course syllabi |
| DELIVERABLE 2.2: Distribution through project and online repositories | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document all material created using grant funds were posted on SkillsCommons. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: As noted above, review of documents posted on SkillsCommons revealed:<br>• One nursing program tutor schedule<br>• Three ADN marketing documents<br>• 21 ADN program course syllabi |
| DELIVERABLE 2.3: Offering online/blended programs | | |
| STATUS | NOT APPLICABLE | COMMENTS: Per the Statement of Grant Impact, the offering of on-line and blended course offerings was not pursued due to accreditation constraints. |
| DELIVERABLE 2.4: Incorporation of simulation into courses | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Information related to this deliverable for the Advanced Placement ADN program was not addressed on the original Statement of Grant Impact document, however information related to this deliverable was noted in documents submitted after the initial SME report. |
| QUALITY | ☐ Satisfactory<br>☐ Unsatisfactory | COMMENTS: A review of nursing course syllabi reveals the expectation of attendance in simulation lab as part of the Clinical Absence policy. |

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| | **X** Unclear | A review of documents submitted after the initial SME report reveal the following related to this deliverable:<br>• *November 17, 2016 Nursing Advisory Board Meeting minutes: There will be a new Director of Simulation and the CNA Program starting in January, Ms. Crystal Saulsberry.*<br><br>Simulation lab as part of the clinical absence policy and the hiring of a new director of simulation do not assure the incorporation simulation into course, therefore the quality of this deliverable is unclear. |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** NA |
| **STRATEGY 3: Create Expanded & Individualized Student Support Services** | | |
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 3.2: Improve student career planning.** | | **X** Complete<br>☐Incomplete |
| **MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs.** | | **X** Complete<br>Incomplete |
| **DELIVERABLE 3.1: Develop and implement online, modular-based programs** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** As noted in deliverable 2.3, the Statement of Grant Impact, the offering of on-line and blended course offerings was not pursued due to accreditation constraints. |
| **ELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document targeted remediation services are provided for the signature program. Student services staff attended training on Career Coach software. |
| **QUALITY** | **X** Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document, the following support services are available for the Advance Placement ADN program:<br>• Advisor for IHUM programs to assist with prerequisites and planning for the signature programs.<br>• ROC Advising and Career Planning<br><br>A review of signature program documents provided and program documents on posted on SkillCommons found the following:<br>• Student resources listed in ADN course syllabi:<br>○ Access to Cyber Library<br>○ Free tutoring and academic assistance<br>○ Free online tutoring<br>○ Specialized tutor help for nursing and biology<br>• Bookmarks with contact information for health science related course tutor. |

| DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms | | |
|---|---|---|
| STATUS | ☐Completed<br>X In Progress<br>☐ Attempted<br>☐Never Started | COMMENTS: Per the Statement of Grant Impact document targeted recruitment efforts have been employed. |
| QUALITY | ☐ Satisfactory<br>☐ Unsatisfactory<br>X Unclear | COMMENTS: As noted in Deliverable 1.1, there is no information about the Advance Placement option on the ADN program information sheet found in marketing documents. The information sheet clearly states that students must first begin their nursing career by entering into the PN program before moving into the ADN program.<br><br>No information regarding the Advance Placement option could be found in marketing materials found on the SkillsCommons website.<br><br>There is a direct link to a webpage that describes healthcare programs on the IWCC from the Enhance Iowa webpage, however there is no information about the Advance Placement option and information about the ADN program includes the same wording as noted on the ADN program information sheet found in marketing documents.<br><br>No additional information regarding this deliverable was found in documents submitted after the initial SME report therefore the quality of this deliverable remains unclear. |
| **DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: This deliverable was not addressed on the Statement of Grant Impact document, however there is evidence of achievement of this deliverable for the Advance Placement ADN program |
| QUALITY | X Satisfactory<br>☐Unsatisfactory<br>☐Unclear | COMMENTS: A map on the Emsi Career Coach webpage reveals information about the abundance of healthcare jobs in the area served by IWCC and a link to the college goes directly to a webpage describing the signature program and RN jobs in the area. |

| STRATEGY 4: Create & Improve Alignment with Industry & State Agencies | |
|---|---|
| MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries). | NOT APPLICABLE |
| MILESTONE 4.2: Create or strengthen regional industry advisory committees. | X Complete<br>☐ Incomplete |
| MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies. | X Complete<br>☐ Incomplete |
| MILESTONE 4.4: Collaborate with state agencies on a participant referral process. | X Complete<br>☐ Incomplete |
| | X Complete |

| | | |
|---|---|---|
| **MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events.** | | ☐ Incomplete |
| **DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee** | | |
| **STATUS** | X Completed<br>☐In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, National Guard representative guest spoke about their Enlist, Education, and Employ initiative in conjunction with Home base Iowa. There is no information regarding where or to whom the guest speaker presented. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of documents submitted after the initial SME report reveal the following documents related to this deliverable:<br>• November 16, 2017 Advisory Council meeting minutes (first page only)<br>• April 14, 2016 Nursing Advisory Board Meeting minutes<br>• November 17, 2016 Nursing Advisory Board Meeting minutes |
| **DELIVERABLE 4.2: New industry partnerships developed during the grant period** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Per the Statement of Grant Impact document, new Industry partnerships were developed during the grant period. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS**: Per the Statement of Grant Impact document the following healthcare facilities are listed as new industry partners.<br>• Hill Crest Health<br>• Westridge Quality Care<br>• Nebraska Methodist Health System |
| **DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** This deliverable was not addressed on the Statement of Grant Impact document, however there is clear evidence of marketing materials and collaborative efforts found in the documents provided and on the Emsi Career Coach webpage and on the Creative Commons website. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** As indicated in Deliverable 3.4 a link on the Emsi Career Coach webpage goes directly to a webpage describing the signature program and healthcare jobs in the area. The webpage was developed as part of the IHUM grant.<br><br>There are promotional products for this signature program located on the Creative Commons website. All documents include the Enhance Iowa logo and were developed with grant funds<br><br>Several documents also include Iowa Workforce Development information. |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted | **COMMENTS:** Per the Statement of Grant Impact, potential students are referred to the college to learn more about the signature program. |

| | | |
|---|---|---|
| | ☐ Never Started | |
| **QUALITY** | **X** Satisfactory | **COMMENTS:** As noted in deliverable 3.3, local IWD and vocational rehab organizations refer students to the college. |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | **X** Completed | **COMMENTS:** This deliverable was not addressed on the Statement of Grant Impact document, however there is evidence of a career fair during 2016. A |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | **X** Satisfactory | **COMMENTS:** A review of documents submitted after the initial SME report reveal the following documents related to this deliverable:<br>• September 21, 2016 Career Fair flyer<br>• October 30, 2017 Career/Transfer Fair flyer<br>• List of academic institutions and employers scheduled to attend the October 30, 2017 Career/Transfer Fair<br>• List of Clarinda campus nursing students who attended the October 30, 2017 Career/Transfer Fair |
| | ☐ Unsatisfactory | |
| | ☐Unclear | |

Iowa's Network

IHUM

IT | Health | Utilities | Manufacturing

# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed: Iowa Western Community College**

**Signature Program Reviewed: Biology Degree Program**

**Subject Matter Expert: Melody Bethards**

**Subject Matter Expert Credentials: MSN, RN, CNE, CHSE**

**Review Period: 10/1/2014-6/30/2018**

**Review Conducted: September 2018**

**Synopsis of Findings:**

**There is very little information on this program**

**Milestones completed:**

- 3.3: Implement accelerated and/or contextualized remediation programs.
- 4.4: Collaborate with state agencies on a participant referral process.
- 4.5: Partner with industry and state agencies on job fairs and mission-based events**.**

Based on documents provided, it is unclear how IWCC utilized the IHUM grant to enhance educational opportunities for students in the Biology program. Retention efforts are in place. Opportunities to collaborate with area employers is provided.

**Incomplete Milestones**

- 1.1: Align curricula with relevant national standards and industry/employer recognized credentials - in adequate information
- 1.3: Expand and enhance work-based learning experiences - No letters of commitment were found from employers and/or industry representatives in the initial documentation provided, in documents on Skills Commons, or in documents submitted after the initial SME report. See associated deliverables for more information.
- 4.2: Create or strengthen regional industry advisory committees - No evidence of an advisory board or minutes from advisory board meetings were found in the initial documentation provided, in documents on Skills Commons, or in documents submitted after the initial SME report. See associated deliverable for more information.

**Milestones Not Addressed– no information provided::**

- 1.2: Align non-credit offerings with credit courses
- 1.3: Expand and enhance work-based learning experiences
- 2.1: Enhance and expand simulation into courses and trainings.
- 2.2: Expand online and blended course offerings
- 2.3: Create and distribute Open Educational Resources.
- 3.1: Implement specialized recruitment and retention efforts.
- 3.2: Improve student career planning
- 4.3: Create joint marketing and outreach efforts with state agencies

**Non-applicable Milestones**

- 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries)

**Sustainability**

IWCC identified the plan to sustain the following:

- Partnership with Iowa Workforce Development and Vocational Rehabilitation groups.
- Career Fair
- Career Coach
- Partnerships with Methodist Health Systems and Jennie Edmundson Hospital
- Work-based learning experiences

IWCC also identified plans to sustain the following, however there is a lack of evidence that these items were implemented during the grant period for this signature program.

- Aligning noncredit offerings with credit courses
- Expanded simulation in courses and trainings
- Aligning curriculum with national standards and recognized credentials

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| **MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.** | ☐ Complete<br>**X** Incomplete |
| **MILESTONE 1.2: Align non-credit offerings with credit courses.** | **NOT APPLICABLE** |
| **MILESTONE 1.3: Expand and enhance work-based learning experiences.** | **NOT APPLICABLE** |
| **MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC)** | **NOT APPLICABLE** |
| **MILESTONE 1.5: Strengthen Prior Learning Assessment initiative.** | **NOT APPLICABLE** |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| **STATUS** | ☐ Completed<br>☐ In Progress<br>**X** Attempted<br>☐ Never Started | **COMMENTS:** Information related to this deliverable for the Biology program was not addressed on the Statement of Grant Impact document. |
| **QUALITY** | ☐ Satisfactory<br>**X** Unsatisfactory<br>☐ Unclear | A review of signature program documents provided and resources found on the Skills Commons website reveal only a curriculum map for this program.<br><br>No program information and overview documents, course information document, syllabi, or program pathways were found.<br><br>All courses on the curriculum map are matched to courses identified, however no Biology Course Information document was provided so alignment of the actual curriculum to program outcomes cannot be evaluated.<br><br>No additional documents related to this deliverable were submitted for review after the initial SME report. |

| DELIVERABLE 1.2: Updated college facilities | | |
|---|---|---|
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>**X** Never Started | **COMMENTS:** No evidence related to this deliverable was found in the signature program documents provided or in program documents on posted on SkillCommons. No additional documents related to this deliverable were submitted for review after the initial SME report. |
| **QUALITY** | ☐ Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | **COMMENTS: NO** information provided. |

| DELIVERABLE 1.3: Offer new credentials | | |
|---|---|---|
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>**X** Never Started | **COMMENTS:** No evidence related to this deliverable was found in the signature program documents provided or in program documents on posted on SkillCommons. No additional documents related to this deliverable were submitted for review after the initial SME report. |

| | | |
|---|---|---|
| **QUALITY** | ☐ Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | **COMMENTS: NO** information provided. |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>**X** Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document healthcare program representatives met with individuals from area healthcare facilities to discuss opportunities for students to learn about resumes and professionals directly from Human Resource professionals. |
| **QUALITY** | ☐ Satisfactory<br>**X** Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of signature program documents provided and resources found on Skills Commons revealed no evidence to indicate that the described discussions resulted a commitment from these employers.<br><br>No letters of commitment were found from employers and industry representatives in the documentation provided or in documents on Skills Commons. No additional documents related to this deliverable were submitted for review after the initial SME report. |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** NA |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>**X** Never Started | **COMMENTS:** No evidence related to this deliverable was found in the signature program documents provided or in program documents on posted on SkillCommons. No additional documents related to this deliverable were submitted for review after the initial SME report. |
| **QUALITY** | ☐ Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | **COMMENTS: NO** information provided. |
| **STRATEGY 2: Advance Online & Technology-Enabled Learning** | | |
| **MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS.** | ☐ Complete<br>**X** Incomplete | |
| **MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS.** | ☐ Complete<br>**X** Incomplete | |
| **MILESTONE 2.3: Create and distribute Open Educational Resources.** | ☐ Complete<br>**X** Incomplete | |
| **DELIVERABLE 2.1: Public licensing of curricula and training materials** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted | **COMMENTS:** No evidence related to this deliverable was found in the signature program documents provided or in program documents on posted on SkillCommons. No additional documents related to this deliverable were submitted for review after the initial SME report. |

| | | |
|---|---|---|
| | X Never Started | |
| **QUALITY** | ☐ Satisfactory | **COMMENTS: NO** information provided. |
| | ☐Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 2.2: Distribution through project and online repositories** | | |
| **STATUS** | ☐ Completed | **COMMENTS:** No evidence related to this deliverable was found in the signature program documents provided or in program documents on posted on SkillCommons. No additional documents related to this deliverable were submitted for review after the initial SME report. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | X Never Started | |
| **QUALITY** | ☐ Satisfactory | **COMMENTS: NO** information provided. |
| | ☐Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| **STATUS** | ☐ Completed | **COMMENTS:** Per the Statement of Grant Impact, the offering of on-line and blended course offerings was not pursued due to accreditation constraints. |
| | ☐ In Progress | |
| | X Attempted | |
| | ☐ Never Started | |
| **QUALITY** | ☐ Satisfactory | **COMMENTS:** No evidence related to this deliverable was found in the signature program documents provided or in program documents on posted on SkillCommons. No additional documents related to this deliverable were submitted for review after the initial SME report. |
| | X Unsatisfactory | |
| | ☐Unclear | |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| **STATUS** | ☐ Completed | **COMMENTS:** No evidence related to this deliverable was found in the signature program documents provided or in program documents on posted on SkillCommons. No additional documents related to this deliverable were submitted for review after the initial SME report |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | X Never Started | |
| **QUALITY** | ☐ Satisfactory | **COMMENTS: NO** information provided. |
| | ☐Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| **STATUS** | ☐ Completed | **COMMENTS:** Information related to this deliverable for the Biology program was not addressed on the Statement of Grant Impact document. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | X Never Started | |
| **QUALITY** | ☐ Satisfactory | **COMMENTS:** No evidence related to this deliverable was found in the signature program documents provided or in program documents on posted on Skill Commons. |
| | ☐Unsatisfactory | |
| | ☐ Unclear | |

| STRATEGY 3: Create Expanded & Individualized Student Support Services | |
|---|---|
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.** | ☐ Complete<br>**X** Incomplete |
| **MILESTONE 3.2: Improve student career planning.** | ☐ Complete<br>**X** Incomplete |
| **MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs.** | **X** Complete<br>Incomplete |

| DELIVERABLE 3.1: Develop and implement online, modular-based programs | | |
|---|---|---|
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>**X** Never Started | **COMMENTS:** No evidence related to this deliverable was found in the signature program documents provided or in program documents on posted on SkillCommons. No additional documents related to this deliverable were submitted for review after the initial SME report. |
| **QUALITY** | ☐ Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | **COMMENTS: NO** information provided. |

| DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators | | |
|---|---|---|
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document targeted remediation services are provided for the signature program. Student services staff attended training on Career Coach software. |
| **QUALITY** | **X** Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document, the following support services are available:<br>• Advisor for IHUM programs to assist with prerequisites and planning for the signature programs.<br>• ROC Advising and Career Planning<br>A review of signature program documents provided and program documents on posted on SkillCommons found bookmarks with contact information for health science related course tutor. |

| DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms | | |
|---|---|---|
| **STATUS** | ☐ Completed<br>☐ In Progress<br>**X** Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document targeted recruitment efforts have been employed. |

| | | |
|---|---|---|
| **QUALITY** | ☐ Satisfactory<br>**X** Unsatisfactory<br>☐Unclear | **COMMENTS:** Per the Statement of Grant Impact document various faculty and staff attended high school recruitment events to share about grant programs and that local IWD and vocational rehab organizations refer students to the college.<br><br>A review of signature program documents provided, program documents on posted on SkillCommons, a review of the Enhance Iowa website found found no marketing information for this program. It is unclear if recruitment for this signature program occurred on multiple platforms. |
| **DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>**X** Never Started | **COMMENTS:** No evidence related to this deliverable was found in the signature program documents provided or in program documents on posted on SkillCommons. No additional documents related to this deliverable were submitted for review after the initial SME report. |
| **QUALITY** | ☐ Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | **COMMENTS: NO** information provided. |
| **STRATEGY 4: Create & Improve Alignment with Industry & State Agencies** | | |
| **MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries).** | | **NOT APPLICABLE** |
| **MILESTONE 4.2: Create or strengthen regional industry advisory committees.** | | ☐Complete<br>**X** Incomplete |
| **MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies.** | | **NOT APPLICABLE** |
| **MILESTONE 4.4: Collaborate with state agencies on a participant referral process.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events.** | | ☐ Complete<br>**X** Incomplete |
| **DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee** | | |
| **STATUS** | ☐ Completed<br>☐In Progress<br>**X** Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, National Guard representative guest spoke about their Enlist, Education, and Employ initiative in conjunction with Home base Iowa. |
| **QUALITY** | ☐ Satisfactory<br>**X** Unsatisfactory<br>☐ Unclear | **COMMENTS:** There is no information regarding where or to whom the guest speaker presented.<br><br>No evidence of the development of an IHUM Sector Strategy Committee as described in the milestone was provided in the signature program documents provided or in the documents on Creative Commons<br><br>No evidence of an advisory committee for this signature program was found in documents provided or in the documents posted on SkillsCommons. |

| DELIVERABLE 4.2: New industry partnerships developed during the grant period | | |
|---|---|---|
| **STATUS** | ☐ Completed<br>☐ In Progress<br>**X** Attempted<br>☐Never Started | **COMMENTS:** Per the Statement of Grant Impact document, new Industry partnerships were developed during the grant period. |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>**X** Unclear | **COMMENTS**: Per the Statement of Grant Impact document the following healthcare facilities are listed as new industry partners that could provide workplace learning opportunities for this signature program.<br>• Hill Crest Health<br>• Westridge Quality Care<br>• Nebraska Methodist Health System<br><br>However these clinical sites would not be appropriate for this signature program |
| **DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>**X** Never Started | **COMMENTS:** Information related to this deliverable for the Biology program was not addressed on the Statement of Grant Impact document. |
| **QUALITY** | ☐ Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | **COMMENTS:** No evidence related to this deliverable was found in the signature program documents provided or in program documents on posted on Skill Commons. |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact, potential students are referred to the college to learn more about the signature program. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** As noted in deliverable 3.3, local IWD and vocational rehab organizations refer students to the college |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** This deliverable was not addressed on the Statement of Grant Impact document, however there is evidence of a career fair during 2016. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of documents submitted after the initial SME report reveal the following documents related to this deliverable:<br>• September 21, 2016 Career Fair flyer<br>• October 30, 2017 Career/Transfer Fair flyer<br>• List of academic institutions and employers scheduled to attend the October 30, 2017 Career/Transfer Fair |

| | | |
|---|---|---|
| | | • List of Clarinda campus nursing students who attended the October 30, 2017 Career/Transfer Fair |

## SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed: Iowa Western Community College**

**Signature Program Reviewed: Dental Assisting Diploma Program**

**Subject Matter Expert: Melody Bethards**

**Subject Matter Expert Credentials: MSN, RN, CNE, CHSE**

**Review Period: 10/1/2014-6/30/2018**

**Review Conducted: September 2018**

**Milestones completed:**

- 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.
- 2.1: Enhance and expand simulation into courses and trainings.
- 2.3: Create and distribute Open Educational Resources.
- 3.1: Implement specialized recruitment and retention efforts.
- 3.2: Improve student career planning
- 3.3: Implement accelerated and/or contextualized remediation programs.
- 4.2: Create or strengthen regional industry advisory committees.
- 4.4: Collaborate with state agencies on a participant referral process.
- 4.3: Create joint marketing and outreach efforts with state agencies
- 4.5: Partner with industry and state agencies on job fairs and mission-based events**.**

Based on documents provided, IWCC utilized the IHUM grant to enhance educational experiences and retention and recruitment efforts for the Dental Assisting program. Targeted Recruitment and retention efforts are in place. Resources developed during the grant period are freely shared via the Creative Commons website. Relationships with regional employers and industry provide work-place learning opportunities. Opportunities to collaborate with area employers is provided

**Incomplete Milestones**

- 1.3: Expand and enhance work-based learning experiences:
  No letters of commitment were found from employers and/or industry representatives in the initial documentation provided, in documents on Skills Commons, or in documents submitted after the initial SME report. See associated deliverables for more information.

**Non-applicable Milestones:**

- 1.2: Align non-credit offerings with credit courses
- 1.5: Strengthen Prior Learning Assessment initiative.
- 2.2: Expand online and blended course offerings
- 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries)

**Sustainability**

IWCC identified the plan to sustain the following:

- Expanded simulation in courses and trainings
- Partnership with Iowa Workforce Development and Vocational Rehabilitation groups.
- Career/Nursing Fair
- Career Coach
- Partnerships with Methodist Health Systems and Jennie Edmundson Hospital
- Work-based learning experiences

IWCC also identified plans to sustain the following, however there is a lack of evidence that these items were implemented during the grant period for this signature program.

- Aligning noncredit offerings with credit courses
- Aligning curriculum with national standards and recognized credentials

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

<table>
<tr><th colspan="3">STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways</th></tr>
<tr><td colspan="2">MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.</td><td>X Complete<br>☐ Incomplete</td></tr>
<tr><td colspan="2">MILESTONE 1.2: Align non-credit offerings with credit courses.</td><td>NOT APPLICABLE</td></tr>
<tr><td colspan="2">MILESTONE 1.3: Expand and enhance work-based learning experiences.</td><td>☐ Complete<br>X Incomplete</td></tr>
<tr><td colspan="2">MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC)</td><td>NOT APPLICABLE</td></tr>
<tr><td colspan="2">MILESTONE 1.5: Strengthen Prior Learning Assessment initiative.</td><td>NOT APPLICABLE</td></tr>
<tr><th colspan="3">DELIVERABLE 1.1: Audited and redesigned curricula</th></tr>
<tr><td>STATUS</td><td>X Completed<br>☐In Progress<br>☐ Attempted<br>☐ Never Started</td><td>COMMENTS: Information related to this deliverable for the Dental Assisting program was not addressed on the Statement of Grant Impact document, however evidence related to this deliverable was found in signature program documents provided.<br><br>Documents submitted for review after the initial SME report provide additional support information</td></tr>
<tr><td>QUALITY</td><td>☐ Satisfactory<br>☐Unsatisfactory<br>X Unclear</td><td>Pathway document indicates employment is the only option for graduates of this program<br><br>Review of the program curriculum map found no evidence to indicate how general education courses align with Dental Assisting program outcomes. Only Dental Assisting program courses are aligned with program outcomes. However, a review of documents submitted after the initial SME report reveal evidence of auditing general education courses with the curriculum::<br>• May 8, 2017 Dental Assisting Advisory Meeting minutes: A review of Curriculum Review<br>a. Discussion on new courses and credit hours in the core curriculum. Everyone was in agreement that a lab needed to be added to Radiography I. Dr. Markham made a motion to approve the new curriculum as presented and Dr. Hajek seconded the motion. All approved for a carried motion.<br>b. Discussion on prerequisites for the core courses. Everyone was in agreement that the Fall and Summer courses needed prerequisites. Amanda made a motion to approve the prerequisites as presented and Dr. Hajek seconded the motion All approved for a carried motion.<br><br>A review of program requirements indicates that alignment to non-credit courses is not applicable to this signature program.</td></tr>
</table>

| DELIVERABLE 1.2: Updated college facilities | | |
|---|---|---|
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Information related to this deliverable for the Dental Assisting program was not addressed on the Statement of Grant Impact document, however a review of documents submitted after the initial SME report provide evidence of updating facilities. |
| **QUALITY** | **X** Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of documents submitted after the initial SME report reveal the following updates to the DA facilities:<br>• Intraoral Cameras<br>• Mixed dentition x-ray mannequins<br>• Dental X-ray ScanX machine<br>• Diagnodent (Cavity Detection Unit)<br>• Electronic Pulp Testers |
| **DELIVERABLE 1.3: Offer new credentials** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** A review of documents provided indicates this deliverable is not applicable to this signature program. |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| **STATUS** | ☐ Completed<br>**X** In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document healthcare program representatives met with individuals from area healthcare facilities to discuss opportunities for students to learn about resumes and professionals directly from Human Resource professionals.<br>A review of documents submitted after the initial SME report revealed some additional process towards this deliverable, however, no letters of commitment were found from employers and/or industry representatives in the initial documentation provided, in documents on Skills Commons, or in documents submitted after the initial SME report |
| **QUALITY** | ☐ Satisfactory<br>**X** Unsatisfactory<br>☐Unclear | **COMMENTS:** A review of signature program documents provided and resources found on Skills Commons revealed no evidence to indicate that the described discussions resulted a commitment from these employers.<br><br>A review of documents submitted after the initial SME report revealed the following related to this deliverable:<br>• April 20, 2015 Dental Assistant Program Advisory Board minutes includes the following industry representation:<br>  ○ Dr. Maribel Caudillo, Inspired Dental<br>  ○ Dr. Caitlin Beresford, Bluffs Family Dentistry<br>• May 8, 2017 Dental Assistant Program Advisory Board minutes includes the following industry representation:<br>  ○ Dr. Ryan Hajek, My Pediatric Dentist<br>  ○ Dr. Mark Markham, Assistant, School of Dentistry, Creighton University<br>No letters of commitment were found from employers and/or industry representatives in the initial documentation provided, in documents on Skills Commons, or in documents submitted after the initial SME report |

| DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only) | | |
|---|---|---|
| STATUS | NOT APPLICABLE | COMMENTS: NA |
| QUALITY | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: NA |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| STATUS | NOT APPLICABLE | COMMENTS: Per the Statement of Grant Impact strict guidelines from accreditation bodies restrict the option of prior learning assessment and therefore the option cannot be pursed.<br><br>Reviewer note: Documents submitted after the initial SME review include feedback for this deliverable related to using purchased equipment and technology to strengthen assessment and skills, however that information does not apply to PLA. |

| STRATEGY 2: Advance Online & Technology-Enabled Learning | |
|---|---|
| MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS. | X Complete<br>☐ Incomplete |
| MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS. | NOT APPLICABLE |
| MILESTONE 2.3: Create and distribute Open Educational Resources. | X Complete<br>☐ Incomplete |

| DELIVERABLE 2.1: Public licensing of curricula and training materials | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Documents and training materials developed for the signature program are available for public download on SkillsCommons |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: A review of documents posted on SkillsCommons revealed:<br>• Three Dental Assisting program marketing documents<br>• Eight Dental Assisting program course syllabi |
| **DELIVERABLE 2.2: Distribution through project and online repositories** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document all material created using grant funds were posted on SkillsCommons. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: As noted above, review of documents posted on SkillsCommons revealed:<br>• Three Dental Assisting program marketing documents<br>• Eight Dental Assisting program course syllabi |

| DELIVERABLE 2.3: Offering online/blended programs | | |
|---|---|---|
| STATUS | NOT APPLICABLE | COMMENTS: Per the Statement of Grant Impact, the offering of on-line and blended course offerings was not pursued due to accreditation constraints. |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document grant funds were utilized to purchase equipment for simulation learning experiences for this signature program. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: Per the Statement of Grant Impact document a set of atomically correct teeth were purchased to provide students a hands-on learning experience to apply course information.<br><br>Per documents submitted after the initial SME report, the additional simulation equipment was also purchased<br>• Intraoral Cameras<br>• Mixed dentition x-ray mannequins<br>• Dental X-ray ScanX machine<br>• Diagnodent (Cavity Detection Unit)<br>• Electronic Pulp Testers<br><br>Per the Dental Assistant Program SME Response document this equipment will provide experiential learning opportunities to help prepare them for practice. |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| STATUS | NOT APPLICABLE | COMMENTS: NA |

| STRATEGY 3: Create Expanded & Individualized Student Support Services | |
|---|---|
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.** | X Complete<br>☐ Incomplete |
| **MILESTONE 3.2: Improve student career planning.**<br>Lack of evidence | X Complete<br>☐Incomplete |
| **MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs.** | X Complete<br>Incomplete |

| DELIVERABLE 3.1: Develop and implement online, modular-based programs | | |
|---|---|---|
| STATUS | NOT APPLICABLE | COMMENTS: Per the Statement of Grant Impact, the offering of on-line and blended course offerings was not pursued due to accreditation constraints. |
| **DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document targeted remediation services are provided for the signature program. Student services staff attended training on Career Coach software. |

| | | |
|---|---|---|
| **QUALITY** | X Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document, the following support services are available:<br>• Advisor for IHUM programs to assist with prerequisites and planning for the signature programs.<br>• ROC Advising and Career Planning<br><br>A review of signature program documents provided and program documents on posted on SkillCommons found the following:<br>• Student resources listed in Dental Assisting program course syllabi:<br>○ Access to Cyber Library<br>○ Free tutoring and academic assistance<br>○ Free online tutoring<br>○ Specialized tutor help for nursing and biology<br>• Bookmarks with contact information for health science related course tutor. |
| **DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document targeted recruitment efforts have been employed. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document various faculty and staff attended high school recruitment events to share about grant programs and that local IWD and vocational rehab organizations refer students to the college.<br><br>The following marketing materials related to the Dental Assisting program were found on the SkillsCommons website:<br>• Dental Assisting program promotional video<br>• Radio advertisement<br>• Dental Assisting program handout<br>• Career exploration day flyer<br><br>There is a direct link to a webpage that describes the Dental Assisting program from the Enhance Iowa webpage. |
| **DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** This deliverable was not addressed on the Statement of Grant Impact document, however there is evidence of achievement of this deliverable for the Dental Assisting program |
| **QUALITY** | X Satisfactory<br>☐Unsatisfactory<br>☐Unclear | **COMMENTS:** A map on the Emsi Career Coach webpage reveals information about the abundance of healthcare jobs in the area served by IWCC and a link to the college goes directly to a webpage describing the signature program and jobs in the area. |

| STRATEGY 4: Create & Improve Alignment with Industry & State Agencies | |
|---|---|
| **MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries).** | **NOT APPLICABLE** |
| **MILESTONE 4.2: Create or strengthen regional industry advisory committees.** | X Complete<br>☐Incomplete |
| **MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies.** | X Complete<br>☐ Incomplete |
| **MILESTONE 4.4: Collaborate with state agencies on a participant referral process.** | X Complete<br>☐ Incomplete |
| **MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events.** | X Complete<br>☐ Incomplete |

| DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee | | |
|---|---|---|
| **STATUS** | X Completed<br>☐In Progress<br>☐Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, National Guard representative guest spoke about their Enlist, Education, and Employ initiative in conjunction with Home base Iowa. There is no information regarding where or to whom the guest speaker presented. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** No evidence of an advisory committee for this signature program was found in initial documents provided or in the documents posted on SkillsCommons.<br><br>A review of documents submitted after the initial SME report reveal the following documents related to this deliverable:<br>• April 20, 2015 Dental Assistant Program Advisory Board minutes<br>• May 8, 2017 Dental Assistant Program Advisory Board minutes |

| DELIVERABLE 4.2: New industry partnerships developed during the grant period | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Per the Statement of Grant Impact document, new Industry partnerships were developed during the grant period. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS**: Per the Statement of Grant Impact document the following healthcare facilities are listed as new industry partners that could provide workplace learning opportunities for this signature program.<br>• Hill Crest Health<br>• Westridge Quality Care<br>• Nebraska Methodist Health System |

| DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** This deliverable was not addressed on the Statement of Grant Impact document, however there is clear evidence of marketing materials and collaborative efforts found in the documents provided and on the Emsi Career Coach webpage and on the Creative Commons website |

| | | |
|---|---|---|
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** As indicated in Deliverable 3.4 a link on the Emsi Career Coach webpage goes directly to a webpage describing the signature program and healthcare jobs in the area. The webpage was developed as part of the IHUM grant.<br><br>There are promotional products for this signature program located on the Creative Commons website. All documents include the Enhance Iowa logo and were developed with grant funds<br><br>Several documents also include Iowa Workforce Development information. |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact, potential students are referred to the college to learn more about the signature program. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** As noted in deliverable 3.3, local IWD and vocational rehab organizations refer students to the college |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** This deliverable was not addressed on the Statement of Grant Impact document, however there is evidence of a career fair during 2016. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of documents submitted after the initial SME report reveal the following documents related to this deliverable:<br>• September 21, 2016 Career Fair flyer<br>• October 30, 2017 Career/Transfer Fair flyer<br>• List of academic institutions and employers scheduled to attend the October 30, 2017 Career/Transfer Fair<br>• List of Clarinda campus nursing students who attended the October 30, 2017 Career/Transfer Fair |

Iowa's Network

IHUM

IT | Health | Utilities | Manufacturing

# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed: Iowa Western Community College**

**Signature Program Reviewed: Dental Hygiene Diploma Program**

**Subject Matter Expert: Melody Bethards**

**Subject Matter Expert Credentials: MSN, RN, CNE, CHSE**

**Review Period: 10/1/2014-6/30/2018**

**Review Conducted: September 2018**

**Synopsis of Findings:**

**Milestones completed:**

- 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.
- 2.1: Enhance and expand simulation into courses and trainings.
- 2.3: Create and distribute Open Educational Resources.
- 3.1: Implement specialized recruitment and retention efforts.
- 3.2: Improve student career planning
- 3.3: Implement accelerated and/or contextualized remediation programs.
- 4.2: Create or strengthen regional industry advisory committees.
- 4.3: Create joint marketing and outreach efforts with state agencies
- 4.4: Collaborate with state agencies on a participant referral process.
- 4.5: Partner with industry and state agencies on job fairs and mission-based events**.**

Based on documents provided, IWCC utilized the IHUM grant to enhance educational experiences and retention and recruitment efforts for the Dental Hygienist program. Targeted Recruitment and retention efforts are in place. Resources developed during the grant period are freely shared via the Creative Commons website. Relationships with regional employers and industry provide work-place learning opportunities. Opportunities to collaborate with area employers is provided

**Incomplete Milestones**

- 1.3: Expand and enhance work-based learning experiences:
  No letters of commitment were found from employers and/or industry representatives in the initial documentation provided, in documents on Skills Commons, or in documents submitted after the initial SME report. See associated deliverables for more information.

**Non-applicable Milestones:**

- 1.2: Align non-credit offerings with credit courses
- 1.5: Strengthen Prior Learning Assessment initiative.
- 2.2: Expand online and blended course offerings
- 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries)

**Sustainability**

IWCC identified the plan to sustain the following:

- Expanded simulation in courses and trainings
- Partnership with Iowa Workforce Development and Vocational Rehabilitation groups.
- Career/Nursing Fair
- Career Coach
- Partnerships with Methodist Health Systems and Jennie Edmundson Hospital
- Work-based learning experiences

IWCC also identified plans to sustain the following, however there is a lack of evidence that these items were implemented during the grant period for this signature program.

- Aligning noncredit offerings with credit courses
- Aligning curriculum with national standards and recognized credentials

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| **MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 1.2: Align non-credit offerings with credit courses.** | **NOT APPLICABLE** |
| **MILESTONE 1.3: Expand and enhance work-based learning experiences.** | ☐ Complete<br>**X** Incomplete |
| **MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC)** | **NOT APPLICABLE** |
| **MILESTONE 1.5: Strengthen Prior Learning Assessment initiative.** | **NOT APPLICABLE** |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| **STATUS** | **X** Completed<br>☐In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Information related to this deliverable for the Dental Hygiene program was not addressed on the Statement of Grant Impact document, however evidence related to this deliverable was found in signature program documents provided.<br><br>Documents submitted for review after the initial SME report provide additional support information |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | Pathway document indicates employment is the only option for graduates of this program<br><br>Review of the program curriculum map found no evidence to indicate how general education courses align with Dental Hygiene program outcomes. Only Dental Hygiene program courses are aligned with program outcomes. However, a review of documents submitted after the initial SME report reveal evidence of auditing general education courses with the curriculum:<br>April 11, 2016 Dental Hygiene Advisory Meeting minutes: *Curriculum recommendations to meet work force requirements.*<br>• *Opportunities for growth and development*<br>  ○ *Exposure to technology. Lasers?*<br>  ○ *Photography – intraoral photography – powerful teaching tools and allows patient to take ownership.*<br>  ▪ *Four basic views – retracted, arch views*<br>  ▪ *Dr. Anderson – would research a photography package*<br>  ○ *Insurance*<br>  ▪ *Coding that correlates with each procedure/care provided*<br>  ▪ *Insurance driven*<br>  ▪ *Time constraints with prophylaxis visits etc.*<br>  ▪ *Providing a narrative to assist with reimbursement*<br>• *Fulfillment of work force requirements*<br><br>A review of program requirements indicates that alignment to non-credit courses is not applicable to this signature program. |

| DELIVERABLE 1.2: Updated college facilities | | |
|---|---|---|
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>**X** Never Started | **COMMENTS:** A review of initial documents submitted, documents on Skills Commons and document submitted after the initial SME report reveal no information regarding this deliverable. |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>**X** Unclear | **COMMENTS: NO INFORMATION PROVIDED** |
| **DELIVERABLE 1.3: Offer new credentials** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** A review of documents provided indicates this deliverable is not applicable to this signature program. |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| **STATUS** | ☐ Completed<br>**X** In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document healthcare program representatives met with individuals from area healthcare facilities to discuss opportunities for students to learn about resumes and professionals directly from Human Resource professionals.<br>A review of documents submitted after the initial SME report revealed some additional process towards this deliverable, however, no letters of commitment were found from employers and/or industry representatives in the initial documentation provided, in documents on Skills Commons, or in documents submitted after the initial SME report |
| **QUALITY** | ☐ Satisfactory<br>**X** Unsatisfactory<br>☐Unclear | **COMMENTS:** A review of signature program documents provided and resources found on Skills Commons revealed no evidence to indicate that the described discussions resulted a commitment from these employers.<br><br>A review of documents submitted after the initial SME report revealed the following related to this deliverable:<br>• April 1, 2016 Dental Hygiene Program Advisory Board minutes includes the following industry representation:<br>○ Dr. Cary Jackson<br>○ Angie Kelly RDH<br>○ Lindsey Gegzna RDH<br>○ Amy Knauss, RDH<br>○ Megan Ross, RDH<br>○ Mayra L. Perez Garcia<br>○ Dr. Kathy DeFord<br><br>No letters of commitment were found from employers and/or industry representatives in the initial documentation provided, in documents on Skills Commons, or in documents submitted after the initial SME report |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS: NA** |

| DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT) | | |
|---|---|---|
| STATUS | NOT APPLICABLE | COMMENTS: Per the Statement of Grant Impact strict guidelines from accreditation bodies restrict the option of prior learning assessment and therefore the option cannot be pursed. |

| STRATEGY 2: Advance Online & Technology-Enabled Learning | |
|---|---|
| MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS. | X Complete<br>☐ Incomplete |
| MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS. | NOT APPLICABLE |
| MILESTONE 2.3: Create and distribute Open Educational Resources. | X Complete<br>☐ Incomplete |

| DELIVERABLE 2.1: Public licensing of curricula and training materials | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Documents and training materials developed for the signature program are available for public download on SkillsCommons |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: A review of documents posted on SkillsCommons revealed:<br>• Three Dental Hygiene program documents<br>• Two Dental Hygiene marketing documents |

| DELIVERABLE 2.2: Distribution through project and online repositories | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document all material created using grant funds were posted on SkillsCommons. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: As noted above, review of documents posted on SkillsCommons revealed:<br>• Three Dental Hygiene program documents<br>• Two Dental Hygiene marketing documents |

| DELIVERABLE 2.3: Offering online/blended programs | | |
|---|---|---|
| STATUS | NOT APPLICABLE | COMMENTS: Per the Statement of Grant Impact, the offering of on-line and blended course offerings was not pursued due to accreditation constraints. |

| DELIVERABLE 2.4: Incorporation of simulation into courses | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document grant funds were utilized to purchase equipment for simulation learning experiences for this signature program. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: Per the Statement of Grant Impact document a set of atomically correct teeth were purchased to provide students a hands-on learning experience to apply course information. |

| DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis | | |
|---|---|---|
| STATUS | NOT APPLICABLE | COMMENTS: NA |
| **STRATEGY 3: Create Expanded & Individualized Student Support Services** | | |
| MILESTONE 3.1: Implement specialized recruitment and retention efforts. | | X Complete<br>☐ Incomplete |
| MILESTONE 3.2: Improve student career planning. | | X Complete<br>☐Incomplete |
| MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs. | | X Complete<br>Incomplete |
| DELIVERABLE 3.1: Develop and implement online, modular-based programs | | |
| STATUS | NOT APPLICABLE | COMMENTS: Per the Statement of Grant Impact, the offering of on-line and blended course offerings was not pursued due to accreditation constraints. |
| QUALITY | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: NA. |
| DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document targeted remediation services are provided for the signature program. Student services staff attended training on Career Coach software. |
| QUALITY | X Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | COMMENTS: Per the Statement of Grant Impact document, the following support services are available:<br>• Advisor for IHUM programs to assist with prerequisites and planning for the signature programs.<br>• ROC Advising and Career Planning<br>A review of signature program documents provided and program documents on posted on SkillCommons found the following:<br>• Student resources listed in Dental Hygiene program course syllabi:<br>○ Access to Cyber Library<br>○ Free tutoring and academic assistance<br>○ Free online tutoring<br>○ Specialized tutor help for nursing and biology<br>• Bookmarks with contact information for health science related course tutor. |
| DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted | COMMENTS: Per the Statement of Grant Impact document targeted recruitment efforts have been employed. |

| | | |
|---|---|---|
| | ☐ Never Started | |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document various faculty and staff attended high school recruitment events to share about grant programs and that local IWD and vocational rehab organizations refer students to the college.<br><br>The following marketing materials related to the Dental Hygiene program were found on the SkillsCommons website:<br>• Dental Hygiene program promotional video<br>• Radio advertisement<br>• Dental Hygiene program handout<br>• Career exploration day flyer<br><br>There is a direct link to a webpage that describes the Dental Hygiene program from the Enhance Iowa webpage. |
| **DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** This deliverable was not addressed on the Statement of Grant Impact document, however there is evidence of achievement of this deliverable for the Dental Hygiene program |
| **QUALITY** | **X** Satisfactory<br>☐Unsatisfactory<br>☐Unclear | **COMMENTS:** A map on the Emsi Career Coach webpage reveals information about the abundance of healthcare jobs in the area served by IWCC and a link to the college goes directly to a webpage describing the signature program and jobs in the area. |
| **STRATEGY 4: Create & Improve Alignment with Industry & State Agencies** | | |
| **MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries).** | | **NOT APPLICABLE** |
| **MILESTONE 4.2: Create or strengthen regional industry advisory committees.** | | **X** Complete<br>☐Incomplete |
| **MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.4: Collaborate with state agencies on a participant referral process.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events.** | | **X** Complete<br>☐ Incomplete |
| **DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee** | | |
| **STATUS** | **X** Completed<br>☐In Progress<br>☐Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, National Guard representative guest spoke about their Enlist, Education, and Employ initiative in conjunction with Home base Iowa. There is no information regarding where or to whom the guest speaker presented. |

| | | |
|---|---|---|
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** No evidence of an advisory committee for this signature program was found in initial documents provided or in the documents posted on SkillsCommons.<br><br>A review of documents submitted after the initial SME report reveal the following documents related to this deliverable:<br>• April 11, 2016 Dental Hygiene Program Advisory Board minutes<br>• October 23, 2017 Dental Hygiene Program Advisory Board minutes |
| **DELIVERABLE 4.2: New industry partnerships developed during the grant period** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Per the Statement of Grant Impact document, new Industry partnerships were developed during the grant period. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS**: Per the Statement of Grant Impact document the following healthcare facilities are listed as new industry partners that could provide workplace learning opportunities for this signature program.<br>• Hill Crest Health<br>• Westridge Quality Care<br>• Nebraska Methodist Health System |
| **DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** This deliverable was not addressed on the Statement of Grant Impact document, however there is clear evidence of marketing materials and collaborative efforts found in the documents provided and on the Emsi Career Coach webpage and on the Creative Commons website |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** As indicated in Deliverable 3.4 a link on the Emsi Career Coach webpage goes directly to a webpage describing the signature program and healthcare jobs in the area. The webpage was developed as part of the IHUM grant.<br><br>There are promotional products for this signature program located on the Creative Commons website. All documents include the Enhance Iowa logo and were developed with grant funds<br><br>Several documents also include Iowa Workforce Development information. |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact, potential students are referred to the college to learn more about the signature program. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** As noted in deliverable 3.3, local IWD and vocational rehab organizations refer students to the college |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | X Completed | |

| | | |
|---|---|---|
| | ☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** This deliverable was not addressed on the Statement of Grant Impact document, however there is evidence of a career fair during 2016. A |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of documents submitted after the initial SME report reveal the following documents related to this deliverable:<br>• September 21, 2016 Career Fair flyer<br>• October 30, 2017 Career/Transfer Fair flyer<br>• List of academic institutions and employers scheduled to attend the October 30, 2017 Career/Transfer Fair<br>• List of Clarinda campus nursing students who attended the October 30, 2017 Career/Transfer Fair |

# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed: Iowa Western Community College**

**Signature Program Reviewed: Medical Assistant Diploma Program**

**Subject Matter Expert: Melody Bethards**

**Subject Matter Expert Credentials: MSN, RN, CNE, CHSE**

**Review Period: 10/1/2014-6/30/2018**

**Review Conducted: September 2018**

**Synopsis of Findings:**

**Milestones completed:**

- 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.
- 2.3: Create and distribute Open Educational Resources.
- 3.1: Implement specialized recruitment and retention efforts.
- 3.2: Improve student career planning
- 3.3: Implement accelerated and/or contextualized remediation programs.
- 4.4: Collaborate with state agencies on a participant referral process.
- 4.3: Create joint marketing and outreach efforts with state agencies
- 4.5: Partner with industry and state agencies on job fairs and mission-based events**.**

Based on documents provided, IWCC utilized the IHUM grant to enhance retention and recruitment efforts for the Medical Assistant program. Curriculum map shows a clear correlation between general education courses and nursing courses to meet program objectives. Targeted Recruitment and retention efforts are in place. Resources developed during the grant period are freely shared via the Creative Commons website. Relationships with regional employers and industry provide work-place learning opportunities. Opportunities to collaborate with area employers is provided

**Incomplete Milestones**

- 1.3: Expand and enhance work-based learning experiences - No letters of commitment were found from employers and/or industry representatives in the initial documentation provided, in documents on Skills Commons, or in documents submitted after the initial SME report. See associated deliverables for more information.
- 4.2: Create or strengthen regional industry advisory committees - No evidence of an advisory board or minutes from advisory board meetings were found in the initial documentation provided, in documents on Skills Commons, or in documents submitted after the initial SME report. See associated deliverable for more information.

**Milestones Not Addressed:**

- 2.1: Enhance and expand simulation into courses and trainings.

**Non-applicable Milestones:**

- 1.2: Align non-credit offerings with credit courses
- 1.5: Strengthen Prior Learning Assessment initiative
- 2.2: Expand online and blended course offerings
- 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries)

**Sustainability**

IWCC identified the plan to sustain the following:

- Expanded simulation in courses and trainings
- Partnership with Iowa Workforce Development and Vocational Rehabilitation groups.
- Career/Nursing Fair
- Career Coach
- Partnerships with Methodist Health Systems and Jennie Edmundson Hospital
- Work-based learning experiences

IWCC also identified plans to sustain the following, however there is a lack of evidence that these items were implemented during the grant period for this signature program.

- Aligning noncredit offerings with credit courses
- Aligning curriculum with national standards and recognized credentials

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | | |
|---|---|---|
| **MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.** | **X** Complete<br>☐ Incomplete | |
| **MILESTONE 1.2: Align non-credit offerings with credit courses.** | **NOT APPLICABLE** | |
| **MILESTONE 1.3: Expand and enhance work-based learning experiences.** | ☐ Complete<br>**X** Incomplete | |
| **MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC) - NA** | **NOT APPLICABLE** | |
| **MILESTONE 1.5: Strengthen Prior Learning Assessment initiative.** | **NOT APPLICABLE** | |
| **DELIVERABLE 1.1: Audited and redesigned curricula** | | |
| **STATUS** | **X** Completed<br>☐In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Information related to this deliverable for the Medical Assistant program was not addressed on the Statement of Grant Impact document, however evidence related to this deliverable was found in signature program documents provided.<br>No additional documents related to this deliverable were submitted for review after the initial SME report. |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>**X** Unclear | Review of the program curriculum map found no evidence to indicate general education courses align with Medical Assistant program outcomes.<br>Only MA program courses are aligned with program outcomes.<br>Pathway document indicates employment is the only option for graduates of this program.<br>A review of program requirements indicates that alignment to non-credit courses is not applicable to this signature program. |
| **DELIVERABLE 1.2: Updated college facilities** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>**X** Never Started | **COMMENTS:** A review of initial documents submitted and documents on Skills Commons revel no information regarding this deliverable. No additional documents related to this deliverable were submitted for review after the initial SME report. |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>**X** Unclear | **COMMENTS: NO INFORMATION PROVIDED** |
| **DELIVERABLE 1.3: Offer new credentials** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** A review of documents provided indicates this deliverable is not applicable to this signature program. |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| **STATUS** | ☐ Completed<br>**X** In Progress | **COMMENTS:** Per the Statement of Grant Impact document healthcare program representatives met with individuals from area healthcare facilities to discuss |

| | | |
|---|---|---|
| | ☐ Attempted<br>☐ Never Started | opportunities for students to learn about resumes and professionals directly from Human Resource professionals. |
| **QUALITY** | ☐ Satisfactory<br>**X** Unsatisfactory<br>☐Unclear | **COMMENTS:** A review of signature program documents provided and resources found on Skills Commons revealed no evidence to indicate that the described discussions resulted a commitment from these employers.<br>No letters of commitment were found from employers and/or industry representatives in the initial documentation provided or in documents on Skills Commons. No additional documents related to this deliverable were submitted for review after the initial SME report. |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS: NA** |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per the Statement of Grant Impact strict guidelines from accreditation bodies restrict the option of prior learning assessment and therefore the option cannot be pursed. |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS: NA** |
| **STRATEGY 2: Advance Online & Technology-Enabled Learning** | | |
| **MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS.** | | ☐ Complete<br>**X** Incomplete |
| **MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS.** | | **NOT APPLICABLE** |
| **MILESTONE 2.3: Create and distribute Open Educational Resources.** | | **X** Complete<br>☐ Incomplete |
| **DELIVERABLE 2.1: Public licensing of curricula and training materials** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Documents and training materials developed for the signature program are available for public download on SkillsCommons |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of documents posted on SkillsCommons revealed:<br>• Three MA program marketing documents<br>• 12 MA program course syllabi |
| **DELIVERABLE 2.2: Distribution through project and online repositories** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document all material created using grant funds were posted on SkillsCommons. |

| | | |
|---|---|---|
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** As noted above, review of documents posted on SkillsCommons revealed:<br>• Three MA program marketing documents<br>• 12 MA program course syllabi |
| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per the Statement of Grant Impact, the offering of on-line and blended course offerings was not pursued due to accreditation constraints. |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>**X** Never Started | **COMMENTS:** No evidence related to this deliverable was found in the signature program documents provided or in program documents on posted on SkillCommons. No additional documents related to this deliverable were submitted for review after the initial SME report. |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>**X** Unclear | **COMMENTS:** No Information provided |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** NA |
| **STRATEGY 3: Create Expanded & Individualized Student Support Services** | | |
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 3.2: Improve student career planning.** | | **X** Complete<br>☐Incomplete |
| **MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs.** | | **X** Complete<br>Incomplete |
| **DELIVERABLE 3.1: Develop and implement online, modular-based programs** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per the Statement of Grant Impact, the offering of on-line and blended course offerings was not pursued due to accreditation constraints. |
| **DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document targeted remediation services are provided for the signature program. Student services staff attended training on Career Coach software. |
| **QUALITY** | **X** Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document, the following support services are available:<br>• Advisor for IHUM programs to assist with prerequisites and planning for the signature programs.<br>• ROC Advising and Career Planning |

| | | |
|---|---|---|
| | | A review of signature program documents provided and program documents on posted on SkillCommons found the following:<br>• Student resources listed in Medical Assistant program course syllabi:<br>○ Access to Cyber Library<br>○ Free tutoring and academic assistance<br>○ Free online tutoring<br>○ Specialized tutor help for nursing and biology<br>• Bookmarks with contact information for health science related course tutor. |
| **DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document targeted recruitment efforts have been employed. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document various faculty and staff attended high school recruitment events to share about grant programs and that local IWD and vocational rehab organizations refer students to the college.<br><br>The following marketing materials related to the Medical Assistant program were found on the SkillsCommons website:<br>• Medical Assistant program promotional video<br>• Radio advertisement<br>• Medical Assistant program handout<br>• Career exploration day flyer<br>There is a direct link to a webpage that describes the Medical Assistant program from the Enhance Iowa webpage. |
| **DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** This deliverable was not addressed on the Statement of Grant Impact document, however there is evidence of achievement of this deliverable for the Medical Assistant program |
| **QUALITY** | **X** Satisfactory<br>☐Unsatisfactory<br>☐Unclear | **COMMENTS:** A map on the Emsi Career Coach webpage reveals information about the abundance of healthcare jobs in the area served by IWCC and a link to the college goes directly to a webpage describing the signature program and jobs in the area. |
| **STRATEGY 4: Create & Improve Alignment with Industry & State Agencies** | | |
| **MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries).** | | **NOT APPLICABLE** |
| **MILESTONE 4.2: Create or strengthen regional industry advisory committees.** | | ☐ Complete<br>**X** Incomplete |
| **MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies.** | | **X** Complete<br>☐ Incomplete |

| | | |
|---|---|---|
| **MILESTONE 4.4: Collaborate with state agencies on a participant referral process.** | | X Complete<br>☐ Incomplete |
| **MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events.** | | X Complete<br>☐ Incomplete |
| **DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee** | | |
| **STATUS** | ☐ Completed<br>X In Progress<br>☐Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, National Guard representative guest spoke about their Enlist, Education, and Employ initiative in conjunction with Home base Iowa. There is no information regarding where or to whom the guest speaker presented. |
| **QUALITY** | ☐ Satisfactory<br>X Unsatisfactory<br>☐ Unclear | **COMMENTS:** No evidence of an advisory committee for this signature program was found in initial documents provided or in the documents posted on SkillsCommons<br><br>No minutes of adviaory board meetings were found in initial documents provided or in the documents posted on SkillsCommon. No additional documents related to this deliverable were submitted after the initial SME report. |
| **DELIVERABLE 4.2: New industry partnerships developed during the grant period** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Per the Statement of Grant Impact document, new Industry partnerships were developed during the grant period. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS**: Per the Statement of Grant Impact document the following healthcare facilities are listed as new industry partners that could provide workplace learning opportunities for this signature program.<br>• Hill Crest Health<br>• Westridge Quality Care<br>• Nebraska Methodist Health System |
| **DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** This deliverable was not addressed on the Statement of Grant Impact document, however there is clear evidence of marketing materials and collaborative efforts found in the documents provided and on the Emsi Career Coach webpage and on the Creative Commons website |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** As indicated in Deliverable 3.4 a link on the Emsi Career Coach webpage goes directly to a webpage describing the signature program and healthcare jobs in the area. The webpage was developed as part of the IHUM grant.<br><br>There are promotional products for this signature program located on the Creative Commons website. All documents include the Enhance Iowa logo and were developed with grant funds<br><br>Several documents also include Iowa Workforce Development information. |

| DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals | | |
|---|---|---|
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact, potential students are referred to the college to learn more about the signature program. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** As noted in deliverable 3.3, local IWD and vocational rehab organizations refer students to the college |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** This deliverable was not addressed on the Statement of Grant Impact document, however there is evidence of a career fair during 2016. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of documents submitted after the initial SME report reveal the following documents related to this deliverable:<br>• September 21, 2016 Career Fair flyer<br>• October 30, 2017 Career/Transfer Fair flyer<br>• List of academic institutions and employers scheduled to attend the October 30, 2017 Career/Transfer Fair<br>• List of Clarinda campus nursing students who attended the October 30, 2017 Career/Transfer Fair |

Iowa's Network

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# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed: Iowa Western Community College**

**Signature Program Reviewed: Nursing Assistant Certificate Program**

**Subject Matter Expert: Melody Bethards**

**Subject Matter Expert Credentials: MSN, RN, CNE, CHSE**

**Review Period: 10/1/2014-6/30/2018**

**Review Conducted: September 2018**

**Synopsis of Findings:**

**Milestones completed:**

- 1.2: Align non-credit offerings with credit courses
- 2.1: Enhance and expand simulation into courses and trainings.
- 2.3: Create and distribute Open Educational Resources.
- 3.1: Implement specialized recruitment and retention efforts.
- 3.2: Improve student career planning
- 3.3: Implement accelerated and/or contextualized remediation programs.
- 4.2: Create or strengthen regional industry advisory committees.
- 4.4: Collaborate with state agencies on a participant referral process.
- 4.3: Create joint marketing and outreach efforts with state agencies
- 4.5: Partner with industry and state agencies on job fairs and mission-based events**.**

Based on documents provided, IWCC utilized the IHUM grant to enhance learning experiences for students in the Nursing Assistant program. Simulation learning experiences are integrated into the program. A pathway for advancement from CNA to obtainment of a BSN is provided Targeted recruitment and retention efforts are in place. Resources developed during the grant period are freely shared via the Creative Commons website. Collaboration with community partners provides opportunities for strengthen partnerships and potential post-graduation employment.

**Incomplete Milestones**

- 1.1: Align curricula with relevant national standards and industry/employer recognized credentials. No curriculum map was provided to evaluate. See associated deliverable for more information.
- 1.3: Expand and enhance work-based learning experiences:
  No letters of commitment were found from employers and/or industry representatives in the initial documentation provided, in documents on Skills Commons, or in documents submitted after the initial SME report. See associated deliverables for more information.

**Non-applicable Milestones:**

- 1.5: Strengthen Prior Learning Assessment initiative.
- 2.2: Expand online and blended course offerings
- 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries)

**Sustainability**

IWCC identified the plan to sustain the following:

- Partnership with Iowa Workforce Development and Vocational Rehabilitation groups.
- Career/Nursing Fair
- Career Coach
- Partnerships with Methodist Health Systems and Jennie Edmundson Hospital
- Work-based learning experiences

IWCC also identified plans to sustain the following, however there is a lack of evidence that these items were implemented during the grant period for this signature program.

- Aligning noncredit offerings with credit courses
- Expanded simulation in courses and trainings
- Aligning curriculum with national standards and recognized credentials

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| **MILESTONE 1.1: Align curricula with relevant national standards and industry/ employer recognized credentials.** No curriculum map provided | ☐ Complete<br>**X** Incomplete |
| **MILESTONE 1.2: Align non-credit offerings with credit courses.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 1.3: Expand and enhance work-based learning experiences.** | ☐ Complete<br>**X** Incomplete |
| **MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC) - NA** | **NOT APPLICABLE** |
| **MILESTONE 1.5: Strengthen Prior Learning Assessment initiative.** | **NOT APPLICABLE** |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| **STATUS** | ☐ Completed<br>**X** In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact progress is being made towards offering the NA program in Atlantic, Shenandoah, Harlan, and Clarinda and students can complete NA as a non-credit option for transition to the nursing credit program |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>**X** Unclear | A review of signature program documents provided and resources found on the Skills Commons website reveal no information regarding what progress has been made or completed<br><br>A review of signature program documents provided and resources found on the Skills Commons website reveal no evidence of a non-credit course option for CNA, however a quick search of the college website resulted in locating this information at the following link: https://www.iwcc.edu/future_student/guides/pracnursing.asp.<br><br>There is a clear pathway from CNA to PN to ADN identified. A search of marketing documents on SkillsCommons reveal information regarding transfer to a 4-year institution on the ADN program information sheet and evidence of several transfer fairs. A review of documents submitted after the initial SME report revealed a list of 4-year transfer institutions.<br><br>No curriculum map for this program was found in the documents provided or in resources found on the Skills Commons website so alignment of the curriculum to program outcomes cannot be evaluated.<br><br>A review of documents submitted after the initial SME report revealed no revised curriculum map so the quality of this deliverable remains unclear. |

| DELIVERABLE 1.2: Updated college facilities | | |
|---|---|---|
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact there were major purchases towards the Nursing program that helped with start-up and expansion of CNA programs. |

| | | |
|---|---|---|
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>**X** Unclear | **COMMENTS:** A review of signature program documents provided and resources found on Skills Commons found no evidence to indicate what the major purchases were or how they were utilized for this signature program.<br><br>A review of documents submitted after the initial SME report revealed the following related to this deliverable:<br>• November 17, 2016 Nursing Advisory Board minutes – mention of the use of IHUM grant funds for *more equipment purchases*.<br><br>No information regarding what items were purchased could be found in the initial documentation provided, in documents on Skills Commons, or in documents submitted after the initial SME report so the quality of this deliverable is unclear. |
| **DELIVERABLE 1.3: Offer new credentials** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant, the option of credit CNA program was added. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of signature program documents provided and resources found on the Skills Commons website reveal evidence that a 3.0 credit CNA course is available. |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| **STATUS** | ☐ Completed<br>**X** In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document healthcare program representatives met with individuals from area healthcare facilities to discuss opportunities for students to learn about resumes and professionals directly from Human Resource professionals.<br><br>In addition, per the Statement of Grant Impact document, Dr. Pepin, Director of Nursing, is focusing on making the externship, clinical, and preceptorship guidelines more professionally based.<br><br>A review of documents submitted after the initial SME report revealed some additional process towards this deliverable, however, no letters of commitment were found from employers and/or industry representatives in the initial documentation provided, in documents on Skills Commons, or in documents submitted after the initial SME report |
| **QUALITY** | ☐ Satisfactory<br>**X** Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of signature program documents provided and resources found on Skills Commons revealed no evidence to indicate that the described discussions resulted a commitment from these employers.<br><br>A review of documents submitted after the initial SME report revealed the following related to this deliverable:<br>• November 17, 2016 Nursing Advisory Board minutes includes the following industry representation:<br>  ○ Karen Buman, Myrtue Memorial Hospital<br>  ○ Brian Cooley, CHI Health<br>  ○ Jenene Vandenburg, Methodist Jennie Edmundson;<br>  ○ Courtney Schmidt, Methodist Jennie Edmundson;<br>  ○ Diane Lee, CHI Health |

| | | |
|---|---|---|
| | | No letters of commitment were found from employers and/or industry representatives in the initial documentation provided, in documents on Skills Commons, or in documents submitted after the initial SME report |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS: NA** |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per the Statement of Grant Impact strict guidelines from accreditation bodies restrict the option of prior learning assessment and therefore the option cannot be pursed. |
| **STRATEGY 2: Advance Online & Technology-Enabled Learning** | | |
| **MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS.** | | **NOT APPLICABLE** |
| **MILESTONE 2.3: Create and distribute Open Educational Resources.** | | **X** Complete<br>☐ Incomplete |
| **DELIVERABLE 2.1: Public licensing of curricula and training materials** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Documents and training materials developed for the signature program are available for public download on SkillsCommons |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of documents posted on SkillsCommons revealed:<br>• One NA program marketing document<br>Two NA program course syllabi |
| **DELIVERABLE 2.2: Distribution through project and online repositories** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document all material created using grant funds were posted on SkillsCommons. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** As noted above, review of documents posted on SkillsCommons revealed:<br>• One NA program marketing document<br>Two NA program course syllabi |
| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per the Statement of Grant Impact, the offering of on-line and blended course offerings was not pursued due to accreditation constraints. |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| **STATUS** | **X** Completed<br>☐ In Progress | **COMMENTS:** Information related to this deliverable for the NA program was not addressed on the original Statement of Grant Impact document, however information |

| | | |
|---|---|---|
| | ☐ Attempted<br>☐ Never Started | related to this deliverable was noted in documents submitted after the initial SME report. |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>**X** Unclear | **COMMENTS:** A review of documents submitted after the initial SME report reveal the following related to this deliverable:<br>• *November 17, 2016 Nursing Advisory Board Meeting minutes: There will be a new Director of Simulation and the CNA Program starting in January, Ms. Crystal Saulsberry.*<br><br>The hiring of a new director of simulation alone do not assure the incorporation of simulation into course, therefore the quality of this deliverable is unclear. |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** NA |
| **STRATEGY 3: Create Expanded & Individualized Student Support Services** | | |
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 3.2: Improve student career planning.** | | **X** Complete<br>☐Incomplete |
| **MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs.** | | **X** Complete<br>Incomplete |
| **DELIVERABLE 3.1: Develop and implement online, modular-based programs** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** As noted in deliverable 2.3, the Statement of Grant Impact, the offering of on-line and blended course offerings was not pursued due to accreditation constraints. |
| **DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document targeted remediation services are provided for the signature program. Student services staff attended training on Career Coach software. |
| **QUALITY** | **X** Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document, the following support services are available for the NA program:<br>• Advisor for IHUM programs to assist with prerequisites and planning for the signature programs.<br>• ROC Advising and Career Planning<br><br>A review of signature program documents provided and program documents on posted on SkillCommons found the following:<br>• Student resources listed in NA course syllabi:<br>○ Access to Cyber Library<br>○ Free tutoring and academic assistance<br>○ Free online tutoring<br>○ Specialized tutor help for nursing and biology<br>• Bookmarks with contact information for health science related course tutor. |

| DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Per the Statement of Grant Impact document targeted recruitment efforts have been employed. |
| **QUALITY** | X Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document various faculty and staff attended high school recruitment events to share about grant programs and that local IWD and vocational rehab organizations refer students to the college.<br><br>The following marketing materials related to the NA program were found on the SkillsCommons website:<br>• Radio advertisement<br>• Nursing assistant program information sheet<br>• Career exploration day flyer<br><br>There is a direct link to a webpage that describes the Nursing Assistant program from the Enhance Iowa webpage. |
| **DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** This deliverable was not addressed on the Statement of Grant Impact document, however there is evidence of achievement of this deliverable for the NA program |
| **QUALITY** | X Satisfactory<br>☐Unsatisfactory<br>☐Unclear | **COMMENTS:** A map on the Emsi Career Coach webpage reveals information about the abundance of healthcare jobs in the area served by IWCC and a link to the college goes directly to a webpage describing the signature program and healthcare jobs in the area. |

| STRATEGY 4: Create & Improve Alignment with Industry & State Agencies | |
|---|---|
| **MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries).** NA | **NOT APPLICABLE** |
| **MILESTONE 4.2: Create or strengthen regional industry advisory committees.** | X Complete<br>☐ Incomplete |
| **MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies.** | X Complete<br>☐ Incomplete |
| **MILESTONE 4.4: Collaborate with state agencies on a participant referral process.** | X Complete<br>☐ Incomplete |
| **MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events.** | X Complete<br>☐ Incomplete |

| DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee | | |
|---|---|---|
| **STATUS** | X Completed<br>☐In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, National Guard representative guest spoke about their Enlist, Education, and Employ initiative in conjunction with Home base Iowa. There is no information regarding where or to whom the guest speaker presented. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of documents submitted after the initial SME report reveal the following documents related to this deliverable:<br>• November 16, 2017 Advisory Council meeting minutes (first page only)<br>• April 14, 2016 Nursing Advisory Board Meeting minutes<br>• November 17, 2016 Nursing Advisory Board Meeting minutes |
| **DELIVERABLE 4.2: New industry partnerships developed during the grant period** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Per the Statement of Grant Impact document, new Industry partnerships were developed during the grant period. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS**: Per the Statement of Grant Impact document the following healthcare facilities are listed as new industry partners.<br>• Hill Crest Health<br>• Westridge Quality Care<br>• Nebraska Methodist Health System |
| **DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** This deliverable was not addressed on the Statement of Grant Impact document, however there is clear evidence of marketing materials and collaborative efforts found in the documents provided and on the Emsi Career Coach webpage and on the Creative Commons website. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** As indicated in Deliverable 3.4 a link on the Emsi Career Coach webpage goes directly to a webpage describing the signature program and healthcare jobs in the area. The webpage was developed as part of the IHUM grant.<br><br>There are promotional products for this signature program located on the Creative Commons website. All documents include the Enhance Iowa logo and were developed with grant funds<br><br>Several documents also include Iowa Workforce Development information. |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact, potential students are referred to the college to learn more about the signature program. |

| | | |
|---|---|---|
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** As noted in deliverable 3.3, local IWD and vocational rehab organizations refer students to the college. |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** This deliverable was not addressed on the Statement of Grant Impact document, however there is evidence of a career fair during 2016. A |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** A review of documents submitted after the initial SME report reveal the following documents related to this deliverable:<br>• September 21, 2016 Career Fair flyer<br>• October 30, 2017 Career/Transfer Fair flyer<br>• List of academic institutions and employers scheduled to attend the October 30, 2017 Career/Transfer Fair<br>• List of Clarinda campus nursing students who attended the October 30, 2017 Career/Transfer Fair |

Iowa's Network

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# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed: Iowa Western Community College**

**Signature Program Reviewed: Practical Nursing Diploma Program**

**Subject Matter Expert: Melody Bethards**

**Subject Matter Expert Credentials: MSN, RN, CNE, CHSE**

**Review Period: 10/1/2014-6/30/2018**

**Review Conducted: September 2018**

**Synopsis of Findings:**

**Milestones completed:**

- 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.
- 1.2: Align non-credit offerings with credit courses
- 2.1: Enhance and expand simulation into courses and trainings.
- 2.3: Create and distribute Open Educational Resources.
- 3.1: Implement specialized recruitment and retention efforts.
- 3.2: Improve student career planning
- 3.3: Implement accelerated and/or contextualized remediation programs.
- 4.2: Create or strengthen regional industry advisory committees.
- 4.4: Collaborate with state agencies on a participant referral process.
- 4.3: Create joint marketing and outreach efforts with state agencies
- 4.5: Partner with industry and state agencies on job fairs and mission-based events**.**

Based on documents provided, IWCC utilized the IHUM grant to enhance learning experiences for students in the Practical Nursing Diploma program. Simulation learning experiences are integrated into the program. A pathway for advancement from CNA to obtainment of a BSN is provided Targeted recruitment and retention efforts are in place. Resources developed during the grant period are freely shared via the Creative Commons website. Collaboration with community partners provides opportunities for strengthen partnerships and potential post-graduation employment.

**Incomplete Milestones**

- 1.3: Expand and enhance work-based learning experiences:
  No letters of commitment were found from employers and/or industry representatives in the initial documentation provided, in documents on Skills Commons, or in documents submitted after the initial SME report. See associated deliverables for more information.

**Non-applicable Milestones:**

- 1.5: Strengthen Prior Learning Assessment initiative.
- 2.2: Expand online and blended course offerings
- 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries)

**Sustainability**

IWCC identified the plan to sustain the following:

- Partnership with Iowa Workforce Development and Vocational Rehabilitation groups.
- Career/Nursing Fair
- Career Coach
- Partnerships with Methodist Health Systems and Jennie Edmundson Hospital
- Work-based learning experiences

IWCC also identified plans to sustain the following, however there is a lack of evidence that these items were implemented during the grant period for this signature program.

- Aligning noncredit offerings with credit courses
- Expanded simulation in courses and trainings
- Aligning curriculum with national standards and recognized credentials

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| **MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.** | X Complete<br>☐ Incomplete |
| **MILESTONE 1.2: Align non-credit offerings with credit courses.** | X Complete<br>☐ Incomplete |
| **MILESTONE 1.3: Expand and enhance work-based learning experiences.** | ☐ Complete<br>X Incomplete |
| **MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC) - NA** | **NOT APPLICABLE** |
| **MILESTONE 1.5: Strengthen Prior Learning Assessment initiative.** | **NOT APPLICABLE** |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document the nursing program curriculum is under revision to re-align curriculum per IBON recommendation and students can complete CNA as a non-credit option for transition to the nursing credit program. |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>X Unclear | A review of signature program documents provided and resources found on the Skills Commons website reveal no information regarding what revisions to the nursing program are in progress or have been completed.<br><br>A review of syllabi for courses in the Practical Nursing Diploma program over the grant period do not indicate evidence of changes to these courses during this time frame.<br><br>A review of signature program documents provided and resources found on the Skills Commons website reveal no evidence of a non-credit course option for CNA as a prerequisite course for the PN nursing program. Only the credit course is listed on the Nursing Course Information document, however a quick search of the college website resulted in locating this information at the following link: https://www.iwcc.edu/future_student/guides/pracnursing.asp.<br><br>There is a clear pathway from CNA to PN to ADN identified. A search of marketing documents on SkillsCommons reveal information regarding transfer to a 4-year institution on the ADN program information sheet and evidence of several transfer fairs. A review of documents submitted after the initial SME report revealed a list of 4-year transfer institutions.<br><br>There is no evidence found on the curriculum map to indicate how non-credit or credit prerequisite courses or general education courses align with PN program outcomes. Only PN program courses are aligned with program outcomes. In addition, the following conflicting information was noted:<br>• PNN 151 and 321 are not aligned with any of the PN program outcomes<br>• ADN 320: Professional Topics IV is listed on the Nursing Course Information document as a course required to obtain a Diploma, however is not listed on the PN program curriculum map |

| | | |
|---|---|---|
| | | A review of documents submitted after the initial SME report revealed no revised curriculum map so the quality of this deliverable remains unclear. |
| **DELIVERABLE 1.2: Updated college facilities** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact there were major purchases towards the Nursing program that helped with start-up and expansion of CNA programs. |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>X Unclear | **COMMENTS:** A review of signature program documents provided and resources found on Skills Commons found no evidence to indicate what the major purchases were or how they were utilized for this signature program.<br><br>A review of documents submitted after the initial SME report revealed the following related to this deliverable:<br>• November 17, 2016 Nursing Advisory Board minutes – mention of the use of IHUM grant funds for *more equipment purchases*.<br><br>No information regarding what items were purchased could be found in the initial documentation provided, in documents on Skills Commons, or in documents submitted after the initial SME report so the quality of this deliverable is unclear. |
| **DELIVERABLE 1.3: Offer new credentials** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant, the option of credit CNA program was added. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of signature program documents provided and resources found on the Skills Commons website reveal evidence that a 3.0 credit CNA course is included as a prerequisite for the PN program. |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| **STATUS** | ☐ Completed<br>X In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document healthcare program representatives met with individuals from area healthcare facilities to discuss opportunities for students to learn about resumes and professionals directly from Human Resource professionals.<br><br>In addition, per the Statement of Grant Impact document, Dr. Pepin, Director of Nursing, is focusing on making the externship, clinical, and preceptorship guidelines more professionally based.<br><br>A review of documents submitted after the initial SME report revealed some additional process towards this deliverable, however, no letters of commitment were found from employers and/or industry representatives in the initial documentation provided, in documents on Skills Commons, or in documents submitted after the initial SME report |

| | | |
|---|---|---|
| **QUALITY** | ☐ Satisfactory<br>**X** Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of signature program documents provided and resources found on Skills Commons revealed no evidence to indicate that the described discussions resulted a commitment from these employers.<br>A review of documents submitted after the initial SME report revealed the following related to this deliverable:<br>• November 17, 2016 Nursing Advisory Board minutes includes the following industry representation:<br>○ Karen Buman, Myrtue Memorial Hospital<br>○ Brian Cooley, CHI Health<br>○ Jenene Vandenburg, Methodist Jennie Edmundson;<br>○ Courtney Schmidt, Methodist Jennie Edmundson;<br>○ Diane Lee, CHI Health<br>No letters of commitment were found from employers and/or industry representatives in the initial documentation provided, in documents on Skills Commons, or in documents submitted after the initial SME report |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS: NA** |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per the Statement of Grant Impact strict guidelines from accreditation bodies restrict the option of prior learning assessment and therefore the option cannot be pursed. |
| **STRATEGY 2: Advance Online & Technology-Enabled Learning** | | |
| **MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS.** | | **NOT APPLICABLE** |
| **MILESTONE 2.3: Create and distribute Open Educational Resources.** | | **X** Complete<br>☐ Incomplete |
| **DELIVERABLE 2.1: Public licensing of curricula and training materials** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Documents and training materials developed for the signature program are available for public download on SkillsCommons |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of documents posted on SkillsCommons revealed:<br>• One nursing program tutor schedule<br>• Two nursing program marketing documents<br>• One PN program marketing document<br>• 167 PN program course syllabi and course related documents |
| **DELIVERABLE 2.2: Distribution through project and online repositories** | | |
| **STATUS** | **X** Completed<br>☐ In Progress | **COMMENTS:** Per the Statement of Grant Impact document all material created using grant funds were posted on SkillsCommons. |

| | | |
|---|---|---|
| | ☐ Attempted<br>☐ Never Started | |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** As noted above, review of documents posted on SkillsCommons revealed:<br>• One nursing program tutor schedule<br>• Two nursing program marketing documents<br>• One PN program marketing document<br>• 167 PN program course syllabi and course related documents |
| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per the Statement of Grant Impact, the offering of on-line and blended course offerings was not pursued due to accreditation constraints. |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Information related to this deliverable for the NA program was not addressed on the original Statement of Grant Impact document, however information related to this deliverable was noted in documents submitted after the initial SME report. |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>**X** Unclear | **COMMENTS:** A review of nursing course syllabi reveals the expectation of attendance in simulation lab as part of the Clinical Absence policy.<br><br>A review of documents submitted after the initial SME report reveal the following related to this deliverable:<br>• *November 17, 2016 Nursing Advisory Board Meeting minutes: There will be a new Director of Simulation and the CNA Program starting in January, Ms. Crystal Saulsberry.*<br><br>Simulation lab as part of the clinical absence policy and the hiring of a new director of simulation alone do not assure the incorporation simulation into course, therefore the quality of this deliverable is unclear. |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** NA |
| **STRATEGY 3: Create Expanded & Individualized Student Support Services** | | |
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 3.2: Improve student career planning.** | | **X** Complete<br>☐Incomplete |
| **MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs.** | | **X** Complete<br>Incomplete |
| **DELIVERABLE 3.1: Develop and implement online, modular-based programs** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** As noted in deliverable 2.3, the Statement of Grant Impact, the offering of on-line and blended course offerings was not pursued due to accreditation constraints. |

<table>
<tr><th colspan="3">DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators</th></tr>
<tr><td rowspan="4">STATUS</td><td>X Completed</td><td rowspan="4">COMMENTS: Per the Statement of Grant Impact document targeted remediation services are provided for the signature program. Student services staff attended training on Career Coach software.</td></tr>
<tr><td>☐ In Progress</td></tr>
<tr><td>☐ Attempted</td></tr>
<tr><td>☐ Never Started</td></tr>
<tr><td rowspan="3">QUALITY</td><td>X Satisfactory</td><td rowspan="3">COMMENTS: Per the Statement of Grant Impact document, the following support services are available for the PN program:<ul><li>Advisor for IHUM programs to assist with prerequisites and planning for the signature programs.</li><li>ROC Advising and Career Planning</li></ul>A review of signature program documents provided and program documents on posted on SkillCommons found the following:<ul><li>Student resources listed in PN course syllabi:<ul><li>Access to Cyber Library</li><li>Free tutoring and academic assistance</li><li>Free online tutoring</li><li>Specialized tutor help for nursing and biology</li></ul></li><li>Bookmarks with contact information for health science related course tutor.</li></ul></td></tr>
<tr><td>☐Unsatisfactory</td></tr>
<tr><td>☐ Unclear</td></tr>
<tr><th colspan="3">DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms</th></tr>
<tr><td rowspan="4">STATUS</td><td>X Completed</td><td rowspan="4">COMMENTS: Per the Statement of Grant Impact document targeted recruitment efforts have been employed.</td></tr>
<tr><td>☐ In Progress</td></tr>
<tr><td>☐ Attempted</td></tr>
<tr><td>☐Never Started</td></tr>
<tr><td rowspan="3">QUALITY</td><td>X Satisfactory</td><td rowspan="3">COMMENTS: Per the Statement of Grant Impact document various faculty and staff attended high school recruitment events to share about grant programs and that local IWD and vocational rehab organizations refer students to the college.<br><br>The following marketing materials related to the PN program were found on the SkillsCommons website:<ul><li>Nursing program promotional video</li><li>Radio advertisement</li><li>PN program information sheet</li><li>Career exploration day flyer</li></ul>There is a direct link to a webpage that describes the PN Nursing program from the Enhance Iowa webpage.</td></tr>
<tr><td>☐Unsatisfactory</td></tr>
<tr><td>☐ Unclear</td></tr>
<tr><th colspan="3">DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study</th></tr>
<tr><td rowspan="4">STATUS</td><td>X Completed</td><td rowspan="4">COMMENTS: This deliverable was not addressed on the Statement of Grant Impact document, however there is evidence of achievement of this deliverable for the PN program</td></tr>
<tr><td>☐ In Progress</td></tr>
<tr><td>☐ Attempted</td></tr>
<tr><td>☐ Never Started</td></tr>
</table>

| | | |
|---|---|---|
| **QUALITY** | **X** Satisfactory<br>☐Unsatisfactory<br>☐Unclear | **COMMENTS:** A map on the Emsi Career Coach webpage reveals information about the abundance of healthcare jobs in the area served by IWCC and a link to the college goes directly to a webpage describing the signature program and LPN jobs in the area. |
| **STRATEGY 4: Create & Improve Alignment with Industry & State Agencies** | | |
| **MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries).** | | **NOT APPLICABLE** |
| **MILESTONE 4.2: Create or strengthen regional industry advisory committees.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.4: Collaborate with state agencies on a participant referral process.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events.** | | **X** Complete<br>☐ Incomplete |
| **DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee** | | |
| **STATUS** | **X** Completed<br>☐In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, National Guard representative guest spoke about their Enlist, Education, and Employ initiative in conjunction with Home base Iowa. There is no information regarding where or to whom the guest speaker presented. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of documents submitted after the initial SME report reveal the following documents related to this deliverable:<br>• November 16, 2017 Advisory Council meeting minutes (first page only)<br>• April 14, 2016 Nursing Advisory Board Meeting minutes<br>• November 17, 2016 Nursing Advisory Board Meeting minutes |
| **DELIVERABLE 4.2: New industry partnerships developed during the grant period** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Per the Statement of Grant Impact document, new Industry partnerships were developed during the grant period. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS**: Per the Statement of Grant Impact document the following healthcare facilities are listed as new industry partners.<br>• Hill Crest Health<br>• Westridge Quality Care<br>• Nebraska Methodist Health System |
| **DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies** | | |
| **STATUS** | **X** Completed<br>☐ In Progress | **COMMENTS:** This deliverable was not addressed on the Statement of Grant Impact document, however there is clear evidence of marketing materials and collaborative |

| | | |
|---|---|---|
| | ☐ Attempted<br>☐Never Started | efforts found in the documents provided and on the Emsi Career Coach webpage and on the Creative Commons website. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** As indicated in Deliverable 3.4 a link on the Emsi Career Coach webpage goes directly to a webpage describing the signature program and healthcare jobs in the area. The webpage was developed as part of the IHUM grant.<br><br>There are promotional products for this signature program located on the Creative Commons website. All documents include the Enhance Iowa logo and were developed with grant funds<br><br>Several documents also include Iowa Workforce Development information. |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact, potential students are referred to the college to learn more about the signature program. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** As noted in deliverable 3.3, local IWD and vocational rehab organizations refer students to the college. |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** This deliverable was not addressed on the Statement of Grant Impact document, however there is evidence of a career fair during 2016. A |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** A review of documents submitted after the initial SME report reveal the following documents related to this deliverable:<br>• September 21, 2016 Career Fair flyer<br>• October 30, 2017 Career/Transfer Fair flyer<br>• List of academic institutions and employers scheduled to attend the October 30, 2017 Career/Transfer Fair<br>• List of Clarinda campus nursing students who attended the October 30, 2017 Career/Transfer Fair |

# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed: Iowa Western Community College**

**Signature Program Reviewed: Physical Therapy Assistant Degree Program**

**Subject Matter Expert: Melody Bethards**

**Subject Matter Expert Credentials: MSN, RN, CNE, CHSE**

**Review Period: 10/1/2014-6/30/2018**

**Review Conducted: September 2018**

**Synopsis of Findings:**

**Milestones completed:**

- 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.
- 2.1: Enhance and expand simulation into courses and trainings.
- 2.3: Create and distribute Open Educational Resources.
- 3.1: Implement specialized recruitment and retention efforts.
- 3.2: Improve student career planning
- 3.3: Implement accelerated and/or contextualized remediation programs.
- 4.2: Create or strengthen regional industry advisory committees.
- 4.4: Collaborate with state agencies on a participant referral process.
- 4.3: Create joint marketing and outreach efforts with state agencies
- 4.5: Partner with industry and state agencies on job fairs and mission-based events**.**

Based on documents provided, IWCC utilized the IHUM grant to enhance retention and recruitment efforts for the PTA program. Curriculum map shows a clear correlation between general education courses and nursing courses to meet program objectives. Targeted Recruitment and retention efforts are in place. Resources developed during the grant period are freely shared via the Creative Commons website. Relationships with regional employers and industry provide work-place learning opportunities. Opportunities to collaborate with area employers is provided

**Incomplete Milestones**

- 1.3: Expand and enhance work-based learning experiences:
  No letters of commitment were found from employers and/or industry representatives in the initial documentation provided, in documents on Skills Commons, or in documents submitted after the initial SME report. See associated deliverables for more information.

**Non-applicable Milestones:**

- 1.2: Align non-credit offerings with credit courses
- 1.5: Strengthen Prior Learning Assessment initiative.
- 2.2: Expand online and blended course offerings
- 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries)

**Sustainability**

IWCC identified the plan to sustain the following:

- Expanded simulation in courses and trainings
- Partnership with Iowa Workforce Development and Vocational Rehabilitation groups.
- Career/Nursing Fair
- Career Coach
- Partnerships with Methodist Health Systems and Jennie Edmundson Hospital
- Work-based learning experiences

IWCC also identified plans to sustain the following, however there is a lack of evidence that these items were implemented during the grant period for this signature program.

- Aligning noncredit offerings with credit courses
- Aligning curriculum with national standards and recognized credentials

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| **MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 1.2: Align non-credit offerings with credit courses.** | **NOT APPLICABLE** |
| **MILESTONE 1.3: Expand and enhance work-based learning experiences.** | ☐ Complete<br>**X** Incomplete |
| **MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC)** | **NOT APPLICABLE** |
| **MILESTONE 1.5: Strengthen Prior Learning Assessment initiative.** | **NOT APPLICABLE** |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| **STATUS** | **X** Completed<br>☐In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Information related to this deliverable for the PTA program was not addressed on the Statement of Grant Impact document. Evidence related to this deliverable is found in the program documents provided.<br>No additional documents related to this deliverable were submitted for review after the initial SME report provide additional support information |
| **QUALITY** | ☐ Satisfactory<br>☐Unsatisfactory<br>**X** Unclear | Review of the program curriculum map found no evidence to indicate how general education courses align with PTA program outcomes. Only PTA program courses are aligned with program outcomes.<br>Pathway document indicates employment is the only option for graduates of this program<br>A review of program requirements indicates that alignment to non-credit courses is not applicable to this signature program. |
| **DELIVERABLE 1.2: Updated college facilities** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>**X** Never Started | **COMMENTS:** A review of initial documents submitted, documents on Skills Commons and document submitted after the initial SME report revel no information regarding this deliverable. |
| **QUALITY** | ☐ Satisfactory<br>☐Unsatisfactory<br>**X** Unclear | **COMMENTS: NO INFORMATION PROVIDED** |
| **DELIVERABLE 1.3: Offer new credentials** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** A review of documents provided indicates this deliverable is not applicable to this signature program. |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| **STATUS** | ☐ Completed<br>**X** In Progress | **COMMENTS:** Per the Statement of Grant Impact document healthcare program representatives met with individuals from area healthcare facilities to discuss |

| | | |
|---|---|---|
| | ☐ Attempted<br>☐ Never Started | opportunities for students to learn about resumes and professionals directly from Human Resource professionals. |
| **QUALITY** | ☐ Satisfactory<br>**X** Unsatisfactory<br>☐Unclear | **COMMENTS:** A review of signature program documents provided and resources found on Skills Commons revealed no evidence to indicate that the described discussions resulted a commitment from these employers.<br>A review of documents submitted after the initial SME report revealed the following related to this deliverable:<br>• October 10, 2017 PTA Program Advisory Board minutes includes the following industry representation:<br>○ Todd Nierman, DPT- Ex Officio<br>○ Jeanne Badura, PTA - Ex Officio<br>○ Eric Lawson, PTA<br>○ Alisha Baas, PT, DPT<br>○ Jamee Meysenburg, ATC, PTA<br>○ Scott Jensen, PT, DPT, OCS<br>○ Eric Lawson, PTA<br>No letters of commitment were found from employers and/or industry representatives in the initial documentation provided, in documents on Skills Commons, or in documents submitted after the initial SME report |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS: NA** |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per the Statement of Grant Impact strict guidelines from accreditation bodies restrict the option of prior learning assessment and therefore the option cannot be pursued. |
| **STRATEGY 2: Advance Online & Technology-Enabled Learning** | | |
| **MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS.** | | **NOT APPLICABLE** |
| **MILESTONE 2.3: Create and distribute Open Educational Resources.** | | **X** Complete<br>☐ Incomplete |
| **DELIVERABLE 2.1: Public licensing of curricula and training materials** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Documents and training materials developed for the signature program are available for public download on SkillsCommons |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of documents posted on SkillsCommons revealed:<br>• Two PTA program marketing documents<br>• One planning guide for the PTA program<br>• 18 PTA program course syllabi and course related documents |
| **DELIVERABLE 2.2: Distribution through project and online repositories** | | |
| **STATUS** | **X** Completed | |

| | | |
|---|---|---|
| | ☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document all material created using grant funds were posted on SkillsCommons. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** As noted above, review of documents posted on SkillsCommons revealed:<br>• Two PTA program marketing documents<br>• One planning guide for the PTA program<br>• 18 PTA program course syllabi and course related documents |
| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per the Statement of Grant Impact, the offering of on-line and blended course offerings was not pursued due to accreditation constraints. |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Information related to this deliverable for the PTA program was not addressed on the Statement of Grant Impact document, however there is clear evidence of the achievement of this deliverable. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of signature program documents posted on SkillCommons revealed the incorporation of simulation learning experiences into PTA 227: Therapeutic Exercise Spring 2015 and Spring 2017 |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** NA |
| **STRATEGY 3: Create Expanded & Individualized Student Support Services** | | |
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 3.2: Improve student career planning.**<br>Lack of evidence | | **X** Complete<br>☐Incomplete |
| **MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs.** | | **X** Complete<br>Incomplete |
| **DELIVERABLE 3.1: Develop and implement online, modular-based programs** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per the Statement of Grant Impact, the offering of on-line and blended course offerings was not pursued due to accreditation constraints. |
| **DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document targeted remediation services are provided for the signature program. Student services staff attended training on Career Coach software. |

| | | |
|---|---|---|
| **QUALITY** | **X** Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document, the following support services are available:<br>• Advisor for IHUM programs to assist with prerequisites and planning for the signature programs.<br>• ROC Advising and Career Planning<br><br>A review of signature program documents provided and program documents on posted on SkillCommons found the following:<br>• Student resources listed in PTA program course syllabi:<br>○ Access to Cyber Library<br>○ Free tutoring and academic assistance<br>○ Free online tutoring<br>○ Specialized tutor help for nursing and biology<br>• Bookmarks with contact information for health science related course tutor. |
| **DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document targeted recruitment efforts have been employed. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document various faculty and staff attended high school recruitment events to share about grant programs and that local IWD and vocational rehab organizations refer students to the college.<br><br>The following marketing materials related to the PTA program were found on the SkillsCommons website:<br>• PTA program promotional video<br>• Radio advertisement<br>• PTA program information sheet<br>• Career exploration day flyer<br><br>There is a direct link to a webpage that describes the PTA program from the Enhance Iowa webpage. |
| **DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** This deliverable was not addressed on the Statement of Grant Impact document, however there is evidence of achievement of this deliverable for the PTA program |
| **QUALITY** | **X** Satisfactory<br>☐Unsatisfactory<br>☐Unclear | **COMMENTS:** A map on the Emsi Career Coach webpage reveals information about the abundance of healthcare jobs in the area served by IWCC and a link to the college goes directly to a webpage describing the signature program and jobs in the area. |

| STRATEGY 4: Create & Improve Alignment with Industry & State Agencies | |
|---|---|
| **MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries).** | **NOT APPLICABLE** |
| **MILESTONE 4.2: Create or strengthen regional industry advisory committees.** | X Complete<br>☐Incomplete |
| **MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies.** | X Complete<br>☐ Incomplete |
| **MILESTONE 4.4: Collaborate with state agencies on a participant referral process.** | X Complete<br>☐ Incomplete |
| **MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events.** | X Complete<br>☐ Incomplete |

| DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee | | |
|---|---|---|
| **STATUS** | X Completed<br>☐In Progress<br>☐Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, National Guard representative guest spoke about their Enlist, Education, and Employ initiative in conjunction with Home base Iowa. There is no information regarding where or to whom the guest speaker presented. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** No evidence of an advisory committee for this signature program was found in initial documents provided or in the documents posted on SkillsCommons.<br><br>A review of documents submitted after the initial SME report reveal the following documents related to this deliverable:<br>• October 18, 2017 PTA Advisory Board minutes |

| DELIVERABLE 4.2: New industry partnerships developed during the grant period | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Per the Statement of Grant Impact document, new Industry partnerships were developed during the grant period. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS**: Per the Statement of Grant Impact document the following healthcare facilities are listed as new industry partners that could provide workplace learning opportunities for this signature program.<br>• Hill Crest Health<br>• Westridge Quality Care<br>• Nebraska Methodist Health System |

| DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** This deliverable was not addressed on the Statement of Grant Impact document, however there is clear evidence of marketing materials and collaborative efforts found in the documents provided and on the Emsi Career Coach webpage and on the Creative Commons website |

| | | |
|---|---|---|
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** As indicated in Deliverable 3.4 a link on the Emsi Career Coach webpage goes directly to a webpage describing the signature program and healthcare jobs in the area. The webpage was developed as part of the IHUM grant.<br><br>There are promotional products for this signature program located on the Creative Commons website. All documents include the Enhance Iowa logo and were developed with grant funds<br><br>Several documents also include Iowa Workforce Development information. |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact, potential students are referred to the college to learn more about the signature program. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** As noted in deliverable 3.3, local IWD and vocational rehab organizations refer students to the college |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** This deliverable was not addressed on the Statement of Grant Impact document, however there is evidence of a career fair during 2016. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of documents submitted after the initial SME report reveal the following documents related to this deliverable:<br>• September 21, 2016 Career Fair flyer<br>• October 30, 2017 Career/Transfer Fair flyer<br>• List of academic institutions and employers scheduled to attend the October 30, 2017 Career/Transfer Fair<br>• List of Clarinda campus nursing students who attended the October 30, 2017 Career/Transfer Fair |

# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed: Iowa Western Community College**

**Signature Program Reviewed: Sterile Progressing Certificate**

**Subject Matter Expert: Melody Bethards**

**Subject Matter Expert Credentials: MSN, RN, CNE, CHSE**

**Review Period: 10/1/2014-6/30/2018**

**Review Conducted: September 2018**

**Synopsis of Findings:**

**Milestones completed:**

- 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.
- 2.3: Create and distribute Open Educational Resources.
- 3.1: Implement specialized recruitment and retention efforts.
- 3.2: Improve student career planning
- 3.3: Implement accelerated and/or contextualized remediation programs.
- 4.4: Collaborate with state agencies on a participant referral process.
- 4.3: Create joint marketing and outreach efforts with state agencies
- 4.5: Partner with industry and state agencies on job fairs and mission-based events**.**

Based on documents provided, IWCC utilized the IHUM grant to enhance retention and recruitment efforts for the Sterile Progressing program. Curriculum map shows a clear correlation between general education courses and nursing courses to meet program objectives. Targeted Recruitment and retention efforts are in place. Resources developed during the grant period are freely shared via the Creative Commons website. Relationships with regional employers and industry provide work-place learning opportunities. Opportunities to collaborate with area employers is provided

**Incomplete Milestones**

- 1.3: Expand and enhance work-based learning experiences - No letters of commitment were found from employers and/or industry representatives in the initial documentation provided, in documents on Skills Commons, or in documents submitted after the initial SME report. See associated deliverables for more information.
- 4.2: Create or strengthen regional industry advisory committees - No evidence of an advisory board or minutes from advisory board meetings were found in the initial documentation provided, in documents on Skills Commons, or in documents submitted after the initial SME report. See associated deliverable for more information.

**Milestones Not Addressed:**

- 2.1: Enhance and expand simulation into courses and trainings.

**Non-applicable Milestones:**

- 1.2: Align non-credit offerings with credit courses
- 1.5: Strengthen Prior Learning Assessment initiative
- 2.2: Expand online and blended course offerings
- 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries)

**Sustainability**

IWCC identified the plan to sustain the following:

- Expanded simulation in courses and trainings
- Partnership with Iowa Workforce Development and Vocational Rehabilitation groups.
- Career/Nursing Fair
- Career Coach
- Partnerships with Methodist Health Systems and Jennie Edmundson Hospital
- Work-based learning experiences

IWCC also identified plans to sustain the following, however there is a lack of evidence that these items were implemented during the grant period for this signature program.

- Aligning noncredit offerings with credit courses
- Aligning curriculum with national standards and recognized credentials

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| **MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 1.2: Align non-credit offerings with credit courses.** | **NOT APPLICABLE** |
| **MILESTONE 1.3: Expand and enhance work-based learning experiences.** | ☐ Complete<br>**X** Incomplete |
| **MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC)** | **NOT APPLICABLE** |
| **MILESTONE 1.5: Strengthen Prior Learning Assessment initiative.** | **NOT APPLICABLE** |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| **STATUS** | **X** Completed<br>☐In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Information related to this deliverable for the Sterile Progressing program was not addressed on the Statement of Grant Impact document, however evidence related to the achievement of this deliverable was found in signature program documents provided.<br>No additional documents related to this deliverable were submitted for review after the initial SME report. |
| **QUALITY** | **X** Satisfactory<br>☐Unsatisfactory<br>☐Unclear | Review of curriculum documents provided reveals:<br>• Alignment of all Sterile Processing and general education courses to meet program outcomes.<br>• Clear pathway from Sterile Processing certificate to obtainment of Sterile Progressing degree<br>A review of program requirements indicates that alignment to non-credit courses is not applicable to this signature program. |
| **DELIVERABLE 1.2: Updated college facilities** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>**X** Never Started | **COMMENTS:** A review of initial documents submitted and documents on Skills Commons revel no information regarding this deliverable. No additional documents related to this deliverable were submitted for review after the initial SME report. |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>**X** Unclear | **COMMENTS: NO INFORMATION PROVIDED** |
| **DELIVERABLE 1.3: Offer new credentials** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** A review of documents provided indicates this deliverable is not applicable to this signature program. |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| **STATUS** | ☐ Completed<br>**X** In Progress | **COMMENTS:** Per the Statement of Grant Impact document healthcare program representatives met with individuals from area healthcare facilities to discuss |

| | | |
|---|---|---|
| | ☐ Attempted<br>☐ Never Started | opportunities for students to learn about resumes and professionals directly from Human Resource professionals. |
| **QUALITY** | ☐ Satisfactory<br>**X** Unsatisfactory<br>☐Unclear | **COMMENTS:** A review of signature program documents provided and resources found on Skills Commons revealed no evidence to indicate that the described discussions resulted a commitment from these employers.<br>No letters of commitment were found from employers and/or industry representatives in the initial documentation provided or in documents on Skills Commons. No additional documents related to this deliverable were submitted for review after the initial SME report. |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS: NA** |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per the Statement of Grant Impact strict guidelines from accreditation bodies restrict the option of prior learning assessment and therefore the option cannot be pursed. |
| **STRATEGY 2: Advance Online & Technology-Enabled Learning** | | |
| **MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS.** | | ☐ Complete<br>**X** Incomplete |
| **MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS.** | | **NOT APPLICABLE** |
| **MILESTONE 2.3: Create and distribute Open Educational Resources.** | | **X** Complete<br>☐ Incomplete |
| **DELIVERABLE 2.1: Public licensing of curricula and training materials** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Documents and training materials developed for the signature program are available for public download on SkillsCommons |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of documents posted on SkillsCommons revealed:<br>• One Sterile Processing program marketing documents<br>• Two Sterile Processing program course syllabi |
| **DELIVERABLE 2.2: Distribution through project and online repositories** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document all material created using grant funds were posted on SkillsCommons. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** As noted above, review of documents posted on SkillsCommons revealed:<br>• One Sterile Processing program marketing documents<br>• Two Sterile Processing program course syllabi |

| DELIVERABLE 2.3: Offering online/blended programs | | |
|---|---|---|
| STATUS | **NOT APPLICABLE** | **COMMENTS:** Per the Statement of Grant Impact, the offering of on-line and blended course offerings was not pursued due to accreditation constraints. |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| STATUS | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>**X** Never Started | **COMMENTS:** No evidence related to this deliverable was found in the signature program documents provided or in program documents on posted on SkillCommons. No additional documents related to this deliverable were submitted for review after the initial SME report. |
| QUALITY | ☐ Satisfactory<br>☐ Unsatisfactory<br>**X** Unclear | **COMMENTS:** No Information provided |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| STATUS | **NOT APPLICABLE** | **COMMENTS:** NA |

| STRATEGY 3: Create Expanded & Individualized Student Support Services | |
|---|---|
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 3.2: Improve student career planning.** | **X** Complete<br>☐Incomplete |
| **MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs.** | **X** Complete<br>Incomplete |

| DELIVERABLE 3.1: Develop and implement online, modular-based programs | | |
|---|---|---|
| STATUS | **NOT APPLICABLE** | **COMMENTS:** Per the Statement of Grant Impact, the offering of on-line and blended course offerings was not pursued due to accreditation constraints. |
| **DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators** | | |
| STATUS | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document targeted remediation services are provided for the signature program. Student services staff attended training on Career Coach software. |
| QUALITY | **X** Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document, the following support services are available:<br>• Advisor for IHUM programs to assist with prerequisites and planning for the signature programs.<br>• ROC Advising and Career Planning<br>A review of signature program documents provided and program documents on posted on SkillCommons found the following:<br>• Student resources listed in Sterile Progressing program course syllabi:<br>○ Access to Cyber Library<br>○ Free tutoring and academic assistance |

| | | |
|---|---|---|
| | | ○ Free online tutoring<br>○ Specialized tutor help for nursing and biology<br>• Bookmarks with contact information for health science related course tutor. |
| **DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document targeted recruitment efforts have been employed. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document various faculty and staff attended high school recruitment events to share about grant programs and that local IWD and vocational rehab organizations refer students to the college.<br><br>The following marketing materials related to the Sterile Processing program were found on the SkillsCommons website:<br>• Radio advertisement<br>• Sterile Processing program handout<br>• Career exploration day flyer<br>There is a direct link to a webpage that describes the Sterile Progressing program from the Enhance Iowa webpage. |
| **DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** This deliverable was not addressed on the Statement of Grant Impact document, however there is evidence of achievement of this deliverable for the Sterile Progressing program |
| **QUALITY** | **X** Satisfactory<br>☐Unsatisfactory<br>☐Unclear | **COMMENTS:** A map on the Emsi Career Coach webpage reveals information about the abundance of healthcare jobs in the area served by IWCC and a link to the college goes directly to a webpage describing the signature program and jobs in the area. |

| **STRATEGY 4: Create & Improve Alignment with Industry & State Agencies** | |
|---|---|
| **MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries).** | **NOT APPLICABLE** |
| **MILESTONE 4.2: Create or strengthen regional industry advisory committees.** | ☐ Complete<br>**X** Incomplete |
| **MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.4: Collaborate with state agencies on a participant referral process.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events.** | **X** Complete<br>☐ Incomplete |

| DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee | | |
|---|---|---|
| **STATUS** | ☐ Completed<br>**X** In Progress<br>☐Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, National Guard representative guest spoke about their Enlist, Education, and Employ initiative in conjunction with Home base Iowa. There is no information regarding where or to whom the guest speaker presented. |
| **QUALITY** | ☐ Satisfactory<br>**X** Unsatisfactory<br>☐ Unclear | **COMMENTS:** No evidence of an advisory committee for this signature program was found in initial documents provided or in the documents posted on SkillsCommons<br><br>No minutes of advisory board meetings were found in initial documents provided or in the documents posted on SkillsCommon. No additional documents related to this deliverable were submitted after the initial SME report. |
| **DELIVERABLE 4.2: New industry partnerships developed during the grant period** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Per the Statement of Grant Impact document, new Industry partnerships were developed during the grant period. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS**: Per the Statement of Grant Impact document the following healthcare facilities are listed as new industry partners that could provide workplace learning opportunities for this signature program.<br>• Hill Crest Health<br>• Westridge Quality Care<br>• Nebraska Methodist Health System |
| **DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** This deliverable was not addressed on the Statement of Grant Impact document, however there is clear evidence of marketing materials and collaborative efforts found in the documents provided and on the Emsi Career Coach webpage and on the Creative Commons website |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** As indicated in Deliverable 3.4 a link on the Emsi Career Coach webpage goes directly to a webpage describing the signature program and healthcare jobs in the area. The webpage was developed as part of the IHUM grant.<br><br>There are promotional products for this signature program located on the Creative Commons website. All documents include the Enhance Iowa logo and were developed with grant funds<br><br>Several documents also include Iowa Workforce Development information. |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted | **COMMENTS:** Per the Statement of Grant Impact, potential students are referred to the college to learn more about the signature program. |

| | | |
|---|---|---|
| | ☐ Never Started | |
| **QUALITY** | **X** Satisfactory | **COMMENTS:** As noted in deliverable 3.3, local IWD and vocational rehab organizations refer students to the college |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | **X** Completed | **COMMENTS:** This deliverable was not addressed on the Statement of Grant Impact document, however there is evidence of a career fair during 2016. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | **X** Satisfactory | **COMMENTS:** A review of documents submitted after the initial SME report reveal the following documents related to this deliverable:<br>• September 21, 2016 Career Fair flyer<br>• October 30, 2017 Career/Transfer Fair flyer<br>• List of academic institutions and employers scheduled to attend the October 30, 2017 Career/Transfer Fair<br>• List of Clarinda campus nursing students who attended the October 30, 2017 Career/Transfer Fair |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |

Iowa's Network

IHUM

IT | Health | Utilities | Manufacturing

# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed: Iowa Western Community College**

**Signature Program Reviewed: Surgical Technician Degree Program**

**Subject Matter Expert: Melody Bethards**

**Subject Matter Expert Credentials: MSN, RN, CNE, CHSE**

**Review Period: 10/1/2014-6/30/2018**

**Review Conducted: September 2018**

**Synopsis of Findings:**

**Milestones completed:**

- 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.
- 1.5: Strengthen Prior Learning Assessment initiative
- 2.3: Create and distribute Open Educational Resources.
- 3.1: Implement specialized recruitment and retention efforts.
- 3.2: Improve student career planning
- 3.3: Implement accelerated and/or contextualized remediation programs.
- 4.4: Collaborate with state agencies on a participant referral process.
- 4.3: Create joint marketing and outreach efforts with state agencies
- 4.5: Partner with industry and state agencies on job fairs and mission-based events**.**

Based on documents provided, IWCC utilized the IHUM grant to enhance retention and recruitment efforts for the Surgical Tech program. Curriculum map shows a clear correlation between general education courses and nursing courses to meet program objectives. Targeted Recruitment and retention efforts are in place. Resources developed during the grant period are freely shared via the Creative Commons website. Relationships with regional employers and industry provide work-place learning opportunities. Opportunities to collaborate with area employers is provided

**Incomplete Milestones**

- 1.3: Expand and enhance work-based learning experiences - No letters of commitment were found from employers and/or industry representatives in the initial documentation provided, in documents on Skills Commons, or in documents submitted after the initial SME report. See associated deliverables for more information.
- 4.2: Create or strengthen regional industry advisory committees - No evidence of an advisory board or minutes from advisory board meetings were found in the initial documentation provided, in documents on Skills Commons, or in documents submitted after the initial SME report. See associated deliverable for more information.

**Milestones Not Addressed:**

- 2.1: Enhance and expand simulation into courses and trainings.

**Non-applicable Milestones:**

- 1.2: Align non-credit offerings with credit courses
- 2.2: Expand online and blended course offerings
- 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries)

**Sustainability**

IWCC identified the plan to sustain the following:

- Expanded simulation in courses and trainings
- Partnership with Iowa Workforce Development and Vocational Rehabilitation groups.
- Career/Nursing Fair
- Career Coach
- Partnerships with Methodist Health Systems and Jennie Edmundson Hospital
- Work-based learning experiences

IWCC also identified plans to sustain the following, however there is a lack of evidence that these items were implemented during the grant period for this signature program.

- Aligning noncredit offerings with credit courses
- Aligning curriculum with national standards and recognized credentials

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| **MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 1.2: Align non-credit offerings with credit courses.** | **NOT APPLICABLE** |
| **MILESTONE 1.3: Expand and enhance work-based learning experiences.** | ☐ Complete<br>**X** Incomplete |
| **MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC)** | **NOT APPLICABLE** |
| **MILESTONE 1.5: Strengthen Prior Learning Assessment initiative.** | **X** Complete<br>☐ Incomplete |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| **STATUS** | **X** Completed<br>☐In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Information related to this deliverable for the Surgical Tech program was not addressed on the Statement of Grant Impact document. Evidence related to this deliverable is found in the program documents provided.<br>No additional documents related to this deliverable were submitted for review after the initial SME report. |
| **QUALITY** | **X** Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | Review of curriculum documents provided reveals:<br>• Alignment of all but one of the Surgical Technician courses to meet program outcomes.<br>  ○ SUR 320 is not included on the curriculum map, however there is a checkmark in the 3rd column of the document titled Curriculum Map part 2 but no course listed.<br>• Alignment of all general education courses to achieve applicable degree.<br>• Clear pathway from Sterile Processing certificate to obtainment of Surgical Technician degree<br>A review of program requirements indicates that alignment to non-credit courses is not applicable to this signature program. |

| DELIVERABLE 1.2: Updated college facilities | | |
|---|---|---|
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>**X** Never Started | **COMMENTS:** A review of initial documents submitted and documents on Skills Commons revel no information regarding this deliverable. No additional documents related to this deliverable were submitted for review after the initial SME report. |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>**X** Unclear | **COMMENTS: NO INFORMATION PROVIDED** |

| DELIVERABLE 1.3: Offer new credentials | | |
|---|---|---|
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** A review of documents provided indicates this deliverable is not applicable to this signature program. |

| DELIVERABLE 1.4: Letters of commitment from employers and industry representatives | | |
|---|---|---|
| STATUS | ☐ Completed<br>**X** In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document healthcare program representatives met with individuals from area healthcare facilities to discuss opportunities for students to learn about resumes and professionals directly from Human Resource professionals. |
| QUALITY | ☐ Satisfactory<br>**X** Unsatisfactory<br>☐Unclear | **COMMENTS:** A review of signature program documents provided and resources found on Skills Commons revealed no evidence to indicate that the described discussions resulted a commitment from these employers.<br>No letters of commitment were found from employers and/or industry representatives in the initial documentation provided or in documents on Skills Commons. No additional documents related to this deliverable were submitted for review after the initial SME report. |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| STATUS | **NOT APPLICABLE** | **COMMENTS: NA** |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| STATUS | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact strict guidelines from accreditation bodies restrict the option of prior learning assessment and therefore the option cannot be pursed, however evidence related to this deliverable was found in the signature program documents provided. |
| QUALITY | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** A review of documents provided reveal a clear pathway from a Sterile Processing certificate to the Surgical Technician degree. This could qualify as prior learning assessment credit if the student had completed the Sterile Processing certificate prior to beginning the Surgical Technician degree. |
| **STRATEGY 2: Advance Online & Technology-Enabled Learning** | | |
| **MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS.** | | ☐ Complete<br>**X** Incomplete |
| **MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS.** | | **NOT APPLICABLE** |
| **MILESTONE 2.3: Create and distribute Open Educational Resources.** | | **X** Complete<br>☐ Incomplete |
| **DELIVERABLE 2.1: Public licensing of curricula and training materials** | | |
| STATUS | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Documents and training materials developed for the signature program are available for public download on SkillsCommons |
| QUALITY | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of documents posted on SkillsCommons revealed:<br>• Three Surgical Technician program marketing documents<br>• 12 Surgical Technician program course syllabi |

| DELIVERABLE 2.2: Distribution through project and online repositories | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document all material created using grant funds were posted on SkillsCommons. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: As noted above, review of documents posted on SkillsCommons revealed:<br>• Three Surgical Technician program marketing documents<br>• 12 Surgical Technician program course syllabi |
| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| STATUS | NOT APPLICABLE | COMMENTS: Per the Statement of Grant Impact, the offering of on-line and blended course offerings was not pursued due to accreditation constraints. |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| STATUS | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>X Never Started | COMMENTS: No evidence related to this deliverable was found in the signature program documents provided or in program documents on posted on SkillCommons. No additional documents related to this deliverable were submitted for review after the initial SME report. |
| QUALITY | ☐ Satisfactory<br>☐ Unsatisfactory<br>X Unclear | COMMENTS: No Information provided |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| STATUS | NOT APPLICABLE | COMMENTS: NA |
| **STRATEGY 3: Create Expanded & Individualized Student Support Services** | | |
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.** | | X Complete<br>☐ Incomplete |
| **MILESTONE 3.2: Improve student career planning.** | | X Complete<br>☐Incomplete |
| **MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs.** | | X Complete<br>Incomplete |
| **DELIVERABLE 3.1: Develop and implement online, modular-based programs** | | |
| STATUS | NOT APPLICABLE | COMMENTS: Per the Statement of Grant Impact, the offering of on-line and blended course offerings was not pursued due to accreditation constraints. |
| **DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document targeted remediation services are provided for the signature program. Student services staff attended training on Career Coach software. |

| | | |
|---|---|---|
| **QUALITY** | **X** Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document, the following support services are available:<br>• Advisor for IHUM programs to assist with prerequisites and planning for the signature programs.<br>• ROC Advising and Career Planning<br><br>A review of signature program documents provided and program documents on posted on SkillCommons found the following:<br>• Student resources listed in Surgical Tech program course syllabi:<br>○ Access to Cyber Library<br>○ Free tutoring and academic assistance<br>○ Free online tutoring<br>○ Specialized tutor help for nursing and biology<br>• Bookmarks with contact information for health science related course tutor. |
| **DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document targeted recruitment efforts have been employed. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document various faculty and staff attended high school recruitment events to share about grant programs and that local IWD and vocational rehab organizations refer students to the college.<br><br>The following marketing materials related to the Surgical Tech program were found on the SkillsCommons website:<br>• Surgical Technician program promotional video<br>• Radio advertisement<br>• Surgical Technician program handout<br>• Career exploration day flyer<br><br>There is a direct link to a webpage that describes the Surgical Tech program from the Enhance Iowa webpage. |
| **DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** This deliverable was not addressed on the Statement of Grant Impact document, however there is evidence of achievement of this deliverable for the Surg Tech program |
| **QUALITY** | **X** Satisfactory<br>☐Unsatisfactory<br>☐Unclear | **COMMENTS:** A map on the Emsi Career Coach webpage reveals information about the abundance of healthcare jobs in the area served by IWCC and a link to the college goes directly to a webpage describing the signature program and jobs in the area. |

| STRATEGY 4: Create & Improve Alignment with Industry & State Agencies | |
|---|---|
| **MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries).** | **NOT APPLICABLE** |
| **MILESTONE 4.2: Create or strengthen regional industry advisory committees.** | ☐ Complete<br>**X** Incomplete |
| **MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.4: Collaborate with state agencies on a participant referral process.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events.** | **X** Complete<br>☐ Incomplete |

| DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee | | |
|---|---|---|
| **STATUS** | ☐ Completed<br>**X** In Progress<br>☐Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, National Guard representative guest spoke about their Enlist, Education, and Employ initiative in conjunction with Home base Iowa. There is no information regarding where or to whom the guest speaker presented. |
| **QUALITY** | ☐ Satisfactory<br>**X** Unsatisfactory<br>☐ Unclear | **COMMENTS:** No evidence of an advisory committee for this signature program was found in initial documents provided or in the documents posted on SkillsCommons<br><br>No minutes of adviaory board meetings were found in initial documents provided or in the documents posted on SkillsCommon. No additional documents related to this deliverable were submitted after the initial SME report. |

| DELIVERABLE 4.2: New industry partnerships developed during the grant period | | |
|---|---|---|
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Per the Statement of Grant Impact document, new Industry partnerships were developed during the grant period. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS**: Per the Statement of Grant Impact document the following healthcare facilities are listed as new industry partners that could provide workplace learning opportunities for this signature program.<br>• Hill Crest Health<br>• Westridge Quality Care<br>• Nebraska Methodist Health System |

| DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies | | |
|---|---|---|
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** This deliverable was not addressed on the Statement of Grant Impact document, however there is clear evidence of marketing materials and collaborative efforts found in the documents provided and on the Emsi Career Coach webpage and on the Creative Commons website |

| | | |
|---|---|---|
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** As indicated in Deliverable 3.4 a link on the Emsi Career Coach webpage goes directly to a webpage describing the signature program and healthcare jobs in the area. The webpage was developed as part of the IHUM grant.<br><br>There are promotional products for this signature program located on the Creative Commons website. All documents include the Enhance Iowa logo and were developed with grant funds<br><br>Several documents also include Iowa Workforce Development information. |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact, potential students are referred to the college to learn more about the signature program. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** As noted in deliverable 3.3, local IWD and vocational rehab organizations refer students to the college |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** This deliverable was not addressed on the Statement of Grant Impact document, however there is evidence of a career fair during 2016. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of documents submitted after the initial SME report reveal the following documents related to this deliverable:<br>• September 21, 2016 Career Fair flyer<br>• October 30, 2017 Career/Transfer Fair flyer<br>• List of academic institutions and employers scheduled to attend the October 30, 2017 Career/Transfer Fair<br>• List of Clarinda campus nursing students who attended the October 30, 2017 Career/Transfer Fair |

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**Statement of Grant Impact: Northwest Iowa Community College**

The purpose of this section is to show the full scope of the grant activities in a narrative form so that the reviewer understands the full impact of the IHUM grant on each signature program. Below is a checklist of each activity that should be addressed. Please provide any additional information you see fit as this checklist does not cover every activity over the past three years. Please take time to review the grant Technical Proposal as part of this process.

**Strategy 1** – Expand and Enhance Sector-Driven Career Pathways

- Audited and redesigned curricula
    - NCC's nursing curriculum was audited to implement nursing simulation into the curriculum.
    - NCC specifically added OB simulation to the curriculum to serve as the OB clinical time.
- Updated college facilities
    - NCC purchased high fidelity simulators and remodeled the nursing lab to accommodate the new simulators and to create a hospital room, a control room to run simulators, and a debriefing room to go over the experience with students.
- Offer new credentials
    - No new credentials were offered
- Established commitment from employers and industry representatives
    - NCC's industry and employer partners have become more supportive of NCC's nursing program by expanding the number and type of scholarships available for students.
    - Continued donations of equipment and supplies
    - Commitment to interview and hire graduates of NCC's programs.
- Developed and piloted Registered Apprenticeship Programs (IT Only)
    - N/A
- Continued PLA progress started in I-AM
    - NCC has formalized its Prior Learning Assessment and the registrar works with academic advisors to note situations where students should consider seeking PLA and guiding them through the process. More students have taken advantage of the availability.
- Expand work based learning experiences
    - N/A
- Aligned non-credit offerings with credit courses
    - N/A

**Strategy 2** – Advance Online & Technology-Enabled Learning

- Enhance and expand simulation into courses and trainings
    - NCC purchased three high fidelity simulators (SimMan, SimMom and SimJr) to be used to enhance nursing education through simulation. The college remodeled facilities to

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make the simulation lab as hospital realistic as possible. This included the creation of a control room, debriefing room as well as a the actual hospital room.

- Expand online and blended course offerings
    - N/A
- Create and distribute Open Educational Resources
    - NCC's open educational resources includes a handful of staff-developed simulation.
- Incorporation of simulation into courses
    - Simulation has been implemented in to the Practical Nursing IA, ADN Nursing IA, ADN Nursing IB, ADN Nursing IIA and ADN Nursing IIB courses and cover topics from post-operative care, COPD, Hypoglycemia, pulmonary embolism, myocardial infarction, vaginal delivery, postpartum hemorrhage and code blue.
    - Due to the rural nature of most of the hospitals NCC's nursing students attend clinical, there is no guarantee students will be on site for a birth or postnatal care of mother and infant. Thus NCC has made the decision focus OB clinical experiences in the simulation lab.

**Strategy 3** – Create Expanded & Individualized Student Support Services

- Implement specialized recruitment and retention efforts
    - N/A
- Improve Student Career Planning
    - N/A
- Implement accelerated and/or contextualized remediation
    - N/A
- Develop and implement online, modular-based programs
    - N/A
- Implement a web-based tool that can generate regional LMI paired with applicable programs of study
    - N/A

**Strategy 4 –** Create & Improve Alignment with Industry and State Agencies

- Develop or Enhance IHUM Sector Boards
    - NCC has established a Healthcare Sector Board and the board meets on an annual basis at the moment, but there is push to get it to meet more regularly and to discuss needs within the industry and region.
- Strengthen Industry advisory committees
    - NCC's advisory committee for nursing meets regularly and has a quality representation of health care facilities. Attendance at the meetings is also high, meaning there is significant engagement with NCC and its program.

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- Create joint marketing, outreach, and referral efforts with businesses, WIB's, and state agency partners
    - N/A
- New Industry partnerships developed during the grant period
    - No new industry partnerships were created, but they were strengthened.
- IHUM and RAP materials developed in collaboration with state agencies (IT Only)
    -

**Sustainability**

- Please provide information on the aspects of the IHUM grant that will be sustained beyond the period of performance.
    - NCC is committed to the implementation of simulation and technology enabled learning. This will continue.
    - The college will continue to maintain the simulators and the simulation lab.
    - The simulation coordinator position has been institutionalized and will continue.
    - The healthcare assistant position has been institutionalized and will continue.
    - The college will continue to offer PLA.
    - The college will continue to work to strengthen the healthcare sector board, advisory committees and partner relationships.
    - The college will continue to be involved in the statewide simulation network.

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**Statement of Grant Impact: Northwest Iowa Community College - Medical Coding**

The purpose of this section is to show the full scope of the grant activities in a narrative form so that the reviewer understands the full impact of the IHUM grant on each signature program. Below is a checklist of each activity that should be addressed. Please provide any additional information you see fit as this checklist does not cover every activity over the past three years. Please take time to review the grant Technical Proposal as part of this process.

**Strategy 1** – Expand and Enhance Sector-Driven Career Pathways

- Audited and redesigned curricula
    - NCC's Medical Coding curriculum is regularly reviewed to meet national standards.
    - As part of the IHUM Grant, NCC adjusted the modality of the Medical Coding Program to be taught online. No new curriculum was developed or redesigned.
- Updated college facilities
    - N/A
- Offer new credentials
    - No new credentials were offered
- Established commitment from employers and industry representatives
    - NCC's industry and employer partners have become more supportive of NCC's health programs by expanding the number and type of scholarships available for students.
    - Continued donations of equipment and supplies
    - Commitment to interview and hire graduates of NCC's programs.
- Developed and piloted Registered Apprenticeship Programs (IT Only)
    - N/A
- Continued PLA progress started in I-AM
    - NCC has formalized its Prior Learning Assessment and the registrar works with academic advisors to note situations where students should consider seeking PLA and guiding them through the process. More students have taken advantage of the availability.
- Expand work based learning experiences
    - N/A
- Aligned non-credit offerings with credit courses
    - N/A

**Strategy 2** – Advance Online & Technology-Enabled Learning

- Enhance and expand simulation into courses and trainings
    - N/A
- Expand online and blended course offerings
    - NCC moved the modality for Medical Coding to an online learning environment.
- Create and distribute Open Educational Resources

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- None were created for the curriculum of the hybrid rad tech program.

- Incorporation of simulation into courses
  - N/A

**Strategy 3** – Create Expanded & Individualized Student Support Services

- Implement specialized recruitment and retention efforts
  - N/A
- Improve Student Career Planning
  - N/A
- Implement accelerated and/or contextualized remediation
  - N/A
- Develop and implement online, modular-based programs
  - N/A
- Implement a web-based tool that can generate regional LMI paired with applicable programs of study
  - N/A

**Strategy 4 –** Create & Improve Alignment with Industry and State Agencies

- Develop or Enhance IHUM Sector Boards
  - NCC has established a Healthcare Sector Board and the board meets on an annual basis at the moment, but there is push to get it to meet more regularly and to discuss needs within the industry and region.
- Strengthen Industry advisory committees
  - NCC's advisory committee for Health Information Technology meets regularly and has a quality representation of health care facilities.
- Create joint marketing, outreach, and referral efforts with businesses, WIB's, and state agency partners
  - N/A
- New Industry partnerships developed during the grant period
  - No new industry partnerships were created, but they were strengthened.
- IHUM and RAP materials developed in collaboration with state agencies (IT Only)
  -

**Sustainability**

- Please provide information on the aspects of the IHUM grant that will be sustained beyond the period of performance.
  - The Medical Coding program will continue in an online learning environment.
  - The healthcare assistant position has been institutionalized and will continue.

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- The college will continue to offer PLA.
- The college will continue to work to strengthen the healthcare sector board, advisory committees and partner relationships.

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**Statement of Grant Impact: Northwest Iowa Community College - Radiologic Technology**

The purpose of this section is to show the full scope of the grant activities in a narrative form so that the reviewer understands the full impact of the IHUM grant on each signature program. Below is a checklist of each activity that should be addressed. Please provide any additional information you see fit as this checklist does not cover every activity over the past three years. Please take time to review the grant Technical Proposal as part of this process.

**Strategy 1** – Expand and Enhance Sector-Driven Career Pathways

- Audited and redesigned curricula
    - NCC's Rad Tech curriculum is regularly reviewed to meet JCERT standards.
    - As part of the IHUM Grant, NCC adjusted the modality of the Radiologic Technology Program to be taught online. No new curriculum was developed or redesigned.
- Updated college facilities
    - NCC a digital x-ray machine that is used by both hybrid rad tech and the face-to-face radiologic technology program.
- Offer new credentials
    - No new credentials were offered
- Established commitment from employers and industry representatives
    - NCC's industry and employer partners have become more supportive of NCC's health programs by expanding the number and type of scholarships available for students.
    - Continued donations of equipment and supplies
    - Commitment to interview and hire graduates of NCC's programs.
- Developed and piloted Registered Apprenticeship Programs (IT Only)
    - N/A
- Continued PLA progress started in I-AM
    - NCC has formalized its Prior Learning Assessment and the registrar works with academic advisors to note situations where students should consider seeking PLA and guiding them through the process. More students have taken advantage of the availability.
- Expand work based learning experiences
    - N/A
- Aligned non-credit offerings with credit courses
    - N/A

**Strategy 2** – Advance Online & Technology-Enabled Learning

- Enhance and expand simulation into courses and trainings
    - NCC purchased and implemented the use of a digital x-ray machine.
- Expand online and blended course offerings

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  - NCC created a hybrid modality for the radiologic technology program which implemented the face-to-face curriculum in an online learning environment.
- Create and distribute Open Educational Resources
  - None were created for the curriculum of the hybrid rad tech program.
- Incorporation of simulation into courses
  - NCC uses the digital x-ray machine to simulate positioning of patients, and simulating taking x-rays as well as reviewing them for quality and correct position.

**Strategy 3** – Create Expanded & Individualized Student Support Services

- Implement specialized recruitment and retention efforts
  - N/A
- Improve Student Career Planning
  - N/A
- Implement accelerated and/or contextualized remediation
  - N/A
- Develop and implement online, modular-based programs
  - N/A
- Implement a web-based tool that can generate regional LMI paired with applicable programs of study
  - N/A

**Strategy 4 –** Create & Improve Alignment with Industry and State Agencies

- Develop or Enhance IHUM Sector Boards
  - NCC has established a Healthcare Sector Board and the board meets on an annual basis at the moment, but there is push to get it to meet more regularly and to discuss needs within the industry and region.
- Strengthen Industry advisory committees
  - NCC's advisory committee for radiologic technology meets regularly and has a quality representation of health care facilities. Attendance at the meetings is also high, meaning there is significant engagement with NCC and its program.
- Create joint marketing, outreach, and referral efforts with businesses, WIB's, and state agency partners
  - N/A
- New Industry partnerships developed during the grant period
  - No new industry partnerships were created, but they were strengthened.
- IHUM and RAP materials developed in collaboration with state agencies (IT Only)
  -

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**Sustainability**

- Please provide information on the aspects of the IHUM grant that will be sustained beyond the period of performance.
    - NCC is committed to the implementation of simulation and technology enabled learning. This will continue.
    - The college will continue to digital x-ray machine.
    - The full-time rad tech instructor has been institutionalized and maintained.
    - The healthcare assistant position has been institutionalized and will continue.
    - The college will continue to offer PLA.
    - The college will continue to work to strengthen the healthcare sector board, advisory committees and partner relationships.

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# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed: Northwest Iowa Community College**

**Signature Program Reviewed: Practical Nursing Program -**

**Diploma Subject Matter Expert: Melody Bethards**

**Subject Matter Expert Credentials: MSN, RN, CNE, CHSE**

**Review Period: 10/1/2014-09/1/2018**

**Date of Final Report: 9/26/2018**

**Synopsis of Findings:**

**Milestones completed:**

- 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.
- 1.3: Expand and enhance work-based learning experiences
- 1.5: Strengthen Prior Learning Assessment initiative.
- 2.1: Enhance and expand simulation into courses and trainings.
- 2.2: Expand online and blended course offerings
- 2.3: Create and distribute Open Educational Resources.
- 3.1: Implement specialized recruitment and retention efforts.
- 3.2: Improve student career planning
- 4.2: Create or strengthen regional industry advisory committees.
- 4.3: Create joint marketing and outreach efforts with state agencies

NCC utilized the IHUM grant to enhance educational opportunities for students in the PN program through the integration of high quality simulation learning experiences. Curriculum map shows a clear correlation between nursing courses to meet program objectives. A pathway for advancement from PN to obtainment of an advanced nursing degree is provided. Resources developed during the grant period are freely shared via the Creative Commons website. Relationships with regional employers and industry provide work-place learning opportunities. Marketing materials for the PN program were developed with grant funds.

**Non-Applicable Milestones:**

The following millstones are not applicable to this signature program

- 1.2: Align non-credit offerings with credit courses
- 3.3: Implement accelerated and/or contextualized remediation programs.
- 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries)
- 4.4: Collaborate with state agencies on a participant referral process.
- 4.5: Partner with industry and state agencies on job fairs and mission-based events

**Sustainability**

NCC identified the following sustainability plan that applies to the PN program:

- Continue to maintain the simulators and the simulation lab.
- Simulation coordinator position has been institutionalized and will continue.
- Healthcare assistant position has been institutionalized and will continue.
- College will continue to offer PLA.
- Continue to work to strengthen the healthcare sector board, advisory committees and partner relationships.
- Continue to be involved in the statewide simulation network.

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| **MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.** | **X** Complete<br>☐Incomplete |
| **MILESTONE 1.2: Align non-credit offerings with credit courses.** | **NOT APPLICABLE** |
| **MILESTONE 1.3: Expand and enhance work-based learning experiences.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC)** | **NOT APPLICABLE** |
| **MILESTONE 1.5: Strengthen Prior Learning Assessment initiative.** | **X** Complete<br>☐ Incomplete |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, nursing curriculum was audited to implement nursing simulation into the curriculum. Specifically, OB simulation was added to the curriculum to serve as the OB clinical time. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of practical nursing syllabi on Skills Commons revealed courses that make-up the PN program<br>Information regarding PN simulation learning experiences was noted on simulation documents found on Skills Commons.<br><br>There is an established Pathway from NA to PN to ADN to BSN to advance nursing degrees<br><br>Per additional documents provided this signature program alignment of non-credit to credit courses is non-applicable to this signature program. |

| DELIVERABLE 1.2: Updated college facilities | | |
|---|---|---|
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, nursing labs were remodeled to accommodate the new simulators and to create a hospital room, a control room to run simulators, and a debriefing room to go over the experience with students. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Renovation of the nursing lab to add simulation facilities meets this criterion. The inclusion of a dedicated debriefing room shows a commitment to simulation best practice standards. |

| DELIVERABLE 1.3: Offer new credentials | | |
|---|---|---|
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per the Statement of Grant Impact document no new credentials were developed.<br>**COMMENTS:** Non-applicable to this signature program |

| DELIVERABLE 1.4: Letters of commitment from employers and industry representatives | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document there is commitment from employers and industry. |
| QUALITY | ☐ Satisfactory<br>☐Unsatisfactory<br>X Unclear | COMMENTS: Per the Statement of Grant Impact document industry and employer partners have become more supportive of the nursing program by<br>• Expanding the number and type of scholarships available for students.<br>• Continued donations of equipment and supplies<br>• Commitment to interview and hire graduates of NCC's programs.<br>However, no letters of commitment were found in the documentation provided or in documents on Skills Commons. |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| STATUS | NOT APPLICABLE | COMMENTS: NA |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document there are formalized prior learning assessment processes in place. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | COMMENTS: Per the Statement of Grant Impact document, the college has formalized its Prior Learning Assessment and the registrar works with academic advisors to note situations where students should consider seeking PLA and guiding them through the process. More students have taken advantage of the availability. |

| STRATEGY 2: Advance Online & Technology-Enabled Learning | |
|---|---|
| MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS. | X Complete<br>☐ Incomplete |
| MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS. | X Complete<br>☐ Incomplete |
| MILESTONE 2.3: Create and distribute Open Educational Resources. | X Complete<br>☐ Incomplete |

| DELIVERABLE 2.1: Public licensing of curricula and training materials | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Documents and training materials developed for the signature program are available for public download on Creative Commons |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: A review of documents posted by NCC on Creative Commons revealed:<br>• Eight PN program course syllabi<br>• Two PN program level simulation scenarios<br>• One document with information about PN simulation learning experiences |

| DELIVERABLE 2.2: Distribution through project and online repositories | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: As noted above, material created using grant funds were posted on SkillsCommons. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: As noted above, review of documents posted by NCC on Skils Commons revealed:<br>• Eight PN program course syllabi<br>• Two PN program level simulation scenarios<br>• One document with information about PN simulation learning experiences |
| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per additional documents provided this signature program has a blended learning format. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: Simulation supplements clinical time. |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document, simulation learning experiences opportunities have been expanded and incorporated into the nursing curriculum. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | COMMENTS: Per the Statement of Grant Impact document,<br>• Three high fidelity simulators (SimMan, SimMom and SimJr) have been purchased to be used to enhance nursing education through simulation.<br>• The college facilities have been remodeled to make the simulation lab as realistic as possible. This included the creation of a hospital setting, control room, debriefing room<br>• Simulation has been implemented into PN IA and cover topics from postoperative care, COPD, Hypoglycemia, pulmonary embolism, myocardial infarction, vaginal delivery, postpartum hemorrhage and code blue.<br>• Due to the inconsistent nature of traditional OB clinical opportunities, the OB clinical experiences occur in the simulation lab. |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| STATUS | NOT APPLICABLE | COMMENTS: NA. |
| **STRATEGY 3: Create Expanded & Individualized Student Support Services** | | |
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.** | | X Complete<br>☐ Incomplete |

| | | |
|---|---|---|
| **MILESTONE 3.2: Improve student career planning.** | | **X** Complete<br>☐Incomplete |
| **MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs.** | | **NOT APPLICABLE** |
| **DELIVERABLE 3.1: Develop and implement online, modular-based programs** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per additional documents provided this signature program has a blended learning format. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Simulation supplements clinical time. |
| **DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per additional documents provided this Deliverable is non-applicable to this signature program |
| **DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms** | | |
| **STATUS** | **X** Completed<br>☐In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** There is evidence of marketing efforts on multiple platforms for this signature program. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** There is a direct link to a webpage that describes the NCC Practical Nursing program from the Enhance Iowa webpage. Per additional documents provided NCC launched digital marketing campaigns this signature program. |
| **DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Information related to this deliverable for the PN program was not addressed on the Statement of Grant Impact document, however evidence related to progress towards this deliverable was found Enhance Iowa Career Coach webpage. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** A map on the Enhance Iowa Career Coach webpage reveals information about the abundance of healthcare jobs in the area served by NCC and a link to the college goes directly to a webpage describing the signature program and LPN jobs in the area. |
| **STRATEGY 4: Create & Improve Alignment with Industry & State Agencies** | | |
| **MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries).** | | **NOT APPLICABLE** |
| **MILESTONE 4.2: Create or strengthen regional industry advisory committees.** | | **X** Complete<br>☐ Incomplete |

| | |
|---|---|
| **MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.4: Collaborate with state agencies on a participant referral process.** | **NOT APPLICABLE** |
| **MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events.** | **NOT APPLICABLE** |

| | | |
|---|---|---|
| **DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee** | | |
| **STATUS** | **X** Completed<br>☐In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, a Health Sector Board has been established and a nursing program advisory committee is in place. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** Per the Statement of Grant Impact document, the Healthcare Sector Board meets on an annual basis but there is push for the board to meet more regularly and to discuss needs within the industry and region.<br><br>The advisory committee for nursing meets regularly and has a quality representation of health care facilities. Attendance at the meetings is also high, meaning there is significant engagement with NCC and its program. |
| **DELIVERABLE 4.2: New industry partnerships developed during the grant period** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per additional documents provided this Deliverable is non-applicable to this signature program |
| **DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Information related to this deliverable for the PN program was not addressed on the Statement of Grant Impact document, however evidence related to progress towards this deliverable was found on the Enhance Iowa Career Coach webpage and on the Creative Commons website. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** As indicated in Deliverable 3.4 a link on the Emsi Career Coach webpage goes directly to a webpage describing the signature program and healthcare jobs in the area. The webpage was developed as part of the IHUM grant. |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per additional documents provided this Deliverable is non-applicable to this signature program |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐Attempted<br>☐Never Started | **COMMENTS:** Per additional documents provided NCC host a yearly event. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Every year NCC hosts a job fair and healthcare representatives attend |

# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed: Northwest Iowa Community College**

**Signature Program Reviewed: Associate Degree Nursing**

**Program Subject Matter Expert: Melody Bethards**

**Subject Matter Expert Credentials: MSN, RN, CNE, CHSE**

**Review Period: 10/1/2014-09/1/2018**

**Date of Final Report: 9/26/2018**

**Synopsis of Findings:**

**Milestones completed:**

- 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.
- 1.3: Expand and enhance work-based learning experiences
- 1.5: Strengthen Prior Learning Assessment initiative.
- 2.1: Enhance and expand simulation into courses and trainings.
- 2.2: Expand online and blended course offerings
- 2.3: Create and distribute Open Educational Resources.
- 3.1: Implement specialized recruitment and retention efforts.
- 3.2: Improve student career planning
- 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries)
- 4.2: Create or strengthen regional industry advisory committees.
- 4.3: Create joint marketing and outreach efforts with state agencies
- 4.5: Partner with industry and state agencies on job fairs and mission-based events

NCC utilized the IHUM grant to enhance educational opportunities for students in the ADN program through the integration of high-quality simulation learning experiences. Curriculum map shows a clear correlation between nursing courses to meet program objectives. A pathway for advancement from ADN to obtainment of an advanced nursing degree is provided. Resources developed during the grant period are freely shared via the Creative Commons website. Relationships with regional employers and industry provide work-place learning opportunities. Marketing materials for the ADN program were developed with grant funds.

**Non-Applicable Milestones:**

The following millstones are not applicable to this signature program

- 1.2: Align non-credit offerings with credit courses
- 3.3: Implement accelerated and/or contextualized remediation programs.
- 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries)
- 4.4: Collaborate with state agencies on a participant referral process.

**Sustainability**

NCC identified the following sustainability plan that applies to the ADN program:

- Continue to maintain the simulators and the simulation lab.
- Simulation coordinator position has been institutionalized and will continue.
- Healthcare assistant position has been institutionalized and will continue.
- College will continue to offer PLA.
- Continue to work to strengthen the healthcare sector board, advisory committees and partner relationships.
- Continue to be involved in the statewide simulation network.

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| **MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 1.2: Align non-credit offerings with credit courses.** | **NOT APPLICABLE** |
| **MILESTONE 1.3: Expand and enhance work-based learning experiences.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC)** | **NOT APPLICABLE** |
| **MILESTONE 1.5: Strengthen Prior Learning Assessment initiative.** | **X** Complete<br>☐ Incomplete |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, nursing curriculum was audited to implement nursing simulation into the curriculum. Specifically, OB simulation was added to the curriculum to serve as the OB clinical time. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **Note: File labeled as NCC_Curriculum Map_Associate Degree Nursing contains a document titled Signature Program: NCC Practical Nursing, however courses listed on this document match courses listed on the document titled NCC_Course_Information_Associate_Degree_Nursing therefore this document was used to evaluate the quality of this deliverable.**<br><br>Review of curriculum documents provided reveals:<br>• Alignment of ADN courses only to meet program outcomes. There is no evidence found on the curriculum map to indicate how general education courses align with ADN program outcomes.<br>• Evidence of the presence of simulation learning experiences are found in the following ADN program syllabi:<br>  ○ ADN 657: ADN Nursing IIA<br>  ○ ADN 649: Advanced Nursing Concepts II<br>• Established Pathway from PN to ADN to BSN to advance nursing degrees<br><br>Per additional documents provided this signature program alignment of non-credit to credit courses is non-applicable to this signature program. |

| DELIVERABLE 1.2: Updated college facilities | | |
|---|---|---|
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, nursing labs were remodeled to accommodate the new simulators and to create a hospital room, a control room to run simulators, and a debriefing room to go over the experience with students. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Renovation of the nursing lab to add simulation facilities meets this criterion. The inclusion of a dedicated debriefing room shows a commitment to simulation best practice standards. |

| DELIVERABLE 1.3: Offer new credentials | | |
|---|---|---|
| STATUS | NOT APPLICABLE | COMMENTS: Per the Statement of Grant Impact document no new credentials were developed. |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document there is commitment from employers and industry. |
| QUALITY | ☐ Satisfactory<br>☐Unsatisfactory<br>X Unclear | COMMENTS: Per the Statement of Grant Impact document industry and employer partners have become more supportive of the nursing program by<br>• Expanding the number and type of scholarships available for students.<br>• Continued donations of equipment and supplies<br>• Commitment to interview and hire graduates of NCC's programs.<br>However, no letters of commitment were found in the documentation provided or in documents on Skills Commons. |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| STATUS | NOT APPLICABLE | COMMENTS: NA |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document there are formalized prior learning assessment processes in place. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | COMMENTS: Per the Statement of Grant Impact document, the college has formalized its Prior Learning Assessment and the registrar works with academic advisors to note situations where students should consider seeking PLA and guiding them through the process. More students have taken advantage of the availability.<br>LPN licensure is required for admission to this signature program. |

| STRATEGY 2: Advance Online & Technology-Enabled Learning | |
|---|---|
| MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS. | X Complete<br>☐ Incomplete |
| MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS. | X Complete<br>☐ Incomplete |
| MILESTONE 2.3: Create and distribute Open Educational Resources. | X Complete<br>☐ Incomplete |

| DELIVERABLE 2.1: Public licensing of curricula and training materials | | |
|---|---|---|
| STATUS | X Completed | COMMENTS: Documents and training materials developed for the signature program are available for public download on Creative Commons |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| QUALITY | X Satisfactory | COMMENTS: A review of documents posted by NCC on Creative Commons revealed:<br>• Seven ADN program course syllabi<br>• Six ADN program level simulation scenarios<br>• One document with information about ADN simulation learning experiences |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 2.2: Distribution through project and online repositories** | | |
| STATUS | X Completed | COMMENTS: As noted above, material created using grant funds were posted on SkillsCommons. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| QUALITY | X Satisfactory | COMMENTS: As noted above, review of documents posted by NCC on Creative Commons revealed:<br>• Seven ADN program course syllabi<br>• Six ADN program level simulation scenarios<br>• One document with information about ADN simulation learning experiences |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| STATUS | X Completed | COMMENTS: Per additional documents provided this signature program has a blended learning format. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | Never Started | |
| QUALITY | X Satisfactory | COMMENTS: Simulation supplement preceptor and clinical time. |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| STATUS | X Completed | COMMENTS: Per the Statement of Grant Impact document, simulation learning experiences opportunities have been expanded and incorporated into the nursing curriculum. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |

| | | |
|---|---|---|
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** Per the Statement of Grant Impact document,<br>• Three high fidelity simulators (SimMan, SimMom and SimJr) have been purchased to be used to enhance nursing education through simulation.<br>• The college facilities have been remodeled to make the simulation lab as realistic as possible. This included the creation of a hospital setting, control room, debriefing room<br>• Simulation has been implemented into ADN Nursing IA, Nursing IB, Nursing IIA and Nursing IIB courses and cover topics from postoperative care, COPD, Hypoglycemia, pulmonary embolism, myocardial infarction, vaginal delivery, postpartum hemorrhage and code blue.<br>• Due to the inconsistent nature of traditional OB clinical opportunities, the OB clinical experiences occur in the simulation lab. |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** NA. |
| **STRATEGY 3: Create Expanded & Individualized Student Support Services** | | |
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 3.2: Improve student career planning.** | | **X** Complete<br>☐Incomplete |
| **MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs.** | | **NOT APPLICABLE** |
| **DELIVERABLE 3.1: Develop and implement online, modular-based programs** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Per additional documents provided this signature program has a blended learning format. |
| **QUALITY** | **X** Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | **COMMENTS:** Simulation supplement preceptor and clinical time. |
| **DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per additional documents provided this Deliverable is non-applicable to this signature program |
| **DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms** | | |
| **STATUS** | **X** Completed<br>☐In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** There is evidence of marketing efforts on multiple platforms for this signature program. |

| | | |
|---|---|---|
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** There is a direct link to a webpage that describes the NCC Associate Degree Nursing program from the Enhance Iowa webpage. Per additional documents provided NCC launched digital marketing campaigns this signature program. |
| **DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Information related to this deliverable for the ADN program was not addressed on the Statement of Grant Impact document, however evidence related to progress towards this deliverable was found Enhance Iowa Career Coach webpage. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** A map on the Enhance Iowa Career Coach webpage reveals information about the abundance of healthcare jobs in the area served by NCC and a link to the college goes directly to a webpage describing the signature program and RN jobs in the area. |
| **STRATEGY 4: Create & Improve Alignment with Industry & State Agencies** | | |
| **MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries).** | | **NOT APPLICABLE** |
| **MILESTONE 4.2: Create or strengthen regional industry advisory committees.** | | X Complete<br>☐ Incomplete |
| **MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies.** | | X Complete<br>☐ Incomplete |
| **MILESTONE 4.4: Collaborate with state agencies on a participant referral process.** | | **NOT APPLICABLE** |
| **MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events.** | | **NOT APPLICABLE** |
| **DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee** | | |
| **STATUS** | X Completed<br>☐In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, a Health Sector Board has been established and a nursing program advisory committee is in place. |

| | | |
|---|---|---|
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** Per the Statement of Grant Impact document, the Healthcare Sector Board meets on an annual basis but there is push for the board to meet more regularly and to discuss needs within the industry and region.<br><br>The advisory committee for nursing meets regularly and has a quality representation of health care facilities. Attendance at the meetings is also high, meaning there is significant engagement with NCC and its program.<br><br>No information about the make-up of the Health Sector Board is provided. No evidence of meeting minutes for the Health Sector Board or advisory committee were found in the signature program documents provided or in the documents on Creative Commons. |
| **DELIVERABLE 4.2: New industry partnerships developed during the grant period** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per additional documents provided this Deliverable is non-applicable to this signature program |
| **DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Information related to this deliverable for the ADN program was not addressed on the Statement of Grant Impact document, however evidence related to progress towards this deliverable was found on the Enhance Iowa Career Coach webpage and on the Creative Commons website. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** As indicated in Deliverable 3.4 a link on the Emsi Career Coach webpage goes directly to a webpage describing the signature program and healthcare jobs in the area. The webpage was developed as part of the IHUM grant. |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per additional documents provided this Deliverable is non-applicable to this signature program |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐Attempted<br>☐Never Started | **COMMENTS:** Per additional documents provided NCC host a yearly event. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Every year NCC hosts a job fair and healthcare representatives attend |

# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed: Northwest Iowa Community College**

**Signature Program Reviewed: Medical Coding Diploma Program**

**Subject Matter Expert: Melody Bethards**

**Subject Matter Expert Credentials: MSN, RN, CNE, CHSE**

**Review Period: 10/1/2014-09/1/2018**

**Date of Final Report: 9/26/2018**

**Synopsis of Findings:**

**Milestones completed:**

- 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.
- 1.3: Expand and enhance work-based learning experiences
- 1.5: Strengthen Prior Learning Assessment initiative.
- 2.2: Expand online and blended course offerings
- 2.3: Create and distribute Open Educational Resources.
- 3.1: Implement specialized recruitment and retention efforts.
- 3.2: Improve student career planning
- 4.2: Create or strengthen regional industry advisory committees.
- 4.3: Create joint marketing and outreach efforts with state agencies
- 4.5: Partner with industry and state agencies on job fairs and mission-based events**.**

NCC utilized the IHUM grant to support educational opportunities for students in the Medical Coding program by moving the program to an on-line format. Curriculum map shows a correlation between Medical Coding courses to meet program objectives. A pathway for advancement from Medical Records Certificate to Medical Coding Diploma to HITS Degree is provided. Resources developed during the grant period are freely shared via the Creative Commons website. Relationships with regional employers and industry provide work-place learning opportunities. Marketing materials for the Medical Coding program were developed with grant funds.

**Non-Applicable Milestones**

- 1.2: Align non-credit offerings with credit courses
- 2.1: Enhance and expand simulation into courses and trainings
- 3.3: Implement accelerated and/or contextualized remediation programs.
- 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries)
- 4.4: Collaborate with state agencies on a participant referral process.

**Sustainability**

NCC identified the following sustainability plan that applies to the Radiology Technician program:

- Implementation of simulation and technology enabled learning. This will continue.
- Continued utilization of the digital x-ray machine.
- Full-time rad tech instructor has been institutionalized and maintained.
- Healthcare assistant position has been institutionalized and will continue.
- Continue to offer PLA.
- Continue to work to strengthen the healthcare sector board, advisory committees and partner relationships.

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| **MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.** | X Complete<br>☐ Incomplete |
| **MILESTONE 1.2: Align non-credit offerings with credit courses.** | **NOT APPLICABLE** |
| **MILESTONE 1.3: Expand and enhance work-based learning experiences.** | X Complete<br>☐ Incomplete |
| **MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC)** | ☐ Complete<br>☐ Incomplete |
| **MILESTONE 1.5: Strengthen Prior Learning Assessment initiative.** | X Complete<br>☐ Incomplete |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, courses in the Medical Coding program are now offered online. |
| **QUALITY** | X Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | Per the Statement of Grant Impact document, the Medical Coding curriculum ire reviewed regularly to meet national standards.<br><br>Review of curriculum documents provided reveals:<br>• Alignment to all but one of the Medical Coding courses to meet program outcomes. HITS 113 is not aligned to the program outcomes,<br>• Established Pathway from Medical Records Certificate to Medical Coding Diploma to HITS Degree.<br><br>Per additional documents provided this signature program alignment of non-credit to credit courses is non-applicable to this signature program. |
| **DELIVERABLE 1.2: Updated college facilities** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per additional documents provided this Deliverable is non-applicable to this signature program |
| **DELIVERABLE 1.3: Offer new credentials** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per the Statement of Grant Impact document no new credentials were developed. |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document there is commitment from employers and industry. |

| | | |
|---|---|---|
| **QUALITY** | **X** Satisfactory<br>☐Unsatisfactory<br>☐Unclear | **COMMENTS:** Per the Statement of Grant Impact document, industry and employer partners have become more supportive of health programs by<br>• Expanding the number and type of scholarships available for students.<br>• Continued donations of equipment and supplies<br>• Commitment to interview and hire graduates of NCC's programs. |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS: NA** |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document there are formalized prior learning assessment processes in place. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** Per the Statement of Grant Impact document, the college has formalized its Prior Learning Assessment and the registrar works with academic advisors to note situations where students should consider seeking PLA and guiding them through the process. More students have taken advantage of the availability. |
| **STRATEGY 2: Advance Online & Technology-Enabled Learning** | | |
| **MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS.** | | **NOT APPLICABLE** |
| **MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 2.3: Create and distribute Open Educational Resources.** | | **X** Complete<br>☐ Incomplete |
| **DELIVERABLE 2.1: Public licensing of curricula and training materials** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Documents and training materials developed for the signature program are available for public download on Creative Commons |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of documents posted by NCC on Skills Commons revealed Seven Medical Coding program course syllabi |
| **DELIVERABLE 2.2: Distribution through project and online repositories** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** As noted above, material created using grant funds were posted on Skills Commons. |

| | | |
|---|---|---|
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** As noted above, review of documents posted by NCC on Skills Commons revealed Seven Medical Coding program course syllabi |
| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, the Medical Coding program is now offered on-line. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document, Medical Coding program moved from a classroom-based program to an on-line program. |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per additional documents provided this Deliverable is non-applicable to this signature program |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** NA |
| **STRATEGY 3: Create Expanded & Individualized Student Support Services** | | |
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.** | ☐ Complete<br>**X** Incomplete | |
| **MILESTONE 3.2: Improve student career planning.** | **X** Complete<br>☐Incomplete | |
| **MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs.** | **NOT APPLICABLE** | |
| **DELIVERABLE 3.1: Develop and implement online, modular-based programs** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Per the Statement of Grant Impact document, the Medical Coding program is now offered on-line. |
| **QUALITY** | **X** Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document, Medical Coding program moved from a classroom-based program to an on-line program. |
| **DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per additional documents provided this Deliverable is non-applicable to this signature program |

| DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms | | |
|---|---|---|
| STATUS | X Completed | COMMENTS: There is evidence of marketing efforts on multiple platforms for this signature program |
| | ☐ In Progress | |
| | ☐Attempted | |
| | ☐ Never Started | |
| QUALITY | X Satisfactory | COMMENTS: There is a direct link to a webpage that describes the NCC Medical Coding program from the Enhance Iowa webpage. Per additional documents provided NCC launched digital marketing campaigns this signature program.. |
| | ☐Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study** | | |
| STATUS | X Completed | COMMENTS: Information related to this deliverable for the Medical Coding program was not addressed on the Statement of Grant Impact document, however evidence related to progress towards this deliverable was found Enhance Iowa Career Coach webpage. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| QUALITY | X Satisfactory | COMMENTS: A map on the Enhance Iowa Career Coach webpage reveals information about the abundance of healthcare jobs in the area served by NCC and a link to the college goes directly to a webpage describing the signature program and jobs in the area. |
| | ☐ Unsatisfactory | |
| | ☐Unclear | |

| STRATEGY 4: Create & Improve Alignment with Industry & State Agencies | |
|---|---|
| MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries). | NOT APPLICABLE |
| MILESTONE 4.2: Create or strengthen regional industry advisory committees. | X Complete |
| | ☐ Incomplete |
| MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies. | X Complete |
| | ☐ Incomplete |
| MILESTONE 4.4: Collaborate with state agencies on a participant referral process. | NOT APPLICABLE |
| MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events. | NOT APPLICABLE |

| DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee | | |
|---|---|---|
| STATUS | X Completed | COMMENTS: Per the Statement of Grant Impact document, a Health Sector Board has been established and a Radiology Tech program advisory committee is in place. |
| | ☐In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |

| | | |
|---|---|---|
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** Per the Statement of Grant Impact document, the Healthcare Sector Board meets on an annual basis but there is push for the board to meet more regularly and to discuss needs within the industry and region.<br><br>Advisory committee for Health Information Technology (which includes this signature program) meets regularly and has a quality representation of health care facilities. Attendance at the meetings is also high, meaning there is significant engagement with NCC and its program. |
| **DELIVERABLE 4.2: New industry partnerships developed during the grant period** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per the Statement of Grant Impact document, no new industry partners were established during the grant period. |
| **DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Information related to this deliverable for the Medical Coding program was not addressed on the Statement of Grant Impact document, however evidence related to progress towards this deliverable was found on the Enhance Iowa Career Coach webpage and on the Creative Commons website. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** As indicated in Deliverable 3.4 a link on the Emsi Career Coach webpage goes directly to a webpage describing the signature program and healthcare jobs in the area. The webpage was developed as part of the IHUM grant. |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per additional documents provided this Deliverable is non-applicable to this signature program |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐Attempted<br>☐Never Started | **COMMENTS:** Per additional documents provided NCC host a yearly event. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Every year NCC hosts a job fair and healthcare representatives attend |

# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed: Northwest Iowa Community College**

**Signature Program Reviewed: Pharmacy Technician Program – Diploma or Certificate**

**Subject Matter Expert: Melody Bethards**

**Subject Matter Expert Credentials: MSN, RN, CNE, CHSE**

**Review Period: 10/1/2014-09/1/2018**

**Date of Final Report: 9/26/2018**

**Synopsis of Findings:**

**Milestones completed:**

- 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.
- 1.3: Expand and enhance work-based learning experiences
- 2.2: Expand online and blended course offerings
- 2.3: Create and distribute Open Educational Resources.
- 3.1: Implement specialized recruitment and retention efforts 4.2: Create or strengthen regional industry advisory committees.
- 4.3: Create joint marketing and outreach efforts with state agencies
- 4.5: Partner with industry and state agencies on job fairs and mission-based events

NCC utilized the IHUM grant to support educational opportunities for students in the Pharmacy Technician program. Course content is delivered on line and work based experiences are provided. Resources developed during the grant period are freely shared via the Creative Commons website and marketing materials were developed with grant funds.

**Non-applicable Milestones**

- 1.2: Align non-credit offerings with credit courses
- 1.5: Strengthen Prior Learning Assessment initiative.
- 2.1: Enhance and expand simulation into courses and trainings.
- 3.3: Implement accelerated and/or contextualized remediation programs.
- 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries)
- 4.4: Collaborate with state agencies on a participant referral process.

**Sustainability**

No sustainability plan related to this program was identified

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| **MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.** | **X** Complete<br>☐Incomplete |
| **MILESTONE 1.2: Align non-credit offerings with credit courses.** | **NOT APPLICABLE** |
| **MILESTONE 1.3: Expand and enhance work-based learning experiences.** | **X** Complete<br>☐Incomplete |
| **MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC)** | **NOT APPLICABLE** |
| **MILESTONE 1.5: Strengthen Prior Learning Assessment initiative.** | **NOT APPLICABLE** |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Per additional documents provided this signature program was put entirely on-line.<br><br>Per additional documents provided this signature program alignment of non-credit to credit courses is non-applicable to this signature program. |
| **QUALITY** | ☐Satisfactory<br>☐Unsatisfactory<br>**X** Unclear | **COMMENTS:** Per additional documents provided program syllabi were shared via Sharepoint and Dropbox, however these documents are not available to this reviewer. |

| DELIVERABLE 1.2: Updated college facilities | | |
|---|---|---|
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per additional documents provided this Deliverable is non-applicable to this signature program |

| DELIVERABLE 1.3: Offer new credentials | | |
|---|---|---|
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per additional documents provided this Deliverable is non-applicable to this signature program |

| DELIVERABLE 1.4: Letters of commitment from employers and industry representatives | | |
|---|---|---|
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐Attempted<br>☐Never Started | **COMMENTS:** Per additional documents provided there is support from industry for this signature program. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per additional documents provided Pharmacy Tech students have a clinical component and are served by area pharmacies. |

| DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only) | | |
|---|---|---|
| **STATUS** | **NOT APPLICABLE** | **COMMENTS: NA** |

| DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT) | | |
|---|---|---|
| STATUS | NOT APPLICABLE | COMMENTS: Per additional documents provided this Deliverable is non-applicable to this signature program |
| **STRATEGY 2: Advance Online & Technology-Enabled Learning** | | |
| MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS. | | NOT APPLICABLE |
| MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS. | | X Complete |
| | | ☐Incomplete |
| MILESTONE 2.3: Create and distribute Open Educational Resources. | | X Complete |
| | | ☐ Incomplete |
| DELIVERABLE 2.1: Public licensing of curricula and training materials | | |
| STATUS | X Completed | COMMENTS: Documents and training materials developed for the signature program are available for public download on Skills Commons |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| QUALITY | X Satisfactory | COMMENTS: A review of documents posted by NCC on Creative Commons revealed:<br>• Three Pharmacy Technician program course syllabi |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| DELIVERABLE 2.2: Distribution through project and online repositories | | |
| STATUS | X Completed | COMMENTS: As noted above, material created using grant funds were posted on Skills Commons. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| QUALITY | X Satisfactory | COMMENTS: As noted above, review of documents posted by NCC on Skils Commons revealed:<br>• Three Pharmacy Technician program course syllabi |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| DELIVERABLE 2.3: Offering online/blended programs | | |
| STATUS | X Completed | COMMENTS: Per additional documents provided this signature program was put entirely on-line. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐Never Started | |
| QUALITY | ☐ Satisfactory | COMMENTS: Per additional documents provided program syllabi were shared via Sharepoint and Dropbox, however these documents are not available to this reviewer. |
| | ☐ Unsatisfactory | |
| | X Unclear | |
| DELIVERABLE 2.4: Incorporation of simulation into courses | | |
| STATUS | NOT APPLICABLE | COMMENTS: Per additional documents provided this Deliverable is non-applicable to this signature program |

| DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis | | |
|---|---|---|
| STATUS | NOT APPLICABLE | COMMENTS: NA |

| STRATEGY 3: Create Expanded & Individualized Student Support Services | |
|---|---|
| MILESTONE 3.1: Implement specialized recruitment and retention efforts. | X Complete<br>☐Incomplete |
| MILESTONE 3.2: Improve student career planning. | X Complete<br>☐ Incomplete |
| MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs. | NOT APPLICABLE |

| DELIVERABLE 3.1: Develop and implement online, modular-based programs | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | COMMENTS: Per additional documents provided this signature program was put entirely on-line. |
| QUALITY | ☐ Satisfactory<br>☐Unsatisfactory<br>X Unclear | COMMENTS: Per additional documents provided program syllabi were shared via Sharepoint and Dropbox, however these documents are not available to this reviewer. |

| DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators | | |
|---|---|---|
| STATUS | NOT APPLICABLE | COMMENTS: Per additional documents provided this Deliverable is non-applicable to this signature program |

| DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: COMMENTS: There is evidence of marketing efforts on multiple platforms for this signature program |
| QUALITY | X Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | COMMENTS: There is a direct link to a webpage that describes the NCC Pharmacy Technician program from the Enhance Iowa webpage. Per additional documents provided NCC launched digital marketing campaigns this signature program. |

| DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Information related to this deliverable for the Pharmacy Technician program was not provided, however evidence related to progress towards this deliverable was found. |

| | | |
|---|---|---|
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A map on the Enhance Iowa Career Coach webpage reveals information about the abundance of healthcare jobs in the area served by NCC and a link to the college goes directly to a webpage describing the signature program and healthcare jobs in the area. |
| **STRATEGY 4: Create & Improve Alignment with Industry & State Agencies** | | |
| **MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries).** | | **NOT APPLICABLE** |
| **MILESTONE 4.2: Create or strengthen regional industry advisory committees.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies.** | | **NOT APPLICABLE** |
| **MILESTONE 4.4: Collaborate with state agencies on a participant referral process.** | | **NOT APPLICABLE** |
| **MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events.** | | **X** Complete<br>☐Incomplete |
| **DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per additional documents provided a Health Sector Board has been established and a Pharmacy Tech program advisory committee is in place. |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>**X** Unclear | **COMMENTS:** Per additional documents provided program syllabi were shared via Sharepoint and Dropbox, however these documents are not available to this reviewer. |
| **DELIVERABLE 4.2: New industry partnerships developed during the grant period** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per additional documents provided this Deliverable is non-applicable to this signature program |
| **DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per additional documents provided this Deliverable is non-applicable to this signature program |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per additional documents provided this Deliverable is non-applicable to this signature program |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐Attempted<br>☐Never Started | **COMMENTS:** Per additional documents provided NCC host a yearly event. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Every year NCC hosts a job fair and healthcare representatives attend |

# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed: Northwest Iowa Community College**

**Signature Program Reviewed: Radiology Technician Degree Program**

**Subject Matter Expert: Melody Bethards**

**Subject Matter Expert Credentials: MSN, RN, CNE, CHSE**

**Review Period: 10/1/2014-09/1/2018**

**Date of Final Report: 9/26/2018**

**Synopsis of Findings:**

**Milestones completed:**

- 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.
- 1.3: Expand and enhance work-based learning experiences
- 1.5: Strengthen Prior Learning Assessment initiative.
- 2.1: Enhance and expand simulation into courses and trainings.
- 2.2: Expand online and blended course offerings
- 2.3: Create and distribute Open Educational Resources.
- 3.1: Implement specialized recruitment and retention efforts.
- 3.2: Improve student career planning
- 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries)
- 4.2: Create or strengthen regional industry advisory committees.
- 4.3: Create joint marketing and outreach efforts with state agencies

NCC utilized the IHUM grant to enhance educational opportunities for students in the Radiology Tech program by creating a hybrid program option and integration of simulation-based learning experiences. Curriculum map shows a clear correlation between Radiology Tech courses to meet program objectives. A pathway for advancement from Radiology Tech degree to a 4-year institution is provided. Resources developed during the grant period are freely shared via the Creative Commons website. Relationships with regional employers and industry provide work-place learning opportunities. Marketing materials for the Radiology Tech program were developed with grant funds.

**Non- applicable Milestones**

- 1.2: Align non-credit offerings with credit courses
- 3.3: Implement accelerated and/or contextualized remediation programs.
- 4.4: Collaborate with state agencies on a participant referral process.
- 4.5: Partner with industry and state agencies on job fairs and mission-based events**.**

**Sustainability**

NCC identified the following sustainability plan that applies to the Radiology Technician program:

- Implementation of simulation and technology enabled learning. This will continue.
- Continued utilization of the digital x-ray machine.
- Full-time rad tech instructor has been institutionalized and maintained.
- Healthcare assistant position has been institutionalized and will continue.
- Continue to offer PLA.
- Continue to work to strengthen the healthcare sector board, advisory committees and partner relationships.

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| **MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 1.2: Align non-credit offerings with credit courses.** | **NOT APPLICABLE** |
| **MILESTONE 1.3: Expand and enhance work-based learning experiences.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC)** | **NOT APPLICABLE** |
| **MILESTONE 1.5: Strengthen Prior Learning Assessment initiative.** | **X** Complete<br>☐ Incomplete |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, courses in the Rad Tech program are now offered online or on hybrid format. |
| **QUALITY** | **X** Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | Per the Statement of Grant Impact document, the Rad Tech curriculum ire reviewed regularly to meet JCERT standards.<br><br>Review of curriculum documents provided reveals:<br>• Alignment of Radiology Technician courses only to meet program outcomes. There is no evidence found on the curriculum map to indicate how general education courses align with Radiology Technician program outcomes.<br>• Hybrid option is noted in the following Rad Tech program syllabus:<br>  ○ RAD 104: Radiographic Patient Care<br>• Established Pathway from Radiology Tech degree to 4-degree.<br><br>Per additional documents provided this signature program alignment of non-credit to credit courses is non-applicable to this signature program. |

| DELIVERABLE 1.2: Updated college facilities | | |
|---|---|---|
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐Attempted<br>☐ Never Started | **COMMENTS:** Per the Information provided on the Statement of Grant Impact document, for this deliverable is related to the purchase of equipment. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** The provided evidence for this deliverable is related to equipment, there is no evidence of updated college facilities for this signature program. |

| DELIVERABLE 1.3: Offer new credentials | | |
|---|---|---|
| STATUS | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>X Never Started | COMMENTS: Per the Statement of Grant Impact document no new credentials were developed. |
| QUALITY | ☐ Satisfactory<br>X Unsatisfactory<br>☐ Unclear | COMMENTS: No evidence found. |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document there is commitment from employers and industry. |
| QUALITY | ☐ Satisfactory<br>☐Unsatisfactory<br>X Unclear | COMMENTS: Per the Statement of Grant Impact document, industry and employer partners have become more supportive of health programs by<br>• Expanding the number and type of scholarships available for students.<br>• Continued donations of equipment and supplies<br>• Commitment to interview and hire graduates of NCC's programs.<br><br>However, no letters of commitment were found in the documentation provided or in documents on Skills Commons. |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| STATUS | NOT APPLICABLE | COMMENTS: NA |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document there are formalized prior learning assessment processes in place. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | COMMENTS: Per the Statement of Grant Impact document, the college has formalized its Prior Learning Assessment and the registrar works with academic advisors to note situations where students should consider seeking PLA and guiding them through the process. More students have taken advantage of the availability. |
| **STRATEGY 2: Advance Online & Technology-Enabled Learning** | | |
| MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS. | | X Complete<br>☐ Incomplete |

| | | |
|---|---|---|
| **MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 2.3: Create and distribute Open Educational Resources.** | | **X** Complete<br>☐ Incomplete |
| **DELIVERABLE 2.1: Public licensing of curricula and training materials** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Documents and training materials developed for the signature program are available for public download on Creative Commons |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of documents posted by NCC on Skills Commons revealed:<br>• Market materials for the Radiology Technician<br>• Radiology Technician program Promotional videos<br>• 20 Rad Tech program course syllabi |
| **DELIVERABLE 2.2: Distribution through project and online repositories** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** As noted above, material created using grant funds were posted on Skills Commons. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** As noted above, review of documents posted by NCC on Skills Commons revealed:<br>• Market materials for the Radiology Technician<br>• Radiology Technician program Promotional videos<br>• 20 Rad Tech program course syllabi |
| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, the Radiology Technician program is now offered in a hybrid format. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | program face-to-face curriculum is now implemented in an online learning environment. |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document grant funds were utilized to purchase equipment for simulation learning experiences for this signature program. |

| | | |
|---|---|---|
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document purchased a digital x-ray machine to be used by students attending the face-to-face or hybrid Rad Tech program options.<br>The digital x-ray machine will allow Rad Tech students to simulate positioning of patients and taking of x-rays as well as reviewing the x-rays for quality and correct position. |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** NA |
| **STRATEGY 3: Create Expanded & Individualized Student Support Services** | | |
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 3.2: Improve student career planning.** | | **X** Complete<br>☐Incomplete |
| **MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs.** | | **NOT APPLICABLE** |
| **DELIVERABLE 3.1: Develop and implement online, modular-based programs** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, the Radiology Technician program is now offered in a hybrid format. |
| **QUALITY** | **X** Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | program face-to-face curriculum is now implemented in an online learning environment. |
| **DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per additional documents provided this Deliverable is non-applicable to this signature program |
| **DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Information related to this deliverable for the Rad Tech program was not addressed on the Statement of Grant Impact document, however evidence related to progress towards this deliverable was found in signature program documents provided. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** There is a direct link to a webpage that describes the NCC Radiology Technician program from the Enhance Iowa webpage. In addition, the following marketing materials are found on the Skills Commons website:<br>• Three web-based Radiology Tech program promotions<br>• Two different Radiology Tech program promotional videos<br>. |

| DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Information related to this deliverable for the Radiology Tech program was not addressed on the Statement of Grant Impact document, however evidence related to progress towards this deliverable was found Enhance Iowa Career Coach webpage. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | COMMENTS: A map on the Enhance Iowa Career Coach webpage reveals information about the abundance of healthcare jobs in the area served by NCC and a link to the college goes directly to a webpage describing the signature program and jobs in the area. |

| STRATEGY 4: Create & Improve Alignment with Industry & State Agencies | |
|---|---|
| MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries). | NOT APPLICABLE |
| MILESTONE 4.2: Create or strengthen regional industry advisory committees. | X Complete<br>☐ Incomplete |
| MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies. | X Complete<br>☐ Incomplete |
| MILESTONE 4.4: Collaborate with state agencies on a participant referral process. | NOT APPLICABLE |
| MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events. | NOT APPLICABLE |

| DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee | | |
|---|---|---|
| STATUS | X Completed<br>☐In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document, a Health Sector Board has been established and a Radiology Tech program advisory committee is in place. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: Per the Statement of Grant Impact document, the Healthcare Sector Board meets on an annual basis but there is push for the board to meet more regularly and to discuss needs within the industry and region.<br><br>Advisory committee for radiologic technology meets regularly and has a quality representation of health care facilities. Attendance at the meetings is also high, meaning there is significant engagement with NCC and its program. |

| DELIVERABLE 4.2: New industry partnerships developed during the grant period | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐Attempted<br>☐Never Started | COMMENTS: Per the Statement of Grant Impact document, no new industry partners were established during the grant period. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | COMMENTS: Per the Statement of Grant Impact document, current industry partnerships were strengthened during the grant period, however there no information was provided regarding how. |

| DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies | | |
|---|---|---|
| STATUS | X Completed | COMMENTS: Information related to this deliverable for the Radiology Tech program was not addressed on the Statement of Grant Impact document, however evidence related to progress towards this deliverable was found on the Enhance Iowa Career Coach webpage and on the Creative Commons website. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐Never Started | |
| QUALITY | X Satisfactory | COMMENTS: As indicated in Deliverable 3.4 a link on the Emsi Career Coach webpage goes directly to a webpage describing the signature program and healthcare jobs in the area. The webpage was developed as part of the IHUM grant. |
| | ☐ Unsatisfactory | |
| | ☐Unclear | |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| STATUS | **NOT APPLICABLE** | COMMENTS: Per additional documents provided this Deliverable is non-applicable to this signature program |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| STATUS | X Completed | COMMENTS: Per additional documents provided NCC host a yearly event. |
| | ☐ In Progress | |
| | ☐Attempted | |
| | ☐Never Started | |
| QUALITY | X Satisfactory | COMMENTS: Every year NCC hosts a job fair and healthcare representatives attend |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |

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**Statement of Grant Impact: North Iowa Area Community College**

The purpose of this section is to show the full scope of the grant activities in a narrative form so that the reviewer understands the full impact of the IHUM grant on each signature program. Below is a checklist of each activity that should be addressed. Please provide any additional information you see fit as this checklist does not cover every activity over the past three years. Please take time to review the grant Technical Proposal as part of this process.

**Strategy 1** – Expand and Enhance Sector-Driven Career Pathways

- Audited and redesigned curricula
    - The Practical Nursing program (diploma) Associate Degree Nursing Degree (ADN) program: Incorporation of simulation activities in the curriculum enhanced the program and improved transition to clinical practice. During the grant activity the programs reviewed the curriculum to determine need for improvement and identified key activities to enhance learning.
    - Neonatal Resuscitation Program (NRP): Incorporation of simulation activities in the curriculum, along with video recording enhanced capabilities, helped meet the American Academy of Pediatrics and American Heart Association guidelines. Without enhanced simulation the program would not continue to meet guidelines.
    - Medical Administrative Assistant Diploma and Degree: These degree options were redesigned for curriculum alignment to better support transition from the diploma to degree and other business administration programs. Use of simulated medical records supported by grant funding improved preparation for the medical office careers.
- Updated college facilities
    - New simulators, medical equipment and a video recording system for the Health Simulation Center provided simulation activities to meet American Academy of Pediatrics and American Heart Association guidelines and International Nursing Association for Clinical Simulation and Learning (INACSL) standards. These facilities are utilized by PN, NRP, and ADN programs, while the Medical Administrative Assistance program benefitted from grant-funded simulated medical records.
- Offer new credentials: Not applicable as noted in the quarterly reports.
- Established commitment from employers and industry representatives
    - The Health Sector Board provided additional input from employers and industry with a perspective beyond one individual program. Continued commitment from the Nursing, Business and Continuing Education Advisory Committees, along with employers, remains strong. Employers and advisory committee members toured the Health Simulation Center and were included in discussions about curriculum updates with simulation.

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- Developed and piloted Registered Apprenticeship Programs (IT Only): Not applicable to NIACC

- Continued PLA progress started in I-AM
  NIACC implemented a Special Topics Course called PLA geared toward helping students develop a comprehensive portfolio. The class meets once a week for 8 weeks after which the student can submit his or her portfolio for faculty review. The student must meet 80% of the rubric requirements developed for the course for which they are seeking credit. The process may support students preparing for health programs taking prerequisites and support courses.

- Expand work-based learning experiences
  - NIACC has improved preparation for work-based learning through expanded simulation utilizing current technology in the workplace. This expansion now includes all signature programs. The room designs and equipment support a realistic work environment including patient monitors, infant care supplies and other items for simulation activities. NIACC also uses preceptorships and extensive clinical rotations to provide work based learning which meets the requirements of both the program and the Iowa Board of Nursing.

- Aligned non-credit offerings with credit courses: Not applicable as noted in the quarterly reports.

**Strategy 2** – Advance Online & Technology-Enabled Learning

- Enhance and expand simulation into courses and trainings
  - New simulators, medical equipment and a video recording system for the Health Simulation Center provided new simulation activities to enhance the curriculums of the nursing programs and Neonatal Resuscitation Program. The programs advanced the use of high fidelity simulation. The use of video streaming and playback for review greatly enhanced the potential for student learning during simulation.
  - Use of simulated medical records supported by grant funding support improved preparation for the medical office.
- Expand online and blended course offerings
  - The support courses for the nursing programs are online or hybrid courses. Hybrid courses for Anatomy and Physiology I and II were developed during the grant period. These courses are scheduled to coordinate with the ADN course schedule. (These courses were not funded by IHUM dollars.)
    The Neonatal Resuscitation Program is now a modular program ~~hybrid course~~ with online preparation and a focus on the skills and simulation on site.

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The Medical Administrative Assistant program expanded online course work. HIT: 125 Essentials of Health Records is a new hybrid course in the program. Another course is being developed for the spring semester. HIT420: Legal Aspects of Health Information will be an online course offering.

- The NIACC ADN Program will sign a new articulation agreement with the University of Iowa providing advanced placement in an online RN to BSN program while enrolled in the ADN Program. This curriculum option will highlight the NIACC online/hybrid course options currently available for students.
  A press conference and reception will be held on the NIACC campus to promote the new articulation agreement Feb. 8, 2018.

- Create and distribute Open Educational Resources
  - Simulation curriculum developed with the use of IHUM funds, it will be uploaded to Creative Commons. An inventory of all signature program courses was taken to evaluate the percentage of OER they contain. This information was submitted to the IHUM Project Manager.

- Incorporation of simulation into courses
  - Practical Nursing program and Associate Degree Nursing program: Incorporation of simulation activities in the curriculum enhanced the program and improved transition to clinical practice. Expanded simulations include additional pediatric/maternal-child simulation, more diversity, scanning technology with mediation administration, interdisciplinary teamwork and increased emphasis on communication.
  - Neonatal Resuscitation Program (NRP): Incorporation of simulation activities in the curriculum with video recording provided enhanced capabilities to meet the American Academy of Pediatrics and American Heart Association guidelines.
  - Medical Administrative Assistant Diploma and Degree: Use of simulated medical records supported by grant funding support improved preparation for the medical office careers.

**Strategy 3** – Create Expanded & Individualized Student Support Services

- Implement specialized recruitment and retention efforts
  - Many open house and hands on activities have been held in the Health Simulation Center to enhance recruitment during multiple events, including Homecoming, Health Sector Meetings, and the Career Fair. These marketing efforts were geared towards nursing programs.
  - Health and math tutoring was provided to improve retention.
  - A new marketing strategy was used to promote success stories of NIACC Health Division graduates who are considered minorities. Success stories (2) included a Latina and male

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veteran alumni. These stories were shared and boosted on social media and the NIACC's website. These marketing efforts were geared towards nursing programs.
    - A billboard and digital campaign urged potential nursing students to begin their pre-requisites. Encouraging pre-requisite completion will increase the number of students eligible for the nursing programs.
    - Enhance Iowa materials are being shared with each new student.

- Improve Student Career Planning
    - CareerCoach sessions held and flier distributed information on website.
    - Each new signature program student is given an orientation to Career Coach. Career Coach is now being utilized as a tool in NIACC's Student Development course offerings (SDV); flyers have been added to new student orientation packets by the admissions office and are being distributed in the Student Services office. The link to Career Coach was also added to the student portal so it would be more widely used.

- Implement accelerated and/or contextualized remediation
    - Health tutor was placed in the Health Laboratory area to supports access and use of facilities to promote retention.
    - Hands on learning activities in the Simulation Center provide contextualized learning with simulating current clinical practice in the workplace. All ADN nursing students are now provided an individual session in the Health Simulation Center providing feedback and remediation prior to starting the acute care rotations.
    - NIACC offers accelerated remediation programs in math. The ratio of students to instructors is kept low for support and progress and the courses are taken pass/no pass. The range of topics now includes pre-stats and stats which is an immense benefit for the students of the IHUM signature programs to meet the program prerequisites and also continue for advanced degrees.
- Develop and implement online, modular-based programs
    - Online and hybrid courses in the curriculums are identified as stated previously.
    - A pathway has been identified and promoted in the Health Career Map:
      Certified Nursing Assistant > Licensed Practical Nursing t> Associate Degree Nursing.
      (NRP certification may be added after graduation.)
- Implement a web-based tool that can generate regional LMI paired with applicable programs of study
    - CareerCoach was implemented on district-wide website with professional development sessions held to inform faculty and advisors.

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**Strategy 4 –** Create & Improve Alignment with Industry and State Agencies

- Develop or Enhance IHUM Sector Boards
    - A Health Sector Board has been established. Career pathway flyer/posters were developed and posted to web sites and provided at local recruiting events and IowaWorks resource.
- Strengthen Industry advisory committees
    - The IHUM Grant Coordinator or Health Division Chair attended advisory committees to report on grant activities. The advisory committees are actively working with the faculty to support recruitment and retention. A report from the Health Sector Boards was shared with the advisory committees.

- Create joint marketing, outreach, and referral efforts with businesses, WIB's, and state agency partners
    - IowaWorks is working closely with the Health Sector Board.
    - IowaWORKS, including IVRS, is disseminating Enhance Iowa materials to dislocated workers who visit their center. IowaWorks is utilizing, promoting and disseminating the healthcare careers map developed by the healthcare sector board. IowaWorks is also promoting Enhance Iowa posts on their social media outlets.
- New Industry partnerships developed during the grant period
    - Multiple health agencies are present at the annual Career Fair on the NIACC Campus. Recent agencies offering clinical experience and employment opportunities:
        - Iowa Specialty Hospital
        - Quick Care Urgent Care Clinic
        - Mayo Clinics
    - Planning of a health career expo is under way in partnership with IowaWorks. The health career expo is a direct result of planning by the health sector partnership.
- IHUM and RAP materials developed in collaboration with state agencies (IT Only): -Not applicable to NIACC

**Sustainability**

- Please provide information on the aspects of the IHUM grant that will be sustained beyond the period of performance.
    - IowaWorks will continue collaboration and support with the Health Sector Board.
    - Continued Events: Career Fairs and Career Exploration Events.

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- Health Tutor will continue to assist students in the Health area and simulation center. Math tutoring also continues in the student learning center.
- Simulation activities will continue in each signature program.
- Student fees may be increased to support the simulation activities. However, the benefits of simulation are established and will support the addition of this fee.
- Budgeting to maintain simulators, equipment, and supplies will be in place as the grant period ends.

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# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

Institution Reviewed: North Iowa Area Community College

Signature Program Reviewed: Practical Nursing Program

Subject Matter Expert: Melody Bethards

Subject Matter Expert Credentials: MSN, RN, CNE, CHSE

Review Period: 10/1/2014-6/30/2018

Review Conducted: September 2018

Synopsis of Findings:

Milestones completed:

- 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.
- 1.3: Expand and enhance work-based learning experiences
- 1.5: Strengthen Prior Learning Assessment initiative.
- 2.1: Enhance and expand simulation into courses and trainings.
- 2.3: Create and distribute Open Educational Resources.
- 3.1: Implement specialized recruitment and retention efforts.
- 3.2: Improve student career planning
- 3.3: Implement accelerated and/or contextualized remediation programs.
- 4.2: Create or strengthen regional industry advisory committees.
- 4.3: Create joint marketing and outreach efforts with state agencies
- 4.4: Collaborate with state agencies on a participant referral process.
- 4.5: Partner with industry and state agencies on job fairs and mission-based events.

NIACC utilized the IHUM grant to enhance educational opportunities for students in the PN program through the integration of high quality simulation learning experiences and expanded course offerings. Curriculum map shows a clear correlation between general education courses and nursing courses to meet program objectives. A pathway for advancement from PN to obtainment of a BSN is provided. Online and hybrid courses support the program. Resources developed during the grant period are freely shared via the Creative Commons website. Recruitment and retention efforts are in place. Relationships with regional employers and industry provide work-place learning opportunities. Collaboration with community partners at events provides opportunities for potential post-graduation employment.

Non-applicable Milestones

- 1.2: Align non-credit offerings with credit courses
- 2.2: Expand online and blended course offerings
- 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries)

Sustainability

NIACC identified the following sustainability plan that applies to the PN program:

- IowaWorks will continue collaboration and support with the Health Sector Board.
- Continued Events: Career Fairs and Career Exploration Events.
- Health Tutor will continue to assist students in the Health area and simulation center.
- Math tutoring continues in the student learning center.
- Simulation activities will continue
- Student fees may be increased to support the simulation activities.
- Budgeting to maintain simulators, equipment, and supplies will be in place

REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials. | X Complete<br>☐Incomplete |
| MILESTONE 1.2: Align non-credit offerings with credit courses. | NOT APPLICABLE |
| MILESTONE 1.3: Expand and enhance work-based learning experiences. | X Complete<br>☐ Incomplete |
| MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC) | NOT APPLICABLE |
| MILESTONE 1.5: Strengthen Prior Learning Assessment initiative. | X Complete<br>☐ Incomplete |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document simulation has been incorporated into the signature program to help improve transition to clinical practice. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | Review of curriculum documents provided reveals:<br>• Alignment of PN courses to meet program outcomes.<br>• Incorporation of general education courses to achieve applicable degree.<br>• Syllabi for each course in the Associate Degreel Nursing program<br>• Pathway from PN to ADN to BSN |

| DELIVERABLE 1.2: Updated college facilities | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact facilities and equipment have been updated to provide simulation learning experiences. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: A review of signature program documents provided and resources found on Skills Commons reveal evidence of simulation learning environments that meet best practice standards for fidelity.<br><br>Per the Statement of Grant Impact document, the simulation learning environment utilizes current technology in the workplace. The room designs and equipment support a realistic work environment including patient monitors, infant care supplies and other items for simulation activities.<br><br>Marketing videos provide evidence of these facilities |

| DELIVERABLE 1.3: Offer new credentials | | |
|---|---|---|
| STATUS | NOT APPLICABLE | COMMENTS: Per the Statement of Grant Impact document no new credentials were developed. |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document there is commitment from employers and industry. |
| QUALITY | X Satisfactory<br>☐Unsatisfactory<br>Unclear | COMMENTS: Signature program documents provided indicate that clinical experiences take place in a variety of structured settings, primarily in acute care, community, or long-term care facilities.<br><br>Per the Statement of Grant Impact document there is a commitment from the Nursing, Business and Continuing Education Advisory Committees and employers. Preceptorships and extensive clinical rotations provide work based Learning.<br><br>A review of SME Response support documents revealed letters of support from:<br>• Dana Young, Clinic Manager, Mason City Clinic<br>• Pat Nelson, RN, MSN<br>Faculty, University of Iowa College of Nursing<br>Board Chair, NIACC Nursing Advisory Board |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| STATUS | NOT APPLICABLE | COMMENTS: NA |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: A review of documents provided reveal an established pathway for students to apply prior learning in the signature program. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | COMMENTS: A review of documents provided reveal a clear pathway from PN to ADN to BSN.<br><br>Per the Statement of Grant Impact document, a Special Topics Course titled PLA was developed to support students preparing for health programs taking prerequisites and support courses. |

| STRATEGY 2: Advance Online & Technology-Enabled Learning | |
|---|---|
| MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS. | X Complete<br>☐ Incomplete |
| MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS. | NOT APPLICABLE |
| MILESTONE 2.3: Create and distribute Open Educational Resources. | X Complete<br>☐ Incomplete |

| DELIVERABLE 2.1: Public licensing of curricula and training materials | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Documents and training materials developed for the signature program are available for public download on Creative Commons |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: A review of documents posted by NIACC on Creative Commons revealed:<br>• Four nursing program promotion videos<br>• Three PN program course syllabi<br>• Eight documents used for simulation learning experiences |
| **DELIVERABLE 2.2: Distribution through project and online repositories** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document all material created using grant funds were posted on SkillsCommons. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: As noted above, review of documents posted by NIACC on Creative Commons revealed:<br>• Four nursing program promotion videos<br>• Three PN program course syllabi<br>• Eight documents used for simulation learning experiences |
| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| STATUS | NOT APPLICABLE | COMMENTS: Per the SME Response document no online courses related to this signature program were developed with grant funds |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact simulation learning experiences have been better incorporated into the signature program. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | COMMENTS: As noted above, a review of documents and resources posted on SkillsCommons revealed eight documents used for simulation learning experiences. In addition, there is a promotional video for the simulation learning environment that shows nursing students participating in simulation learning experiences.<br><br>Per the Statement of Grant Impact document, simulations for the nursing program were expanded to include additional pediatric/maternal-child simulation, more diversity, scanning technology with mediation administration, interdisciplinary teamwork and increased emphasis on communication.<br><br>The Signature Program Overview document indicates that the delivery methodology for this program includes the statement: *nursing courses use a combination of theory, lab, simulation and clinical.* |

| DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis | | |
|---|---|---|
| STATUS | **NOT APPLICABLE** | COMMENTS: NA |

| STRATEGY 3: Create Expanded & Individualized Student Support Services | |
|---|---|
| MILESTONE 3.1: Implement specialized recruitment and retention efforts. | X Complete<br>☐ Incomplete |
| MILESTONE 3.2: Improve student career planning. | X Complete<br>☐Incomplete |
| MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs. | X Complete<br>Incomplete |

| DELIVERABLE 3.1: Develop and implement online, modular-based programs | | |
|---|---|---|
| STATUS | ☐ Completed<br>☐ In Progress<br>X Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document, online and hybrid courses were implemented. |
| QUALITY | ☐ Satisfactory<br>X Unsatisfactory<br>☐ Unclear | COMMENTS: The inclusion of online/hybrid general education courses does not meet the criteria for this deliverable. No evidence related to this deliverable was provided in the signature program documents provided or in the documents on Creative Commons. |

| DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document targeted remediation services are provided for the signature program. |
| QUALITY | X Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | COMMENTS: Per the Statement of Grant Impact document, the following support services are available for the PN program:<br>• Health tutor placed in the Health Laboratory area to supports access and use of facilities to promote retention.<br>• Hands on learning activities in the Simulation Center provide contextualized learning with simulating current clinical practice in the workplace.<br>• Health and math tutor to improve retention<br><br>The following information is listed in PN course syllabi:<br>*The Student Learning Center (SLC) provides a place for individual students or groups to study with resources close at hand. Students may drop in for help or make an appointment with an instructor or peer tutor for assistance in most subject areas. The SLC can assist student with study strategies, test taking tips, and note taking systems.*<br>. |

| DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | COMMENTS: Per the Statement of Grant Impact document multiple recruitment efforts have been employed. |
| QUALITY | X Satisfactory<br>☐Unsatisfactory<br>☐Unclear | COMMENTS: Per the Statement of Grant Impact document the college has implemented the following recruitment efforts for the PN program<br>• Open house and hands on activities held in the Health Simulation Center to enhance recruitment during multiple events,<br>• A new marketing strategy was used to promote success stories of NIACC Health Division graduates who are considered minorities. Success stories (2) included a Latina and male veteran alumni. These stories were shared and boosted on social media and the NIACC's website.<br>• A billboard and digital campaign urged potential nursing students to begin their prerequisites with the goal of encouraging pre-requisite completion to increase the number of students eligible for the nursing programs.<br>The following marketing materials are located on the Creative Commons website:<br>• Five promotional videos depicting nursing students<br>There is a direct link to a webpage that describes the Practical Nursing program from the Enhance Iowa webpage. |
| DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact, Career Coach was implemented on district-wide website with professional development sessions held to inform faculty and advisors. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | COMMENTS: A map on the Emsi Career Coach webpage reveals information about the abundance of healthcare jobs in the area served by NIACC and a link to the college goes directly to a webpage describing the signature program and LPN jobs in the area. |

| STRATEGY 4: Create & Improve Alignment with Industry & State Agencies | |
|---|---|
| MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries). | NOT APPLICABLE |
| MILESTONE 4.2: Create or strengthen regional industry advisory committees. | X Complete<br>☐ Incomplete |
| MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies. | X Complete<br>☐ Incomplete |
| MILESTONE 4.4: Collaborate with state agencies on a participant referral process. Lacking information regarding the referral process. | X Complete<br>☐ Incomplete |
| MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events. | X Complete<br>☐Incomplete |

| DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee | | |
|---|---|---|
| STATUS | X Completed<br>☐In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document a Health Sector Board has been established and the IHUM Grant Coordinator or Health Division Chair attended advisory committees to report on grant activities. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | COMMENTS: Per the Statement of Grant Impact document, the advisory committees are actively working with the faculty to support recruitment and retention. A report from the Health Sector Boards was shared with the advisory committees.<br><br>A review of SME Response support documents revealed Nursing Advisory Board minutes from:<br>• April 20, 2015<br>• April 10, 2017<br>• November 7, 2016<br>• November 6, 2017<br><br>Agendas and supporting documents from the following Health Sector Partnership meetings were also found:<br>• July 2016<br>• August 2016<br>• October 2016<br>• November 2016<br>• December 2016<br>• April 2017 |

| DELIVERABLE 4.2: New industry partnerships developed during the grant period | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | COMMENTS: Per the Statement of Grant Impact document, new Industry partnerships were developed during the grant period. |

| | | |
|---|---|---|
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: Per the Statement of Grant Impact document, recent agencies offering clinical experience and employment opportunities:<br>▪ Iowa Specialty Hospital<br>▪ Quick Care Urgent Care Clinic<br>▪ Mayo Clinics |
| DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | COMMENTS: This deliverable is marked as NA on the Statement of Grant Impact document, however there is evidence of marketing materials and collaborative efforts found in the documents provided and on the Emsi Career Coach webpage and on the Creative Commons website. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | COMMENTS: As indicated in Deliverable 3.4 a link on the Emsi Career Coach webpage goes directly to a webpage describing the signature program and healthcare jobs in the area. The webpage was developed as part of the IHUM grant.<br><br>There are five promotional videos depicting nursing students located on the Creative Commons website<br><br>In addition. per the Statement of Grant Impact document, Health Career pathway flyer/posters were developed and posted to web sites and provided at local recruiting events and IowaWorks resource. |
| DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact, the IHUM Grant Coordinator or Health Division Chair attended advisory committees to report on grant activities. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: A review of SME Response support documents revealed an IHUM report section in each of the following Nursing Advisory Board minutes:<br>• April 20, 2015<br>• April 10, 2017<br>• November 7, 2016<br>• November 6, 2017 |
| DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document, Multiple health agencies are present at the annual Career Fair on the NIACC Campus. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: Per the Statement of Grant Impact document, planning of a health career expo is under way in partnership with IowaWorks. The health career expo is a direct result of planning by the health sector partnership. |

# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

Institution Reviewed: North Iowa Area Community College

Signature Program Reviewed: Associate Degree Nursing Program

Subject Matter Expert: Melody Bethards

Subject Matter Expert Credentials: MSN, RN, CNE, CHSE

Review Period: 10/1/2014-6/30/2018

Review Conducted: September 2018

Synopsis of Findings:

Milestones completed:

- 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.
- 1.3: Expand and enhance work-based learning experiences
- 1.5: Strengthen Prior Learning Assessment initiative.
- 2.1: Enhance and expand simulation into courses and trainings.
- 2.3: Create and distribute Open Educational Resources.
- 3.1: Implement specialized recruitment and retention efforts.
- 3.2: Improve student career planning
- 3.3: Implement accelerated and/or contextualized remediation programs.
- 4.2: Create or strengthen regional industry advisory committees.
- 4.3: Create joint marketing and outreach efforts with state agencies
- 4.4: Collaborate with state agencies on a participant referral process.
- 4.5: Partner with industry and state agencies on job fairs and mission-based events.

NIACC utilized the IHUM grant to enhance educational opportunities for students in the ADN program through the integration of high quality simulation learning experiences and expanded course offerings. Curriculum map shows a clear correlation between general education courses and nursing courses to meet program objectives. A pathway for advancement from ADN to obtainment of a BSN is provided. Online and hybrid courses support the program. Resources developed during the grant period are freely shared via the Creative Commons website. Recruitment and retention efforts are in place. Relationships with regional employers and industry provide work-place learning opportunities. Collaboration with community partners at events provides opportunities for potential post-graduation employment.

Non – applicable Milestones

- 1.2: Align non-credit offerings with credit courses
- 2.2: Expand online and blended course offerings
- 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries)

Sustainability

NIACC identified the following sustainability plan that applies to the ADN program:

- IowaWorks will continue collaboration and support with the Health Sector Board.
- Continued Events: Career Fairs and Career Exploration Events.
- Health Tutor will continue to assist students in the Health area and simulation center.
- Math tutoring continues in the student learning center.
- Simulation activities will continue
- Student fees may be increased to support the simulation activities.
- Budgeting to maintain simulators, equipment, and supplies will be in place

REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials. | X Complete<br>☐Incomplete |
| MILESTONE 1.2: Align non-credit offerings with credit courses. | **NOT APPLICABLE** |
| MILESTONE 1.3: Expand and enhance work-based learning experiences. | X Complete<br>☐ Incomplete |
| MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC) | **NOT APPLICABLE** |
| MILESTONE 1.5: Strengthen Prior Learning Assessment initiative. | X Complete<br>☐ Incomplete |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document simulation has been incorporated into the signature program to help improve transition to clinical practice. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | Review of curriculum documents provided reveals:<br>• Alignment of ADN courses to meet program outcomes.<br>• Incorporation of general education courses to achieve applicable degree.<br>• Syllabi for each course in the Associate Degreel Nursing program<br>• Pathway from PN to ADN to BSN<br><br>Alignment of non-credit course was non-applicable to this signature program |

| DELIVERABLE 1.2: Updated college facilities | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact facilities and equipment have been updated to provide simulation learning experiences. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: A review of signature program documents provided and resources found on Skills Commons reveal evidence of simulation learning environments that meet best practice standards for fidelity.<br><br>Per the Statement of Grant Impact document, the simulation learning environment utilizes current technology in the workplace. The room designs and equipment support a realistic work environment including patient monitors, infant care supplies and other items for simulation activities.<br><br>Marketing videos provide evidence of these facilities |

| DELIVERABLE 1.3: Offer new credentials | | |
|---|---|---|
| STATUS | **NOT APPLICABLE** | COMMENTS: Per the Statement of Grant Impact document no new credentials were developed. |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document there is commitment from employers and industry. |
| QUALITY | X Satisfactory<br>☐Unsatisfactory<br>☐Unclear | COMMENTS: Signature program documents provided indicate that clinical experiences take place in a variety of structured settings, primarily in acute care, community, or long-term care facilities.<br><br>Per the Statement of Grant Impact document there is a commitment from the Nursing, Business and Continuing Education Advisory Committees and employers. Preceptorships and extensive clinical rotations provide work based Learning.<br><br>A review of SME Response support documents revealed letters of support from:<br>• Dana Young, Clinic Manager, Mason City Clinic<br>• Pat Nelson, RN, MSN<br>Faculty, University of Iowa College of Nursing<br>Board Chair, NIACC Nursing Advisory Board |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| STATUS | NOT APPLICABLE | COMMENTS: NA |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: A review of documents provided reveal an established pathway for students to apply prior learning in the signature program. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | COMMENTS: A review of documents provided reveal a clear pathway from PN to ADN to BSN.<br><br>Per the Statement of Grant Impact document, a Special Topics Course titled PLA was developed to support students preparing for health programs taking prerequisites and support courses. |

| STRATEGY 2: Advance Online & Technology-Enabled Learning | |
|---|---|
| MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS. | X Complete<br>☐ Incomplete |
| MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS. | **NOT APPLICABLE** |
| MILESTONE 2.3: Create and distribute Open Educational Resources. | X Complete<br>☐ Incomplete |

| DELIVERABLE 2.1: Public licensing of curricula and training materials | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Documents and training materials developed for the signature program are available for public download on Creative Commons |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: A review of documents posted by NIACC on Creative Commons revealed:<br>• Four nursing program promotion videos<br>• Four ADN program course syllabi<br>• Nine documents used for simulation learning experience |
| **DELIVERABLE 2.2: Distribution through project and online repositories** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document all material created using grant funds were posted on SkillsCommons. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: As noted above, review of documents posted by NIACC on Creative Commons revealed:<br>• Four nursing program promotion videos<br>• Four ADN program course syllabi<br>• Nine documents used for simulation learning experience |
| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| STATUS | NOT APPLICABLE | COMMENTS: Per the SME Response document no online courses related to this signature program were developed with grant funds. |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact simulation learning experiences have been better incorporated into the signature program. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | COMMENTS: As noted above, a review of documents and resources posted on SkillsCommons revealed nine documents used for simulation learning experiences. In addition, there is a promotional video for the simulation learning environment that shows nursing students participating in simulation learning experiences.<br><br>Per the Statement of Grant Impact document, simulations for the nursing program were expanded to include additional pediatric/maternal-child simulation, more diversity, scanning technology with mediation administration, interdisciplinary teamwork and increased emphasis on communication.<br><br>The Signature Program Overview document indicates that the delivery methodology for this program includes the statement: *nursing courses use a combination of theory, lab, simulation and clinical.* |

| DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis | | |
|---|---|---|
| STATUS | **NOT APPLICABLE** | COMMENTS: NA |
| **STRATEGY 3: Create Expanded & Individualized Student Support Services** | | |
| MILESTONE 3.1: Implement specialized recruitment and retention efforts. | X Complete<br>☐ Incomplete | |
| MILESTONE 3.2: Improve student career planning. | X Complete<br>☐Incomplete | |
| MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs. | X Complete<br>Incomplete | |
| DELIVERABLE 3.1: Develop and implement online, modular-based programs | | |
| STATUS | **NOT APPLICABLE** | COMMENTS: Per the SME Response document no online courses related to this signature program were developed with grant funds. |
| DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document targeted remediation services are provided for the signature program. |
| QUALITY | X Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | COMMENTS: Per the Statement of Grant Impact document, the following support services are available for the ADN program:<br>• Health tutor placed in the Health Laboratory area to supports access and use of facilities to promote retention.<br>• Hands on learning activities in the Simulation Center provide contextualized learning with simulating current clinical practice in the workplace.<br>• Health and math tutor to improve retention<br><br>The following resources are listed in ADN course syllabi:<br>• Assessment Technologies Institute (ATI) Activities,<br>• SimChart,<br>• HealthStream,<br>• Canvas course activities,<br>• National League for Nursing (NLN) testing,<br>• Evolve website,<br>• NIACC Library (online services),<br>• Mercy Health Library,<br>• textbook online resources.<br>• The Student Learning Center services for nursing subjects. |
| DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | COMMENTS: Per the Statement of Grant Impact document multiple recruitment efforts have been employed. |

| | | |
|---|---|---|
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: Per the Statement of Grant Impact document the college has implemented the following recruitment efforts for the ADN program<br>• Open house and hands on activities held in the Health Simulation Center to enhance recruitment during multiple events,<br>• A new marketing strategy was used to promote success stories of NIACC Health Division graduates who are considered minorities. Success stories (2) included a Latina and male veteran alumni. These stories were shared and boosted on social media and the NIACC's website.<br>• A billboard and digital campaign urged potential nursing students to begin their prerequisites with the goal of encouraging pre-requisite completion to increase the number of students eligible for the nursing programs.<br>The following marketing materials are located on the Creative Commons website:<br>• Five promotional videos depicting nursing students<br>There is a direct link to a webpage that describes the Associate Degree Nursing program from the Enhance Iowa webpage. |
| DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact, Career Coach was implemented on district-wide website with professional development sessions held to inform faculty and advisors. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | COMMENTS: A map on the Emsi Career Coach webpage reveals information about the abundance of healthcare jobs in the area served by NIACC and a link to the college goes directly to a webpage describing the signature program and RN jobs in the area. |
| STRATEGY 4: Create & Improve Alignment with Industry & State Agencies | | |
| MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries). | | **NOT APPLICABLE** |
| MILESTONE 4.2: Create or strengthen regional industry advisory committees. | | X Complete<br>☐ Incomplete |
| MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies. | | X Complete<br>☐ Incomplete |
| MILESTONE 4.4: Collaborate with state agencies on a participant referral process. | | X Complete<br>☐ Incomplete |
| MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events. | | X Complete<br>☐Incomplete |

| DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee | | |
|---|---|---|
| STATUS | X Completed<br>☐In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document a Health Sector Board has been established and the IHUM Grant Coordinator or Health Division Chair attended advisory committees to report on grant activities. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | COMMENTS: Per the Statement of Grant Impact document, the advisory committees are actively working with the faculty to support recruitment and retention.<br>A report from the Health Sector Boards was shared with the advisory committees.<br>A review of SME Response support documents revealed Nursing Advisory Board minutes from:<br>• April 20, 2015<br>• April 10, 2017<br>• November 7, 2016<br>• November 6, 2017<br>The following agendas and supporting documents from Health Sector Partnership meetings were found:<br>• July 2016<br>• August 2016<br>• October 2016<br>• November 2016<br>• December 2016<br>• April 2017 |
| DELIVERABLE 4.2: New industry partnerships developed during the grant period | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | COMMENTS: Per the Statement of Grant Impact document, new Industry partnerships were developed during the grant period. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: Per the Statement of Grant Impact document, recent agencies offering clinical experience and employment opportunities:<br>▪ Iowa Specialty Hospital<br>▪ Quick Care Urgent Care Clinic<br>▪ Mayo Clinics |
| DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | COMMENTS: This deliverable is marked as NA on the Statement of Grant Impact document, however there is evidence of marketing materials and collaborative efforts found in the documents provided and on the Emsi Career Coach webpage and on the Creative Commons website. |

| | | |
|---|---|---|
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | COMMENTS: As indicated in Deliverable 3.4 a link on the Emsi Career Coach webpage goes directly to a webpage describing the signature program and healthcare jobs in the area. The webpage was developed as part of the IHUM grant.<br>There are five promotional videos depicting nursing students located on the Creative Commons website<br>In addition. per the Statement of Grant Impact document, Health Career pathway flyer/posters were developed and posted to web sites and provided at local recruiting events and IowaWorks resource. |
| DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact, the IHUM Grant Coordinator or Health Division Chair attended advisory committees to report on grant activities. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | COMMENTS:<br>A review of SME Response support documents revealed an IHUM report section in each of the following Nursing Advisory Board minutes:<br>• April 20, 2015<br>• April 10, 2017<br>• November 7, 2016<br>• November 6, 2017 |
| DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document, Multiple health agencies are present at the annual Career Fair on the NIACC Campus. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: Per the Statement of Grant Impact document, planning of a health career expo is under way in partnership with IowaWorks. The health career expo is a direct result of planning by the health sector partnership. |

# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

Institution Reviewed: North Iowa Area Community College

Signature Program Reviewed: Medical Administrative Assistant Diploma Program

Subject Matter Expert: Melody Bethards

Subject Matter Expert Credentials: MSN, RN, CNE, CHSE

Review Period: 10/1/2014-6/30/2018

Review Conducted: September 2018

Synopsis of Findings:

Milestones completed:

- 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.
- 1.3: Expand and enhance work-based learning experiences
- 1.5: Strengthen Prior Learning Assessment initiative.
- 2.1: Enhance and expand simulation into courses and trainings.
- 2.2: Expand online and blended course offerings
- 2.3: Create and distribute Open Educational Resources.
- 3.1: Implement specialized recruitment and retention efforts.
- 3.2: Improve student career planning
- 3.3: Implement accelerated and/or contextualized remediation programs.
- 4.2: Create or strengthen regional industry advisory committees.
- 4.3: Create joint marketing and outreach efforts with state agencies
- 4.4: Collaborate with state agencies on a participant referral process.
- 4.5: Partner with industry and state agencies on job fairs and mission-based events.

NIACC utilized the IHUM grant to enhance educational opportunities for students in the Medical Administration Assistant diploma program through the integration of redesigned course offerings and expanded pathway opportunities. Curriculum map shows a clear correlation between general education courses and Medical Administration Assistant diploma courses to meet program objectives. Pathway from Medical Administration Assistant diploma to obtainment of the Medical Administration Assistant diploma is provided. Online and hybrid courses support the program. Resources developed during the grant period are freely shared via the Creative Commons website. Recruitment efforts are in place. Relationships with regional employers and industry provide work-place learning opportunities. Collaboration with community partners at events provides opportunities for potential post-graduation employment.

Non-applicable Milestones

- 1.2: Align non-credit offerings with credit courses
- 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries)

Sustainability

NIACC identified the following sustainability plan that applies to the Medical Administration Assistant diploma program:

- IowaWorks will continue collaboration and support with the Health Sector Board.
- Continued Events: Career Fairs and Career Exploration Events.
- Budgeting to maintain simulators, equipment, and supplies will be in place

REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials. | X Complete<br>☐Incomplete |
| MILESTONE 1.2: Align non-credit offerings with credit courses. | **NOT APPLICABLE** |
| MILESTONE 1.3: Expand and enhance work-based learning experiences. | X Complete<br>☐ Incomplete |
| MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC) | **NOT APPLICABLE** |
| MILESTONE 1.5: Strengthen Prior Learning Assessment initiative. | X Complete<br>☐ Incomplete |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document, this signature program was redesigned for curriculum alignment to better support transition from the diploma to degree and other business administration programs. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | Review of curriculum documents provided reveals:<br>• Alignment of Medical Administrative Assistant diploma courses to meet program outcomes.<br>• Incorporation of general education courses to achieve applicable degree.<br>• Pathway from Medical Administration Assistant diploma to obtainment of the Medical Administration Assistant AAS degree<br><br>Alignment of non-credit to credit courses is non-applicable to this signature program. |
| **DELIVERABLE 1.2: Updated college facilities** | | |
| STATUS | NOT APPLICABLE | COMMENTS Per the SME Response document this Deliverable is non-applicable to this signature program |
| **DELIVERABLE 1.3: Offer new credentials** | | |
| STATUS | **NOT APPLICABLE** | COMMENTS: Per the Statement of Grant Impact document no new credentials were developed. |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document there is commitment from employers and industry. |

| | | |
|---|---|---|
| QUALITY | X Satisfactory<br>☐Unsatisfactory<br>☐Unclear | COMMENTS: Per the Statement of Grant Impact document there is a commitment from the Nursing, Business and Continuing Education Advisory Committees and employers.<br><br>A review of SME Response support documents revealed letters of support from:<br>• Dana Young, Clinic Manager, Mason City Clinic<br>• Pat Nelson, RN, MSN<br>Faculty, University of Iowa College of Nursing<br>Board Chair, NIACC Nursing Advisory Board |
| DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only) | | |
| STATUS | NOT APPLICABLE | COMMENTS: NA |
| DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT) | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: A review of documents provided reveal an established pathway for students to apply prior learning in the signature program. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | COMMENTS: A review of documents provided reveal a clear pathway from the Medical Administration Assistant diploma to obtainment of the Medical Administration Assistant AAS degree<br><br>Per the Statement of Grant Impact document, a Special Topics Course titled PLA was developed to support students preparing for health programs taking prerequisites and support courses. |
| STRATEGY 2: Advance Online & Technology-Enabled Learning | | |
| MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS. | | X Complete<br>☐ Incomplete |
| MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS. | | X Complete<br>☐ Incomplete |
| MILESTONE 2.3: Create and distribute Open Educational Resources. | | X Complete<br>☐ Incomplete |
| DELIVERABLE 2.1: Public licensing of curricula and training materials | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Documents and training materials developed for the signature program are available for public download on Creative Commons |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: A review of documents posted by NIACC on Creative Commons revealed five program course syllabi |

| DELIVERABLE 2.2: Distribution through project and online repositories | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document all material created using grant funds were posted on SkillsCommons. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: As noted above, review of documents posted by NIACC on Creative Commons revealed five program course syllabi |
| DELIVERABLE 2.3: Offering online/blended programs | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document online and hybrid course options are available for students in the signature program. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: Review of the signature program documents provided and documents on Creative Commons revealed the following:<br>These courses required for program completion are online only:<br>HSC 120: Medical Terminology II<br>HSC 121: Medical Terminology I<br>HIT 210: Basic Medical Insurance & Coding<br>These courses required for program completion are hybrid (face-to-face/online) courses:<br>HIT-125: Essentials of Health Records<br>ADM 251: Medical Office Procedures |
| DELIVERABLE 2.4: Incorporation of simulation into courses | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact simulation learning experiences have been incorporated into the signature program. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | COMMENTS: Per the Statement of Grant Impact document, grant funds were used to support the use of simulated medical records in this program. |
| DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis | | |
| STATUS | **NOT APPLICABLE** | COMMENTS: NA |

| STRATEGY 3: Create Expanded & Individualized Student Support Services | |
|---|---|
| MILESTONE 3.1: Implement specialized recruitment and retention efforts. | X Complete<br>☐Incomplete |
| MILESTONE 3.2: Improve student career planning. | X Complete<br>☐Incomplete |

| MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs. | | X Complete<br>☐Incomplete |
|---|---|---|
| **DELIVERABLE 3.1: Develop and implement online, modular-based programs** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document online and hybrid course options are available for students in the signature program. |
| QUALITY | X Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | COMMENTS: Review of the signature program documents provided and documents on Creative Commons revealed the following:<br>These courses required for program completion are online only:<br>HSC 120: Medical Terminology II<br>HSC 121: Medical Terminology I<br>HIT 210: Basic Medical Insurance & Coding<br>These courses required for program completion are hybrid (face-to-face/online) courses:<br>HIT-125: Essentials of Health Records<br>ADM 251: Medical Office Procedures |
| **DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators** | | |
| STATUS | ☐ Completed<br>☐ In Progress<br>X Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document, targeted remediation services are provided for the signature program. |
| QUALITY | X Satisfactory<br>☐Unsatisfactory<br>☐Unclear | COMMENTS: Per the Statement of Grant Impact document, the following support services are available for healthcare students<br>• Health tutor placed in the Health Laboratory area to supports access and use of facilities to promote retention.<br>• Health and math tutor to improve retention |
| **DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | COMMENTS: Per the Statement of Grant Impact document multiple recruitment efforts have been employed. |

| | | |
|---|---|---|
| QUALITY | X Satisfactory<br>☐Unsatisfactory<br>☐Unclear | COMMENTS: Per the Statement of Grant Impact document the college has implemented the following recruitment efforts for the PN program<br>• Open house and hands on activities held in the Health Simulation Center to enhance recruitment during multiple events,<br>• A new marketing strategy was used to promote success stories of NIACC Health Division graduates who are considered minorities. Success stories (2) included a Latina and male veteran alumni. These stories were shared and boosted on social media and the NIACC's website.<br>There is a direct link to a webpage that describes the Medical Administrative Assistant program from the Enhance Iowa webpage. |
| **DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact, Career Coach was implemented on district-wide website with professional development sessions held to inform faculty and advisors. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | COMMENTS: A map on the Emsi Career Coach webpage reveals information about the abundance of healthcare jobs in the area served by NIACC and a link to the college goes directly to a webpage describing the signature program. At the time of this review there were no job postings for Medical Administrative Assistants in the area served by NIACC. |
| **STRATEGY 4: Create & Improve Alignment with Industry & State Agencies** | | |
| MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries). NA | | **NOT APPLICABLE** |
| MILESTONE 4.2: Create or strengthen regional industry advisory committees. | | X Complete<br>☐ Incomplete |
| MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies. | | X Complete<br>☐ Incomplete |
| MILESTONE 4.4: Collaborate with state agencies on a participant referral process. | | X Complete<br>☐ Incomplete |
| MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events. | | X Complete<br>☐Incomplete |
| **DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee** | | |
| STATUS | X Completed<br>☐In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document a Health Sector Board has been established and the IHUM Grant Coordinator or Health Division Chair attended advisory committees to report on grant activities. |

| | | |
|---|---|---|
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | COMMENTS: Per the Statement of Grant Impact document, the advisory committees are actively working with the faculty to support recruitment and retention.<br>A report from the Health Sector Boards was shared with the advisory committees.<br><br>A review of SME Response support documents revealed the following agendas and supporting documents from Health Sector Partnership meetings:<br>• July 2016<br>• August 2016<br>• October 2016<br>• November 2016<br>• December 2016<br>• April 2017 |
| DELIVERABLE 4.2: New industry partnerships developed during the grant period | | |
| STATUS | ☐ Completed<br>☐ In Progress<br>X Attempted<br>☐Never Started | COMMENTS: Per the Statement of Grant Impact document, new Industry partnerships were developed during the grant period. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | COMMENTS: Per the Statement of Grant Impact document, recent agencies offering clinical experience and employment opportunities:<br>▪ Iowa Specialty Hospital<br>▪ Quick Care Urgent Care Clinic<br>▪ Mayo Clinics |
| DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | COMMENTS: This deliverable is marked as NA on the Statement of Grant Impact document, however there is evidence of marketing materials and collaborative efforts found in the documents provided and on the Emsi Career Coach webpage and on the Creative Commons website. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | COMMENTS: As indicated in Deliverable 3.4 a link on the Emsi Career Coach webpage goes directly to a webpage describing the signature program and healthcare jobs in the area. The webpage was developed as part of the IHUM grant.<br><br>In addition. per the Statement of Grant Impact document, Health Career pathway flyer/posters were developed and posted to web sites and provided at local recruiting events and IowaWorks resource. |
| DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact, the IHUM Grant Coordinator or Health Division Chair attended advisory committees to report on grant activities. |

| | | |
|---|---|---|
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | COMMENTS:<br>A review of SME Response support documents revealed an IHUM report section in each of the following Advisory Board minutes:<br>• April 20, 2015<br>• April 10, 2017<br>• November 7, 2016<br>• November 6, 2017 |
| DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document, Multiple health agencies are present at the annual Career Fair on the NIACC Campus. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: Per the Statement of Grant Impact document, planning of a health career expo is under way in partnership with IowaWorks. The health career expo is a direct result of planning by the health sector partnership. |

# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

Institution Reviewed: North Iowa Area Community College

Signature Program Reviewed: Medical Administrative Assistant Degree Program

Subject Matter Expert: Melody Bethards

Subject Matter Expert Credentials: MSN, RN, CNE, CHSE

Review Period: 10/1/2014-6/30/2018

Review Conducted: September 2018

Synopsis of Findings:

Milestones completed:

- 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.
- 1.3: Expand and enhance work-based learning experiences
- 1.5: Strengthen Prior Learning Assessment initiative.
- 2.1: Enhance and expand simulation into courses and trainings.
- 2.2: Expand online and blended course offerings
- 2.3: Create and distribute Open Educational Resources.
- 3.1: Implement specialized recruitment and retention efforts.
- 3.2: Improve student career planning
- 3.3: Implement accelerated and/or contextualized remediation programs.
- 4.2: Create or strengthen regional industry advisory committees.
- 4.3: Create joint marketing and outreach efforts with state agencies
- 4.4: Collaborate with state agencies on a participant referral process.
- 4.5: Partner with industry and state agencies on job fairs and mission-based events.

NIACC utilized the IHUM grant to enhance educational opportunities for students in the Medical Administration Assistant AAS degree program through the integration of redesigned course offerings and expanded pathway opportunities. Curriculum map shows a clear correlation between general education courses and Medical Administration Assistant AAS degree courses to meet program objectives. Pathway from Medical Administration Assistant diploma to obtainment of the Medical Administration Assistant AAS degree is provided. Online and hybrid courses support the program. Resources developed during the grant period are freely shared via the Creative Commons website. Recruitment efforts are in place. Relationships with regional employers and industry provide work-place learning opportunities. Collaboration with community partners at events provides opportunities for potential post-graduation employment.

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Non-applicable Milestones

- 1.2: Align non-credit offerings with credit courses
- 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries)

Sustainability

NIACC identified the following sustainability plan that applies to the Medical Administration Assistant AAS degree program:

- IowaWorks will continue collaboration and support with the Health Sector Board.
- Continued Events: Career Fairs and Career Exploration Events.
- Budgeting to maintain simulators, equipment, and supplies will be in place

REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials. | X Complete<br>☐Incomplete |
| MILESTONE 1.2: Align non-credit offerings with credit courses. | **NOT APPLICABLE** |
| MILESTONE 1.3: Expand and enhance work-based learning experiences. | X Complete<br>☐ Incomplete |
| MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC) | **NOT APPLICABLE** |
| MILESTONE 1.5: Strengthen Prior Learning Assessment initiative. | X Complete<br>☐ Incomplete |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document, this signature program was redesigned for curriculum alignment to better support transition from the diploma to degree and other business administration programs. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | Review of curriculum documents provided reveals:<br>• Alignment of Medical Administrative Assistant AAS degree courses to meet program outcomes.<br>• Incorporation of general education courses to achieve applicable degree.<br>• Pathway from Medical Administration Assistant diploma to obtainment of the Medical Administration Assistant AAS degree<br><br>Alignment of non-credit to credit courses is non-applicable to this signature program. |
| **DELIVERABLE 1.2: Updated college facilities** | | |
| STATUS | NOT APPLICABLE | COMMENTS Per the SME Response document this Deliverable is non-applicable to this signature program |
| **DELIVERABLE 1.3: Offer new credentials** | | |
| STATUS | **NOT APPLICABLE** | COMMENTS: Per the Statement of Grant Impact document no new credentials were developed. |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document there is commitment from employers and industry. |

| | | |
|---|---|---|
| QUALITY | X Satisfactory<br>☐Unsatisfactory<br>☐Unclear | COMMENTS: Per the Statement of Grant Impact document there is a commitment from the Nursing, Business and Continuing Education Advisory Committees and employers.<br><br>A review of SME Response support documents revealed letters of support from:<br>• Dana Young, Clinic Manager, Mason City Clinic<br>• Pat Nelson, RN, MSN<br>Faculty, University of Iowa College of Nursing<br>Board Chair, NIACC Nursing Advisory Board |
| DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only) | | |
| STATUS | NOT APPLICABLE | COMMENTS: NA |
| DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT) | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: A review of documents provided reveal an established pathway for students to apply prior learning in the signature program. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | COMMENTS: A review of documents provided reveal a clear pathway from the Medical Administration Assistant diploma to obtainment of the Medical Administration Assistant AAS degree<br><br>Per the Statement of Grant Impact document, a Special Topics Course titled PLA was developed to support students preparing for health programs taking prerequisites and support courses. |
| STRATEGY 2: Advance Online & Technology-Enabled Learning | | |
| MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS. | | X Complete<br>☐ Incomplete |
| MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS. | | X Complete<br>☐ Incomplete |
| MILESTONE 2.3: Create and distribute Open Educational Resources. | | X Complete<br>☐ Incomplete |
| DELIVERABLE 2.1: Public licensing of curricula and training materials | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Documents and training materials developed for the signature program are available for public download on Creative Commons |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: A review of documents posted by NIACC on Creative Commons revealed five program course syllabi |

| DELIVERABLE 2.2: Distribution through project and online repositories | | |
|---|---|---|
| STATUS | X Completed | COMMENTS: Per the Statement of Grant Impact document all material created using grant funds were posted on SkillsCommons. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| QUALITY | X Satisfactory | COMMENTS: As noted above, review of documents posted by NIACC on Creative Commons revealed five program course syllabi |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| DELIVERABLE 2.3: Offering online/blended programs | | |
| STATUS | X Completed | COMMENTS: Per the Statement of Grant Impact document online and hybrid course options are available for students in the signature program. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| QUALITY | X Satisfactory | COMMENTS: Review of the signature program documents provided and documents on Creative Commons revealed the following:<br><br>These courses required for program completion are online only:<br>HSC 120: Medical Terminology II<br>HSC 121: Medical Terminology I<br>HIT 210: Basic Medical Insurance & Coding<br><br>These courses required for program completion are hybrid (face-to-face/online) courses:<br>HIT-125: Essentials of Health Records<br>ADM 251: Medical Office Procedures |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| DELIVERABLE 2.4: Incorporation of simulation into courses | | |
| STATUS | X Completed | COMMENTS: Per the Statement of Grant Impact simulation learning experiences have been incorporated into the signature program. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| QUALITY | X Satisfactory | COMMENTS: Per the Statement of Grant Impact document, grant funds were used to support the use of simulated medical records in this program. |
| | ☐ Unsatisfactory | |
| | ☐Unclear | |
| DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis | | |
| STATUS | **NOT APPLICABLE** | COMMENTS: NA |

| STRATEGY 3: Create Expanded & Individualized Student Support Services | |
|---|---|
| MILESTONE 3.1: Implement specialized recruitment and retention efforts. | X Complete |
| | ☐Incomplete |
| MILESTONE 3.2: Improve student career planning. | X Complete |
| | ☐Incomplete |

| MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs. | | X Complete<br>☐Incomplete |
|---|---|---|
| **DELIVERABLE 3.1: Develop and implement online, modular-based programs** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document online and hybrid course options are available for students in the signature program. |
| QUALITY | X Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | COMMENTS: Review of the signature program documents provided and documents on Creative Commons revealed the following:<br>These courses required for program completion are online only:<br>HSC 120: Medical Terminology II<br>HSC 121: Medical Terminology I<br>HIT 210: Basic Medical Insurance & Coding<br>These courses required for program completion are hybrid (face-to-face/online) courses:<br>HIT-125: Essentials of Health Records<br>ADM 251: Medical Office Procedures |
| **DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators** | | |
| STATUS | ☐ Completed<br>☐ In Progress<br>X Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document, targeted remediation services are provided for the signature program. |
| QUALITY | X Satisfactory<br>☐Unsatisfactory<br>☐Unclear | COMMENTS: Per the Statement of Grant Impact document, the following support services are available for healthcare students<br>• Health tutor placed in the Health Laboratory area to supports access and use of facilities to promote retention.<br>• Health and math tutor to improve retention |
| **DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | COMMENTS: Per the Statement of Grant Impact document multiple recruitment efforts have been employed. |

| | | |
|---|---|---|
| QUALITY | X Satisfactory<br>☐Unsatisfactory<br>☐Unclear | COMMENTS: Per the Statement of Grant Impact document the college has implemented the following recruitment efforts for the PN program<br>• Open house and hands on activities held in the Health Simulation Center to enhance recruitment during multiple events,<br>• A new marketing strategy was used to promote success stories of NIACC Health Division graduates who are considered minorities. Success stories (2) included a Latina and male veteran alumni. These stories were shared and boosted on social media and the NIACC's website.<br>There is a direct link to a webpage that describes the Medical Administrative Assistant program from the Enhance Iowa webpage. |
| **DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact, Career Coach was implemented on district-wide website with professional development sessions held to inform faculty and advisors. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | COMMENTS: A map on the Emsi Career Coach webpage reveals information about the abundance of healthcare jobs in the area served by NIACC and a link to the college goes directly to a webpage describing the signature program. At the time of this review there were no job postings for Medical Administrative Assistants in the area served by NIACC. |
| **STRATEGY 4: Create & Improve Alignment with Industry & State Agencies** | | |
| MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries). | | **NOT APPLICABLE** |
| MILESTONE 4.2: Create or strengthen regional industry advisory committees. | | X Complete<br>☐ Incomplete |
| MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies. | | X Complete<br>☐ Incomplete |
| MILESTONE 4.4: Collaborate with state agencies on a participant referral process. | | X Complete<br>☐ Incomplete |
| MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events. | | X Complete<br>☐Incomplete |
| **DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee** | | |
| STATUS | X Completed<br>☐In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document a Health Sector Board has been established and the IHUM Grant Coordinator or Health Division Chair attended advisory committees to report on grant activities. |

| | | |
|---|---|---|
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | COMMENTS: Per the Statement of Grant Impact document, the advisory committees are actively working with the faculty to support recruitment and retention.<br>A report from the Health Sector Boards was shared with the advisory committees.<br><br>A review of SME Response support documents revealed the following agendas and supporting documents from Health Sector Partnership meetings:<br>• July 2016<br>• August 2016<br>• October 2016<br>• November 2016<br>• December 2016<br>• April 2017 |
| DELIVERABLE 4.2: New industry partnerships developed during the grant period | | |
| STATUS | ☐ Completed<br>☐ In Progress<br>X Attempted<br>☐Never Started | COMMENTS: Per the Statement of Grant Impact document, new Industry partnerships were developed during the grant period. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | COMMENTS: Per the Statement of Grant Impact document, recent agencies offering clinical experience and employment opportunities:<br>▪ Iowa Specialty Hospital<br>▪ Quick Care Urgent Care Clinic<br>▪ Mayo Clinics |
| DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | COMMENTS: This deliverable is marked as NA on the Statement of Grant Impact document, however there is evidence of marketing materials and collaborative efforts found in the documents provided and on the Emsi Career Coach webpage and on the Creative Commons website. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | COMMENTS: As indicated in Deliverable 3.4 a link on the Emsi Career Coach webpage goes directly to a webpage describing the signature program and healthcare jobs in the area. The webpage was developed as part of the IHUM grant.<br><br>In addition. per the Statement of Grant Impact document, Health Career pathway flyer/posters were developed and posted to web sites and provided at local recruiting events and IowaWorks resource. |
| DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact, the IHUM Grant Coordinator or Health Division Chair attended advisory committees to report on grant activities. |

| | | |
|---|---|---|
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | COMMENTS:<br>A review of SME Response support documents revealed an IHUM report section in each of the following Advisory Board minutes:<br>• April 20, 2015<br>• April 10, 2017<br>• November 7, 2016<br>• November 6, 2017 |
| DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document, Multiple health agencies are present at the annual Career Fair on the NIACC Campus. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: Per the Statement of Grant Impact document, planning of a health career expo is under way in partnership with IowaWorks. The health career expo is a direct result of planning by the health sector partnership. |

# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

Institution Reviewed: North Iowa Area Community College

Signature Program Reviewed: Neonatal Resuscitation Program (NRP) Certificate

Subject Matter Expert: Melody Bethards

Subject Matter Expert Credentials: MSN, RN, CNE, CHSE

Review Period: 10/1/2014-6/30/2018

Review Conducted: September 2018

Synopsis of Findings:

Milestones completed:

- 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.
- 1.2: Align non-credit offerings with credit courses
- 1.3: Expand and enhance work-based learning experiences
- 2.1: Enhance and expand simulation into courses and trainings.
- 2.2: Expand online and blended course offerings
- 2.3: Create and distribute Open Educational Resources.
- 3.1: Implement specialized recruitment and retention efforts.
- 3.2: Improve student career planning
- 3.3: Implement accelerated and/or contextualized remediation programs
- 4.2: Create or strengthen regional industry advisory committees.
- 4.3: Create joint marketing and outreach efforts with state agencies
- 4.4: Collaborate with state agencies on a participant referral process.
- 4.5: Partner with industry and state agencies on job fairs and mission-based events.

NIACC utilized the IHUM grant to redesign the NRP certificate program through the integration of high quality simulation learning experiences. Curriculum map shows a clear correlation between required courses and certificate objectives. The certificate consists of online and blended courses. Resources developed during the grant period are freely shared via the Creative Commons website. Recruitment efforts are in place. Collaboration with community partners at events provides opportunities for potential certificate employment.

Non-applicable Milestones

- .4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries)

No evidence was provided to support achievement of milestone 1.5. Evidence to support achievement is lacking or unclear for milestone. 4.1, (see milestone and associated deliverables for more specific information).

Sustainability

NIACC identified the following sustainability plan that applies to the NRP program:

- IowaWorks will continue collaboration and support with the Health Sector Board.
- Continued Events: Career Fairs and Career Exploration Events.
- Simulation activities will continue
- Student fees may be increased to support the simulation activities.
- Budgeting to maintain simulators, equipment, and supplies will be in place

REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials. | X Complete<br>☐Incomplete |
| MILESTONE 1.2: Align non-credit offerings with credit courses. Lacking evidence | ☐ Complete<br>X Incomplete |
| MILESTONE 1.3: Expand and enhance work-based learning experiences. | ☐ Complete<br>X Incomplete |
| MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC) | **NOT APPLICABLE** |
| MILESTONE 1.5: Strengthen Prior Learning Assessment initiative. Lacking evidence | ☐ Complete<br>X Incomplete |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document, was redesigned meet national guidelines. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | Review of curriculum documents provided reveals:<br>• Alignment of NRP courses to meet certificate outcomes<br>• Alignment with American Academy of Pediatrics and American Heart Association guidelines |

| DELIVERABLE 1.2: Updated college facilities | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact facilities and equipment have been updated to provide simulation learning experiences. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: A review of signature program documents provided and resources found on Skills Commons reveal evidence of simulation learning environments that meet best practice standards for fidelity.<br>Per the Statement of Grant Impact document, the simulation learning environment utilizes current technology in the workplace. The room designs and equipment support a realistic work environment including patient monitors, infant care supplies and other items for simulation activities.<br>Marketing videos provide evidence of these facilities |

| DELIVERABLE 1.3: Offer new credentials | | |
|---|---|---|
| STATUS | **NOT APPLICABLE** | COMMENTS: Per the Statement of Grant Impact document no new credentials were developed. |

| DELIVERABLE 1.4: Letters of commitment from employers and industry representatives | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document there is commitment from employers and industry. |
| QUALITY | X Satisfactory<br>☐Unsatisfactory<br>☐Unclear | COMMENTS: Per the Statement of Grant Impact document there is a commitment from the Nursing, Business and Continuing Education Advisory Committees and employers.<br><br>A review of SME Response support documents revealed letters of support from:<br>• Dana Young, Clinic Manager, Mason City Clinic<br>• Pat Nelson, RN, MSN<br>Faculty, University of Iowa College of Nursing<br>Board Chair, NIACC Nursing Advisory Board |
| DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only) | | |
| STATUS | NOT APPLICABLE | COMMENTS: NA |
| DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT) | | |
| STATUS | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>X Never Started | COMMENTS: No evidence related to this deliverable was found in the signature program documents provided or in the documents on Creative Commons. |
| QUALITY | ☐ Satisfactory<br>☐ Unsatisfactory<br>X Unclear | COMMENTS: No evidence related to this deliverable was found in the signature program documents provided or in the documents on Creative Commons. |

| STRATEGY 2: Advance Online & Technology-Enabled Learning | |
|---|---|
| MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS. | X Complete<br>☐ Incomplete |
| MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS. | X Complete<br>☐ Incomplete |
| MILESTONE 2.3: Create and distribute Open Educational Resources. | X Complete<br>☐ Incomplete |

| DELIVERABLE 2.1: Public licensing of curricula and training materials | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Documents and training materials developed for the signature program are available for public download on Creative Commons |

| | | |
|---|---|---|
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: A review of documents posted by NIACC on Creative Commons revealed:<br>• Copy of NRP course description webpage<br>• Three documents used for simulation learning experiences |
| **DELIVERABLE 2.2: Distribution through project and online repositories** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document all material created using grant funds were posted on SkillsCommons. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: A review of documents posted by NIACC on Creative Commons revealed:<br>• Copy of NRP course description webpage<br>• Three documents used for simulation learning experiences |
| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the SME Response document. This program is a modular program. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: The Signature Program Overview document indicates that the delivery methodology for this program includes the statement: *A blended learning approach is used for this program. Students must complete the NRP Provider Curriculum prior to attending NIACC's instructor-led event. The Provider Curriculum is accessed through Healthstream and includes a Provider Exam, eSim Cases, and evaluation. Once a student completes the online Provider Curriculum they schedule their Instructor-Led event, which is a face-to-face, hands-on simulation/debriefing.* |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact simulation learning experiences have been better incorporated into the signature program. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | COMMENTS: As noted above, a review of documents and resources posted on SkillsCommons revealed three documents used for simulation learning experiences.<br>Per the Statement of Grant Impact document, simulation activities are incorporated in the curriculum, along with video recording enhanced capabilities, to meet American Academy of Pediatrics and American Heart Association guidelines.<br>As noted above, the Signature Program Overview document indicates that the delivery methodology for this program includes the statement: *Once a student completes the online Provider Curriculum they schedule their Instructor-Led event, which is a face-to-face, hands-on simulation/debriefing.* |

| DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis | | |
|---|---|---|
| STATUS | NOT APPLICABLE | COMMENTS: NA |

| STRATEGY 3: Create Expanded & Individualized Student Support Services | |
|---|---|
| MILESTONE 3.1: Implement specialized recruitment and retention efforts. Lacking evidence of retention efforts | ☐ Complete<br>X Incomplete |
| MILESTONE 3.2: Improve student career planning. | X Complete<br>☐Incomplete |
| MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs. | X Complete<br>☐Incomplete |

| DELIVERABLE 3.1: Develop and implement online, modular-based programs | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document this certificate consists of online and hybrid courses. |
| QUALITY | X Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | COMMENTS: As noted above, the Signature Program Overview document indicates the delivery methodology for this program is a blended learning approach.<br>Per review of signature program documents this certificate program utilizes a modular based format. |

| DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators | | |
|---|---|---|
| STATUS | ☐ Completed<br>☐ In Progress<br>X Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document targeted remediation services are provided for healthcare education students. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: Per the Statement of Grant Impact document, the following support services are available for healthcare students<br>• Health tutor placed in the Health Laboratory area to supports access and use of facilities to promote retention.<br>• Health and math tutor to improve retention |

| DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | COMMENTS: Per the Statement of Grant Impact document multiple recruitment efforts have been employed. |

| | | |
|---|---|---|
| QUALITY | X Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | COMMENTS: Per the Statement of Grant Impact document the college has implemented the following recruitment efforts for healthcare students<br>• Open house and hands on activities held in the Health Simulation Center to enhance recruitment during multiple events,<br>• A new marketing strategy was used to promote success stories of NIACC Health Division graduates who are considered minorities. Success stories (2) included a Latina and male veteran alumni. These stories were shared and boosted on social media and the NIACC's website.<br>There is a direct link to a webpage that describes the NRP certificate program from the Enhance Iowa webpage. |
| DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact, Career Coach was implemented on district-wide website with professional development sessions held to inform faculty and advisors. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | COMMENTS: A map on the Emsi Career Coach webpage reveals information about the abundance of healthcare jobs in the area served by NIACC and a link to the college goes directly to a webpage describing the signature program. |
| STRATEGY 4: Create & Improve Alignment with Industry & State Agencies | | |
| MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries). | | NOT APPLICABLE |
| MILESTONE 4.2: Create or strengthen regional industry advisory committees. | | X Complete<br>☐ Incomplete |
| MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies. | | X Complete<br>☐ Incomplete |
| MILESTONE 4.4: Collaborate with state agencies on a participant referral process. Lacking information regarding the referral process. | | X Complete<br>☐ Incomplete |
| MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events. | | X Complete<br>☐Incomplete |
| DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee | | |
| STATUS | X Completed<br>☐In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document a Health Sector Board has been established and the IHUM Grant Coordinator or Health Division Chair attended advisory committees to report on grant activities. |

| | | |
|---|---|---|
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | COMMENTS: No evidence of the development of an IHUM Sector Strategy Committee as described in the milestone was provided in the signature program documents provided or in the documents on Creative Commons<br><br>Per the Statement of Grant Impact document, the advisory committees are actively working with the faculty to support recruitment and retention.<br>A report from the Health Sector Boards was shared with the advisory committees.<br><br>A review of SME Response support documents revealed the following agendas and supporting documents from Health Sector Partnership meetings:<br>• July 2016<br>• August 2016<br>• October 2016<br>• November 2016<br>• December 2016<br>• April 2017 |
| DELIVERABLE 4.2: New industry partnerships developed during the grant period | | |
| STATUS | X Completed<br>☐ In Progress<br>☐Attempted<br>☐Never Started | COMMENTS: Per the Statement of Grant Impact document, new Industry partnerships were developed during the grant period. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | COMMENTS: Per the Statement of Grant Impact document, recent agencies offering clinical experience and employment opportunities:<br>▪ Iowa Specialty Hospital<br>▪ Quick Care Urgent Care Clinic<br>▪ Mayo Clinics |
| DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | COMMENTS: This deliverable is marked as NA on the Statement of Grant Impact document, however there is evidence of marketing materials and collaborative efforts found in the documents provided and on the Emsi Career Coach webpage and on the Creative Commons website. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | COMMENTS: As indicated in Deliverable 3.4 a link on the Emsi Career Coach webpage goes directly to a webpage describing the signature program and healthcare jobs in the area. The webpage was developed as part of the IHUM grant.<br><br>In addition. per the Statement of Grant Impact document, Health Career pathway flyer/posters were developed and posted to web sites and provided at local recruiting events and IowaWorks resource. |
| DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact, the IHUM Grant Coordinator or Health Division Chair attended advisory committees to report on grant activities. |

| | | |
|---|---|---|
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | COMMENTS: A review of SME Response support documents revealed an IHUM report section in each of the following Nursing Advisory Board minutes:<br>• April 20, 2015<br>• April 10, 2017<br>• November 7, 2016<br>• November 6, 2017 |
| DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document, Multiple health agencies are present at the annual Career Fair on the NIACC Campus. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: Per the Statement of Grant Impact document, planning of a health career expo is under way in partnership with IowaWorks. The health career expo is a direct result of planning by the health sector partnership. |

*This workforce solution is funded by the IHUM Consortium which is 100% financed through a $15,000,000 grant from the U.S. Department of Labor's Employment & Training Administration. The product was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership. This work is licensed under the Creative Commons Attribution 4.0 International License. To view a copy of this license, visit http://creativecommons.org/licenses/by/4.0/.*

**Statement of Grant Impact: Southeastern Iowa Community College**

The purpose of this section is to show the full scope of the grant activities in a narrative form so that the reviewer understands the full impact of the IHUM grant on each signature program. Below is a checklist of each activity that should be addressed. Please provide any additional information you see fit as this checklist does not cover every activity over the past three years. Please take time to review the grant Technical Proposal as part of this process.

**Strategy 1** – Expand and Enhance Sector-Driven Career Pathways

- **Audited and redesigned curricula**
  - Health Care Bootcamp was developed to allow pre health students to complete all prerequisites during a 2 day period.
  - Respiratory redesigned curriculum to separate classroom from hands-on time. This increased time devoted to lab and simulation.
  - Second year Respiratory students are now doing a 240 hour Externship in the middle of their final spring semester giving them more hands on and job based experience.
  - Respiratory Care Program Coordinator selected new text book with simulation activities.
  - Respiratory Care selected simulations to match curriculum.
  - The Respiratory Care exam format and some exam content changed in Jan 2015. After examining the new test matrix SCC added or increased content areas in several classes. Examples would be disaster preparedness, reading and interpreting research studies and newer methods of ventilation.
  - Respiratory Care purchased computerized clinical and exam testing practice software for Respiratory.
  - Medical Scribe courses developed and began Spring 2016. One term certificate program complements and overlaps Medical Assistant and Medical Coding and Billing programs.
  - SCC now offers Nurse Aide course as non-credit to open additional funding opportunities for students.
  - The Nursing program at SCC has continued work on mapping curriculum to the PN and RN NCLEX test plans and looking at consistency of lab experiences and competencies.
  - Nursing began to align simulation scenarios with curriculum and improve consistencies by selecting OB and pediatric specific scenarios.
  - Nursing is continuing clinical preceptor experiences and planning additional locations.
  - EMT planned changes to lab and simulation time to meet new requirements for National Registry of EMTs 2015 Paramedic Psychomotor Competency Portfolio.
- **Updated college facilities**
  - At the time plans for the IHUM grant were submitted SCC was working on plans for expansion to include the Health Professions and the Hall of Sciences buildings on the West Burlington campus. The Health Professions building includes a clinical simulation center which expanded simulation from one room to three patient rooms and an EMS

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lab with and ambulance and an apartment. IHUM funds were used to purchase two additional simulators and all peripherals for running, recording and playback of scenarios. The new building also includes separate classroom and lab space for each program.

- Enrollment, Financial Aid, Business office and Student Services at SCC are all now closely located and the spaces received a new more updated look.

- **Offer new credentials**
  - EMS began offering certificates for completion of EMT course EMS 201 and Paramedic courses EMS 663, 664 and 665 beginning Fall 16.
  - Medical Scribe certificate program approved by DoE May 16 under Medical Assistant Program. Semester long program will begin Spring 17. SCC is awaiting notification from AAPC for the Exam certification.
  - Nurse Aide course is offered as non-credit beginning Fall 17.
- **Established commitment from employers and industry representatives**
  - Letters of support attached
  - Employers support the SCC health programs by serving on the Advisory Committee, participating in SCC health fairs and career fairs, providing sites for clinicals, externships, preceptorships.
  - Area employers are the primary employers for new SCC graduates in all health programs. SCC program coordinators work with employers to make certain programs meet employer needs through input received through the Advisory committees as well as feedback from students and employers participating in externships, preceptorships, etc.
- **Developed and piloted Registered Apprenticeship Programs (IT Only)**
  - NA
- **Continued PLA progress started in I-AM**
  - IHUM Program Director met with I-AM Grant Director to discuss progress made at SCC Information from previous SCC Credit for Prior Learning Planning Sessions was reviewed.
  - Meeting with IAM Grant Director. No meetings have taken place during IHUM grant.
  - SCC Registrar and Dean of Health attended statewide meeting on military PLA in March 2017. No statewide consensus on adoption.
  - IHUM Grant Director participated in webinar on PLA for recruitment in June 17.
  - SCC will continue work on PLA with new Registrar in place.
- **Expand work based learning experiences**
  - The Respiratory Care program changed the last semester clinicals from 2 days a week for 15 weeks to an 8 week 40hr/week externship beginning Spring 2016. This will provide a more realistic and intensive final hospital experience before graduation.

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- Nursing has implemented the Preceptor Experience in ADN 642 (Nursing IV). Experiences are limited due to limited preceptors. Approximately 16 students are currently in preceptorships and host sites have been expanded.

- **Aligned non-credit offerings with credit courses**
  - All components of SCC's signature programs were previously credit.
  - SCC's Nurse Aide/ Continuing Ed Coordinator got approval to allow a non-credit option for the Nurse Aide course beginning Fall 17. This option will allow students to take advantage of additional funding opportunities such as GAP.

**Strategy 2** – Advance Online & Technology-Enabled Learning

- **Enhance and expand simulation into courses and trainings**
  - IHUM Grant Project Director hired and started 2/23/15.
  - IHUM Grant Project Director met with all Health Program Coordinators to assess simulation usage and needs. Held meetings with Nursing Faculty to assess what they have done in simulation and where the gaps and needs are. Results shared in meetings.
  - Simulation Technician position created as part of the IHUM grant. Job description developed for Simulation Technician. Simulation Technician hired July 2015, resigned June 17. New Tech hired July 17 and still in place. Position will be sustained at SCC.

  Training

  - IHUM Grant Director and Simulation Technician participated in a variety of webinars and trainings, including debriefing, Simulation technical info, Omnicell - simulated medication dispensing, Moulage, low cost simulation etc …….
  - IHUM Grant Project Director and Simulation Technician attended Johnson County Simulation focused on preparing learners 2015
  - Simulation Technician attended SIMGHOST, national training 2015, 2016, 2017 and is registered for SUN conference in 2018.
  - EMS/Paramedic faculty member attended Drexel Simulation Certificate program - 2015
  - IHUM Grant Project Director attended Simulation User Network workshop in Des Moines – 2015
  - Faculty and staff attended state-wide Simulation conference 2015, 2016, 2017.
  - Purchased simulation reference books for both SCC libraries based on new Best Practice information.
  - Nursing faculty member completed her masters project in simulation 2016

  New and existing equipment

  - Worked with IT to finalize SimView set up and enable campus wide viewing for debriefing. Reviewed usage with several faculty. 2015

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- Laerdal staff on site with Simulation Technician and IHUM Grant Project Director for Preventive Maintenance on Sim Man Classic (two locations) and software update to LLEAP for instructor laptop. 2015
- Laerdal provided LLEAP operating system training to 7 faculty, Simulation Technician, IHUM Grant Project Director.
- SCC tech request written to expand use of LLEAP technology into classrooms. 2016
- IHUM Completed survey for manufacturer to begin update to new recording/debriefing software for new sim lab.
- Simulation Technician researched and recommended info for new building wiring, camera and equipment set up.
- IHUM Grant Project Director worked with Business Office to review bids and prepare PO for IHUM equipment purchase, prepared and send out equipment bid requests to vendors.
- Reviewed of bids, made purchases and coordinated installation and training.
- IHUM Grant Project Director involved in numerous meetings planning move to new building and preparation for simulation lab.
- Contractor installing cameras and mics. Maintenance moving beds, wall mounted items. IT setting up monitors and computers.
- Old sim lab packed and equipment ready to move.
- Laerdal engineers on site three days for setting up SimMom, SimJunior and SimView servers. Also testing and set up SimMan in new lab. 2016
- Worked with Business Office on finalizing equipment lists and assets categories.
- New Health Professions building and Clinical Simulation lab Open House October 2016
- Simulation Technician and IT prepped for new simulator in Keokuk. Perkins funds leveraged for purchase. 2017
- New sim training conducted in Keokuk by Laerdal for seven faculty, adjuncts and partners 2017
- Simulation staff made recommendations for building remodel and simulation purchases on Keokuk campus.
- Sim NewB purchased for WB campus by leveraging WTED funds. Laerdal engineer set up and 8 faculty and partners participated in training. 2018

**Simulation Implementation**

- Simulation orientation (paperwork and sim lab intro) for students developed 2015
- IHUM intro and data collection and Sim orientations conducted for all nursing programs, EMS, Medical Assistants and Respiratory Care
- Presented Best Practices information at Professional Development day and facilitated interdisciplinary simulation for faculty. Aug 17
- IHUM Grant Project Director provided Simulation Best Practices overview for PN Adjuncts.
- Simulation Technician provided technical support for all Health Professions programs.

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- Simulation Technician assisted with Professional Communications sim, Mental Health sim using standardized patients as actors
- Simulation Technician developed moulaged patient for burn scenario for nursing. This became a favorite annual scenario and was also used by Paramedics.
- Simulation Technician developed moulaged wounds for SCC Professional Development day Active Shooter Drill.
- Simulation Technician assisted in scenario selection and development with faculty and IHUM Grant Project Director
- Simulation Technician developed and maintained simulation calendar and scheduling.
- Simulation Technician provided simulator maintenance.
- Meetings to discuss running and recording Paramedic scenarios to meet new competency standards.
- Faculty discussion begun on SCC's first Interdisciplinary SIM. Mass Casualty event took place in May 2016.
- Nursing Faculty member allowed one day of release time that will be designated for him to work as Simulation Coordinator. 2016
- Simulation Committee formed and meetings started.
- Simulation committee worked on Policies and Procedures.
- Survey developed to allow students feedback electronically following each simulation. 2016
- Student surveys for each term compiled for review by Simulation Committee and Simulation faculty.
- IHUM Grant Project Director prepared various documents for SCC regarding simulation sustainability, cost of maintenance and planning for new equipment.

Outside SCC

- Simulation Technician attended and presented Moulage workshop for Central Iowa Simulation Network conference. 2016
- IHUM Grant Project Director and Nursing faculty attended Simulation Coordinator meetings. SCC hosted meeting in November 2017.
- Survey designed and distributed regarding interest in outside use of sim lab by partner organizations. Great River Health Systems will begin NRP training at SCC March 2018.

- **Expand online and blended course offerings**
  - Health programs adopted Body Visual, a library of 3D interactive models.
  - Continuing Ed Coordinator made changes to the prereq "bootcamp" so some of the requirements can be done on-line.
  - The Nursing program trialed v-sim, on line simulation, and adopted the Med/Surg component Fall 17 for PN students.
  - Nursing and EMS began use of LLEAP lite Spring 17 to enhance student learning by using scenarios to provide a more immersive demonstration when teaching theory such as rhythm analysis in Cardiology or post medication evaluation in Pharmacology.

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- Following Iowa legislative changes due to high demand, Nurse Aide course added a hybrid segment with on-line lecture to begin Spring 18.
- Nurse Aide skills videos were being developed for use in on-line course and refresher for all students taking nurse aide or refresher.
- The Medical Assistant Program piloted an on-line EHR program. This program was not adopted however they continue to look for a program to simulate an EHR.

- **Create and distribute Open Educational Resources**
  - IHUM Grant Director attended Creative Commons workshop and shared information with Health program Coordinators.
  - All marketing materials were approved in advance by IHUM.
  - Uploading materials to the Sharepoint site is an ongoing activity.
- **Incorporation of simulation into courses**
  - Purchase of SimMom and SimJunior with IHUM funds added to the available simulators at SCC West Burlington campus. Other funds have been used to upgrade SimMan on the Keokuk campus and to purchase SimNewB for West Burlington.
  - Addition of the Simulation Technician position has been essential to keep the expanded sim lab up to date and provide support to faculty.
  - Identified IT technical assistance needs that will allow for simulation viewing and debriefing at the West Burlington campus.
  - Many positive comments from student feedback survey, including a student who stated " I learned more in one day of simulation than in my entire clinical rotation during first year".
  - SimMan at West Burlington campus was upgraded to LLEAP operating system that all new sims will use. During Laerdal onsite training we learned how to enhance student learning by using scenarios to provide a more immersive demonstration when teaching theory such as rhythm analysis in Cardiology or post medication evaluation in Pharmacology. A SCC tech grant was requested to purchase laptops for each program to run the software.
  - Nursing has worked throughout the grant to implement "Best Practices" including orientation to simulation, complete debriefing sessions and improvements to selection of scenarios and facilitation.
  - Respiratory Care has increased simulation with new scenarios and use of Sim Junior in their lab/classroom.
  - In the new facility Medical Assistant program has more space to use Nursing Anne and other simulated and standardized patients. The program has put on a mock clinic each term where all college staff are invited to have their vitals taken.
  - EMS has adopted the program to new certification guidelines which require more simulation. Spring semester paramedic students use simulation for the bulk of their lab time every Monday and Thursday afternoon.

**Strategy 3** – Create Expanded & Individualized Student Support Services

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- **Implement specialized recruitment and retention efforts**
  - Pre-health class pilot (Healthcare Bootcamp) for Mandatory reporter, CPR, HIPAA, Bloodborne Pathogens developed. The Bootcamp allows potential students to learn about health and assist enrolled students in meeting their prerequisites in a short time frame.
  - Recruitment/outreach planned began by looking at common goals with PACE and WIOA.
  - Health Careers outreach group met several times to discuss outreach/marketing specific to health.
  - Photos and messages developed for two billboards in SCC service area.
  - Production company shot footage for cable commercials and website spots for Medical Assist and Respiratory.
  - Billboards promoting EMS and Medical Assistant, Medical Coding & Billing and Medical Scribe placed near Burlington and Keokuk.
  - SCC participated in state wide Pandora campaign.
  - Video shorts developed for use on local TV and SCC website via YouTube.
  - IHUM sponsored local radio ads promoting SCC Health programs.
  - Burlington Urban System (BUS) ads developed to promote SCC health careers continued.
  - Postcard and social media focused on short term training programs.
  - Simulation Technician and Marketing director attended webinar on social media teams.
  - IHUM and PACE worked together to develop Career Pathways and a Career Pathways booklet for use by PACE, enrollment, etc.
- **Improve Student Career Planning**
  - Career Coach was launched on both SCC campuses with staff from Enrollment, PACE, Marketing, Student Services, WIOA, Institutional Research, High School Relations, IT, TRIO and CBIZ assisting with planning. Thirteen SCC staff attended the day long Career Coach certification class put on by IHUM.
  - Input on the programs/jobs mapping was sought from all program coordinators at SCC.
  - IHUM Director met many times with marketing to discuss Career Coach and webpage development. SCC program pages were reworked to align with Career Coach and be more user friendly.
  - IHUM Grant Project Director provided Career Coach training for Enrollment Services, WIOA, IWD and Promise Jobs staff, Vet Rep, Adult Education Director, High School Counselors, School to Work Coalition and new TRIO staff, additional SCC faculty, PTK Honor society students, Workforce Business Marketing Specialist, Mt. Pleasant Career Exploration for Student Council.
  - A Career Coach intro presented to faculty at Professional Development Day in 2015 and 2016, President's Cabinet and SCC board in November 15
  - The Burlington Hawkeye newspaper featured article on Career Coach May 16.

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- Components of Career Coach were featured in both SCC campus newsletters several times. E:mail was sent to all SCC students promoting job search and resume features in May 16. Posters and handouts developed and distributed on campuses and in communities.
- IHUM Grant Project Director participated in webinar Developing College-Wide Student Success Strategies with Career Coach
- Career Coach became part of new freshman course "First Year Experience" in Fall 17.
- IHUM Grant Project Director worked with PACE navigator to gain input from program coordinators and develop career maps for signature programs.

- **Implement accelerated and/or contextualized remediation**
  - The Nursing program trialed v-sim, on line simulation, and adopted the Medical/Surgical component for PN students. The tool can be used as practice before or after simulation and provides study aids.
  - The nursing program required students to repeat HESI test if not scoring high enough. Test is a good indicator of ability to pass boards. Remediation is required prior to retesting.
  - Respiratory Care implemented new updated practice exams
  - SCC is implementing Drop Detective to assist faculty identifying students who might needing additional assistance.

- **Develop and implement online, modular-based programs**
  - **Not done at SCC**

**Strategy 4 –** Create & Improve Alignment with Industry and State Agencies

- **Develop or Enhance IHUM Sector Boards**
  - IHUM Grant Project Director met with Region 16 WIA Director and PACE Program Lead Navigator to discuss Sector Boards. The Manufacturing sector just starting in SE IA. Workforce board contracting with Regional Planning for another year on Manufacturing. Timeline for other sectors not set.
  - IHUM Grant Project Director participating in Health Occupations Business Services group. This groups is made up of WIOA, Promise Jobs, Vocational Rehab, PACE, Department of the Blind, AEL, Economic Development and several departments at SCC. The group sponsored four Health Care Expos for area high school students and visited area employers to get input on jobs and hiring/training needs.
- **Strengthen Industry advisory committees**
  - IHUM Grant Project Director met with I-AM Grant Director to discuss similarities of programs and I-AM best practices that have been successful in Southeast Iowa.
  - IHUM Grant Project Director attended RWIB meetings when available.
  - IHUM Grant Project Director attended virtual sessions of One Door Many Paths, WIOA partner's conference on sector partnerships.

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- IHUM Grant Project Director distributed survey on usage of new building and technology for Continuing Education with partner employers.
- IHUM Grant Project Director introduced IHUM grant at Medical Assistant and Billing and Coding Advisory meetings. Provided IHUM update at all meetings.
- IHUM Grant Project Director introduced IHUM grant at EMS Advisory meeting. Provided IHUM update at all meetings.
- IHUM Grant Project Director introduced IHUM grant at Nursing Advisory meeting. Provided IHUM update at all meetings.
- IHUM Grant Project Director introduced IHUM grant at Nurse Aide Advisory meeting. Provided IHUM update at all meetings.
- IHUM Grant Project Director introduced IHUM grant at Respiratory Care Advisory meeting. Provided IHUM update at all meetings.

- **Create joint marketing, outreach, and referral efforts with businesses, WIB's, and state agency partners**
  - Health staff participated in Lee county Job Fair.
  - IHUM Grant Project Director and other SCC staff participated in Regional Job Fair.
  - IHUM Grant Project Director attended IWD workshop on Job Development with Diverse Populations.
  - IHUM Grant Project Director participating in Health Occupations Business Services group.
  - Local newspaper article on Des Moines County Health Expo, including simulation.
  - Local newspaper article on Nursing Education
  - IHUM and Health staff participated in Des Moines County Health Expo with Health Occupations team.
  - IHUM Grant Project Director participating in Health Occupations Business Services group.
  - Began marketing/recruitment discussion with SCC Marketing.
  - Joint marketing with I-AM Grant planned.
  - IHUM Grant Project Director participating in Health Occupations Business Services group. Career Coach presented at Lee County Health Expo
  - Continued marketing/recruitment discussion with SCC Marketing.
  - Recruitment/outreach discussed with PACE and Program Coordinators
  - Joint TV/web marketing with I-AM Grant planned. RFPs reviewed. Graduates for several health professions interviewed
  - Presented EMSI products to Workforce Business Marketing Specialist.
  - IHUM Grant Project Director participating in Health Occupations Business Services group.
  - Continued marketing/recruitment discussion with SCC Marketing.

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- Recruitment/outreach discussed with PACE and Health Program Coordinators. Info provided to local libraries. Local newspapers sent info on new Medical Scribe program. Enhance info included in SCC summer promotions.
- Local newspapers were sent info on new Medical Scribe program. Medical Scribe article appeared in The Hawkeye and Daily Democrat.
- Career Coach presented to Voc Rehab summer program.
- Simulation demonstrated and program information and Career Coach handed out at SCC events: STEMFEST, Investigate Your Future, Upward Bound.
- Information provided to Workforce, WIOA, Promise Jobs, Voc Rehab on new Medical Scribe program
- Tabling event with I-AM, PACE, C-BIZ at Keokuk Veteran's Job Fair sponsored by Workforce and YMCA.
- IHUM Grant Project Director provided IHUM grant update at EMS Advisory Committee meeting.
- IHUM Grant Project Director distributed survey on usage of new building and technology for Continuing Education with partner employers.
- Met with Voc Rehab Work Based Learning Specialist regarding using Career Coach.
- Marketing on billboards promoting SCC Health programs.
- Video shorts developed for use on local TV and SCC website via YouTube.
- Burlington Urban System (BUS) ads developed and deployed.

- **New Industry partnerships developed during the grant period**
  - The IHUM Grant Project Director and Dean of Health met with Great River Medical Center Director of Corporate Education regarding usage of Sim Man at GRMC and renewing the partnership for simulation.
  - The IHUM grant project overview and updates were provided at advisory meetings for Nursing, Respiratory Care, Nurse Aide, EMS, Medical Assistant and Medical Coding and Billing
  - Career Coach and Enhance Iowa materials were supplied to SCC staff (Enrollment, CBIZ, WIOA) for layoffs and career fairs in southeast Iowa. IHUM Grant Project Director participated in a number of job fairs during the grant.
  - Great River Health Systems Education staff, GRHS Women and Family center and Henry County Health Center staff and multiple area business groups have toured SCC Health Professions building.
  - Working on sustainability plan to include employers using sim lab for skills development and recertification. An Outside User policy and fee schedule was developed and approved by PEC to allow outside partners to use SCC simulation areas for CEUs or staff training.
  - Health Occupations team made up of SCC, WIOA, Voc Rehab and Economic Development planned tours to local businesses, four Healthcare Expos and a job fair.

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- **IHUM and RAP materials developed in collaboration with state agencies (IT Only)**
    - NA

**Sustainability**

- **Please provide information on the aspects of the IHUM grant that will be sustained beyond the period of performance.**
    - SCC has committed to continuing the positions of Simulation Technician after the IHUM grant. This position provides technical and faculty support for the clinical simulation and EMS labs.
    - SCC has explored a variety of ways to conduct simulation during the IHUM grant. During the 16/17 school term release time was allowed for a Nursing Faculty member to serve as Simulation Coordinator. During Fall 17 nursing faculty agreed on several scenarios that would be used during each term. Day and evening programs on the West Burlington campus increased consistency in how their scenarios were implemented.
    - IHUM Program Director has met with SCC President and SCC Marketing director, SCC CFO and faculty to discuss future of Career Coach at SCC. Prepared report on SCC users, Career Coach usage - including clicks and info comparing SCC to other colleges our size.

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# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed: Southeastern Iowa Community College**

**Signature Program Reviewed: Emergency Medical Services AAS Degree, EMT Certificate, Paramedic Certificate Program**

**Subject Matter Expert: Melody Bethards**

**Subject Matter Expert Credentials: MSN, RN, CNE, CHSE**

**Review Period: 10/1/2014-6/30/2018**

**Review Conducted: September 2018**

**Synopsis of Findings:**

**Milestones completed:**

- 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.
- 
- 1.3: Expand and enhance work-based learning experiences.
- 1.5: Strengthen Prior Learning Assessment initiative.
- 2.1: Enhance and expand simulation into courses and trainings.
- 2.2: Expand online and blended course offerings
- 2.3: Create and distribute Open Educational Resources
- 3.1: Implement specialized recruitment and retention efforts.
- 3.2: Improve student career planning
- 3.3: Implement accelerated and/or contextualized remediation programs.
- 4.2: Create or strengthen regional industry advisory committees.
- 4.3: Create joint marketing and outreach efforts with state agencies
- 4.4: Collaborate with state agencies on a participant referral process.
- 4.5: Partner with industry and state agencies on job fairs and mission-based events**.**

SCC utilized the IHUM grant to revise the EMS curriculum to meet national standards, improve learning facilities, and enhance educational opportunities for students in the EMS program through the integration of high quality simulation learning experiences. Curriculum map shows a clear correlation between EMT/Paramedic courses to meet program objectives. A pathway for advancement from the EMT to Paramedic to EMS AAS degree to obtainment of a bachelor's degree is provided. Relationships with regional employers and industry provide work-place learning opportunities. Targeted Recruitment and retention efforts are in place. Resources developed during the grant period are freely shared via the Creative Commons website. Collaboration with community partners at events provides opportunities for strengthen partnerships and potential post-graduation employment.

**Non-applicable Milestones**

- 1.2: Align non-credit offerings with credit courses
- 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries)

There is no evidence of progress towards milestones 1.2, and 2,2. For milestone 4.1, it is unclear if the Health Occupations Business Group that is in place would meet criteria for achievement.

**Sustainability**

SCC identified the following sustainability plan that applies to the EMS program:

- Committed to continuing the positions of Simulation Technician.
- Continuation of simulation learning experiences utilizing best practice standards for consistency and usage.
- Evaluate usage of Career Coach.

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| **MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.** | X Complete<br>☐ Incomplete |
| **MILESTONE 1.2: Align non-credit offerings with credit courses. NA** | ☐ Complete<br>☐ Incomplete |
| **MILESTONE 1.3: Expand and enhance work-based learning experiences.** | X Complete<br>☐ Incomplete |
| **MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC) - NA** | ☐ Complete<br>☐ Incomplete |
| **MILESTONE 1.5: Strengthen Prior Learning Assessment initiative.** | X Complete<br>☐ Incomplete |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, EMS curriculum was audited and changes made to enhance student learning opportunities. |
| **QUALITY** | X Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document:<br>• EMT planned changes to lab and simulation time to meet new requirements for National Registry of EMTs 2015 Paramedic Psychomotor Competency Portfolio.<br><br>Review of curriculum documents provided reveals:<br>• Alignment of EMT/Paramedic courses only to meet program outcomes.<br>• Per the Program Information and Overview document EMS course content is delivered by lecture, lab, clinical, field internships and on-the-job training<br>• Pathway for advancement from the EMT to Paramedic to EMS AAS degree to obtainment of a bachelor's degree.<br><br>Per the SME Response document no non-credit courses are aligned with this signature program. A review of SME Response support documents reveal an EMS program curriculum map that demonstrations alignment of general education courses to program outcomes. |
| **DELIVERABLE 1.2: Updated college facilities** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, facilities for students in this signature program have been updated. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document:<br>• Health Professions and the Hall of Sciences buildings on the West Burlington campus have been expanded |

| | | |
|---|---|---|
| | | • The Health Professions building includes a clinical simulation center which expanded simulation from one room to three patient rooms and an EMS lab with and ambulance and an apartment.<br>• Grant funds were used to purchase two additional simulators and all peripherals for running, recording and playback of scenarios.<br>• Additional classroom and lab space.<br>• Student services relocated so are closer to students.<br><br>Review of resources posted on Skills Common revealed several promotional videos that show simulation learning facilities. |
| **DELIVERABLE 1.3: Offer new credentials** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, new credentials were added to this signature program. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document, EMS began offering certificates for completion of EMT course EMS 201 and Paramedic courses EMS 663, 664 and 665 beginning Fall 16. |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document there is commitment from employers and industry. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document<br>• Employers support the health programs by serving on the Advisory Committee, participating in SCC health fairs and career fairs, providing sites for clinicals, externships, preceptorships.<br>• Area employers are the primary employers for new graduates in all health programs.<br>• Program coordinators work with employers to make certain programs meet employer needs through input received through the Advisory committees as well as feedback from students and employers participating in externships, preceptorships, etc.<br><br>Evidence in the form of a letter of support from Matt Trexel, Fire Chief, Burlington Fire Department |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS: NA** |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS: NA** |

| DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT) | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, plans for PLA processes are under discussion |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** Per the Statement of Grant Impact document,<br>• IHUM Program Director met with I-AM Grant Director to discuss progress made.<br>• Information from previous Credit for Prior Learning Planning Sessions was reviewed.<br>• SCC Registrar and Dean of Health attended statewide meeting on military PLA in March 2017.<br>• IHUM Grant Director participated in webinar on PLA for recruitment in June 17.<br>• Work on PLA with new Registrar in place. |

| STRATEGY 2: Advance Online & Technology-Enabled Learning | |
|---|---|
| **MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS.** | X Complete<br>☐ Incomplete |
| **MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS.** | X Complete<br>☐ Incomplete |
| **MILESTONE 2.3: Create and distribute Open Educational Resources.** | X Complete<br>☐ Incomplete |

| DELIVERABLE 2.1: Public licensing of curricula and training materials | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Documents and training materials developed for the signature program are available for public download on Creative Commons |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of documents posted by SCC on Creative Commons revealed:<br>• Seven marketing items that promote the EMS program<br>• Six EMS program information documents<br>• Four EMS program course syllabi<br>• EMS Career pathway |

| DELIVERABLE 2.2: Distribution through project and online repositories | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** As noted above, material created using grant funds were posted on SkillsCommons. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory | **COMMENTS:** As noted above, review of documents posted by SCC on Creative Commons revealed: |

| | | |
|---|---|---|
| | ☐ Unclear | • Seven marketing items that promote the EMS program<br>• Six EMS program information documents<br>• Four EMS program course syllabi<br>• EMS Career pathway |
| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the SME Response document, EMT/Paramedic program implemented blended and hybrid learning methods through Zoom technology and off-site proctors. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the SME Response document, course materials are available electronically and accessible to students 24/7 through Canvas, SCC s Learning Management System. |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, simulation learning experiences opportunities have been expanded and incorporated into the EMS curriculum. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** Per the Statement of Grant Impact document, best practice simulation learning is incorporated into this signature program by:<br>• EMS has adapted the program to new certification guidelines which require more simulation. Spring semester paramedic students use simulation for the bulk of their lab time every Monday and Thursday afternoon.<br>• Providing simulation orientation (paperwork and sim lab intro) for students<br>• Creating realistic injuries for burn patient scenario and Active Shooter Drill.<br>• Utilizing scenarios to provide a more immersive demonstration when teaching theory such as rhythm analysis in Cardiology or post medication evaluation in Pharmacology.<br>• Implementation of "Best Practices" including orientation to simulation, complete debriefing sessions and improvements to selection of scenarios and facilitation.<br><br>Quality of implementation ensured through training, sustainability of qualified faculty and staff, equipment purchases, and facilities to meet learning needs. The following occurred during the grant period<br>• EMS/Paramedic faculty member attended Drexel Simulation Certificate program<br>• Meetings to discuss running and recording Paramedic scenarios to meet new competency standards.<br>• IHUM Grant Project Director hired and started 2/23/15.<br>• Simulation Technician position created as part of the IHUM grant. Position will be sustained at SCC.<br>• Simulation learning reference materials purchased<br>• Manikin Preventive Maintenance, software updates, and training.<br>• Updating of college hardware and network to support simulation learning technology.<br>• Construction of new simulation center. |

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| | | • Equipment used for simulation learning purchased.<br>• Quality evaluation measures put in place and process for ensuring quality improvement based on data put in place. |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>**X** Never Started | **COMMENTS:** NA |
| **QUALITY** | ☐ Satisfactory<br>**X** Unsatisfactory<br>☐ Unclear | **COMMENTS:** NA |
| **STRATEGY 3: Create Expanded & Individualized Student Support Services** | | |
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 3.2: Improve student career planning.** | | **X** Complete<br>☐Incomplete |
| **MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs.** | | **X** Complete<br>☐Incomplete |
| **DELIVERABLE 3.1: Develop and implement online, modular-based programs** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>**X** Never Started | **COMMENTS:** As noted in Deliverable 2.3, per the SME Response document, EMT/Paramedic program implemented blended and hybrid learning methods through Zoom technology and off-site proctors. |
| **QUALITY** | ☐ Satisfactory<br>**X** Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the SME Response document, course materials are available electronically and accessible to students 24/7 through Canvas, SCC s Learning Management System. |
| **DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, a pre-health class boot camp was developed and other remediation/retention, and career planning efforts are in place. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document, the boot camp includes Mandatory reporter, CPR, HIPAA, Bloodborne Pathogens training. The Bootcamp allows potential students to learn about health and assist enrolled students in meeting their prerequisites in a short time frame. In addition, the following retention efforts were put in place:<br>• Implementing Drop Detective to assist faculty identifying students who might needing additional assistance. |

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| | | • Career planning efforts include IHUM and PACE worked together to develop Career Pathways and a Career Pathways booklet for use by PACE, enrollment, etc. |
| **DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, targeted recruitment efforts were developed. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document, targeted recruitment efforts for this signature program included:<br>• Recruitment/outreach plan began by looking at common goals with PACE and WIOA.<br>• Adds on Pandora<br>• Video shorts developed for use on local TV and SCC website via YouTube.<br>• IHUM sponsored local radio ads promoting SCC Health programs.<br>• Burlington Urban System (BUS) ads developed to promote SCC health careers continued.<br><br>A review of resources on Skills Commons and the Enhance Iowa website developed for this signature program reveal:<br>• Three videos and four billboards/posters that promote the EMS program and/or depict EMS students<br>• A direct link to a webpage that describes the SCC EMS program from the Enhance Iowa webpage. |
| **DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, career planning tools were implemented. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** Per the Statement of Grant Impact document, efforts for this signature program include:<br>• Career Coach was launched<br>• Career Coach training attended thirteen SCC staff<br>• Input on the programs/jobs mapping was sought from all program coordinators at SCC.<br>• Components of Career Coach featured in campus newsletters several times.<br>• E:mail sent to all students promoting job search and resume features in<br>• Posters and handouts developed and distributed on campuses and in communities.<br>• Career Coach e part of new freshman course “First Year Experience” starting in Fall 17.<br>• IHUM Grant Project Director and PACE navigator gained input from program coordinators and develop career maps for signature programs. |

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| | | A map on the Enhance Iowa Career Coach webpage reveals information about the abundance of healthcare jobs in the area served by SCC and a link to the college goes directly to a webpage describing the signature program and RN jobs in the area. |
| **STRATEGY 4: Create & Improve Alignment with Industry & State Agencies** | | |
| **MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries). NA** | | ☐ Complete<br>☐ Incomplete |
| **MILESTONE 4.2: Create or strengthen regional industry advisory committees.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.4: Collaborate with state agencies on a participant referral process.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events.** | | **X** Complete<br>☐ Incomplete |
| **DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee** | | |
| **STATUS** | ☐ Completed<br>**X** In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, discussions regarding a Health Sector Board have occurred and an EMS program advisory committee is in place. |
| **QUALITY** | **X** ☐ Satisfactory<br>Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document:<br>• Meeting held with Region 16 WIA Director and PACE Program Lead Navigator to discuss Sector Boards. Timeline for other sectors not set.<br>• Participation in Health Occupations Business Services group. This groups is made up of WIOA, Promise Jobs, Vocational Rehab, PACE, Department of the Blind, AEL, Economic Development and several departments at SCC, although not a Sector Board as defined in milestone 4.1 this group includes many of the required participants and therefore may meet this deliverable.<br>Per the SME Response document, the EMS program involves sector membership through Advisory Council participation addressing industry issues and needs through collaborative discussions, goal-setting, action plans, program review and policy and procedure development. Advisory Council meeting minutes are archived on SCC Hawknet folders. |
| **DELIVERABLE 4.2: New industry partnerships developed during the grant period** | | |
| **STATUS** | ☐ Completed<br>**X** In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Per the Statement of Grant Impact document, new industry partnerships were explored during the grant period. |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory | **COMMENTS:** Per the Statement of Grant Impact document: |

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| | X Unclear | • The IHUM Grant Project Director and Dean of Health met with Great River Medical Center Director of Corporate Education regarding usage of Sim Man at GRMC and renewing the partnership for simulation.<br>• Great River Health Systems Education staff, GRHS Women and Family center and Henry County Health Center staff and multiple area business groups have toured SCC Health Professions building.<br>• Working on sustainability plan to include employers using sim lab for skills development and recertification. An Outside User policy and fee schedule was developed and approved by PEC to allow outside partners to use SCC simulation areas for CEUs or staff training<br><br>Per SME Response document, the Outside User policy and procedure were newly created for continuing education offerings.<br><br>Health Occupations team made up of SCC, WIOA, Voc Rehab and Economic Development planned tours to local businesses, four Healthcare Expos and a job fair. |
| **DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Information related to this deliverable for the EMS program was not addressed on the Statement of Grant Impact document, however evidence related to progress towards this deliverable was found on the Enhance Iowa Career Coach webpage and on the Creative Commons website. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** As indicated in Deliverable 3.4 a link on the Emsi Career Coach webpage goes directly to a webpage describing the signature program and healthcare jobs in the area. The webpage was developed as part of the IHUM grant. |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, multiple outreach efforts to educate WIB occurred during the grant period. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document outreach efforts included,<br>• Health staff participated in multiple job fairs<br>• IWD workshop on Job Development with Diverse Populations attended.<br>• Local newspaper articles<br>• IHUM Grant Project Director participating in Health Occupations Business Services group.<br>• Recruitment/outreach discussed with PACE and Program Coordinators<br>• Joint TV/web marketing with I-AM Grant planned. RFPs reviewed. Graduates for several health professions interviewed<br>• Presented EMSI products to Workforce Business Marketing Specialist. |

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| | | • Recruitment/outreach discussed with PACE and Health Program Coordinators. Info provided to local libraries.<br>• Career Coach presented to Voc Rehab summer program. |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS: COMMENTS:** Per the Statement of Grant Impact document, multiple events with industry and state agencies occurred during the grant period. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document events included,<br>• Four Health Care Expos for area high school students<br>• Career Coach and Enhance Iowa materials provided at for layoffs and career fairs in southeast Iowa.<br>• IHUM Grant Project Director participated in a number of job fairs during the grant. Including, but not limited to:<br>○ Lee county Job Fair.<br>○ IHUM Grant Project Director and other SCC staff participated in Regional Job Fair.<br>○ Tabling event with I-AM, PACE, C-BIZ at Keokuk Veteran's Job Fair sponsored by Workforce and YMCA. |

# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed: Southeastern Iowa Area Community College**

**Signature Program Reviewed: Medical Coding and Billing Diploma Program**

**Subject Matter Expert: Melody Bethards**

**Subject Matter Expert Credentials: MSN, RN, CNE, CHSE**

**Review Period: 10/1/2014-6/30/2018**

**Review Conducted: September 2018**

**Synopsis of Findings:**

**Milestones completed:**

- 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.
- 1.3: Expand and enhance work-based learning experiences.
- 1.5: Strengthen Prior Learning Assessment initiative.
- 3.1: Implement specialized recruitment and retention efforts.
- 3.3: Implement accelerated and/or contextualized remediation programs.
- 4.4: Collaborate with state agencies on a participant referral process.
- 4.5: Partner with industry and state agencies on job fairs and mission-based events**.**
- 2.3: Create and distribute Open Educational Resources.
- 3.2: Improve student career planning
- 4.2: Create or strengthen regional industry advisory committees.
- 4.3: Create joint marketing and outreach efforts with state agencies

SCC utilized the IHUM grant to revise the Medical Coding and Billing curriculum, improve facilities, and enhance educational opportunities for students. Pathway from Medical Coding and Billing diploma to entrance into the workforce is provided. Medical Scribe certificate option is integrated into program pathway. Relationships with regional employers and industry provide work-place learning opportunities. Targeted Recruitment and retention efforts are in place. Resources developed during the grant period are freely shared via the Creative Commons website. Collaboration with community partners at events provides opportunities for strengthen partnerships and potential post-graduation employment.

**Non-applicable Milestones**

- 1.2: Align non-credit offerings with credit courses
- 2.1: Enhance and expand simulation into courses and trainings.
- 2.2: Expand online and blended course offerings
- 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries)

There is no evidence of progress towards milestone 1.2, 2.1, and 2,2. For milestone 4.1, it is unclear if the Health Occupations Business Group that is in place would meet criteria for achievement.

**Sustainability**

SCC identified the following sustainability plan that applies to the Medical Coding and Billing program:

- Evaluate usage of Career Coach.

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| **MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.** | X Complete<br>☐ Incomplete |
| **MILESTONE 1.2: Align non-credit offerings with credit courses.** | ☐ Complete<br>☐ Incomplete |
| **MILESTONE 1.3: Expand and enhance work-based learning experiences.** | X Complete<br>☐ Incomplete |
| **MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC) - NA** | ☐ Complete<br>☐ Incomplete |
| **MILESTONE 1.5: Strengthen Prior Learning Assessment initiative.** | X Complete<br>☐ Incomplete |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document course options were added to enhance student learning opportunities. |
| **QUALITY** | X Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document Medical Scribe courses developed and began Spring 2016. The one term certificate program complements and overlaps Medical Coding and Billing program.<br><br>Review of curriculum documents provided reveals alignment of Medical Coding and Billing courses to meet program outcomes.<br><br>There is no evidence found on the curriculum map to indicate how general education courses align with program outcomes.<br><br>No evidence of alignment to non-credit courses was found in documents provided or resources posted on Skills Commons.<br><br>Per the Program Information and Overview document Medical Coding and Billing course content is delivered by lecture, lab, and externships.<br><br>Established pathway from Medical Coding and Billing diploma to entrance into the workforce. Medical Scribe certificate option is integrated into program pathway. |

| DELIVERABLE 1.2: Updated college facilities | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, facilities for students in this signature program have been updated. |

| | | |
|---|---|---|
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document:<br>• Health Professions and the Hall of Sciences buildings on the West Burlington campus have been expanded<br>• Additional classroom and lab space.<br>• Student services relocated so are closer to students.<br>Review of resources posted on Skills Common revealed several promotional videos that show new facilities. |
| **DELIVERABLE 1.3: Offer new credentials** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, new credentials related to this signature program were developed. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document Medical Scribe certificate program approved by DoE May 2016. Certificate program began in Spring 17. |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document there is commitment from employers and industry. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document<br>• Employers support the health programs by serving on the Advisory Committee, participating in SCC health fairs and career fairs, providing sites for clinicals, externships, preceptorships.<br>• Area employers are the primary employers for new graduates in all health programs.<br>• Program coordinators work with employers to make certain programs meet employer needs through input received through the Advisory committees as well as feedback from students and employers participating in externships, preceptorships, etc.<br>Evidence in the form of a letter of support from Anne Abel, Coding Manager, Great River Physician and Clinics |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS: NA** |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS: NA** |

| DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT) | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document, plans for PLA processes are under discussion |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | COMMENTS: Per the Statement of Grant Impact document,<br>• IHUM Program Director met with I-AM Grant Director to discuss progress made.<br>• Information from previous Credit for Prior Learning Planning Sessions was reviewed.<br>• SCC Registrar and Dean of Health attended statewide meeting on military PLA in March 2017.<br>• IHUM Grant Director participated in webinar on PLA for recruitment in June 17.<br>• Work on PLA with new Registrar in place. |

| STRATEGY 2: Advance Online & Technology-Enabled Learning | |
|---|---|
| MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS. | ☐ Complete<br>☐ Incomplete |
| MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS. NA | ☐ Complete<br>☐ Incomplete |
| MILESTONE 2.3: Create and distribute Open Educational Resources. | X Complete<br>☐ Incomplete |

| DELIVERABLE 2.1: Public licensing of curricula and training materials | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Documents and training materials developed for the signature program are available for public download on Creative Commons |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: A review of documents posted by SCC on Creative Commons revealed:<br>• One marketing item that promotes the Medical Coding and Billing program<br>• Two Medical Coding and Billing program information documents<br>• Medical Assistant/Medical Coding and Billing Pathway document |

| DELIVERABLE 2.2: Distribution through project and online repositories | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: As noted above, material created using grant funds were posted on SkillsCommons. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: As noted above, review of documents posted by SCC on Creative Commons revealed:<br>• One marketing item that promotes the Medical Coding and Billing program<br>• Two Medical Coding and Billing program information documents<br>• Medical Assistant/Medical Coding and Billing Pathway document |

| | | |
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| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| **STATUS** | ☐ Completed | **COMMENTS:** Information Per the SME Response document this Deliverable is not applicable to this signature program. The Medical Scribe Certificate is a new credential. The course delivery method was not intended to be on-line but a stackable credential in a face-to-face course. |
| | ☐ In Progress | |
| | ☐Attempted | |
| | ☐Never Started | |
| **QUALITY** | ☐ Satisfactory | **COMMENTS: NA** |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| **STATUS** | ☐ Completed | **COMMENTS:** Information related to this deliverable for the Medical Coding and Billing program was not addressed on the Statement of Grant Impact document. |
| | ☐ In Progress | |
| | ☐Attempted | |
| | ☐Never Started | |
| **QUALITY** | ☐ Satisfactory | **COMMENTS:** NA |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| **STATUS** | ☐ Completed | **COMMENTS:** NA |
| | ☐ In Progress | |
| | ☐Attempted | |
| | ☐Never Started | |
| **QUALITY** | ☐ Satisfactory | **COMMENTS:** NA |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **STRATEGY 3: Create Expanded & Individualized Student Support Services** | | |
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.** | | **X** Complete |
| | | ☐ Incomplete |
| **MILESTONE 3.2: Improve student career planning.** | | **X** Complete |
| | | ☐Incomplete |
| **MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs.** | | **X** Complete |
| | | ☐Incomplete |
| **DELIVERABLE 3.1: Develop and implement online, modular-based programs** | | |
| **STATUS** | ☐ Completed | **COMMENTS:** Information Per the SME Response document this Deliverable is not applicable to this signature program. The Medical Scribe Certificate is a new credential. The course delivery method was not intended to be on-line but a stackable credential in a face-to-face course. |
| | ☐ In Progress | |
| | ☐Attempted | |
| | ☐Never Started | |

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| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS: NA** |
| **DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, a pre-health class boot camp was developed and other remediation/retention, and career planning efforts are in place. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document, the boot camp includes Mandatory reporter, CPR, HIPAA, Bloodborne Pathogens training. The Bootcamp allows potential students to learn about health and assist enrolled students in meeting their prerequisites in a short time frame. In addition, the following retention efforts were put in place:<br>• Implementing Drop Detective to assist faculty identifying students who might needing additional assistance.<br>• Career planning efforts include IHUM and PACE worked together to develop Career Pathways and a Career Pathways booklet for use by PACE, enrollment, etc. |
| **DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, targeted recruitment efforts were developed. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document, targeted recruitment efforts for this signature program included:<br>• Recruitment/outreach plan began by looking at common goals with PACE and WIOA.<br>• Adds on Pandora<br>• Video shorts developed for use on local TV and SCC website via YouTube.<br>• IHUM sponsored local radio ads promoting SCC Health programs.<br>• Burlington Urban System (BUS) ads developed to promote SCC health careers continued.<br><br>A review of resources on Skills Commons and the Enhance Iowa website developed for this signature program reveal:<br>• One billboards/posters that promote the Medical Coding and Billing program<br>• A direct link to a webpage that describes the SCC Medical Coding and Billing program from the Enhance Iowa webpage. |
| **DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted | **COMMENTS:** Per the Statement of Grant Impact document, career planning tools were implemented. |

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|---|---|---|
| | ☐ Never Started | |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** Per the Statement of Grant Impact document, efforts for this signature program include:<br>• Career Coach was launched<br>• Career Coach training attended thirteen SCC staff<br>• Input on the programs/jobs mapping was sought from all program coordinators at SCC.<br>• Components of Career Coach featured in campus newsletters several times.<br>• E:mail sent to all students promoting job search and resume features in<br>• Posters and handouts developed and distributed on campuses and in communities.<br>• Career Coach e part of new freshman course "First Year Experience" starting in Fall 17.<br>• IHUM Grant Project Director and PACE navigator gained input from program coordinators and develop career maps for signature programs.<br>A map on the Enhance Iowa Career Coach webpage reveals information about the abundance of healthcare jobs in the area served by SCC and a link to the college goes directly to a webpage describing the signature program and healthcare jobs in the area. |

| **STRATEGY 4: Create & Improve Alignment with Industry & State Agencies** | |
|---|---|
| **MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries). NA** | ☐ Completed<br>☐ Incomplete |
| **MILESTONE 4.2: Create or strengthen regional industry advisory committees.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.4: Collaborate with state agencies on a participant referral process.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events.** | **X** Complete<br>☐ Incomplete |

| **DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee** | | |
|---|---|---|
| **STATUS** | ☐ Completed<br>**X** In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, discussions regarding a Health Sector Board have occurred and a program advisory committee is in place. |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>**X** Unclear | **COMMENTS:** Per the Statement of Grant Impact document:<br>• Meeting held with Region 16 WIA Director and PACE Program Lead Navigator to discuss Sector Boards. Timeline for other sectors not set.<br>• Participation in Health Occupations Business Services group. This groups is made up of WIOA, Promise Jobs, Vocational Rehab, PACE, Department of the Blind, AEL, Economic Development and several departments at SCC, although not a Sector Board as defined in milestone 4.1 this group includes many of the required participants and therefore may meet this deliverable. |

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| | | A Medical Assistant and Billing and Coding Advisory board is in place. IHUM updates provided at all meetings.<br><br>The Medical Coding/Billing program involves sector membership through Advisory Council participation addressing industry issues and needs through collaborative discussions, goal-setting, action plans, program review and policy and procedure development. Advisory Council meeting minutes are archived on SCC Hawknet folders |
| **DELIVERABLE 4.2: New industry partnerships developed during the grant period** | | |
| **STATUS** | ☐ Completed<br>**X** In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Per the Statement of Grant Impact document, new industry partnerships were explored during the grant period. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** Per the Statement of Grant Impact document:<br>• The IHUM Grant Project Director and Dean of Health met with Great River Medical Center Director of Corporate Education regarding usage of Sim Man at GRMC and renewing the partnership for simulation.<br>• Great River Health Systems Education staff, GRHS Women and Family center and Henry County Health Center staff and multiple area business groups have toured SCC Health Professions building.<br>• Health Occupations team made up of SCC, WIOA, Voc Rehab and Economic Development planned tours to local businesses, four Healthcare Expos and a job fair.<br>• Working on sustainability plan to include employers using sim lab for skills development and recertification. An Outside User policy and fee schedule was developed and approved by PEC to allow outside partners to use SCC simulation areas for CEUs or staff training.<br><br>Per SME Response document, the Outside User policy and procedure were newly created for continuing education offerings. |
| **DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Information related to this deliverable for the Medical Coding and Billing program was not addressed on the Statement of Grant Impact document, however evidence related to progress towards this deliverable was found on the Enhance Iowa Career Coach webpage and on the Creative Commons website. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** As indicated in Deliverable 3.4 a link on the Emsi Career Coach webpage goes directly to a webpage describing the signature program and healthcare jobs in the area. The webpage was developed as part of the IHUM grant. |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, multiple outreach efforts to educate WIB occurred during the grant period. |

| | | |
|---|---|---|
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document outreach efforts included,<br>• Health staff participated in multiple job fairs<br>• IWD workshop on Job Development with Diverse Populations attended.<br>• Local newspaper articles<br>• IHUM Grant Project Director participating in Health Occupations Business Services group.<br>• Recruitment/outreach discussed with PACE and Program Coordinators<br>• Joint TV/web marketing with I-AM Grant planned. RFPs reviewed. Graduates for several health professions interviewed<br>• Presented EMSI products to Workforce Business Marketing Specialist.<br>• Recruitment/outreach discussed with PACE and Health Program Coordinators. Info provided to local libraries.<br>• Career Coach presented to Voc Rehab summer program. |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS: COMMENTS:** Per the Statement of Grant Impact document, multiple events with industry and state agencies occurred during the grant period. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document events included,<br>• Four Health Care Expos for area high school students<br>• Career Coach and Enhance Iowa materials provided at for layoffs and career fairs in southeast Iowa.<br>• IHUM Grant Project Director participated in a number of job fairs during the grant. Including, but not limited to:<br>  ○ Lee county Job Fair.<br>  ○ IHUM Grant Project Director and other SCC staff participated in Regional Job Fair.<br>  ○ Tabling event with I-AM, PACE, C-BIZ at Keokuk Veteran's Job Fair sponsored by Workforce and YMCA. |

# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed: Southeastern Iowa Area Community College**

**Signature Program Reviewed: Medical Assistant Diploma Program**

**Subject Matter Expert: Melody Bethards**

**Subject Matter Expert Credentials: MSN, RN, CNE, CHSE**

**Review Period: 10/1/2014-6/30/2018**

**Review Conducted: September 2018**

**Synopsis of Findings:**

**Milestones completed:**

- 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.
- 1.3: Expand and enhance work-based learning experiences.
- 1.5: Strengthen Prior Learning Assessment initiative.
- 2.1: Enhance and expand simulation into courses and trainings.
- 2.2: Expand online and blended course offerings
- 2.3: Create and distribute Open Educational Resources.
- 3.1: Implement specialized recruitment and retention efforts.
- 3.2: Improve student career planning
- 3.3: Implement accelerated and/or contextualized remediation programs.
- 4.2: Create or strengthen regional industry advisory committees.
- 4.3: Create joint marketing and outreach efforts with state agencies
- 4.4: Collaborate with state agencies on a participant referral process.
- 4.5: Partner with industry and state agencies on job fairs and mission-based events**.**

SCC utilized the IHUM grant to revise the Medical Assistant curriculum, improve facilities, and enhance educational opportunities for students in the Medical Assistant program through the integration of high quality simulation learning experiences. Pathway from Medical Assistant diploma to entrance into the workforce is provided. Medical Scribe certificate option is integrated into program pathway. Relationships with regional employers and industry provide work-place learning opportunities. Targeted Recruitment and retention efforts are in place. Resources developed during the grant period are freely shared via the Creative Commons website. Collaboration with community partners at events provides opportunities for strengthen partnerships and potential post-graduation employment.

**Non-applicable Milestones**

- 1.2: Align non-credit offerings with credit courses
- 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries)

**Sustainability**

SCC identified the following sustainability plan that applies to the Medical Assistant program:

- Committed to continuing the positions of Simulation Technician.
- Continuation of simulation learning experiences utilizing best practice standards for consistency and usage.
- Evaluate usage of Career Coach.

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| **MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.** | X Complete |
| | ☐ Incomplete |
| **MILESTONE 1.2: Align non-credit offerings with credit courses. NA** | ☐ Complete |
| | ☐ Incomplete |
| **MILESTONE 1.3: Expand and enhance work-based learning experiences.** | X Complete |
| | ☐ Incomplete |
| **MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC) - NA** | ☐ Complete |
| | ☐ Incomplete |
| **MILESTONE 1.5: Strengthen Prior Learning Assessment initiative.** | X Complete |
| | ☐ Incomplete |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| **STATUS** | X Completed | **COMMENTS:** Per the Statement of Grant Impact document changes were made to the Medical Assistant curriculum to enhance student learning opportunities. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | X Satisfactory | **COMMENTS:** Per the Statement of Grant Impact document Medical Scribe courses developed and began Spring 2016. The one term certificate program complements and overlaps Medical Assistant program.<br><br>Review of curriculum documents provided reveals alignment of Medical Assistant courses to meet program outcomes.<br><br>Per the Program Information and Overview document Medical Assistant course content is delivered by lecture, lab, and clinical externships.<br><br>Established pathway from Medical Assistant diploma to entrance into the workforce. Medical Scribe certificate option is integrated into program pathway.<br><br>Per the SME Response document no non-credit courses are aligned with this signature program. The Medical Scribe Certificate is a new credential and is a stackable credential as part of the Medical Assistant Program.<br><br>A review of SME Response support documents reveal a Medical Assistant program curriculum map that demonstrations alignment of general education courses to program outcomes. |
| | ☐Unsatisfactory | |
| | ☐ Unclear | |

| DELIVERABLE 1.2: Updated college facilities | | |
|---|---|---|
| **STATUS** | X Completed | **COMMENTS:** Per the Statement of Grant Impact document, facilities for students in this signature program have been updated. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |

| | | |
|---|---|---|
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document:<br>• Health Professions and the Hall of Sciences buildings on the West Burlington campus have been expanded<br>• The Health Professions building includes a clinical simulation center which expanded simulation from one room to three patient rooms and an EMS lab with and ambulance and an apartment.<br>• Grant funds were used to purchase two additional simulators and all peripherals for running, recording and playback of scenarios.<br>• Additional classroom and lab space.<br>• Student services relocated so are closer to students.<br>Review of resources posted on Skills Common revealed several promotional videos that show simulation learning facilities. |
| **DELIVERABLE 1.3: Offer new credentials** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, new credentials related to this signature program were developed. |
| **QUALITY** | X Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document Medical Scribe certificate program approved by DoE May 2016 under Medical Assistant Program. Certificate program began in Spring 17.<br>Per the SME Response document, the Medical Scribe Certificate is a new credential and is a stackable credential as part of the Medical Assistant Program. |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document there is commitment from employers and industry. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document<br>• Employers support the health programs by serving on the Advisory Committee, participating in SCC health fairs and career fairs, providing sites for clinicals, externships, preceptorships.<br>• Area employers are the primary employers for new graduates in all health programs.<br>• Program coordinators work with employers to make certain programs meet employer needs through input received through the Advisory committees as well as feedback from students and employers participating in externships, preceptorships, etc.<br>Evidence in the form of a letter of support from Renee Workman – Clinical Manager, Great River Family Medicine provided |

| DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only) | | |
|---|---|---|
| STATUS | ☐ Completed | COMMENTS: NA |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| QUALITY | ☐ Satisfactory | COMMENTS: NA |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| STATUS | X Completed | COMMENTS: Per the Statement of Grant Impact document, plans for PLA processes are under discussion |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| QUALITY | X Satisfactory | COMMENTS: Per the Statement of Grant Impact document,<br>• IHUM Program Director met with I-AM Grant Director to discuss progress made.<br>• Information from previous Credit for Prior Learning Planning Sessions was reviewed.<br>• SCC Registrar and Dean of Health attended statewide meeting on military PLA in March 2017.<br>• IHUM Grant Director participated in webinar on PLA for recruitment in June 17.<br>• Work on PLA with new Registrar in place. |
| | ☐ Unsatisfactory | |
| | ☐Unclear | |

| STRATEGY 2: Advance Online & Technology-Enabled Learning | |
|---|---|
| MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS. | X Complete |
| | ☐ Incomplete |
| MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS. | X Complete |
| | ☐Incomplete |
| MILESTONE 2.3: Create and distribute Open Educational Resources. | X Complete |
| | ☐ Incomplete |

| DELIVERABLE 2.1: Public licensing of curricula and training materials | | |
|---|---|---|
| STATUS | X Completed | COMMENTS: Documents and training materials developed for the signature program are available for public download on Creative Commons |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| QUALITY | X Satisfactory | COMMENTS: A review of documents posted by SCC on Creative Commons revealed:<br>• Two marketing items that promote the Medical Assistant program<br>• Two Medical Assistant program information documents<br>• Medical Assistant/Medical Coding and Billing Pathway document |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |

| DELIVERABLE 2.2: Distribution through project and online repositories | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** As noted above, material created using grant funds were posted on SkillsCommons. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** As noted above, review of documents posted by SCC on Creative Commons revealed:<br>• Two marketing items that promote the Medical Assistant program<br>• Two Medical Assistant program information documents<br>• Medical Assistant/Medical Coding and Billing Pathway document |
| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Per the SME Response document SCC has entered a shared program agreement with IHCC to explore offering blended course delivery methods |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of SME Response support documents reveal an MOU between SCC and IHCC with purpose to "enhance the transferability between SCC and IHCC in the Pharmacy Technology, Occupational Therapy Assistant, Medical Assisting, and Respiratory Care programs and increase the Health Professions/Health Sciences programs to meet regional workforce demands while maximizing efficiencies within a collaborative arrangement". |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, simulation learning experiences opportunities have been expanded and incorporated into the Medical Assistant curriculum. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** Per the Statement of Grant Impact document, best practice simulation learning is incorporated into this signature program by:<br>• Providing simulation orientation (paperwork and sim lab intro) for students<br>• In the new facility Medical Assistant program has more space to use Nursing Anne and other simulated and standardized patients. The program has put on a mock clinic each term where all college staff are invited to have their vitals taken.<br>• Implementation of "Best Practices" including orientation to simulation, complete debriefing sessions and improvements to selection of scenarios and facilitation.<br>Quality of implementation ensured through training, sustainability of qualified faculty and staff, equipment purchases, and facilities to meet learning needs. The following occurred during the grant period<br>• IHUM Grant Project Director hired and started 2/23/15.<br>• IHUM Grant Project Director met with all Health Program Coordinators to assess simulation usage and needs. Results shared in meetings. |

| | | |
|---|---|---|
| | | • Simulation Technician position created as part of the IHUM grant. Position will be sustained at SCC.<br>• IHUM Grant Director, Simulation Technician, and healthcare program faculty and staff participated in a variety of simulation learning webinars, trainings and conferences.<br>• Simulation learning reference materials purchased<br>• Manikin Preventive Maintenance, software updates, and training.<br>• Updating of college hardware and network to support simulation learning technology.<br>• Construction of new simulation center.<br>• Equipment used for simulation learning purchased.<br>• Quality evaluation measures put in place and process for ensuring quality improvement based on data put in place. |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐Attempted<br>☐Never Started | **COMMENTS:** NA |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** NA |
| **STRATEGY 3: Create Expanded & Individualized Student Support Services** | | |
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 3.2: Improve student career planning.** | | **X** Complete<br>☐Incomplete |
| **MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs.** | | **X** Complete<br>☐Incomplete |
| **DELIVERABLE 3.1: Develop and implement online, modular-based programs** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the SME Response document, course materials are available electronically and accessible to students 24/7 through Canvas, SCC's Learning Management System |
| **QUALITY** | **X** Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the SME Response document, course materials are available electronically and accessible to students 24/7 through Canvas, SCC's Learning Management System |
| **DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators** | | |
| **STATUS** | **X** Completed<br>☐ In Progress | |

| | | |
|---|---|---|
| | ☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, a pre-health class boot camp was developed and other remediation/retention, and career planning efforts are in place. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document, the boot camp includes Mandatory reporter, CPR, HIPAA, Bloodborne Pathogens training. The Bootcamp allows potential students to learn about health and assist enrolled students in meeting their prerequisites in a short time frame. In addition, the following retention efforts were put in place:<br>• Implementing Drop Detective to assist faculty identifying students who might needing additional assistance.<br>• Career planning efforts include IHUM and PACE worked together to develop Career Pathways and a Career Pathways booklet for use by PACE, enrollment, etc. |
| **DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, targeted recruitment efforts were developed. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document, targeted recruitment efforts for this signature program included:<br>• Recruitment/outreach plan began by looking at common goals with PACE and WIOA.<br>• Adds on Pandora<br>• Video shorts developed for use on local TV and SCC website via YouTube.<br>• IHUM sponsored local radio ads promoting SCC Health programs.<br>• Burlington Urban System (BUS) ads developed to promote SCC health careers continued.<br><br>A review of resources on Skills Commons and the Enhance Iowa website developed for this signature program reveal:<br>• One video and one billboards/posters that promote the Medical Assistant program<br>• A direct link to a webpage that describes the SCC Medical Assistant program from the Enhance Iowa webpage. |
| **DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, career planning tools were implemented. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** Per the Statement of Grant Impact document, efforts for this signature program include:<br>• Career Coach was launched<br>• Career Coach training attended thirteen SCC staff<br>• Input on the programs/jobs mapping was sought from all program coordinators at SCC. |

| | | |
|---|---|---|
| | | • Components of Career Coach featured in campus newsletters several times.<br>• E:mail sent to all students promoting job search and resume features in<br>• Posters and handouts developed and distributed on campuses and in communities.<br>• Career Coach e part of new freshman course "First Year Experience" starting in Fall 17.<br>• IHUM Grant Project Director and PACE navigator gained input from program coordinators and develop career maps for signature programs.<br>A map on the Enhance Iowa Career Coach webpage reveals information about the abundance of healthcare jobs in the area served by SCC and a link to the college goes directly to a webpage describing the signature program and healthcare jobs in the area. |

| **STRATEGY 4: Create & Improve Alignment with Industry & State Agencies** | |
|---|---|
| **MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries). NA** | ☐ Complete<br>☐Incomplete |
| **MILESTONE 4.2: Create or strengthen regional industry advisory committees.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.4: Collaborate with state agencies on a participant referral process.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events.** | **X** Complete<br>☐ Incomplete |

| **DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee** | | |
|---|---|---|
| **STATUS** | ☐ Completed<br>**X** In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, discussions regarding a Health Sector Board have occurred and a program advisory committee is in place. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** Per the Statement of Grant Impact document:<br>• Meeting held with Region 16 WIA Director and PACE Program Lead Navigator to discuss Sector Boards. Timeline for other sectors not set.<br>• Participation in Health Occupations Business Services group. This groups is made up of WIOA, Promise Jobs, Vocational Rehab, PACE, Department of the Blind, AEL, Economic Development and several departments at SCC, although not a Sector Board as defined in milestone 4.1 this group includes many of the required participants and therefore may meet this deliverable.<br>A Medical Assistant and Billing and Coding Advisory board is in place. IHUM updates provided at all meetings.<br><br>The EMS involves sector membership through Advisory Council participation addressing industry issues and needs through collaborative discussions, goal-setting, action plans, program review and policy and procedure development. Advisory Council meeting minutes are archived on SCC Hawknet folders |

| DELIVERABLE 4.2: New industry partnerships developed during the grant period | | |
|---|---|---|
| **STATUS** | ☐ Completed<br>**X** In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Per the Statement of Grant Impact document, new industry partnerships were explored during the grant period. |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>**X** Unclear | **COMMENTS:** Per the Statement of Grant Impact document:<br>• The IHUM Grant Project Director and Dean of Health met with Great River Medical Center Director of Corporate Education regarding usage of Sim Man at GRMC and renewing the partnership for simulation.<br>• Great River Health Systems Education staff, GRHS Women and Family center and Henry County Health Center staff and multiple area business groups have toured SCC Health Professions building.<br>• Health Occupations team made up of SCC, WIOA, Voc Rehab and Economic Development planned tours to local businesses, four Healthcare Expos and a job fair.<br>• Working on sustainability plan to include employers using sim lab for skills development and recertification. An Outside User policy and fee schedule was developed and approved by PEC to allow outside partners to use SCC simulation areas for CEUs or staff training.<br>Per SME Response document, the Outside User policy and procedure were newly created for continuing education offerings. |
| **DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Information related to this deliverable for the Medical Assistant program was not addressed on the Statement of Grant Impact document, however evidence related to progress towards this deliverable was found on the Enhance Iowa Career Coach webpage and on the Creative Commons website. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** As indicated in Deliverable 3.4 a link on the Emsi Career Coach webpage goes directly to a webpage describing the signature program and healthcare jobs in the area. The webpage was developed as part of the IHUM grant. |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, multiple outreach efforts to educate WIB occurred during the grant period. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document outreach efforts included,<br>• Health staff participated in multiple job fairs<br>• IWD workshop on Job Development with Diverse Populations attended.<br>• Local newspaper articles |

| | | |
|---|---|---|
| | | • IHUM Grant Project Director participating in Health Occupations Business Services group.<br>• Recruitment/outreach discussed with PACE and Program Coordinators<br>• Joint TV/web marketing with I-AM Grant planned. RFPs reviewed. Graduates for several health professions interviewed<br>• Presented EMSI products to Workforce Business Marketing Specialist.<br>• Recruitment/outreach discussed with PACE and Health Program Coordinators. Info provided to local libraries.<br>• Career Coach presented to Voc Rehab summer program. |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS: COMMENTS:** Per the Statement of Grant Impact document, multiple events with industry and state agencies occurred during the grant period. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document events included,<br>• Four Health Care Expos for area high school students<br>• Career Coach and Enhance Iowa materials provided at for layoffs and career fairs in southeast Iowa.<br>• IHUM Grant Project Director participated in a number of job fairs during the grant. Including, but not limited to:<br>  ○ Lee county Job Fair.<br>  ○ IHUM Grant Project Director and other SCC staff participated in Regional Job Fair.<br>  ○ Tabling event with I-AM, PACE, C-BIZ at Keokuk Veteran's Job Fair sponsored by Workforce and YMCA. |

# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed: Southeastern Iowa Area Community College**

**Signature Program Reviewed: Medical Scribe Certificate Program**

**Subject Matter Expert: Melody Bethards**

**Subject Matter Expert Credentials: MSN, RN, CNE, CHSE**

**Review Period: 10/1/2014-6/30/2018**

**Review Conducted: September 2018**

**Synopsis of Findings:**

**Milestones completed:**

- 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.
- 1.3: Expand and enhance work-based learning experiences.
- 1.5: Strengthen Prior Learning Assessment initiative.
- 3.1: Implement specialized recruitment and retention efforts.
- 3.3: Implement accelerated and/or contextualized remediation programs.
- 4.4: Collaborate with state agencies on a participant referral process.
- 4.5: Partner with industry and state agencies on job fairs and mission-based events**.**
- 2.3: Create and distribute Open Educational Resources.
- 3.2: Improve student career planning
- 4.2: Create or strengthen regional industry advisory committees.
- 4.3: Create joint marketing and outreach efforts with state agencies

SCC utilized the IHUM grant to revise the Medical Scribe curriculum, improve facilities, and enhance educational opportunities for students. Pathway from Medical Scribe certificate to entrance into the workforce is provided. Medical Scribe certificate option is integrated into program pathway. Relationships with regional employers and industry provide work-place learning opportunities. Targeted Recruitment and retention efforts are in place. Resources developed during the grant period are freely shared via the Creative Commons website. Collaboration with community partners at events provides opportunities for strengthen partnerships and potential post-graduation employment.

**Non-applicable Milestones**

- 1.2: Align non-credit offerings with credit courses
- 2.1: Enhance and expand simulation into courses and trainings.
- 2.2: Expand online and blended course offerings
- 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries)

There is no evidence of progress towards milestone 1.2, 2.1, and 2,2. For milestone 4.1, it is unclear if the Health Occupations Business Group that is in place would meet criteria for achievement.

**Sustainability**

SCC identified the following sustainability plan that applies to the Medical Scribe program:

- Evaluate usage of Career Coach.

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| **MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.** | X Complete |
| | ☐ Incomplete |
| **MILESTONE 1.2: Align non-credit offerings with credit courses.** | ☐ Complete |
| | ☐ Incomplete |
| **MILESTONE 1.3: Expand and enhance work-based learning experiences.** | X Complete |
| | ☐ Incomplete |
| **MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC) - NA** | ☐ Complete |
| | ☐ Incomplete |
| **MILESTONE 1.5: Strengthen Prior Learning Assessment initiative.** | X Complete |
| | ☐ Incomplete |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| **STATUS** | X Completed | **COMMENTS:** Per the Statement of Grant Impact document course options were added to enhance student learning opportunities. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | X Satisfactory | **COMMENTS:** Per the Statement of Grant Impact document Medical Scribe courses developed and began Spring 2016. The one term certificate program complements and overlaps Medical Coding and Billing program.<br><br>Review of curriculum documents provided reveals alignment of Medical Scribe courses to meet program outcomes.<br><br>There is no evidence found on the curriculum map to indicate how general education courses align with program outcomes.<br><br>No evidence of alignment to non-credit courses was found in documents provided or resources posted on Skills Commons.<br><br>Per the Program Information and Overview document Medical Scribe course content is delivered by lecture, lab, and externships.<br><br>Medical Scribe certificate option is integrated into Medical Coding and Billing diploma program pathway. |
| | ☐Unsatisfactory | |
| | ☐ Unclear | |

| DELIVERABLE 1.2: Updated college facilities | | |
|---|---|---|
| **STATUS** | X Completed | **COMMENTS:** Per the Statement of Grant Impact document, facilities for students in this signature program have been updated. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |

| | | |
|---|---|---|
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document:<br>• Health Professions and the Hall of Sciences buildings on the West Burlington campus have been expanded<br>• Additional classroom and lab space.<br>• Student services relocated so are closer to students.<br>Review of resources posted on Skills Common revealed several promotional videos that show new facilities. |
| **DELIVERABLE 1.3: Offer new credentials** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, new credentials related to this signature program were developed. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document Medical Scribe certificate program approved by DoE May 2016. Certificate program began in Spring 17. |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document there is commitment from employers and industry. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document<br>• Employers support the health programs by serving on the Advisory Committee, participating in SCC health fairs and career fairs, providing sites for clinicals, externships, preceptorships.<br>• Area employers are the primary employers for new graduates in all health programs.<br>• Program coordinators work with employers to make certain programs meet employer needs through input received through the Advisory committees as well as feedback from students and employers participating in externships, preceptorships, etc.<br>Evidence in the form of a letter of support from Anne Abel, Coding Manager, Great River Physician and Clinics |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS: NA** |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS: NA** |

| DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT) | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document, plans for PLA processes are under discussion |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | COMMENTS: Per the Statement of Grant Impact document,<br>• IHUM Program Director met with I-AM Grant Director to discuss progress made.<br>• Information from previous Credit for Prior Learning Planning Sessions was reviewed.<br>• SCC Registrar and Dean of Health attended statewide meeting on military PLA in March 2017.<br>• IHUM Grant Director participated in webinar on PLA for recruitment in June 17.<br>• Work on PLA with new Registrar in place. |

| STRATEGY 2: Advance Online & Technology-Enabled Learning | |
|---|---|
| MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS. | ☐ Complete<br>☐ Incomplete |
| MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS. NA | ☐ Complete<br>☐ Incomplete |
| MILESTONE 2.3: Create and distribute Open Educational Resources. | X Complete<br>☐ Incomplete |

| DELIVERABLE 2.1: Public licensing of curricula and training materials | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Documents and training materials developed for the signature program are available for public download on Creative Commons |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: A review of documents posted by SCC on Creative Commons revealed:<br>• One marketing item that promotes the Medical Scribe program<br>• One Medical Scribe program information document<br>• Medical Assistant/Medical Coding and Billing Pathway document |

| DELIVERABLE 2.2: Distribution through project and online repositories | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: As noted above, material created using grant funds were posted on SkillsCommons. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: As noted above, a review of documents posted by SCC on Creative Commons revealed:<br>• One marketing item that promotes the Medical Scribe program<br>• One Medical Scribe program information document<br>• Medical Assistant/Medical Coding and Billing Pathway document |

| DELIVERABLE 2.3: Offering online/blended programs | | |
|---|---|---|
| **STATUS** | ☐ Completed | **COMMENTS:** Information Per the SME Response document this Deliverable is not applicable to this signature program. The Medical Scribe Certificate is a new credential. The course delivery method was not intended to be on-line but a stackable credential in a face-to-face course. |
| | ☐ In Progress | |
| | ☐Attempted | |
| | ☐Never Started | |
| **QUALITY** | ☐ Satisfactory | **COMMENTS: NA** |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| **STATUS** | ☐ Completed | **COMMENTS:** Information related to this deliverable for the Medical Scribe program was not addressed on the Statement of Grant Impact document. |
| | ☐ In Progress | |
| | ☐Attempted | |
| | ☐Never Started | |
| **QUALITY** | ☐ Satisfactory | **COMMENTS:** NA |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| **STATUS** | ☐ Completed | **COMMENTS:** NA |
| | ☐ In Progress | |
| | ☐Attempted | |
| | ☐Never Started | |
| **QUALITY** | ☐ Satisfactory | **COMMENTS:** NA |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **STRATEGY 3: Create Expanded & Individualized Student Support Services** | | |
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.** | | **X** Complete |
| | | ☐ Incomplete |
| **MILESTONE 3.2: Improve student career planning.** | | **X** Complete |
| | | ☐Incomplete |
| **MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs.** | | **X** Complete |
| | | ☐Incomplete |
| **DELIVERABLE 3.1: Develop and implement online, modular-based programs** | | |
| **STATUS** | ☐ Completed | **COMMENTS:** Information Per the SME Response document this Deliverable is not applicable to this signature program. The Medical Scribe Certificate is a new credential. The course delivery method was not intended to be on-line but a stackable credential in a face-to-face course. |
| | ☐ In Progress | |
| | ☐Attempted | |
| | ☐Never Started | |
| **QUALITY** | ☐ Satisfactory | **COMMENTS: NA** |

| | | |
|---|---|---|
| | ☐ Unsatisfactory<br>☐ Unclear | |
| **DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, a pre-health class boot camp was developed and other remediation/retention, and career planning efforts are in place. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document, the boot camp includes Mandatory reporter, CPR, HIPAA, Bloodborne Pathogens training. The Bootcamp allows potential students to learn about health and assist enrolled students in meeting their prerequisites in a short time frame. In addition, the following retention efforts were put in place:<br>• Implementing Drop Detective to assist faculty identifying students who might needing additional assistance.<br>• Career planning efforts include IHUM and PACE worked together to develop Career Pathways and a Career Pathways booklet for use by PACE, enrollment, etc. |
| **DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, targeted recruitment efforts were developed. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document, targeted recruitment efforts for this signature program included:<br>• Local newspapers sent info on new Medical Scribe program.<br>• Medical Scribe article appeared in The Hawkeye and Daily Democrat.<br>• Billboards promoting Medical Scribe program placed near Burlington and Keokuk.<br>A review of resources on Skills Commons and the Enhance Iowa website developed for this signature program reveal:<br>A direct link to a webpage that describes the SCC Medical Scribe program from the Enhance Iowa webpage. |
| **DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, career planning tools were implemented. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** Per the Statement of Grant Impact document, efforts for this signature program include:<br>• Career Coach was launched<br>• Career Coach training attended thirteen SCC staff |

| | | |
|---|---|---|
| | | • Input on the programs/jobs mapping was sought from all program coordinators at SCC.<br>• Components of Career Coach featured in campus newsletters several times.<br>• E:mail sent to all students promoting job search and resume features in<br>• Posters and handouts developed and distributed on campuses and in communities.<br>• Career Coach e part of new freshman course "First Year Experience" starting in Fall 17.<br>• IHUM Grant Project Director and PACE navigator gained input from program coordinators and develop career maps for signature programs.<br><br>A map on the Enhance Iowa Career Coach webpage reveals information about the abundance of healthcare jobs in the area served by SCC and a link to the college goes directly to a webpage describing the signature program and healthcare jobs in the area. |

| **STRATEGY 4: Create & Improve Alignment with Industry & State Agencies** | |
|---|---|
| **MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries). NA** | ☐ Completed<br>☐ Incomplete |
| **MILESTONE 4.2: Create or strengthen regional industry advisory committees.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.4: Collaborate with state agencies on a participant referral process.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events.** | **X** Complete<br>☐ Incomplete |

| **DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee** | | |
|---|---|---|
| **STATUS** | ☐ Completed<br>**X** In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, discussions regarding a Health Sector Board have occurred and a program advisory committee is in place. |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>**X** Unclear | **COMMENTS:** Per the Statement of Grant Impact document:<br>• Meeting held with Region 16 WIA Director and PACE Program Lead Navigator to discuss Sector Boards. Timeline for other sectors not set.<br>• Participation in Health Occupations Business Services group. This groups is made up of WIOA, Promise Jobs, Vocational Rehab, PACE, Department of the Blind, AEL, Economic Development and several departments at SCC, although not a Sector Board as defined in milestone 4.1 this group includes many of the required participants and therefore may meet this deliverable.<br><br>The Medical Scribe program involves sector membership through Advisory Council participation addressing industry issues and needs through collaborative discussions, goal-setting, action plans, program review and policy and procedure development. Advisory Council meeting minutes are archived on SCC Hawknet folders |

| DELIVERABLE 4.2: New industry partnerships developed during the grant period | | |
|---|---|---|
| **STATUS** | ☐ Completed<br>**X** In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Per the Statement of Grant Impact document, new industry partnerships were explored during the grant period. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** Per the Statement of Grant Impact document:<br>• The IHUM Grant Project Director and Dean of Health met with Great River Medical Center Director of Corporate Education regarding usage of Sim Man at GRMC and renewing the partnership for simulation.<br>• Great River Health Systems Education staff, GRHS Women and Family center and Henry County Health Center staff and multiple area business groups have toured SCC Health Professions building.<br>• Health Occupations team made up of SCC, WIOA, Voc Rehab and Economic Development planned tours to local businesses, four Healthcare Expos and a job fair.<br>• Working on sustainability plan to include employers using sim lab for skills development and recertification. An Outside User policy and fee schedule was developed and approved by PEC to allow outside partners to use SCC simulation areas for CEUs or staff training.<br>Per SME Response document, the Outside User policy and procedure were newly created for continuing education offerings. |
| **DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Information related to this deliverable for the Medical Scribe program was not addressed on the Statement of Grant Impact document, however evidence related to progress towards this deliverable was found on the Enhance Iowa Career Coach webpage and on the Creative Commons website. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** As indicated in Deliverable 3.4 a link on the Emsi Career Coach webpage goes directly to a webpage describing the signature program and healthcare jobs in the area. The webpage was developed as part of the IHUM grant. |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, multiple outreach efforts to educate WIB occurred during the grant period. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document outreach efforts included,<br>• Health staff participated in multiple job fairs<br>• IWD workshop on Job Development with Diverse Populations attended.<br>• Local newspaper articles<br>• IHUM Grant Project Director participating in Health Occupations Business Services group.<br>• Recruitment/outreach discussed with PACE and Program Coordinators |

| | | |
|---|---|---|
| | | • Joint TV/web marketing with I-AM Grant planned. RFPs reviewed. Graduates for several health professions interviewed<br>• Presented EMSI products to Workforce Business Marketing Specialist.<br>• Recruitment/outreach discussed with PACE and Health Program Coordinators. Info provided to local libraries.<br>• Career Coach presented to Voc Rehab summer program. |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS: COMMENTS:** Per the Statement of Grant Impact document, multiple events with industry and state agencies occurred during the grant period. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document events included,<br>• Four Health Care Expos for area high school students<br>• Career Coach and Enhance Iowa materials provided at for layoffs and career fairs in southeast Iowa.<br>• IHUM Grant Project Director participated in a number of job fairs during the grant. Including, but not limited to:<br>  ○ Lee county Job Fair.<br>  ○ IHUM Grant Project Director and other SCC staff participated in Regional Job Fair.<br>  ○ Tabling event with I-AM, PACE, C-BIZ at Keokuk Veteran's Job Fair sponsored by Workforce and YMCA. |

# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed: Southeastern Iowa Area Community College**

**Signature Program Reviewed: Respiratory Care Degree Program**

**Subject Matter Expert: Melody Bethards**

**Subject Matter Expert Credentials: MSN, RN, CNE, CHSE**

**Review Period: 10/1/2014-6/30/2018**

**Review Conducted: September 2018**

**Synopsis of Findings:**

**Milestones completed:**

- 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.
- 1.3: Expand and enhance work-based learning experiences.
- 1.5: Strengthen Prior Learning Assessment initiative.
- 2.1: Enhance and expand simulation into courses and trainings.
- 2.3: Create and distribute Open Educational Resources.
- 3.1: Implement specialized recruitment and retention efforts.
- 3.2: Improve student career planning
- 3.3: Implement accelerated and/or contextualized remediation programs.
- 4.2: Create or strengthen regional industry advisory committees.
- 4.3: Create joint marketing and outreach efforts with state agencies
- 4.4: Collaborate with state agencies on a participant referral process.
- 4.5: Partner with industry and state agencies on job fairs and mission-based events**.**

SCC utilized the IHUM grant to revise the respiratory care curriculum, improve facilities, and enhance educational opportunities for students in the Respiratory Care program through the integration of high quality simulation learning experiences. A pathway for advancement from the Respiratory Care AAS degree to obtainment of a bachelors or master's degree is provided. Relationships with regional employers and industry provide work-place learning opportunities. Targeted Recruitment and retention efforts are in place. Resources developed during the grant period are freely shared via the Creative Commons website. Collaboration with community partners at events provides opportunities for strengthen partnerships and potential post-graduation employment.

**Non-applicable Milestones**

- 1.2: Align non-credit offerings with credit courses
- 2.2: Expand online and blended course offerings
- 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries)

**Sustainability**

SCC identified the following sustainability plan that applies to the Respiratory Care program:

- Committed to continuing the positions of Simulation Technician.
- Continuation of simulation learning experiences utilizing best practice standards for consistency and usage.
- Evaluate usage of Career Coach.

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| **MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.** | X Complete |
| | ☐ Incomplete |
| **MILESTONE 1.2: Align non-credit offerings with credit courses.** | ☐ Incomplete |
| | ☐ Complete |
| **MILESTONE 1.3: Expand and enhance work-based learning experiences.** | X Complete |
| | ☐ Incomplete |
| **MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC) - NA** | ☐ Complete |
| | ☐ Incomplete |
| **MILESTONE 1.5: Strengthen Prior Learning Assessment initiative.** | X Complete |
| | ☐ Incomplete |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| **STATUS** | X Completed | **COMMENTS:** Per the Statement of Grant Impact document, respiratory care curriculum was audited and changes were made to enhance student learning opportunities. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | X Satisfactory | **COMMENTS:** Per the Statement of Grant Impact document:<br>• Respiratory Care redesigned curriculum to separate classroom from hands-on time. This increased time devoted to lab and simulation.<br>• Second year Respiratory Care students are now doing a 240 hour Externship in the middle of their final spring semester giving them more hands on and job based experience.<br>• Respiratory Care Program Coordinator selected new text book with simulation activities.<br>• Respiratory Care selected simulations to match curriculum.<br>• Respiratory Care program changed the last semester clinicals from 2 days a week for 15 weeks to an 8 week 40hr/week externship beginning Spring 2016. This will provide a more realistic and intensive final hospital experience before graduation.<br>• The Respiratory Care exam format and some exam content changed in Jan 2015. After examining the new test matrix SCC added or increased content areas in several classes. Examples would be disaster preparedness, reading and interpreting research studies and newer methods of ventilation.<br>• Respiratory Care purchased computerized clinical and exam testing practice software for Respiratory.<br>Review of curriculum documents provided reveals:<br>• Alignment of most Respiratory Care courses to meet program outcomes. The following courses are not aligned to program outcomes:<br>  ○ RCP 232: Intro to Clinical Practice<br>  ○ RCP 233: Respiratory Care Modalities<br>  ○ RCP 332: Respiratory Care Modalities<br>  ○ RCP 333: Respiratory Care Modalities |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |

| | | |
|---|---|---|
| | | Per the Program Information and Overview document RC course content is delivered by lecture, lab, and clinical<br><br>Established pathway from the Respiratory Care AAS degree to obtainment of a bachelors or master's degree.<br><br>Per the SME Response document no non-credit courses are aligned with this signature program. A review of SME Response support documents reveal a Respiratory Care program curriculum map that demonstrations alignment of general education courses to program outcomes. |
| **DELIVERABLE 1.2: Updated college facilities** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, facilities for students in this signature program have been updated. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document:<br>• Health Professions and the Hall of Sciences buildings on the West Burlington campus have been expanded<br>• The Health Professions building includes a clinical simulation center which expanded simulation from one room to three patient rooms and an EMS lab with and ambulance and an apartment.<br>• Grant funds were used to purchase two additional simulators and all peripherals for running, recording and playback of scenarios.<br>• Additional classroom and lab space.<br>• Student services relocated so are closer to students.<br><br>Review of resources posted on Skills Common revealed several promotional videos that show simulation learning facilities. |
| **DELIVERABLE 1.3: Offer new credentials** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, no new credentials related to this signature program were offered. |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the SME Response document this Deliverable is non-applicable to this signature program |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document there is commitment from employers and industry. |

| | | |
|---|---|---|
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document<br>• Employers support the health programs by serving on the Advisory Committee, participating in SCC health fairs and career fairs, providing sites for clinicals, externships, preceptorships.<br>• Area employers are the primary employers for new graduates in all health programs.<br>• Program coordinators work with employers to make certain programs meet employer needs through input received through the Advisory committees as well as feedback from students and employers participating in externships, preceptorships, etc.<br>Evidence in the form of a letter of support from Teresa Colgan, VP – Nursing, Great River Health System provided |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS: NA** |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS: NA** |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, plans for PLA processes are under discussion |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** Per the Statement of Grant Impact document,<br>• IHUM Program Director met with I-AM Grant Director to discuss progress made.<br>• Information from previous Credit for Prior Learning Planning Sessions was reviewed.<br>• SCC Registrar and Dean of Health attended statewide meeting on military PLA in March 2017.<br>• IHUM Grant Director participated in webinar on PLA for recruitment in June 17.<br>• Work on PLA with new Registrar in place. |
| **STRATEGY 2: Advance Online & Technology-Enabled Learning** | | |
| **MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS.** | | X Complete<br>☐ Incomplete |
| **MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS.** | | X Complete<br>☐ Incomplete |
| **MILESTONE 2.3: Create and distribute Open Educational Resources.** | | X Complete<br>☐ Incomplete |
| **DELIVERABLE 2.1: Public licensing of curricula and training materials** | | |

| | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Documents and training materials developed for the signature program are available for public download on Creative Commons |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of documents posted by SCC on Creative Commons revealed:<br>• Three marketing items that promote the respiratory care program<br>• Two Respiratory Care program information documents<br>• 15 Respiratory Care program course syllabi<br>• Respiratory Care curriculum map |
| **DELIVERABLE 2.2: Distribution through project and online repositories** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** As noted above, material created using grant funds were posted on SkillsCommons. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** As noted above, review of documents posted by SCC on Creative Commons revealed:<br>• Three marketing items that promote the respiratory care program<br>• Two Respiratory Care program information documents<br>• 15 Respiratory Care program course syllabi<br>• Respiratory Care curriculum map |
| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the SME Response document SCC has entered a shared program agreement with IHCC to explore offering blended course delivery methods |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of SME Response support documents reveal an MOU between SCC and IHCC with purpose to "enhance the transferability between SCC and IHCC in the Pharmacy Technology, Occupational Therapy Assistant, Medical Assisting, and Respiratory Care programs and increase the Health Professions/Health Sciences programs to meet regional workforce demands while maximizing efficiencies within a collaborative arrangement". |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, simulation learning experiences opportunities have been expanded and incorporated into the Respiratory Care curriculum. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** Per the Statement of Grant Impact document, best practice simulation learning is incorporated into this signature program by:<br>• Providing simulation orientation (paperwork and sim lab intro) for students<br>• Increased simulation with new scenarios and use of Sim Junior in their lab/classroom. |

| | | |
|---|---|---|
| | | • Implementation of "Best Practices" including orientation to simulation, complete debriefing sessions and improvements to selection of scenarios and facilitation.<br><br>Quality of implementation ensured through training, sustainability of qualified faculty and staff, equipment purchases, and facilities to meet learning needs. The following occurred during the grant period<br><br>• IHUM Grant Project Director hired and started 2/23/15.<br>• IHUM Grant Project Director met with all Health Program Coordinators to assess simulation usage and needs. Results shared in meetings.<br>• Simulation Technician position created as part of the IHUM grant. Position will be sustained at SCC.<br>• IHUM Grant Director, Simulation Technician, and healthcare program faculty and staff participated in a variety of simulation learning webinars, trainings and conferences.<br>• Simulation learning reference materials purchased<br>• Manikin Preventive Maintenance, software updates, and training.<br>• Updating of college hardware and network to support simulation learning technology.<br>• Construction of new simulation center.<br>• Equipment used for simulation learning purchased.<br>• Quality evaluation measures put in place and process for ensuring quality improvement based on data put in place. |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** NA |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** NA |
| **STRATEGY 3: Create Expanded & Individualized Student Support Services** | | |
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 3.2: Improve student career planning.** | | **X** Complete<br>☐Incomplete |
| **MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs.** | | **X** Complete<br>☐Incomplete |
| **DELIVERABLE 3.1: Develop and implement online, modular-based programs** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Per the SME Response document SCC has entered a shared program agreement with IHCC to explore offering blended course delivery methods |

| | | |
|---|---|---|
| **QUALITY** | X Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of SME Response support documents reveal an MOU between SCC and IHCC with purpose to "enhance the transferability between SCC and IHCC in the Pharmacy Technology, Occupational Therapy Assistant, Medical Assisting, and Respiratory Care programs and increase the Health Professions/Health Sciences programs to meet regional workforce demands while maximizing efficiencies within a collaborative arrangement". |
| **DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, a pre-health class boot camp was developed and other remediation/retention, and career planning efforts are in place. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document, the boot camp includes Mandatory reporter, CPR, HIPAA, Bloodborne Pathogens training. The Bootcamp allows potential students to learn about health and assist enrolled students in meeting their prerequisites in a short time frame. In addition, the following retention efforts were put in place:<br>• Respiratory Care implemented new updated practice exams<br>• Implementing Drop Detective to assist faculty identifying students who might needing additional assistance.<br>• Career planning efforts include IHUM and PACE worked together to develop Career Pathways and a Career Pathways booklet for use by PACE, enrollment, etc. |
| **DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, targeted recruitment efforts were developed. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document, targeted recruitment efforts for this signature program included:<br>• Recruitment/outreach plan began by looking at common goals with PACE and WIOA.<br>• Adds on Pandora<br>• Video shorts developed for use on local TV and SCC website via YouTube.<br>• IHUM sponsored local radio ads promoting SCC Health programs.<br>• Burlington Urban System (BUS) ads developed to promote SCC health careers continued.<br><br>A review of resources on Skills Commons and the Enhance Iowa website developed for this signature program reveal:<br>• One video and two billboards/posters that promote the respiratory care program<br>• A direct link to a webpage that describes the SCC Respiratory Care program from the Enhance Iowa webpage. |

| DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document, career planning tools were implemented. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | COMMENTS: Per the Statement of Grant Impact document, efforts for this signature program include:<br>• Career Coach was launched<br>• Career Coach training attended thirteen SCC staff<br>• Input on the programs/jobs mapping was sought from all program coordinators at SCC.<br>• Components of Career Coach featured in campus newsletters several times.<br>• E:mail sent to all students promoting job search and resume features in<br>• Posters and handouts developed and distributed on campuses and in communities.<br>• Career Coach e part of new freshman course "First Year Experience" starting in Fall 17.<br>• IHUM Grant Project Director and PACE navigator gained input from program coordinators and develop career maps for signature programs.<br>A map on the Enhance Iowa Career Coach webpage reveals information about the abundance of healthcare jobs in the area served by SCC and a link to the college goes directly to a webpage describing the signature program and healthcare jobs in the area. |

| STRATEGY 4: Create & Improve Alignment with Industry & State Agencies | |
|---|---|
| MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries). | ☐ Complete<br>X Incomplete |
| MILESTONE 4.2: Create or strengthen regional industry advisory committees. | X Complete<br>☐ Incomplete |
| MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies. | X Complete<br>☐ Incomplete |
| MILESTONE 4.4: Collaborate with state agencies on a participant referral process. | X Complete<br>☐ Incomplete |
| MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events. | X Complete<br>☐ Incomplete |

| DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee | | |
|---|---|---|
| STATUS | ☐ Completed<br>X In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document, discussions regarding a Health Sector Board have occurred and a program advisory committee is in place. |
| QUALITY | ☐ Satisfactory | COMMENTS: Per the Statement of Grant Impact document: |

| | | |
|---|---|---|
| | ☐ Unsatisfactory<br>**X** Unclear | • Meeting held with Region 16 WIA Director and PACE Program Lead Navigator to discuss Sector Boards. Timeline for other sectors not set.<br>• Participation in Health Occupations Business Services group. This groups is made up of WIOA, Promise Jobs, Vocational Rehab, PACE, Department of the Blind, AEL, Economic Development and several departments at SCC, although not a Sector Board as defined in milestone 4.1 this group includes many of the required participants and therefore may meet this deliverable.<br><br>A Respiratory Care Advisory board is in place. Per the SME Response document, the Respiratory Care program involves sector membership through Advisory Council participation addressing industry issues and needs through collaborative discussions, goal-setting, action plans, program review and policy and procedure development. Advisory Council meeting minutes are archived on SCC Hawknet folders |
| **DELIVERABLE 4.2: New industry partnerships developed during the grant period** | | |
| **STATUS** | ☐ Completed<br>**X** In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Per the Statement of Grant Impact document, new industry partnerships were explored during the grant period. |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>**X** Unclear | **COMMENTS:** Per the Statement of Grant Impact document:<br><br>• The IHUM Grant Project Director and Dean of Health met with Great River Medical Center Director of Corporate Education regarding usage of Sim Man at GRMC and renewing the partnership for simulation.<br>• Great River Health Systems Education staff, GRHS Women and Family center and Henry County Health Center staff and multiple area business groups have toured SCC Health Professions building.<br>• Health Occupations team made up of SCC, WIOA, Voc Rehab and Economic Development planned tours to local businesses, four Healthcare Expos and a job fair.<br>• Working on sustainability plan to include employers using sim lab for skills development and recertification. An Outside User policy and fee schedule was developed and approved by PEC to allow outside partners to use SCC simulation areas for CEUs or staff training.<br><br>Per SME Response document, the Outside User policy and procedure were newly created for continuing education offerings. |
| **DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Information related to this deliverable for the Respiratory Care program was not addressed on the Statement of Grant Impact document, however evidence related to progress towards this deliverable was found on the Enhance Iowa Career Coach webpage and on the Creative Commons website. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory | |

| | | |
|---|---|---|
| | ☐Unclear | **COMMENTS:** As indicated in Deliverable 3.4 a link on the Emsi Career Coach webpage goes directly to a webpage describing the signature program and healthcare jobs in the area. The webpage was developed as part of the IHUM grant. |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, multiple outreach efforts to educate WIB occurred during the grant period. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document outreach efforts included,<br>• Health staff participated in multiple job fairs<br>• IWD workshop on Job Development with Diverse Populations attended.<br>• Local newspaper articles<br>• IHUM Grant Project Director participating in Health Occupations Business Services group.<br>• Recruitment/outreach discussed with PACE and Program Coordinators<br>• Joint TV/web marketing with I-AM Grant planned. RFPs reviewed. Graduates for several health professions interviewed<br>• Presented EMSI products to Workforce Business Marketing Specialist.<br>• Recruitment/outreach discussed with PACE and Health Program Coordinators. Info provided to local libraries.<br>• Career Coach presented to Voc Rehab summer program. |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS: COMMENTS:** Per the Statement of Grant Impact document, multiple events with industry and state agencies occurred during the grant period. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document events included,<br>• Four Health Care Expos for area high school students<br>• Career Coach and Enhance Iowa materials provided at for layoffs and career fairs in southeast Iowa.<br>• IHUM Grant Project Director participated in a number of job fairs during the grant. Including, but not limited to:<br>  ○ Lee county Job Fair.<br>  ○ IHUM Grant Project Director and other SCC staff participated in Regional Job Fair.<br>  ○ Tabling event with I-AM, PACE, C-BIZ at Keokuk Veteran's Job Fair sponsored by Workforce and YMCA. |

# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed: Southeastern Iowa Area Community College**

**Signature Program Reviewed: Nursing Assistant Program**

**Subject Matter Expert: Melody Bethards**

**Subject Matter Expert Credentials: MSN, RN, CNE, CHSE**

**Review Period: 10/1/2014-6/30/2018**

**Review Conducted: September 2018**

**Synopsis of Findings:**

**Milestones completed:**

- 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.
- 1.2: Align non-credit offerings with credit courses
- 1.3: Expand and enhance work-based learning experiences.
- 1.5: Strengthen Prior Learning Assessment initiative.
- 2.1: Enhance and expand simulation into courses and trainings.
- 2.2: Expand online and blended course offerings
- 2.3: Create and distribute Open Educational Resources
- 3.1: Implement specialized recruitment and retention efforts.
- 3.2: Improve student career planning
- 3.3: Implement accelerated and/or contextualized remediation programs.
- 4.2: Create or strengthen regional industry advisory committees.
- 4.3: Create joint marketing and outreach efforts with state agencies
- 4.4: Collaborate with state agencies on a participant referral process.
- 4.5: Partner with industry and state agencies on job fairs and mission-based events**.**

SCC utilized the IHUM grant to revise the nursing curriculum, improve facilities, and enhance educational opportunities for students in the Nursing Assistant program through the integration of high quality simulation learning experiences. Curriculum map shows a clear correlation between nursing courses to meet program objectives. Program objectives are aligned with non-credit courses. A pathway for advancement from NA to PN to ADN to obtainment of a BSN is provided. Relationships with regional employers and industry provide work-place learning opportunities. Online and hybrid courses support the program. Targeted Recruitment and retention efforts are in place. Resources developed during the grant period are freely shared via the Creative Commons website. Collaboration with community partners at events provides opportunities for strengthen partnerships and potential post-graduation employment.

**Non-applicable Milestones**

- 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries)

**Sustainability**

SCC identified the following sustainability plan that applies to the Nursing Assistant program:

- Committed to continuing the positions of Simulation Technician.
- Continuation of simulation learning experiences utilizing best practice standards for consistency and usage.
- Evaluate usage of Career Coach.

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| **MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.** | X Complete<br>☐ Incomplete |
| **MILESTONE 1.2: Align non-credit offerings with credit courses.** | X Complete<br>☐ Incomplete |
| **MILESTONE 1.3: Expand and enhance work-based learning experiences.** | X Complete<br>☐ Incomplete |
| **MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC) - NA** | ☐ Complete<br>☐ Incomplete |
| **MILESTONE 1.5: Strengthen Prior Learning Assessment initiative.** | X Complete<br>☐ Incomplete |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, nursing curriculum was audited and changes were made to enhance student learning opportunities. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document:<br>• Nurse Aide course as non-credit to open additional funding opportunities for students.<br>Review of curriculum documents provided reveals:<br>• Alignment of Nurse Aide course only to meet program outcomes.<br>• Per the Program Information and Overview document nursing course content is delivered by lecture, lab, clinicals, preceptor experience and medical simulation<br>• Established Pathway from NA to PN to ADN to BSN/advance nursing degrees |

| DELIVERABLE 1.2: Updated college facilities | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, facilities for students in this signature program have been updated. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document:<br>• Health Professions and the Hall of Sciences buildings on the West Burlington campus have been expanded<br>• The Health Professions building includes a clinical simulation center which expanded simulation from one room to three patient rooms and an EMS lab with and ambulance and an apartment.<br>• Grant funds were used to purchase two additional simulators and all peripherals for running, recording and playback of scenarios.<br>• Additional classroom and lab space.<br>• Student services relocated so are closer to students. |

| | | |
|---|---|---|
| | | Review of resources posted on Skills Common revealed several promotional videos that show simulation learning facilities. |
| **DELIVERABLE 1.3: Offer new credentials** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, non-credit Nurse Aide was added. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Preview of documents provided show evidence that HSC-168 (Nurse Aid) can be taken as credit or non-credit. |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document there is commitment from employers and industry. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document<br>• Employers support the health programs by serving on the Advisory Committee, participating in SCC health fairs and career fairs, providing sites for clinicals, externships, preceptorships.<br>• Area employers are the primary employers for new graduates in all health programs.<br>• Program coordinators work with employers to make certain programs meet employer needs through input received through the Advisory committees as well as feedback from students and employers participating in externships, preceptorships, etc.<br>Evidence in the form of a letter of support from Teresa Colgan, VP – Nursing, Great River Health System provided |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS: NA** |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS: NA** |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, plans for PLA processes are under discussion |

| | | |
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| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** Per the Statement of Grant Impact document,<br>• IHUM Program Director met with I-AM Grant Director to discuss progress made.<br>• Information from previous Credit for Prior Learning Planning Sessions was reviewed.<br>• SCC Registrar and Dean of Health attended statewide meeting on military PLA in March 2017.<br>• IHUM Grant Director participated in webinar on PLA for recruitment in June 17.<br>• Work on PLA with new Registrar in place. |
| **STRATEGY 2: Advance Online & Technology-Enabled Learning** | | |
| **MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS.** | | X Complete<br>☐ Incomplete |
| **MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS.** | | X Complete<br>☐ Incomplete |
| **MILESTONE 2.3: Create and distribute Open Educational Resources.** | | X Complete<br>☐ Incomplete |
| **DELIVERABLE 2.1: Public licensing of curricula and training materials** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Documents and training materials developed for the signature program are available for public download on Creative Commons |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of documents posted by SCC on Creative Commons related to this signature program revealed:<br>• Nursing Assistant program promotional poster.<br>• Nursing Career Pathway document. |
| **DELIVERABLE 2.2: Distribution through project and online repositories** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** As noted above, material created using grant funds were posted on SkillsCommons. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** As noted above, **COMMENTS:** A review of documents posted by SCC on Creative Commons related to this signature program revealed:<br>• Nursing Assistant program promotional poster.<br>• Nursing Career Pathway document. |
| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, select nursing program support courses may be taken in blended format. |

| | | |
|---|---|---|
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document, Nurse Aide course added a hybrid segment with on-line lecture to begin Spring 18. |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, simulation learning experiences opportunities have been expanded and incorporated into the nursing curriculum. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** Per the Statement of Grant Impact document, best practice simulation learning is incorporated into this signature program by:<br>• Providing simulation orientation (paperwork and sim lab intro) for students<br>• Facilitating Professional Communications sim, Mental Health sim using standardized patients as actors<br>• Creating realistic injuries for burn patient scenario and Active Shooter Drill.<br>• Utilizing scenarios to provide a more immersive demonstration when teaching theory such as rhythm analysis in Cardiology or post medication evaluation in Pharmacology.<br>• Implementation of "Best Practices" including orientation to simulation, complete debriefing sessions and improvements to selection of scenarios and facilitation.<br><br>Quality of implementation ensured through training, sustainability of qualified faculty and staff, equipment purchases, and facilities to meet learning needs. The following occurred during the grant period<br><br>• IHUM Grant Project Director hired and started 2/23/15.<br>• IHUM Grant Project Director met with all Health Program Coordinators to assess simulation usage and needs. Held meetings with Nursing Faculty to assess what they have done in simulation and where the gaps and needs are. Results shared in meetings.<br>• Simulation Technician position created as part of the IHUM grant. Position will be sustained at SCC.<br>• IHUM Grant Director, Simulation Technician, and healthcare program faculty and staff participated in a variety of simulation learning webinars, trainings and conferences.<br>• Simulation learning reference materials purchased<br>• Manikin Preventive Maintenance, software updates, and training.<br>• Updating of college hardware and network to support simulation learning technology.<br>• Construction of new simulation center.<br>• Equipment used for simulation learning purchased.<br>• Quality evaluation measures put in place and process for ensuring quality improvement based on data put in place. |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted | **COMMENTS:** NA |

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| | ☐ Never Started | |
| **QUALITY** | ☐ Satisfactory | **COMMENTS:** NA |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **STRATEGY 3: Create Expanded & Individualized Student Support Services** | | |
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.** | | **X** Complete |
| | | ☐ Incomplete |
| **MILESTONE 3.2: Improve student career planning.** | | **X** Complete |
| | | ☐Incomplete |
| **MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs.** | | **X** Complete |
| | | ☐Incomplete |
| **DELIVERABLE 3.1: Develop and implement online, modular-based programs** | | |
| **STATUS** | **X** Completed | **COMMENTS:** Per the SME Response document, the Nurse Aide course was modified and developed to a hybrid format and is a new and current course offering. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐Never Started | |
| **QUALITY** | **X** Satisfactory | **COMMENTS:** A review of SME Response support documents revealed a combination the option of both hybrid and face-to-face NA courses |
| | ☐Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators** | | |
| **STATUS** | **X** Completed | **COMMENTS:** Per the Statement of Grant Impact document, a pre-health class boot camp was developed and other remediation/retention, and career planning efforts are in place. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | **X** Satisfactory | **COMMENTS:** Per the Statement of Grant Impact document, the boot camp includes Mandatory reporter, CPR, HIPAA, Bloodborne Pathogens training. The Bootcamp allows potential students to learn about health and assist enrolled students in meeting their prerequisites in a short time frame. In addition, the following retention efforts were put in place:<br>• Required students to repeat HESI test if not scoring high enough. Test is a good indicator of ability to pass boards. Remediation is required prior to retest<br>• Implementing Drop Detective to assist faculty identifying students who might needing additional assistance.<br>• Career planning efforts include IHUM and PACE worked together to develop Career Pathways and a Career Pathways booklet for use by PACE, enrollment, etc. |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms** | | |
| **STATUS** | **X** Completed | |

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|---|---|---|
| | ☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, targeted recruitment efforts were developed. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document, targeted recruitment efforts for this signature program included:<br>• Recruitment/outreach plan began by looking at common goals with PACE and WIOA.<br>• Adds on Pandora<br>• Video shorts developed for use on local TV and SCC website via YouTube.<br>• IHUM sponsored local radio ads promoting SCC Health programs.<br>• Burlington Urban System (BUS) ads developed to promote SCC health careers continued.<br>A review of resources on Skills Commons and the Enhance Iowa website developed for this signature program reveal a direct link to a webpage that describes the SCC Nursing Assistance program from the Enhance Iowa webpage. |
| **DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, career planning tools were implemented. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** Per the Statement of Grant Impact document, efforts for this signature program include:<br>• Career Coach was launched<br>• Career Coach training attended thirteen SCC staff<br>• Input on the programs/jobs mapping was sought from all program coordinators at SCC.<br>• Components of Career Coach featured in campus newsletters several times.<br>• E:mail sent to all students promoting job search and resume features in<br>• Posters and handouts developed and distributed on campuses and in communities.<br>• Career Coach e part of new freshman course "First Year Experience" starting in Fall 17.<br>• IHUM Grant Project Director and PACE navigator gained input from program coordinators and develop career maps for signature programs.<br>A map on the Enhance Iowa Career Coach webpage reveals information about the abundance of healthcare jobs in the area served by SCC and a link to the college goes directly to a webpage describing the signature program and healthcare jobs in the area. |
| **STRATEGY 4: Create & Improve Alignment with Industry & State Agencies** | | |
| **MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries). NA** | | ☐ Complete<br>☐Incomplete |
| **MILESTONE 4.2: Create or strengthen regional industry advisory committees.** | | **X** Complete |

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| | ☐ Incomplete |
| **MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies.** | **X** Complete |
| | ☐ Incomplete |
| **MILESTONE 4.4: Collaborate with state agencies on a participant referral process.** | **X** Complete |
| | ☐ Incomplete |
| **MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events.** | **X** Complete |
| | ☐ Incomplete |

| **DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee** | | |
|---|---|---|
| **STATUS** | **X** Completed<br>☐In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, discussions regarding a Health Sector Board have occurred and a nursing assistant program advisory committee is in place. |
| **QUALITY** | **X** Satisfactory<br>☐Unsatisfactory<br>☐Unclear | **COMMENTS:** Per the Statement of Grant Impact document:<br>• Meeting held with Region 16 WIA Director and PACE Program Lead Navigator to discuss Sector Boards. Timeline for other sectors not set.<br>• Participation in Health Occupations Business Services group. This groups is made up of WIOA, Promise Jobs, Vocational Rehab, PACE, Department of the Blind, AEL, Economic Development and several departments at SCC, although not a Sector Board as defined in milestone 4.1 this group includes many of the required participants and therefore may meet this deliverable.<br>Per SME Response document, the Nursing Assistant program involves sector membership through Advisory Council participation addressing industry need through collaborative discussions, goal-setting, action plans, program review and policy and procedure development. Advisory Council meeting minutes are archived on SCC Hawknet folders. |
| **DELIVERABLE 4.2: New industry partnerships developed during the grant period** | | |
| **STATUS** | **X** Completed<br>☐In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Per the Statement of Grant Impact document, new industry partnerships were explored during the grant period. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** Per the Statement of Grant Impact document:<br>• The IHUM Grant Project Director and Dean of Health met with Great River Medical Center Director of Corporate Education regarding usage of Sim Man at GRMC and renewing the partnership for simulation.<br>• Great River Health Systems Education staff, GRHS Women and Family center and Henry County Health Center staff and multiple area business groups have toured SCC Health Professions building.<br>• Working on sustainability plan to include employers using sim lab for skills development and recertification. An Outside User policy and fee schedule was |

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| | | developed and approved by PEC to allow outside partners to use SCC simulation areas for CEUs or staff training.<br><br>Per SME Response document, the Outside User policy and procedure were newly created for continuing education offerings.<br><br>• Health Occupations team made up of SCC, WIOA, Voc Rehab and Economic Development planned tours to local businesses, four Healthcare Expos and a job fair. |
| **DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Information related to this deliverable for the NA program was not addressed on the Statement of Grant Impact document, however evidence related to progress towards this deliverable was found on the Enhance Iowa Career Coach webpage and on the Creative Commons website. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** As indicated in Deliverable 3.4 a link on the Emsi Career Coach webpage goes directly to a webpage describing the signature program and healthcare jobs in the area. The webpage was developed as part of the IHUM grant. |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, multiple outreach efforts to educate WIB occurred during the grant period. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document outreach efforts included,<br>• Health staff participated in multiple job fairs<br>• IWD workshop on Job Development with Diverse Populations attended.<br>• Local newspaper articles<br>• IHUM Grant Project Director participating in Health Occupations Business Services group.<br>• Recruitment/outreach discussed with PACE and Program Coordinators<br>• Joint TV/web marketing with I-AM Grant planned. RFPs reviewed. Graduates for several health professions interviewed<br>• Presented EMSI products to Workforce Business Marketing Specialist.<br>• Recruitment/outreach discussed with PACE and Health Program Coordinators. Info provided to local libraries.<br>• Career Coach presented to Voc Rehab summer program. |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS: COMMENTS:** Per the Statement of Grant Impact document, multiple events with industry and state agencies occurred during the grant period. |

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| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document events included,<br>• Four Health Care Expos for area high school students<br>• Career Coach and Enhance Iowa materials provided at for layoffs and career fairs in southeast Iowa.<br>• IHUM Grant Project Director participated in a number of job fairs during the grant. Including, but not limited to:<br>  ○ Lee county Job Fair.<br>  ○ IHUM Grant Project Director and other SCC staff participated in Regional Job Fair.<br>  ○ Tabling event with I-AM, PACE, C-BIZ at Keokuk Veteran's Job Fair sponsored by Workforce and YMCA. |

# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed: Southeastern Iowa Area Community College**

**Signature Program Reviewed: Practical Nurse Program - Diploma**

**Subject Matter Expert: Melody Bethards**

**Subject Matter Expert Credentials: MSN, RN, CNE, CHSE**

**Review Period: 10/1/2014-6/30/2018**

**Review Conducted: September 2018**

**Synopsis of Findings:**

**Milestones completed:**

- 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.
- 1.2: Align non-credit offerings with credit courses
- 1.3: Expand and enhance work-based learning experiences.
- 1.5: Strengthen Prior Learning Assessment initiative.
- 2.1: Enhance and expand simulation into courses and trainings.
- 2.2: Expand online and blended course offerings
- 2.3: Create and distribute Open Educational Resources
- 3.1: Implement specialized recruitment and retention efforts.
- 3.2: Improve student career planning
- 3.3: Implement accelerated and/or contextualized remediation programs.
- 4.2: Create or strengthen regional industry advisory committees.
- 4.3: Create joint marketing and outreach efforts with state agencies
- 4.4: Collaborate with state agencies on a participant referral process.
- 4.5: Partner with industry and state agencies on job fairs and mission-based events**.**

SCC utilized the IHUM grant to revise the nursing curriculum, improve facilities, and enhance educational opportunities for students in the PN program through the integration of high quality simulation learning experiences. Curriculum map shows a clear correlation between nursing courses to meet program objectives. Program objectives are aligned with non-credit courses. A pathway for advancement from PN to obtainment of a BSN is provided. Relationships with regional employers and industry provide work-place learning opportunities. Online and hybrid courses support the program. Targeted recruitment and retention efforts are in place. Resources developed during the grant period are freely shared via the Creative Commons website. Collaboration with community partners at events provides opportunities for strengthen partnerships and potential post-graduation employment.

**Non-applicable Milestones**

- 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries)

**Sustainability**

SCC identified the following sustainability plan that applies to the Practical Nursing program:

- Committed to continuing the positions of Simulation Technician.
- Continuation of simulation learning experiences utilizing best practice standards for consistency and usage.
- Evaluate usage of Career Coach.

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| **MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.** | X Complete<br>☐ Incomplete |
| **MILESTONE 1.2: Align non-credit offerings with credit courses.** | X Complete<br>☐ Incomplete |
| **MILESTONE 1.3: Expand and enhance work-based learning experiences.** | X Complete<br>☐ Incomplete |
| **MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC) - NA** | ☐ Complete<br>☐ Incomplete |
| **MILESTONE 1.5: Strengthen Prior Learning Assessment initiative.** | X Complete<br>☐ Incomplete |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, nursing curriculum was audited and changes were made to enhance student learning opportunities. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | • **COMMENTS:** Nurse Aide course as non-credit to open additional funding opportunities for students.<br>• Continued work on mapping curriculum to the PN and RN NCLEX test plans and looking at consistency of lab experiences and competencies.<br>• Align simulation scenarios with curriculum and improve consistencies by selecting OB and pediatric specific scenarios.<br>• Continuing clinical preceptor experiences and planning additional locations.<br><br>Review of curriculum documents provided reveals:<br>• Alignment of PN courses only to meet program outcomes.<br>• Per the Program Information and Overview document nursing course content is delivered by lecture, lab, clinicals, preceptor experience and medical simulation<br>• Established Pathway from CNA to PN to ADN to BSN/advance nursing degrees<br>• Evidence of alignment to a non-credit CNA course<br><br>A review of SME Response support documents reveal a PN program curriculum map that demonstrations alignment of general education courses to program outcomes. |
| **DELIVERABLE 1.2: Updated college facilities** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, facilities for students in this signature program have been updated. |
| **QUALITY** | X Satisfactory | **COMMENTS:** Per the Statement of Grant Impact document: |

| | | |
|---|---|---|
| | ☐ Unsatisfactory<br>☐ Unclear | • Health Professions and the Hall of Sciences buildings on the West Burlington campus have been expanded<br>• The Health Professions building includes a clinical simulation center which expanded simulation from one room to three patient rooms and an EMS lab with and ambulance and an apartment.<br>• Grant funds were used to purchase two additional simulators and all peripherals for running, recording and playback of scenarios.<br>• Additional classroom and lab space.<br>• Student services relocated so are closer to students.<br><br>Review of resources posted on Skills Common revealed several promotional videos that show simulation learning facilities. |
| **DELIVERABLE 1.3: Offer new credentials** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, non-credit Nurse Aide was added. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Preview of documents provided show evidence that HSC-168 (Nurse Aid) can be taken as credit or non-credit. |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document there is commitment from employers and industry. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document<br>• Employers support the health programs by serving on the Advisory Committee, participating in SCC health fairs and career fairs, providing sites for clinicals, externships, preceptorships.<br>• Area employers are the primary employers for new graduates in all health programs.<br>• Program coordinators work with employers to make certain programs meet employer needs through input received through the Advisory committees as well as feedback from students and employers participating in externships, preceptorships, etc.<br><br>Evidence in the form of a letter of support from Teresa Colgan, VP – Nursing, Great River Health System provided |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS: NA** |
| **QUALITY** | ☐ Satisfactory | **COMMENTS: NA** |

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| | ☐ Unsatisfactory<br>☐ Unclear | |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, plans for PLA processes are under discussion |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** Per the Statement of Grant Impact document,<br>• IHUM Program Director met with I-AM Grant Director to discuss progress made.<br>• Information from previous Credit for Prior Learning Planning Sessions was reviewed.<br>• SCC Registrar and Dean of Health attended statewide meeting on military PLA in March 2017.<br>• IHUM Grant Director participated in webinar on PLA for recruitment in June 17.<br>• Work on PLA with new Registrar in place. |
| **STRATEGY 2: Advance Online & Technology-Enabled Learning** | | |
| **MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 2.3: Create and distribute Open Educational Resources.** | | **X** Complete<br>☐ Incomplete |
| **DELIVERABLE 2.1: Public licensing of curricula and training materials** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Documents and training materials developed for the signature program are available for public download on Creative Commons |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of documents posted by SCC on Creative Commons revealed:<br>• Six marketing items that promote the nursing program<br>• Two nursing program information documents<br>• Five PN program course syllabi<br>• PN curriculum map |
| **DELIVERABLE 2.2: Distribution through project and online repositories** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** As noted above, material created using grant funds were posted on SkillsCommons. |

| | | |
|---|---|---|
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** As noted above, a review of documents posted by SCC on Creative Commons revealed:<br>• Six marketing items that promote the nursing program<br>• Two nursing program information documents<br>• Five PN program course syllabi<br>• PN curriculum map |
| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, select nursing program support courses may be taken in blended format. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document, Nurse Aide course added a hybrid segment with on-line lecture to begin Spring 18. |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, simulation learning experiences opportunities have been expanded and incorporated into the nursing curriculum. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** Per the Statement of Grant Impact document, best practice simulation learning is incorporated into this signature program by:<br>• Providing simulation orientation (paperwork and sim lab intro) for students<br>• Facilitating Professional Communications sim, Mental Health sim using standardized patients as actors<br>• Creating realistic injuries for burn patient scenario and Active Shooter Drill.<br>• Utilizing scenarios to provide a more immersive demonstration when teaching theory such as rhythm analysis in Cardiology or post medication evaluation in Pharmacology.<br>• Implementation of "Best Practices" including orientation to simulation, complete debriefing sessions and improvements to selection of scenarios and facilitation.<br><br>Quality of implementation ensured through training, sustainability of qualified faculty and staff, equipment purchases, and facilities to meet learning needs. The following occurred during the grant period<br><br>• IHUM Grant Project Director hired and started 2/23/15.<br>• IHUM Grant Project Director met with all Health Program Coordinators to assess simulation usage and needs. Held meetings with Nursing Faculty to assess what they have done in simulation and where the gaps and needs are. Results shared in meetings.<br>• Simulation Technician position created as part of the IHUM grant. Position will be sustained at SCC.<br>• IHUM Grant Director, Simulation Technician, and healthcare program faculty and staff participated in a variety of simulation learning webinars, trainings and conferences. |

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| | | • Simulation learning reference materials purchased<br>• Manikin Preventive Maintenance, software updates, and training.<br>• Updating of college hardware and network to support simulation learning technology.<br>• Construction of new simulation center.<br>• Equipment used for simulation learning purchased.<br>• Quality evaluation measures put in place and process for ensuring quality improvement based on data put in place. |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| **STATUS** | ☐ Completed | **COMMENTS:** NA |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | ☐ Satisfactory | **COMMENTS:** NA |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **STRATEGY 3: Create Expanded & Individualized Student Support Services** | | |
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.** | | **X** Complete |
| | | ☐ Incomplete |
| **MILESTONE 3.2: Improve student career planning.** | | **X** Complete |
| | | ☐Incomplete |
| **MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs.** | | **X** Complete |
| | | ☐Incomplete |
| **DELIVERABLE 3.1: Develop and implement online, modular-based programs** | | |
| **STATUS** | ☐ Completed | **COMMENTS: COMMENTS:** Per additional documents provided this Deliverable is non-applicable to this signature program |
| | ☐ In Progress | |
| | ☐Attempted | |
| | ☐Never Started | |
| **QUALITY** | ☐ Satisfactory | **COMMENTS:** NA |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators** | | |
| **STATUS** | **X** Completed | **COMMENTS:** Per the Statement of Grant Impact document, a pre-health class boot camp was developed and other remediation/retention, and career planning efforts are in place. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | **X** Satisfactory | **COMMENTS:** Per the Statement of Grant Impact document, the boot camp includes Mandatory reporter, CPR, HIPAA, Bloodborne Pathogens training. The Bootcamp |
| | ☐ Unsatisfactory | |

| | | |
|---|---|---|
| | ☐ Unclear | allows potential students to learn about health and assist enrolled students in meeting their prerequisites in a short time frame. In addition, the following retention efforts were put in place:<br>• Required students to repeat HESI test if not scoring high enough. Test is a good indicator of ability to pass boards. Remediation is required prior to retest<br>• Implementing Drop Detective to assist faculty identifying students who might needing additional assistance.<br>• Career planning efforts include IHUM and PACE worked together to develop Career Pathways and a Career Pathways booklet for use by PACE, enrollment, etc. |
| **DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, targeted recruitment efforts were developed. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document, targeted recruitment efforts for this signature program included:<br>• Recruitment/outreach plan began by looking at common goals with PACE and WIOA.<br>• Adds on Pandora<br>• Video shorts developed for use on local TV and SCC website via YouTube.<br>• IHUM sponsored local radio ads promoting SCC Health programs.<br>• Burlington Urban System (BUS) ads developed to promote SCC health careers continued.<br>A review of resources on Skills Commons and the Enhance Iowa website developed for this signature program reveal:<br>• Three videos and three billboards/posters that promote the nursing program and/or depict nursing students<br>• A direct link to a webpage that describes the SCC Practical Nursing program from the Enhance Iowa webpage. |
| **DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, career planning tools were implemented. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** Per the Statement of Grant Impact document, efforts for this signature program include:<br>• Career Coach was launched<br>• Career Coach training attended thirteen SCC staff<br>• Input on the programs/jobs mapping was sought from all program coordinators at SCC.<br>• Components of Career Coach featured in campus newsletters several times. |

| | | |
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| | | • E:mail sent to all students promoting job search and resume features in<br>• Posters and handouts developed and distributed on campuses and in communities.<br>• Career Coach e part of new freshman course "First Year Experience" starting in Fall 17.<br>• IHUM Grant Project Director and PACE navigator gained input from program coordinators and develop career maps for signature programs.<br><br>A map on the Enhance Iowa Career Coach webpage reveals information about the abundance of healthcare jobs in the area served by SCC and a link to the college goes directly to a webpage describing the signature program and RN jobs in the area. |

| **STRATEGY 4: Create & Improve Alignment with Industry & State Agencies** | |
|---|---|
| **MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries). NA** | ☐ Complete<br>☐Incomplete |
| **MILESTONE 4.2: Create or strengthen regional industry advisory committees.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.4: Collaborate with state agencies on a participant referral process.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events.** | **X** Complete<br>☐ Incomplete |

| **DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee** | | |
|---|---|---|
| **STATUS** | **X** Completed<br>☐In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, discussions regarding a Health Sector Board have occurred and a nursing program advisory committee is in place. |
| **QUALITY** | **X** Satisfactory<br>☐Unsatisfactory<br>☐Unclear | **COMMENTS:** Per the Statement of Grant Impact document:<br>• Meeting held with Region 16 WIA Director and PACE Program Lead Navigator to discuss Sector Boards. Timeline for other sectors not set.<br>• Participation in Health Occupations Business Services group. This groups is made up of WIOA, Promise Jobs, Vocational Rehab, PACE, Department of the Blind, AEL, Economic Development and several departments at SCC, although not a Sector Board as defined in milestone 4.1 this group includes many of the required participants and therefore may meet this deliverable.<br><br>Per the SME Response document the Practical Nursing program involves sector membership through Advisory Council participation addressing industry issues and needs through collaborative discussions, goal-setting, action plans, program review and policy and procedure development. Advisory Council meeting minutes are archived on SCC's Hawknet folders. |

| DELIVERABLE 4.2: New industry partnerships developed during the grant period | | |
|---|---|---|
| **STATUS** | X Completed<br>☐In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Per the Statement of Grant Impact document, new industry partnerships were explored during the grant period. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** Per the Statement of Grant Impact document:<br>• The IHUM Grant Project Director and Dean of Health met with Great River Medical Center Director of Corporate Education regarding usage of Sim Man at GRMC and renewing the partnership for simulation.<br>• Great River Health Systems Education staff, GRHS Women and Family center and Henry County Health Center staff and multiple area business groups have toured SCC Health Professions building.<br>• Working on sustainability plan to include employers using sim lab for skills development and recertification. An Outside User policy and fee schedule was developed and approved by PEC to allow outside partners to use SCC simulation areas for CEUs or staff training.<br>Per SME Response document, the Outside User policy and procedure were newly created for continuing education offerings.<br>• Health Occupations team made up of SCC, WIOA, Voc Rehab and Economic Development planned tours to local businesses, four Healthcare Expos and a job fair. |
| **DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Information related to this deliverable for the PN program was not addressed on the Statement of Grant Impact document, however evidence related to progress towards this deliverable was found on the Enhance Iowa Career Coach webpage and on the Creative Commons website. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** As indicated in Deliverable 3.4 a link on the Emsi Career Coach webpage goes directly to a webpage describing the signature program and healthcare jobs in the area. The webpage was developed as part of the IHUM grant. |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, multiple outreach efforts to educate WIB occurred during the grant period. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document outreach efforts included,<br>• Health staff participated in multiple job fairs<br>• IWD workshop on Job Development with Diverse Populations attended.<br>• Local newspaper articles |

| | | |
|---|---|---|
| | | • IHUM Grant Project Director participating in Health Occupations Business Services group.<br>• Recruitment/outreach discussed with PACE and Program Coordinators<br>• Joint TV/web marketing with I-AM Grant planned. RFPs reviewed. Graduates for several health professions interviewed<br>• Presented EMSI products to Workforce Business Marketing Specialist.<br>• Recruitment/outreach discussed with PACE and Health Program Coordinators. Info provided to local libraries.<br>• Career Coach presented to Voc Rehab summer program. |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS: COMMENTS:** Per the Statement of Grant Impact document, multiple events with industry and state agencies occurred during the grant period. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document events included,<br>• Four Health Care Expos for area high school students<br>• Career Coach and Enhance Iowa materials provided at for layoffs and career fairs in southeast Iowa.<br>• IHUM Grant Project Director participated in a number of job fairs during the grant. Including, but not limited to:<br>  ○ Lee county Job Fair.<br>  ○ IHUM Grant Project Director and other SCC staff participated in Regional Job Fair.<br>  ○ Tabling event with I-AM, PACE, C-BIZ at Keokuk Veteran's Job Fair sponsored by Workforce and YMCA. |

# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed: Southeastern Iowa Area Community College**

**Signature Program Reviewed: Associate Degree Nursing Program**

**Subject Matter Expert: Melody Bethards**

**Subject Matter Expert Credentials: MSN, RN, CNE, CHSE**

**Review Period: 10/1/2014-6/30/2018**

**Review Conducted: September 2018**

**Synopsis of Findings:**

**Milestones completed:**

- 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.
- 1.2: Align non-credit offerings with credit courses
- 1.3: Expand and enhance work-based learning experiences.
- 1.5: Strengthen Prior Learning Assessment initiative.
- 2.1: Enhance and expand simulation into courses and trainings.
- 2.2: Expand online and blended course offerings
- 2.3: Create and distribute Open Educational Resources
- 3.1: Implement specialized recruitment and retention efforts.
- 3.2: Improve student career planning
- 3.3: Implement accelerated and/or contextualized remediation programs.
- 4.2: Create or strengthen regional industry advisory committees.
- 4.3: Create joint marketing and outreach efforts with state agencies
- 4.4: Collaborate with state agencies on a participant referral process.
- 4.5: Partner with industry and state agencies on job fairs and mission-based events**.**

SCC utilized the IHUM grant to revise the nursing curriculum, improve facilities, and enhance educational opportunities for students in the ADN program through the integration of high quality simulation learning experiences. Curriculum map shows a clear correlation between nursing courses to meet program objectives. Program objectives are aligned with non-credit courses. A pathway for advancement from ADN to obtainment of a BSN is provided. Relationships with regional employers and industry provide work-place learning opportunities. Online and hybrid courses support the program. Targeted recruitment and retention efforts are in place. Resources developed during the grant period are freely shared via the Creative Commons website. Collaboration with community partners at events provides opportunities for strengthen partnerships and potential post-graduation employment.

**Non-applicable Milestones**

- 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries)

**Sustainability**

SCC identified the following sustainability plan that applies to the Associate Degree Nursing program:

- Committed to continuing the positions of Simulation Technician.
- Continuation of simulation learning experiences utilizing best practice standards for consistency and usage.
- Evaluate usage of Career Coach.

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| **MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.** | X Complete<br>☐ Incomplete |
| **MILESTONE 1.2: Align non-credit offerings with credit courses.** | X Complete<br>☐ Incomplete |
| **MILESTONE 1.3: Expand and enhance work-based learning experiences.** | X Complete<br>☐ Incomplete |
| **MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC) - NA** | ☐ Complete<br>☐ Incomplete |
| **MILESTONE 1.5: Strengthen Prior Learning Assessment initiative.** | X Complete<br>☐ Incomplete |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, nursing curriculum was audited and changes were made to enhance student learning opportunities. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document:<br>• Nurse Aide course as non-credit to open additional funding opportunities for students.<br>• Continued work on mapping curriculum to the PN and RN NCLEX test plans and looking at consistency of lab experiences and competencies.<br>• Align simulation scenarios with curriculum and improve consistencies by selecting OB and pediatric specific scenarios.<br>• Continuing clinical preceptor experiences and planning additional locations.<br>• Implementation of the Preceptor Experience in ADN 642 (Nursing IV). Experiences are limited due to limited preceptors. Approximately 16 students are currently in preceptorships and host sites have been expanded.<br><br>Review of curriculum documents provided reveals:<br>• Alignment of ADN courses only to meet program outcomes.<br>• Per the Program Information and Overview document nursing course content is delivered by lecture, lab, clinicals, preceptor experience and medical simulation<br>• Established Pathway from CNA to PN to ADN to BSN/advance nursing degrees<br>• Evidence of alignment to a non-credit CNA course<br><br>A review of SME Response support documents reveal an ADN program curriculum map that demonstrations alignment of general education courses to program outcomes. |

| DELIVERABLE 1.2: Updated college facilities | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, facilities for students in this signature program have been updated. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document:<br>• Health Professions and the Hall of Sciences buildings on the West Burlington campus have been expanded<br>• The Health Professions building includes a clinical simulation center which expanded simulation from one room to three patient rooms and an EMS lab with and ambulance and an apartment.<br>• Grant funds were used to purchase two additional simulators and all peripherals for running, recording and playback of scenarios.<br>• Additional classroom and lab space.<br>• Student services relocated so are closer to students.<br>Review of resources posted on Skills Common revealed several promotional videos that show simulation learning facilities. |
| **DELIVERABLE 1.3: Offer new credentials** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, non-credit Nurse Aide was added. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Preview of documents provided show evidence that HSC-168 (Nurse Aid) can be taken as credit or non-credit. |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document there is commitment from employers and industry. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document<br>• Employers support the health programs by serving on the Advisory Committee, participating in SCC health fairs and career fairs, providing sites for clinicals, externships, preceptorships.<br>• Area employers are the primary employers for new graduates in all health programs.<br>• Program coordinators work with employers to make certain programs meet employer needs through input received through the Advisory committees as well as feedback from students and employers participating in externships, preceptorships, etc.<br>Evidence in the form of a letter of support from Teresa Colgan, VP – Nursing, Great River Health System provided |

| DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only) | | |
|---|---|---|
| STATUS | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: NA |
| QUALITY | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: NA |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document, plans for PLA processes are under discussion |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | COMMENTS: Per the Statement of Grant Impact document,<br>• IHUM Program Director met with I-AM Grant Director to discuss progress made.<br>• Information from previous Credit for Prior Learning Planning Sessions was reviewed.<br>• SCC Registrar and Dean of Health attended statewide meeting on military PLA in March 2017.<br>• IHUM Grant Director participated in webinar on PLA for recruitment in June 17.<br>• Work on PLA with new Registrar in place. |
| **STRATEGY 2: Advance Online & Technology-Enabled Learning** | | |
| MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS. | | X Complete<br>☐ Incomplete |
| MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS. | | X Complete<br>☐ Incomplete |
| MILESTONE 2.3: Create and distribute Open Educational Resources. | | X Complete<br>☐ Incomplete |
| **DELIVERABLE 2.1: Public licensing of curricula and training materials** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Documents and training materials developed for the signature program are available for public download on Creative Commons |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: A review of documents posted by SCC on Creative Commons revealed:<br>• Six marketing items that promote the nursing program<br>• Two nursing program information documents<br>• Five ADN program course syllabi<br>• ADN curriculum map |

| DELIVERABLE 2.2: Distribution through project and online repositories | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** As noted above, material created using grant funds were posted on SkillsCommons. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** As noted above, review of documents posted by SCC on Creative Commons revealed:<br>• Six marketing items that promote the nursing program<br>• Two nursing program information documents<br>• Five ADN program course syllabi<br>• ADN curriculum map |
| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, select nursing program support courses may be taken in blended format. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document, Nurse Aide course added a hybrid segment with on-line lecture to begin Spring 18. |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, simulation learning experiences opportunities have been expanded and incorporated into the nursing curriculum. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** Per the Statement of Grant Impact document, best practice simulation learning is incorporated into this signature program by:<br>• Providing simulation orientation (paperwork and sim lab intro) for students<br>• Facilitating Professional Communications sim, Mental Health sim using standardized patients as actors<br>• Creating realistic injuries for burn patient scenario and Active Shooter Drill.<br>• Utilizing scenarios to provide a more immersive demonstration when teaching theory such as rhythm analysis in Cardiology or post medication evaluation in Pharmacology.<br>• Implementation of "Best Practices" including orientation to simulation, complete debriefing sessions and improvements to selection of scenarios and facilitation.<br><br>Quality of implementation ensured through training, sustainability of qualified faculty and staff, equipment purchases, and facilities to meet learning needs. The following occurred during the grant period<br><br>• IHUM Grant Project Director hired and started 2/23/15.<br>• IHUM Grant Project Director met with all Health Program Coordinators to assess simulation usage and needs. Held meetings with Nursing Faculty to |

| | | |
|---|---|---|
| | | assess what they have done in simulation and where the gaps and needs are. Results shared in meetings.<br>• Simulation Technician position created as part of the IHUM grant. Position will be sustained at SCC.<br>• IHUM Grant Director, Simulation Technician, and healthcare program faculty and staff participated in a variety of simulation learning webinars, trainings and conferences.<br>• Simulation learning reference materials purchased<br>• Manikin Preventive Maintenance, software updates, and training.<br>• Updating of college hardware and network to support simulation learning technology.<br>• Construction of new simulation center.<br>• Equipment used for simulation learning purchased.<br>• Quality evaluation measures put in place and process for ensuring quality improvement based on data put in place. |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** NA |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** NA |
| **STRATEGY 3: Create Expanded & Individualized Student Support Services** | | |
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 3.2: Improve student career planning.** | | **X** Complete<br>☐Incomplete |
| **MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs.** | | **X** Complete<br>☐Incomplete |
| **DELIVERABLE 3.1: Develop and implement online, modular-based programs** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐Attempted<br>☐Never Started | **COMMENTS: COMMENTS:** Per additional documents provided this Deliverable is non-applicable to this signature program |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** NA |
| **DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators** | | |
| **STATUS** | **X** Completed | |

| | | |
|---|---|---|
| | ☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, a pre-health class boot camp was developed and other remediation/retention, and career planning efforts are in place. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document, the boot camp includes Mandatory reporter, CPR, HIPAA, Bloodborne Pathogens training. The Bootcamp allows potential students to learn about health and assist enrolled students in meeting their prerequisites in a short time frame. In addition, the following retention efforts were put in place:<br>• Required students to repeat HESI test if not scoring high enough. Test is a good indicator of ability to pass boards. Remediation is required prior to retest<br>• Implementing Drop Detective to assist faculty identifying students who might needing additional assistance.<br>• Career planning efforts include IHUM and PACE worked together to develop Career Pathways and a Career Pathways booklet for use by PACE, enrollment, etc. |
| **DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, targeted recruitment efforts were developed. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document, targeted recruitment efforts for this signature program included:<br>• Recruitment/outreach plan began by looking at common goals with PACE and WIOA.<br>• Adds on Pandora<br>• Video shorts developed for use on local TV and SCC website via YouTube.<br>• IHUM sponsored local radio ads promoting SCC Health programs.<br>• Burlington Urban System (BUS) ads developed to promote SCC health careers continued.<br>A review of resources on Skills Commons and the Enhance Iowa website developed for this signature program reveal:<br>• Three videos and three billboards/posters that promote the nursing program and/or depict nursing students<br>• A direct link to a webpage that describes the SCC Associate Degree Nursing program from the Enhance Iowa webpage. |
| **DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, career planning tools were implemented. |

| | | |
|---|---|---|
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** Per the Statement of Grant Impact document, efforts for this signature program include:<br>• Career Coach was launched<br>• Career Coach training attended thirteen SCC staff<br>• Input on the programs/jobs mapping was sought from all program coordinators at SCC.<br>• Components of Career Coach featured in campus newsletters several times.<br>• E:mail sent to all students promoting job search and resume features in<br>• Posters and handouts developed and distributed on campuses and in communities.<br>• Career Coach e part of new freshman course "First Year Experience" starting in Fall 17.<br>• IHUM Grant Project Director and PACE navigator gained input from program coordinators and develop career maps for signature programs.<br><br>A map on the Enhance Iowa Career Coach webpage reveals information about the abundance of healthcare jobs in the area served by SCC and a link to the college goes directly to a webpage describing the signature program and RN jobs in the area. |

| **STRATEGY 4: Create & Improve Alignment with Industry & State Agencies** | |
|---|---|
| **MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries). NA** | ☐ Complete<br>☐Incomplete |
| **MILESTONE 4.2: Create or strengthen regional industry advisory committees.** | X Complete<br>☐ Incomplete |
| **MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies.** | X Complete<br>☐ Incomplete |
| **MILESTONE 4.4: Collaborate with state agencies on a participant referral process.** | X Complete<br>☐ Incomplete |
| **MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events.** | X Complete<br>☐ Incomplete |

| **DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee** | | |
|---|---|---|
| **STATUS** | X Completed<br>☐In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, discussions regarding a Health Sector Board have occurred and a nursing program advisory committee is in place. |
| **QUALITY** | X Satisfactory<br>☐Unsatisfactory<br>☐Unclear | **COMMENTS:** Per the Statement of Grant Impact document:<br>• Meeting held with Region 16 WIA Director and PACE Program Lead Navigator to discuss Sector Boards. Timeline for other sectors not set.<br>• Participation in Health Occupations Business Services group. This groups is made up of WIOA, Promise Jobs, Vocational Rehab, PACE, Department of the Blind, AEL, Economic Development and several departments at SCC, although not a Sector Board as defined in milestone 4.1 this group includes many of the required participants and therefore may meet this deliverable. |

| | | |
|---|---|---|
| | | Per the SME Response document the Associate Degree Nursing program involves sector membership through Advisory Council participation addressing industry issues and needs through collaborative discussions, goal-setting, action plans, program review and policy and procedure development. Advisory Council meeting minutes are archived on SCC's Hawknet folders. |
| **DELIVERABLE 4.2: New industry partnerships developed during the grant period** | | |
| **STATUS** | X Completed<br>☐In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Per the Statement of Grant Impact document, new industry partnerships were explored during the grant period. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** Per the Statement of Grant Impact document:<br>• The IHUM Grant Project Director and Dean of Health met with Great River Medical Center Director of Corporate Education regarding usage of Sim Man at GRMC and renewing the partnership for simulation.<br>• Great River Health Systems Education staff, GRHS Women and Family center and Henry County Health Center staff and multiple area business groups have toured SCC Health Professions building.<br>• Working on sustainability plan to include employers using sim lab for skills development and recertification. An Outside User policy and fee schedule was developed and approved by PEC to allow outside partners to use SCC simulation areas for CEUs or staff training.<br>Per SME Response document, the Outside User policy and procedure were newly created for continuing education offerings.<br>• Health Occupations team made up of SCC, WIOA, Voc Rehab and Economic Development planned tours to local businesses, four Healthcare Expos and a job fair. |
| **DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Information related to this deliverable for the ADN program was not addressed on the Statement of Grant Impact document, however evidence related to progress towards this deliverable was found on the Enhance Iowa Career Coach webpage and on the Creative Commons website. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** As indicated in Deliverable 3.4 a link on the Emsi Career Coach webpage goes directly to a webpage describing the signature program and healthcare jobs in the area. The webpage was developed as part of the IHUM grant. |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted | **COMMENTS:** Per the Statement of Grant Impact document, multiple outreach efforts to educate WIB occurred during the grant period. |

| | | |
|---|---|---|
| | ☐ Never Started | |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document outreach efforts included,<br>• Health staff participated in multiple job fairs<br>• IWD workshop on Job Development with Diverse Populations attended.<br>• Local newspaper articles<br>• IHUM Grant Project Director participating in Health Occupations Business Services group.<br>• Recruitment/outreach discussed with PACE and Program Coordinators<br>• Joint TV/web marketing with I-AM Grant planned. RFPs reviewed. Graduates for several health professions interviewed<br>• Presented EMSI products to Workforce Business Marketing Specialist.<br>• Recruitment/outreach discussed with PACE and Health Program Coordinators. Info provided to local libraries.<br>• Career Coach presented to Voc Rehab summer program. |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS: COMMENTS:** Per the Statement of Grant Impact document, multiple events with industry and state agencies occurred during the grant period. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document events included,<br>• Four Health Care Expos for area high school students<br>• Career Coach and Enhance Iowa materials provided at for layoffs and career fairs in southeast Iowa.<br>• IHUM Grant Project Director participated in a number of job fairs during the grant. Including, but not limited to:<br>  ○ Lee county Job Fair.<br>  ○ IHUM Grant Project Director and other SCC staff participated in Regional Job Fair.<br>  ○ Tabling event with I-AM, PACE, C-BIZ at Keokuk Veteran's Job Fair sponsored by Workforce and YMCA. |

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**Statement of Grant Impact: Southwestern Community College**

The purpose of this section is to show the full scope of the grant activities in a narrative form so that the reviewer understands the full impact of the IHUM grant on each signature program. Below is a checklist of each activity that should be addressed. Please provide any additional information you see fit as this checklist does not cover every activity over the past three years. Please take time to review the grant Technical Proposal as part of this process.

**Strategy 1** – Expand and Enhance Sector-Driven Career Pathways

- Audited and redesigned curricula
    - SWCC has incorporated Simulation in Current Course Curriculum.
    - Annual evaluation of course curriculum is performed and necessary changes made.
    - Creating Simulation manual for Faculty/Student Use
- Updated college facilities
    - Renovation completed to current nursing lab area.
        - 2 Sim Bays, control room, debrief room, and updated nursing
- Offer new credentials
    - No new credentials offered. Signature programs are PN and ADN.
- Established commitment from employers and industry representatives
    - Greater Regional Medical Center, Ringgold County Hospital, Iowa Works are current stakeholders.
    - Simulation Fee and Structure Price list completed for interested partners in industry.
- Developed and piloted Registered Apprenticeship Programs (IT Only)
    - N/A
- Continued PLA progress started in I-AM
    - SWCC developed and implemented PLA with I-AM Grant. This document will be reviewed and revised as needed.
- Expand work based learning experiences
    - Simulation Lab Coordinator works with Workplace Learning Intermediary Network Coordinator to assist in finding job shadow experiences for students (pre-nursing, nursing) interested in the health field. The nursing program, specifically the ADN students are able to choose and attend observational experiences at different healthcare facilities to assist them in exploring different health occupations as registered nurse.
- Aligned non-credit offerings with credit courses
    - Currently our signature program does not require a Certified Nurse Aide prior to entry into the practical nursing program.

**Strategy 2** – Advance Online & Technology-Enabled Learning

- Enhance and expand simulation into courses and trainings

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- Simulation has been integrated in both signature programs (RN and PN)
- Annual evaluation of the PN/RN faculty/student handbook will occur and necessary changes will be made as needed.

- Expand online and blended course offerings
  - SWCC is continuing to explore the possibility of online core nursing courses. Currently students can take Nutrition, Psychology, Essentials of Anatomy/Physiology, and Microbiology. Students can take these courses through the Iowa Community Colleges On-Line Consortium.
  - Will continue to explore online courses/hybrid format for signature programs. New course outline for potential evening course presented to administration, faculty and advisory committee March 2018.
- Create and distribute Open Educational Resources
  - Documents created using IHUM funds will be uploaded to Creative Commons.
- Incorporation of simulation into courses
  - Simulation has been incorporated into the two signature program (PN & ADN). Our goal was to incorporate classroom theory/concepts in the simulation lab. The PN students do 7 SBE's throughout the course of the year and RN students complete 9 SBE's throughout the course of the year. The PN's simulation focus is medical-surgical while the RN students participate in medical surgical, mental health, OB, pediatrics, and leadership.

**Strategy 3** – Create Expanded & Individualized Student Support Services

- Implement specialized recruitment and retention efforts
  - Retention Specialist hired to mentor and provide assistance to students to ensure success in signature programs. Signature program student numbers are tracked and reported monthly at the nursing faculty meetings.
- Improve Student Career Planning
  - SWCC implemented new Jenzabar computer system that enables faculty/staff to identify students at risk students in a timelier manner. This system allows communication with staff so that "up-to-date" student information is readily available.
- Implement accelerated and/or contextualized remediation
  - Retention Specialist hired to mentor and provides assistance to students to ensure success in signature programs. Annual evaluation of this position is completed. Faculty is available to tutor and remediate students based on performance. Retention Specialist grant duties completed 3/31/2018. Due to positive feedback and number of students that utilize Retention Specialist, SWCC will employ Retention Specialist thought the end of the Spring Term 2018.
- Develop and implement online, modular-based programs
  - Will continue to explore online courses/hybrid format for signature programs. New course outline for potential evening course presented to administration, faculty and advisory committee March 2018.

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- Implement a web-based tool that can generate regional LMI paired with applicable programs of study
    - IHUM Consortium purchased EMSI. Promotion continues at SWCC through the College Learning Experience course as well as Admission, Workplace Learning and Allied Health and Science Faculty.

**Strategy 4 –** Create & Improve Alignment with Industry and State Agencies

- Develop or Enhance IHUM Sector Boards
    - SWICC has an active advisory board, but does not currently have a nursing sector board in their region.
- Strengthen Industry advisory committees
    - ICCSN formed consisting of representatives from the IHUM grant, DOE, and 15 area community colleges, Bi-Annual Healthcare Advisory Board meeting held at SWCC in regards to the nursing program. Members provide input and assist in decision making processes that could potentially impact students.
- Create joint marketing, outreach, and referral efforts with businesses, WIB's, and state agency partners
    - Collaboration with IWD, SWCC Workplace Learning Network Coordinator and Nursing faculty/staff to share information at RES groups. Also work with Adult and Continuing Education and Pathway navigators for those students enrolled in non-credit courses. A referral process was initiated and will continue after grant period ceases.
- New Industry partnerships developed during the grant period
    - No new partnerships were developed during the grant periods. Will continue with current partnerships and market to outside agencies to help with the cost of soft supplied and manikin maintenance.
- IHUM and RAP materials developed in collaboration with state agencies (IT Only)
    - N/A

**Sustainability**

- Please provide information on the aspects of the IHUM grant that will be sustained beyond the period of performance.
    - Simulation Coordinator will be in charge of simulation and simulation related activities.
    - Simulation will continue after the grant periods ceases for both of the signature programs (PN/ADN).
    - Simulation supplies will be purchased and charged to the appropriate budget.
    - Simulation will continually be evaluated and potentially expanded based on student numbers/needs.

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- Marketing/Outreach to business and industry will be expanded to assist with cost and maintenance of current simulators.
- Simulation budget/ warranties will be kept and re-evaluated annually to ensure manikins/software/viewing equipment is meeting the needs of the community college.

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# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed: Southwest Iowa Community College**

**Signature Program Reviewed: Associate Degree Nursing Program**

**Subject Matter Expert: Melody Bethards**

**Subject Matter Expert Credentials: MSN, RN, CNE, CHSE**

**Synopsis of Findings:**

**Milestones completed:**

- 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.
- 1.2: Align non-credit offerings with credit courses
- 1.3: Expand and enhance work-based learning experiences
- 1.5: Strengthen Prior Learning Assessment initiative.
- 2.1: Enhance and expand simulation into courses and trainings.
- 2.2: Expand online and blended course offerings 2.3: Create and distribute Open Educational Resources.
- 3.1: Implement specialized recruitment and retention efforts.
- 3.2: Improve student career planning
- 3.3: Implement accelerated and/or contextualized remediation programs.
- 4.2: Create or strengthen regional industry advisory committees.
- 4.3: Create joint marketing and outreach efforts with state agencies
- 4.4: Collaborate with state agencies on a participant referral process.
- 4.5: Partner with industry and state agencies on job fairs and mission-based events**.**

SWCC utilized the IHUM grant to revise the nursing curriculum and enhance educational opportunities for students in the PN program through the integration of high quality simulation learning experiences. Resources developed during the grant period are freely shared via the Creative Commons website. Marketing and recruitment materials promote the signature program and available career planning resources. Retention Specialists and faculty help serve as a resource to promote student success. There is a clear pathway for students to advance their career from PN to obtainment of a BSN. Collaboration with community partners provides opportunities for workplace learning and potential post-graduation employment.

**Non-applicable Milestones**

4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries)

**Sustainability**

SWCC identified the following sustainability plan for the PN program:

- Simulation Coordinator will be in charge of simulation and simulation related activities.
- Simulation will continue after the grant periods ceases.
- Simulation supplies will be purchased and charged to the appropriate budget.
- Simulation will continually be evaluated and potentially expanded based on student numbers/needs.
- Marketing/Outreach to business and industry will be expanded to assist with cost and maintenance of current simulators.
- Simulation budget/ warranties will be kept and re-evaluated annually to ensure manikins/software/viewing equipment is meeting the needs of the community college.

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| **MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.** | X Complete<br>☐ Incomplete |
| **MILESTONE 1.2: Align non-credit offerings with credit courses.**<br>Lacking evidence of alignment between non-credit and credit courses. | X Complete<br>☐ Incomplete |
| **MILESTONE 1.3: Expand and enhance work-based learning experiences.** | X Complete<br>☐ Incomplete |
| **MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC) - NA** | ☐ Complete<br>☐ Incomplete |
| **MILESTONE 1.5: Strengthen Prior Learning Assessment initiative.** | X Complete<br>☐ Incomplete |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact curriculum has been redesigned to incorporate simulation learning experiences and an annual evaluation of courses is performed with changes made as required.<br><br>Review of curriculum documents reveals the alignment of general education and PN courses to meet program outcomes. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact:<br>• Simulation based learning experiences ae incorporated into current course curriculum<br>• PN students complete seven simulation-based learning experiences through the course of a year.<br>• Simulation-based learning experiences for PN students focus on medical-surgical.<br>• The goal is to incorporate classroom/theory /concepts in the simulation lab.<br>Incorporation of simulation- based experiences is noted in the following PN course syllabi:<br>• PNN:172 Fundamentals of Nursing I<br>• PNN:173 Fundamentals of Nursing II<br>• PNN 434 Maternal - Child Health<br>• PNN 531 Medical - Surgical Nursing I<br>• PNN 532 Medical - Surgical Nursing II<br><br>Review of documents provided reveals pathway from PN to ADN to BSN<br><br>Per the SME Response document as a result of the grant, the College revised two procedures regarding the alignment of non-credit to credit course work. Instructional Administrative Procedure I-25, Credit for Non-Credit Coursework, was revised in January 2016 to improve and clarify the process. |

| DELIVERABLE 1.2: Updated college facilities | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact, facilities were updated to add two sim bays, a control room, and debriefing room. The statement is missing words at the end of the sentence regarding this deliverable. The sentence ends with, "and updated nursing". However, there is no documentation of what additional nursing facilities were updated. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Renovation of the nursing lab to add simulation facilities meets this criterion. The inclusion of a dedicated debriefing room shows a commitment to simulation best practice standards. |
| **DELIVERABLE 1.3: Offer new credentials** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the SME Response document the health career academy students are now required to complete the National Career Readiness Certification exam as part of the curriculum |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the SME Response document student must earn a bronze, silver, gold, or platinum certificate. |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact, stakeholders in the PN program include two healthcare facilities and Iowa Workforce Development.<br>It is also noted that job shadowing experiences are provided for pre-nursing and nursing student in cooperation with the Workplace Learning Intermediary Network Coordinator. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** The PN program partners with the community to provide discipline specific work-based learning experiences for students prior to graduation. |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS: NA** |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS: NA** |

| DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT) | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact, the program developed a Prior Learning Assessment (PLA) document with the I-AM Grant and that this document will be reviewed and revised as needed. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | COMMENTS: A review of documents provided reveal a clear pathway from to PN to ADN to BSN.<br><br>Per the SMR Responses document, Student Services Procedure SS-67, Credit for Prior Learning, was revised June 2015 to improve and clarify the process. |

| STRATEGY 2: Advance Online & Technology-Enabled Learning | |
|---|---|
| MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS. | X Complete<br>☐ Incomplete |
| MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS. | X Complete<br>☐ Incomplete |
| MILESTONE 2.3: Create and distribute Open Educational Resources. | X Complete<br>☐ Incomplete |

| DELIVERABLE 2.1: Public licensing of curricula and training materials | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Documents and training materials developed for the signature program are available for public download on Creative Commons |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: A review of documents posted by SWCC on Creative Commons revealed:<br>• Three documents for the PN program<br>• Four documents for simulation-based learning experiences<br>• Three nursing program related documents |

| DELIVERABLE 2.2: Distribution through project and online repositories | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact documents created using IHUM funds are posted on Creative Commons |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: As noted above a review of documents posted by SWCC on Creative Commons revealed:<br>• Three documents for the PN program<br>• Four documents for simulation-based learning experiences<br>• Three nursing program related documents |

| DELIVERABLE 2.3: Offering online/blended programs | | |
|---|---|---|
| STATUS | X Completed | |

| | | |
|---|---|---|
| | ☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact students can take several general education classes related to the signature program online. These options were in place prior to the grant period.<br><br>Per the SME Response document online and blended learning opportunities were enhanced during the grant period. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the SME Response document<br>• Prior to the grant, the nursing program did not accept online science courses with required lab components. Because of research conducted during the fall 2017 semester, the nursing faculty approved the acceptance of online science credits with lab components.<br>• As a result of formal discussions with nursing faulty and distance education staff, the Health Career Academy began utilizing the hybrid instructional format as its formal delivery method in the fall 2017.<br>• In the fall 2017, nursing faculty fully implemented blended instruction through the Canvas LMS.<br>• During the spring 2018, the college approved the implementation of Assessment Technologies Institute (ATI). ATI is a blended learning system that provides supplemental learning activities, practice exams, closed caption videos, learning modules, case studies, etc. to improve student success. It also provides the nursing program with a secure online testing environment. |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact simulation learning experiences have been integrated into the PN program. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** As noted above, per the Statement of Grant Impact:<br>• Simulation based learning experiences ae incorporated into current course curriculum<br>• ADN students complete nine Simulation based learning experiences through the course of a year.<br>• The focus of simulation-based learning experiences for ADN students are medical-surgical, mental health, obstetrics, pediatrics, and leadership.<br>• The goal is to incorporate classroom/theory /concepts in the simulation lab.<br><br>Incorporation of simulation- based experiences is noted throughout the ADN curriculum.<br><br>A search of posted SWCC documents on Creative Commons revealed policies and procedures related to simulation-based learning experiences.<br><br>Per the Statement of Grant Impact, evaluation of the faculty/student handbook will occur annually and revision will occur as needed. From the documentation |

| | | |
|---|---|---|
| | | provided it is unclear how the review and revision of the handbook aligns with this specific deliverable. |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐Attempted<br>☐Never Started | **COMMENTS:** NA |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** NA |
| **STRATEGY 3: Create Expanded & Individualized Student Support Services** | | |
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 3.2: Improve student career planning.** | | **X** Complete<br>☐Incomplete |
| **MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs.** | | **X** Complete<br>Incomplete |
| **DELIVERABLE 3.1: Develop and implement online, modular-based programs** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact, the college will continue to explore online courses/hybrid format for this signature. New course outline for potential evening course was presented to administration, faculty and advisory committee March 2018.<br>Per the SME Response document online and blended learning opportunities were enhanced during the grant period. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** As noted in Deliverable 2.3,<br>• Prior to the grant, the nursing program did not accept online science courses with required lab components. Because of research conducted during the fall 2017 semester, the nursing faculty approved the acceptance of online science credits with lab components.<br>• As a result of formal discussions with nursing faulty and distance education staff, the Health Career Academy began utilizing the hybrid instructional format as its formal delivery method in the fall 2017.<br>• In the fall 2017, nursing faculty fully implemented blended instruction through the Canvas LMS.<br>• During the spring 2018, the college approved the implementation of Assessment Technologies Institute (ATI). ATI is a blended learning system that provides supplemental learning activities, practice exams, closed caption videos, learning modules, case studies, etc. to improve student success. It also provides the nursing program with a secure online testing environment. |

| | | |
|---|---|---|
| | | |
| **DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact Retention Specialist mentor and assist students to ensure success in signature programs. Faculty tutor and remediate students based on performance.<br><br>Signature program student numbers are tracked and reported monthly at the nursing faculty meetings. |
| **QUALITY** | X Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | **COMMENTS:** Based on evaluation of the Retention Specialist position and positive student outcomes the position will be funded for another year by the college. |
| **DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** The following marketing materials are located on the Creative Commons website:<br>• Pre-Nursing Meet and Greet poster<br>• Career Coach flyer<br><br>There is a direct link from the Enhance Iowa webpage to a college webpage. |
| **QUALITY** | X Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | **COMMENTS:** The webpage mentioned above describes the nursing program options and highlights the Associate Degree Nursing program.<br><br>Per the SME Response document The nursing staff along with the marketing department, created pre-nursing meet and greet flyers and mailed them to all prospective pre-nursing students. The prospective student names were obtained from the Office of Admissions. |
| **DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study** | | |
| **STATUS** | X Completed<br>☐In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact, promotion of Emsi Analyst and Career Coach software purchased by the IHUM Consortium continues at SWCC through the College Learning Experience course as well as Admission, Workplace Learning and Allied Health and Science Faculty. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** A map on the Emsi Career Coach webpage reveals information about the abundance of healthcare jobs in the area served by SWCC and a link to the college goes directly to a webpage describing the signature program and RN jobs in the area. |
| **STRATEGY 4: Create & Improve Alignment with Industry & State Agencies** | | |
| **MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries). NA** | | ☐ Complete<br>☐ Incomplete |
| **MILESTONE 4.2: Create or strengthen regional industry advisory committees.** | | X Complete<br>☐ Incomplete |

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| **MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies.** | X Complete<br>☐ Incomplete |
| **MILESTONE 4.4: Collaborate with state agencies on a participant referral process.** | X Complete<br>☐Incomplete |
| **MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events.** | X Complete<br>☐ Incomplete |

| **DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee** | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress<br>☐Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact, Bi-Annual Healthcare Advisory Board meeting held at SWCC in regards to the nursing program. Members provide input and assist in decision making processes that could potentially impact students. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** A review of additional documents uploaded to Dropbox reveal Nursing Advisory Meeting minutes from the following dates:<br>• March 15, 2018<br>• October 12, 2017<br>• October 15, 2015<br>• March 10, 2016<br>• March 16, 2017<br>• October 20, 2016 |
| **DELIVERABLE 4.2: New industry partnerships developed during the grant period** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the SME Response document new partnerships for the signature program were developed. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS**: Per the SME Response during the grant period, the SWCC nursing program added Decatur County Hospital, Terrace View Residential Assisted Living, and Willow Heights Residential Care Facility as new industry partners.<br><br>These partners provide clinical opportunities for students. SWCC nursing faculty promoted the use of the simulation lab to regional health care providers. The nursing staff created a promotional flyer outlining the simulation lab fee structure. SWCC met with area partners promoting the simulation lab for training purposes and offered workshops for building training scenarios. The nursing chair and IHUM grant coordinator presented information regarding the simulation lab for various community organizations including Creston Kiwanis, Lenox Rotary, Corning Rotary, and numerous schools |
| **DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted | **COMMENTS: On the Statement of Grant Impact submitted by the college, this deliverable is designated for IT only and marked as NA** |

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| | ☐Never Started | However, evidence of marketing materials and collaborative efforts were found on the Emsi Career Coach webpage and on the Creative Commons website. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** As indicated in Deliverable 3.4 a link on the Emsi Career Coach webpage goes directly to a webpage describing the signature program and healthcare jobs in the area. The webpage was developed as part of the IHUM grant.<br><br>The following marketing materials are located on the Creative Commons website:<br>• Pre-Nursing Meet and Greet poster<br>• Career Coach flyer |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact, the college collaborates with IWD, SWCC Workplace Learning Network Coordinator and Nursing faculty/staff to share information at RES groups.<br><br>Working with Adult and Continuing Education and Pathway navigators for those students enrolled in non-credit courses is also noted.<br><br>It is also noted that a referral process was initiated and will continue after grant period ceases. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the SME Response document SWCC nursing chair and IHUM grant coordinator partnered with Iowa Workforce Development (IWD) during the grant to develop a referral process.<br><br>When potential students indicate interest in healthcare, IWD representatives refer them to SWCC's pathway navigator. The pathway navigator utilizes career assessment tools to guide the potential students career plan. The navigator directs the student to the health occupation education coordinator for non-credit health opportunities or to the nursing chair to enroll in credit health career programs. The nursing chair and IHUM grant coordinator attended RES (Re-employment services) meetings to promote the nursing program. At these meeting, college faculty presented information about the program including graduation and placement information. |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the SME Response document SWICC participates in annual collaborative events to promote this signature program |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the SME Response document:<br>• As part of the grant, SWCC hosted a healthcare job fair on the Creston campus. The SWCC nursing department partnered with the Workplace Learning Network Coordinator, area health care providers and education providers to organize and conduct the event. As part of the event, nursing staff provided tours of the nursing facilities including the new simulation lab. SWCC nursing students and community members participated in this event. |

| | | |
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| | | • Career and Technical Education (CTE) Day provides opportunity for future students to come to campus and learn about SWCC's CTE programs. The nursing department was a vital cog in the event bringing in health care professionals to present information on various health careers. A highlight of the day was MercyOne landing on campus and providing tours of the helicopter.<br>• SWCC also participated in the Iowa Community College Simulation Network (ICCSN) that was developed in partnership with the Department of Education, holding simulation conferences on a yearly basis. SWCC's IHUM Grant Coordinator presented at the ICCSN conference regarding the use of the SWCC Drama Club as standardized patients. The use of the Drama Club provides a sustainable process for the future. |

# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed: Southwest Iowa Community College**

**Signature Program Reviewed: Associate Degree Nursing Program**

**Subject Matter Expert: Melody Bethards**

**Subject Matter Expert Credentials: MSN, RN, CNE, CHSE**

**Review Period: 10/1/2014-6/30/2018**

**Review Conducted: September 2018**

**Synopsis of Findings:**

**Milestones completed:**

- 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.
- 1.2: Align non-credit offerings with credit courses
- 1.3: Expand and enhance work-based learning experiences
- 1.5: Strengthen Prior Learning Assessment initiative.
- 2.1: Enhance and expand simulation into courses and trainings.
- 2.2: Expand online and blended course offerings 2.3: Create and distribute Open Educational Resources.
- 3.1: Implement specialized recruitment and retention efforts.
- 3.2: Improve student career planning
- 3.3: Implement accelerated and/or contextualized remediation programs.
- 4.2: Create or strengthen regional industry advisory committees.
- 4.3: Create joint marketing and outreach efforts with state agencies
- 4.4: Collaborate with state agencies on a participant referral process.
- 4.5: Partner with industry and state agencies on job fairs and mission-based events**.**

SWCC utilized the IHUM grant to revise the nursing curriculum and enhance educational opportunities for students in the ADN program through the integration of high quality simulation learning experiences. Resources developed during the grant period are freely shared via the Creative Commons website. Marketing and recruitment materials promote the signature program and available career planning resources. Retention Specialists and faculty help serve as a resource to promote student success. There is a clear pathway for students to advance their career from PN to obtainment of a BSN. Collaboration with community partners provides opportunities for workplace learning and potential post-graduation employment.

**Non-applicable Milestones**

4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries)

**Sustainability**

SWCC identified the following sustainability plan for the ADN program:

- Simulation Coordinator will be in charge of simulation and simulation related activities.
- Simulation will continue after the grant periods ceases.
- Simulation supplies will be purchased and charged to the appropriate budget.
- Simulation will continually be evaluated and potentially expanded based on student numbers/needs.
- Marketing/Outreach to business and industry will be expanded to assist with cost and maintenance of current simulators.
- Simulation budget/ warranties will be kept and re-evaluated annually to ensure manikins/software/viewing equipment is meeting the needs of the community college.

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| **MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.** | X Complete<br>☐ Incomplete |
| **MILESTONE 1.2: Align non-credit offerings with credit courses.**<br>Lacking evidence of alignment between non-credit and credit courses. | X Complete<br>☐ Incomplete |
| **MILESTONE 1.3: Expand and enhance work-based learning experiences.** | X Complete<br>☐ Incomplete |
| **MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC) - NA** | ☐ Complete<br>☐ Incomplete |
| **MILESTONE 1.5: Strengthen Prior Learning Assessment initiative.** | X Complete<br>☐ Incomplete |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact curriculum has been redesigned to incorporate simulation learning experiences and an annual evaluation of courses is performed with changes made as required.<br>Review of curriculum documents reveals the alignment of general education and ADN courses to meet program outcomes. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact:<br>• Simulation based learning experiences ae incorporated into current course curriculum<br>• ADN students complete nine Simulation based learning experiences through the course of a year.<br>• The focus of simulation-based learning experiences for ADN students are medical-surgical, mental health, obstetrics, pediatrics, and leadership.<br>• The goal is to incorporate classroom/theory /concepts in the simulation lab.<br>Incorporation of simulation- based experiences is noted in the following ADN course syllabi:<br>• ADN 433: Advanced Maternal-Child Health I<br>• ADN 443: Advanced Maternal-Child Health II<br>• ADN 476: Mental Health<br>• ADN 561: Medical Surgical Nursing<br>• ADN 563: Comprehensive Nursing<br>Review of documents provided reveals pathway from PN to ADN to BSN<br>Per the SME Response document as a result of the grant, the College revised two procedures regarding the alignment of non-credit to credit course work. Instructional Administrative Procedure I-25, Credit for Non-Credit Coursework, was revised in January 2016 to improve and clarify the process. |

| DELIVERABLE 1.2: Updated college facilities | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress | **COMMENTS:** Per the Statement of Grant Impact, facilities were updated to add two sim bays, a control room, and debriefing room. The statement is missing words at |

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| | ☐ Attempted<br>☐ Never Started | the end of the sentence regarding this deliverable. The sentence ends with, "and updated nursing". However, there is no documentation of what additional nursing facilities were updated. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Renovation of the nursing lab to add simulation facilities meets this criterion. The inclusion of a dedicated debriefing room shows a commitment to simulation best practice standards. |
| **DELIVERABLE 1.3: Offer new credentials** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the SME Response document the health career academy students are now required to complete the National Career Readiness Certification exam as part of the curriculum |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the SME Response document student must earn a bronze, silver, gold, or platinum certificate. |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact, stakeholders in the ADN program include two healthcare facilities and Iowa Workforce Development.<br>It is also noted that job shadowing experiences are provided for pre-nursing and nursing student in cooperation with the Workplace Learning Intermediary Network Coordinator. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** The ADN program partners with the community to provide discipline specific work-based learning experiences for students prior to graduation. |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS: NA** |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS: NA** |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact, the program developed a Prior Learning Assessment (PLA) document with the I-AM Grant and that this document will be reviewed and revised as needed. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory | **COMMENTS:** A review of documents provided reveal a clear pathway from to PN to ADN to BSN. |

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| | ☐Unclear | Per the SMR Responses document, Student Services Procedure SS-67, Credit for Prior Learning, was revised June 2015 to improve and clarify the process. |
| **STRATEGY 2: Advance Online & Technology-Enabled Learning** | | |
| **MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 2.3: Create and distribute Open Educational Resources.** | | **X** Complete<br>☐ Incomplete |
| **DELIVERABLE 2.1: Public licensing of curricula and training materials** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Documents and training materials developed for the signature program are available for public download on Creative Commons |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of documents posted by SWCC on Creative Commons revealed:<br>• Three documents for the ADN program<br>• Four documents for simulation-based learning experiences<br>• Three nursing program related documents |
| **DELIVERABLE 2.2: Distribution through project and online repositories** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact documents created using IHUM funds are posted on Creative Commons |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of documents posted by SWCC on Creative Commons revealed:<br>• Three documents for the ADN program<br>• Four documents for simulation-based learning experiences<br>• Three nursing program related documents<br>• |
| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact students can take several general education classes related to the signature program online. These options were in place prior to the grant period.<br><br>Per the SME Response document online and blended learning opportunities were enhanced during the grant period. |

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| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the SME Response document<br>• Prior to the grant, the nursing program did not accept online science courses with required lab components. Because of research conducted during the fall 2017 semester, the nursing faculty approved the acceptance of online science credits with lab components.<br>• As a result of formal discussions with nursing faulty and distance education staff, the Health Career Academy began utilizing the hybrid instructional format as its formal delivery method in the fall 2017.<br>• In the fall 2017, nursing faculty fully implemented blended instruction through the Canvas LMS.<br>• During the spring 2018, the college approved the implementation of Assessment Technologies Institute (ATI). ATI is a blended learning system that provides supplemental learning activities, practice exams, closed caption videos, learning modules, case studies, etc. to improve student success. It also provides the nursing program with a secure online testing environment. |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact simulation learning experiences have been integrated into the ADN program. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** As noted above, per the Statement of Grant Impact:<br>• Simulation based learning experiences ae incorporated into current course curriculum<br>• ADN students complete nine Simulation based learning experiences through the course of a year.<br>• The focus of simulation-based learning experiences for ADN students are medical-surgical, mental health, obstetrics, pediatrics, and leadership.<br>• The goal is to incorporate classroom/theory /concepts in the simulation lab.<br><br>Incorporation of simulation- based experiences is noted throughout the ADN curriculum.<br><br>A search of posted SWCC documents on Creative Commons revealed policies and procedures related to simulation-based learning experiences.<br><br>Per the Statement of Grant Impact, evaluation of the faculty/student handbook will occur annually and revision will occur as needed. From the documentation provided it is unclear how the review and revision of the handbook aligns with this specific deliverable. |

| DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis | | |
|---|---|---|
| STATUS | ☐ Completed<br>☐ In Progress<br>☐Attempted<br>☐Never Started | COMMENTS: NA |
| QUALITY | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: NA |
| **STRATEGY 3: Create Expanded & Individualized Student Support Services** | | |
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.** | | X Complete<br>☐ Incomplete |
| **MILESTONE 3.2: Improve student career planning.** | | X Complete<br>☐Incomplete |
| **MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs.** | | X Complete<br>Incomplete |
| **DELIVERABLE 3.1: Develop and implement online, modular-based programs** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact, the college will continue to explore online courses/hybrid format for this signature. New course outline for potential evening course was presented to administration, faculty and advisory committee March 2018.<br>Per the SME Response document online and blended learning opportunities were enhanced during the grant period. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: As noted in Deliverable 2.3,<br>• Prior to the grant, the nursing program did not accept online science courses with required lab components. Because of research conducted during the fall 2017 semester, the nursing faculty approved the acceptance of online science credits with lab components.<br>• As a result of formal discussions with nursing faulty and distance education staff, the Health Career Academy began utilizing the hybrid instructional format as its formal delivery method in the fall 2017.<br>• In the fall 2017, nursing faculty fully implemented blended instruction through the Canvas LMS.<br>• During the spring 2018, the college approved the implementation of Assessment Technologies Institute (ATI). ATI is a blended learning system that provides supplemental learning activities, practice exams, closed caption videos, learning modules, case studies, etc. to improve student success. It also provides the nursing program with a secure online testing environment. |

| DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact Retention Specialist mentor and assist students to ensure success in signature programs. Faculty tutor and remediate students based on performance.<br><br>Signature program student numbers are tracked and reported monthly at the nursing faculty meetings. |
| **QUALITY** | X Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | **COMMENTS:** Based on evaluation of the Retention Specialist position and positive student outcomes the position will be funded for another year by the college. |
| **DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** The following marketing materials are located on the Creative Commons website:<br>• Pre-Nursing Meet and Greet poster<br>• Career Coach flyer<br><br>There is a direct link from the Enhance Iowa webpage to a college webpage. |
| **QUALITY** | X Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | **COMMENTS:** The webpage mentioned above describes the nursing program options and highlights the Associate Degree Nursing program.<br><br>Per the SME Response document The nursing staff along with the marketing department, created pre-nursing meet and greet flyers and mailed them to all prospective pre-nursing students. The prospective student names were obtained from the Office of Admissions. |
| **DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study** | | |
| **STATUS** | X Completed<br>☐In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact, promotion of Emsi Analyst and Career Coach software purchased by the IHUM Consortium continues at SWCC through the College Learning Experience course as well as Admission, Workplace Learning and Allied Health and Science Faculty. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** A map on the Emsi Career Coach webpage reveals information about the abundance of healthcare jobs in the area served by SWCC and a link to the college goes directly to a webpage describing the signature program and RN jobs in the area. |

| STRATEGY 4: Create & Improve Alignment with Industry & State Agencies | |
|---|---|
| **MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries). NA** | ☐ Complete<br>☐ Incomplete |
| **MILESTONE 4.2: Create or strengthen regional industry advisory committees.** | X Complete<br>☐ Incomplete |
| **MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies.** | X Complete |

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|---|---|
| | ☐ Incomplete |
| **MILESTONE 4.4: Collaborate with state agencies on a participant referral process.** | X Complete |
| | ☐Incomplete |
| **MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events.** | X Complete |
| | ☐ Incomplete |

| **DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee** | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress<br>☐Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact, Bi-Annual Healthcare Advisory Board meeting held at SWCC in regards to the nursing program. Members provide input and assist in decision making processes that could potentially impact students. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** A review of additional documents uploaded to Dropbox reveal Nursing Advisory Meeting minutes from the following dates:<br>• March 15, 2018<br>• October 12, 2017<br>• October 15, 2015<br>• March 10, 2016<br>• March 16, 2017<br>• October 20, 2016 |
| **DELIVERABLE 4.2: New industry partnerships developed during the grant period** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the SME Response document new partnerships for the signature program were developed. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS**: Per the SME Response during the grant period, the SWCC nursing program added Decatur County Hospital, Terrace View Residential Assisted Living, and Willow Heights Residential Care Facility as new industry partners.<br><br>These partners provide clinical opportunities for students. SWCC nursing faculty promoted the use of the simulation lab to regional health care providers. The nursing staff created a promotional flyer outlining the simulation lab fee structure. SWCC met with area partners promoting the simulation lab for training purposes and offered workshops for building training scenarios.<br>The nursing chair and IHUM grant coordinator presented information regarding the simulation lab for various community organizations including Creston Kiwanis, Lenox Rotary, Corning Rotary, and numerous schools |
| **DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted | **COMMENTS: On the Statement of Grant Impact submitted by the college, this deliverable is designated for IT only and marked as NA** |

| | | |
|---|---|---|
| | ☐Never Started | However, evidence of marketing materials and collaborative efforts were found on the Emsi Career Coach webpage and on the Creative Commons website. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** As indicated in Deliverable 3.4 a link on the Emsi Career Coach webpage goes directly to a webpage describing the signature program and healthcare jobs in the area. The webpage was developed as part of the IHUM grant.<br><br>The following marketing materials are located on the Creative Commons website:<br>• Pre-Nursing Meet and Greet poster<br>• Career Coach flyer |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact, the college collaborates with IWD, SWCC Workplace Learning Network Coordinator and Nursing faculty/staff to share information at RES groups.<br><br>Working with Adult and Continuing Education and Pathway navigators for those students enrolled in non-credit courses is also noted.<br><br>It is also noted that a referral process was initiated and will continue after grant period ceases. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the SME Response document SWCC nursing chair and IHUM grant coordinator partnered with Iowa Workforce Development (IWD) during the grant to develop a referral process.<br><br>When potential students indicate interest in healthcare, IWD representatives refer them to SWCC's pathway navigator. The pathway navigator utilizes career assessment tools to guide the potential students career plan. The navigator directs the student to the health occupation education coordinator for non-credit health opportunities or to the nursing chair to enroll in credit health career programs. The nursing chair and IHUM grant coordinator attended RES (Re-employment services) meetings to promote the nursing program. At these meeting, college faculty presented information about the program including graduation and placement information. |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the SME Response document SWICC participates in annual collaborative events to promote this signature program |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the SME Response document:<br>• As part of the grant, SWCC hosted a healthcare job fair on the Creston campus. The SWCC nursing department partnered with the Workplace Learning Network Coordinator, area health care providers and education providers to organize and conduct the event. As part of the event, nursing staff provided tours of the nursing facilities including the new simulation lab. SWCC nursing students and community members participated in this event. |

| | | |
|---|---|---|
| | | • Career and Technical Education (CTE) Day provides opportunity for future students to come to campus and learn about SWCC's CTE programs. The nursing department was a vital cog in the event bringing in health care professionals to present information on various health careers. A highlight of the day was MercyOne landing on campus and providing tours of the helicopter.<br>• SWCC also participated in the Iowa Community College Simulation Network (ICCSN) that was developed in partnership with the Department of Education, holding simulation conferences on a yearly basis. SWCC's IHUM Grant Coordinator presented at the ICCSN conference regarding the use of the SWCC Drama Club as standardized patients. The use of the Drama Club provides a sustainable process for the future. |

*This workforce solution is funded by the IHUM Consortium which is 100% financed through a $15,000,000 grant from the U.S. Department of Labor's Employment & Training Administration. The product was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership. This work is licensed under the Creative Commons Attribution 4.0 International License. To view a copy of this license, visit http://creativecommons.org/licenses/by/4.0/.*

**Statement of Grant Impact: Western Iowa Tech Community College**

The purpose of this section is to show the full scope of the grant activities in a narrative form so that the reviewer understands the full impact of the IHUM grant on each signature program. Below is a checklist of each activity that should be addressed. Please provide any additional information you see fit as this checklist does not cover every activity over the past three years. Please take time to review the grant Technical Proposal as part of this process.

**Strategy 1** – Expand and Enhance Sector-Driven Career Pathways

- Audited and redesigned curricula
    - *Nursing- simulation is utilized in each nursing course.
    - *Nurse Aide currently utilizing the required state curriculum
    - Surg Tech- launched a new AAS degree which replaces the diploma program
    - Pharm Tech- revised curriculum to align curriculum to prepare for national accreditation
    - Med Assisting- faculty collaborated with one of WITCC industry partner to create a hybrid section of the MA program. This partnership allows working individuals to complete their laboratories competencies in an evening setting while completing the didactic content online.
- Updated college facilities
    - Nursing- mannequins have been ordered and distributed to each campus.
    - CNA- due to the volume of students, a CNA lab was initiated at the Sioux City campus
    - Pharm tech program has a new laboratory/classroom are to accommodate high school and college students further expansion is scheduled for fall 2018.
- Offer new credentials
    - Nursing- N/A
    - CNA- N/A- uses state curriculum
    - Surg Tech move from a 1 year diploma to AAS degree. First graduates will be spring 2019.
- Established commitment from employers and industry representatives
    - Nursing- letters from employers were sent to SharePoint
    - Medical Assisting secured commitment to employers to recruit their employees for new hybrid program.
- Developed and piloted Registered Apprenticeship Programs (IT Only)
    - N/A
- Continued PLA progress started in I-AM
    - Nursing- N/A
    - CNA- developing a PLA plan to meet the DIA regulations
- Expand work based learning experiences
    - Nursing- through simulation nursing has enhanced work based learning

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  - Surg Tech program worked with major employers to expand clinical and preceptor experiences. Starting fall 2018.
- Aligned non-credit offerings with credit courses
  - *Nurse Aide offers non-credit courses integrated in with credit courses

**Strategy 2** – Advance Online & Technology-Enabled Learning

- Enhance and expand simulation into courses and trainings
  - Surg Tech program incorporated the use of a synthetic cadaver in to lab competencies in their program.
- Expand online and blended course offerings
  - Medical assistant program has expanded its online offerings by fall 2019. All courses in the MA program will be offered either online or hybrid.
- Create and distribute Open Educational Resources
  - Nursing- signed an educational agreement with Med Trans to perform simulation at the WITCC Sioux City campus
  - Pharm Tech utilizes the PTBC curriculum resources
- Incorporation of simulation into courses
  - Nursing- simulation is utilized in each nursing course.
  - Surg Tech program incorporated the use of a synthetic cadaver in to lab

**Strategy 3** – Create Expanded & Individualized Student Support Services

- Implement specialized recruitment and retention efforts
  - Surg Tech/PTA/Nursing has dedicated career navigator
  - Medical Assisting does not have specific navigator at this time
  - Individual student plan is developed for all students
  - WITCC has Welcome Wednesday's for prospective students
- Improve Student Career Planning
  - Career Coach was implemented in Dec 2015. Enhance Iowa is on each signature page on the website
- Implement accelerated and/or contextualized remediation
  - *All signature programs- HSC 165 Orientation course for all health programs will be converted to online modules. Students will come one day face to face to complete CPR
- Develop and implement online, modular-based programs
  -
- Implement a web-based tool that can generate regional LMI paired with applicable programs of study
  -

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**Strategy 4 –** Create & Improve Alignment with Industry and State Agencies

- Develop or Enhance IHUM Sector Boards
    - Nursing- Continue to develop the IHUM Sector Strategy Committee. Working on a free simulation with DE for April 7, 2017 Working with IHEA about educational avenues. IHEA conference on June 29-30 in Altoona. IHEA next meeting is May 29 and June 1st.
    - Nursing: Will be attending the Regional Planning committee meeting on April 4, 2018
    - April 5, 2017, Kelli Flack attended a Regional Advisory Committee meeting at the Northwest AEA
- Strengthen Industry advisory committees
    - *Surg Tech-meeting held on May 4th, 2017
    - *Medical Assisting- meeting held 10-27-2016
    - *PTA-meeting held 5-3-16,
    - *Nursing and C.N.A- In November and December- Sioux City and Denison campus had an advisory board and showed simulators and filled out questionnaire for their needs for industry. Working on spring semester Advisory board. Simulation coordinators are calling facilities to come see the simulation lab.
    - *Pharm Tech coordinator participates in the University of Iowa Practicum Placement meetings
- Create joint marketing, outreach, and referral efforts with businesses, WIB's, and state agency partners
    - *Nursing -Working with Briar Cliff University, St. Luke's Hospital, Mercy Medical Center and Floyd Valley Hospital, Hospice. Meeting set for end of March to have ICU and ER managers see the simulation lab for future use.
    - *Nurse aide is working with Neuro Restorative, Reed House, Pleasant View Nursing Home, Good Samaritan Home for nurse aide training *Nurse Aide Coordinator working with DIA and DHS to submit recommendations for administrative rules to On-line nurse aide course
    - 
- New Industry partnerships developed during the grant period
    - *Nursing- Med Trans Helicopter crew worked on simulators for two different scenarios- one adult and the other pediatric. Brought helicopter to WITCC campus. Six helicopter nurses flew from around the country to do simulation with us- areas include Florida, Texas, North Carolina, Illinois and South Dakota.
    - *Nurse aide & *Pharmacy Tech works with Iowa Work Force for referrals
    - *Pharm Tech coordinator and instructor actively participated on the Iowa Pharmacy Technician Curriculum Task Force
- IHUM and RAP materials developed in collaboration with state agencies (IT Only)
    - 

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**Sustainability**

- Please provide information on the aspects of the IHUM grant that will be sustained beyond the period of performance.
    - The equipment purchased throughout the grant will be utilized in the signature programs
    - The simulation coordinators are hired as simulation adjuncts.

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# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed: Western Iowa Tech Community College**

**Signature Program Reviewed: Nurse Assistant Program**

**Subject Matter Expert: Melody Bethards**

**Subject Matter Expert Credentials: MSN, RN, CNE, CHSE**

**Review Period: 10/1/2014-6/30/2018**

**Review Conducted: September 2018**

**Synopsis of Findings:**

**Milestones completed:**

- 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.
- 1.3: Expand and enhance work-based learning experiences
- 1.5: Strengthen Prior Learning Assessment initiative.
- 2.2: Expand online and blended course offerings
- 2.3: Create and distribute Open Educational Resources.
- 3.1: Implement specialized recruitment and retention efforts.
- 3.2: Improve student career planning
- 3.3: Implement accelerated and/or contextualized remediation programs.
- 4.2: Create or strengthen regional industry advisory committees.
- 4.3: Create joint marketing and outreach efforts with state agencies
- 4.4: Collaborate with state agencies on a participant referral process.
- 4.5: Partner with industry and state agencies on job fairs and mission-based events**.**

Based on documents provided, WITCC utilized the IHUM grant to enhance learning experiences for students in the Nursing Assistant program. Relationships with regional employers and industry provide work-place learning opportunities. Targeted recruitment and retention efforts are in place. Resources developed during the grant period are freely shared via the Creative Commons website. Collaboration with community partners provides opportunities for strengthen partnerships and potential post-graduation employment.

**Non-applicable Milestones**

- 1.2: Align non-credit offerings with credit courses
- 2.1: Enhance and expand simulation into courses and trainings
- 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries)

**Sustainability**

The following sustainability plan items identified by WITCC would apply to this signature program.

- Equipment purchased throughout the grant will be utilized

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| **MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 1.2: Align non-credit offerings with credit courses.** | **NOT APPLICABLE** |
| **MILESTONE 1.3: Expand and enhance work-based learning experiences.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC)** | **NOT APPLICABLE** |
| **MILESTONE 1.5: Strengthen Prior Learning Assessment initiative.** | **NOT APPLICABLE** |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, Nurse Aide Program utilizes state curriculum. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** Review of curriculum documents provided reveals:<br>• Alignment of Nurse Aid course to meet program outcomes.<br>• Pathway from NA to PN to ADN to obtainment of a BSN.<br><br>Per the Program Information and Overview document nursing assistant course instruction occurs by face-to-face delivery, hybrid, clinical, and lab.<br><br>Per the SME Response document;<br>• no general education courses are part of NA program.<br>• Credit and Non-credit courses can be combined for course completions certificate.<br>• NA curriculum is state mandated. No curriculum changes were made during the grant. |

| DELIVERABLE 1.2: Updated college facilities | | |
|---|---|---|
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact grant funds were used to expand facilities for this program |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact due to the volume of students, a CNA lab was initiated at the Sioux City campus |

| DELIVERABLE 1.3: Offer new credentials | | |
|---|---|---|
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per the SME Response documents there are no additional credentials available for NA program. |

| DELIVERABLE 1.4: Letters of commitment from employers and industry representatives | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the SME Response document there is a commitment from employers |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: A review of supporting document submitted with the SME Response documents revealed letters of support from the following:<br>• Tracy Larson, Vice President Patient Care Services/Chief Nursing Officer, Mercy Medical Center – Sioux City<br>• Lisa Turner, Holy Spirit Retirement Home, Director of Nursing<br>• Bob Russell, DDS, MPH, Dental Director & Chief, Oral & Health Delivery Systems Bureau. Iowa Department of Public Health<br>• Marcia Rosacker, Regional Workforce Investment Board Chair and Jeff Simonsen, Chief Elected Official Chair, Regional Workforce Investment Board Chair |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| STATUS | NOT APPLICABLE | COMMENTS: NA |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| STATUS | NOT APPLICABLE | COMMENTS: Per the SME Response document due to state curriculum, no PLA is considered. |
| **STRATEGY 2: Advance Online & Technology-Enabled Learning** | | |
| MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS. | | NOT APPLICABLE |
| MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS. | | X Complete<br>☐ Incomplete |
| MILESTONE 2.3: Create and distribute Open Educational Resources. | | X Complete<br>☐ Incomplete |
| **DELIVERABLE 2.1: Public licensing of curricula and training materials** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Documents and training materials developed for the signature program are available for public download on SkillsCommons |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | COMMENTS: A review of documents posted on SkillsCommons revealed:<br>• Nursing Assistant promotional video |
| **DELIVERABLE 2.2: Distribution through project and online repositories** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted | COMMENTS: Training materials developed for the signature program are available for public download on SkillsCommons Per the SME response document NA curriculum is state mandated. No curriculum changes were made during the grant. |

| | | |
|---|---|---|
| | ☐ Never Started | |
| **QUALITY** | **X** Satisfactory | **COMMENTS:** A review of documents posted on SkillsCommons revealed:<br>• Nursing Assistant promotional video |
| | ☐ Unsatisfactory | |
| | ☐Unclear | |
| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| **STATUS** | **X** Completed | **COMMENTS:** Per the SME Response document hybrid offering for NA was created. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | **X** Satisfactory | **COMMENTS:** Per the Program Information and Overview document nursing assistant course instruction occurs by face-to-face delivery, hybrid, clinical, and lab.<br><br>A review of supporting document submitted with the SME Response documents revealed the following:<br>• Hybrid test out skills sheet. (2.3: Hybrid Labs). This documents lists nursing assistant skills labs for students attending the course in hybrid format. |
| | ☐ Unsatisfactory | |
| | ☐Unclear | |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** A review of supporting document submitted with the SME Response indicate that this deliverable in non-applicable to this signature program. |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** NA |
| **STRATEGY 3: Create Expanded & Individualized Student Support Services** | | |
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.** | | **X** Complete |
| | | ☐ Incomplete |
| **MILESTONE 3.2: Improve student career planning.** | | **X** Complete |
| | | ☐ Incomplete |
| **MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs.** | | **X** Complete |
| | | ☐ Incomplete |
| **DELIVERABLE 3.1: Develop and implement online, modular-based programs** | | |
| **STATUS** | **X** Completed | **COMMENTS:** Per the SME Response document hybrid offering for NA was created. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | **X** Satisfactory | |

| | | |
|---|---|---|
| | ☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Program Information and Overview document, nursing assistant course instruction occurs by face-to-face delivery, hybrid, clinical, and lab.<br><br>A review of supporting document submitted with the SME Response documents revealed the following:<br>• Hybrid test out skills sheet. (2.3: Hybrid Labs). This document lists nursing assistant skills labs for students attending the course in hybrid format. |
| **DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the SME response document student support services are in place. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the SME response document the following support services are available to students in this signature program:<br>• WITCC Comet Learning Center (CLC) has many offerings for tutoring for students each semester. The tutors consist of past or higher educated students with the criteria of a grade of A or B in previous courses and recommended by the faculty.<br>• The CLC offered math tutoring for the students along with test anxiety classes.<br>• Hands-on lab experiences are incorporated into the courses.<br>• The program coordinator admits the students into the program. The program coordinator works with each student via phone calls and emails. She is also active in the orientation days with the students. |
| **DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** This deliverable was not addressed on the Statement of Grant Impact document, however there is evidence of progress of this deliverable for the NA program |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** The following marketing materials related to the NA program were found on the Skills Commons website:<br>• Nursing assistant program promotional videos<br><br>There is a direct link to a webpage that describes the NA program from the Enhance Iowa webpage. |
| **DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** This deliverable was not addressed on the Statement of Grant Impact document, however there is evidence of achievement of this deliverable for the NA program |
| **QUALITY** | X Satisfactory | |

| | | |
|---|---|---|
| | ☐Unsatisfactory<br>☐Unclear | **COMMENTS:** A map on the Emsi Career Coach webpage reveals information about the abundance of healthcare jobs in the area served by WITCC and a link to the college goes directly to a webpage describing the signature program and jobs in the area. |
| **STRATEGY 4: Create & Improve Alignment with Industry & State Agencies** | | |
| **MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries).** | | **NOT APPLICABLE** |
| **MILESTONE 4.2: Create or strengthen regional industry advisory committees.** | | **X** Complete<br>☐Incomplete |
| **MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.4: Collaborate with state agencies on a participant referral process.** | | **X** Complete<br>☐Incomplete |
| **MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events.** | | **X** Complete<br>☐ Incomplete |
| **DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee** | | |
| **STATUS** | **X** Completed<br>☐In Progress<br>☐Attempted<br>☐ Never Started | **COMMENTS:** Per the SME response document, each semester CNA program combines with the nursing program for two advisory boards. One is held at the Sioux City campus and the other one is held at the Denison campus |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of supporting document submitted with the SME Response documents revealed minutes of the following meetings:<br>Career and Technical Education Advisory:<br>• April 6, 2017<br>• October 11, 2017<br>Regional Advisory Committee<br>• October 5, 2017 |
| **DELIVERABLE 4.2: New industry partnerships developed during the grant period** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the SME response document the signature program has over 15 industrial partnerships. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of supporting document submitted with the SME Response reveals a document titled Clinical Sites that lists three (3) clinical sites for Advanced CNA students and 15 clinical sites for Basic NA students in a variety of urban and rural settings, |
| **DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies** | | |
| **STATUS** | **X** Completed<br>☐ In Progress | **COMMENTS:** This deliverable was not addressed on the Statement of Grant Impact document, however there is clear evidence of marketing materials and collaborative |

| | | |
|---|---|---|
| | ☐ Attempted<br>☐Never Started | efforts found in the documents provided and on the Emsi Career Coach webpage and on the Creative Commons website |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** As indicated in Deliverable 3.4 a link on the Emsi Career Coach webpage goes directly to a webpage describing the signature program and healthcare jobs in the area. The webpage was developed as part of the IHUM grant.<br><br>There are promotional products for this signature program located on the Creative Commons website. All documents include the Enhance Iowa logo and were developed with grant funds |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the SME response document, attended a Regional Advisory meeting and met with high school principles to discuss health occupations. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of Regional Meeting minutes supporting documents submitted with the SME response document revealed no evidence of sharing of information about healthcare programs, however agenda from the October 11, 2017 Career and Technical Advisory Committee included the following agenda items:<br>• Student Showcase - Short presentations from students in several of our programs<br>• Discuss/Review/Approve Program of Study Packet<br>  ○ What are the critical occupations in each program?<br>  ○ What skills do our graduates need to be successful in your business? How can we best assess these skills?<br>  ○ What training opportunities should be available or are needed as this program grows and develops?<br>  ○ What are our next best steps in building this pathway?<br><br>In addition, the following statement was noted in the letter of support from Marcia Rosacker, Regional Workforce Investment Board Chair and Jeff Simonsen, Chief Elected Official Chair, Regional Workforce Investment Board Chair:<br>*As part of this grant our region will assist with continuous outreach, training, and referrals of eligible participants, and we will support the programs that provide training and education to individuals entering into healthcare employment.* |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the SME response document, a Career Fair is held yearly for all students. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of supporting documents submitted with the SME response documents revealed a flyer promoting a career fair on April 28, 2016 that include healthcare employment opportunities. |

# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed: Western Iowa Tech Community College**

**Signature Program Reviewed: Associate Degree Nursing Program**

**Subject Matter Expert: Melody Bethards**

**Subject Matter Expert Credentials: MSN, RN, CNE, CHSE**

**Review Period: 10/1/2014-06/30/2018**

**Review Conducted: September 2018**

**Synopsis of Findings:**

**Milestones completed:**

- 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.
- 1.2: Align non-credit offerings with credit courses
- 1.3: Expand and enhance work-based learning experiences
- 2.1: Enhance and expand simulation into courses and trainings
- 2.2: Expand online and blended course offerings
- 2.3: Create and distribute Open Educational Resources.
- 3.1: Implement specialized recruitment and retention efforts.
- 3.2: Improve student career planning
- 3.3: Implement accelerated and/or contextualized remediation programs.
- 4.2: Create or strengthen regional industry advisory committees.
- 4.4: Collaborate with state agencies on a participant referral process.
- 4.5: Partner with industry and state agencies on job fairs and mission-based events**.**
- 4.3: Create joint marketing and outreach efforts with state agencies

Based on documents provided, WITCC utilized the IHUM grant to enhance learning experiences for students in the ADN program. Simulation learning experiences are integrated into the program. A pathway for advancement from CNA to obtainment of a BSN is provided. Relationships with regional employers and industry provide work-place learning opportunities. Targeted recruitment and retention efforts are in place. Resources developed during the grant period are freely shared via the Creative Commons website. Collaboration with community partners provides opportunities for strengthen partnerships and potential post-graduation employment.

**Non-applicable Milestones**

- 1.5: Strengthen Prior Learning Assessment initiative.
- 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries)

**Sustainability**

WITCC identify the following sustainability plan for this signature program.

- Equipment purchased throughout the grant will be utilized
- Simulation coordinators are hired as simulation adjuncts.

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| **MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.** | X Complete<br>☐ Incomplete |
| **MILESTONE 1.2: Align non-credit offerings with credit courses.** | X Complete<br>☐ Incomplete |
| **MILESTONE 1.3: Expand and enhance work-based learning experiences.** | X Complete<br>☐ Incomplete |
| **MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC) - NA** | **NOT APPLICABLE** |
| **MILESTONE 1.5: Strengthen Prior Learning Assessment initiative. NA** | **NOT APPLICABLE** |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, simulation learning experiences are incorporated into the ADN nursing program. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Review of curriculum documents provided reveals:<br>• Alignment of ADN courses to meet program outcomes.<br>• Pathway from ADN to obtainment of BSN.<br>Per the Program Information and Overview document nursing course instruction occurs by face-to-face delivery, clinical, lab and simulation learning.<br>Per the SME Response document:<br>• Nursing students can take CNA classes as a non-credit or credit course.<br>• Hybrid courses are offered in Nursing III and IV.<br>• Preceptorship is the last 7 weeks of the ADN program – the nursing students complete 120 hours of preceptorship at local hospitals.<br>• The ADN nursing program has general education courses students take to graduate from the ADN program: Microbiology, English Comp I/II or Speech, Math elective, Computer elective, and Sociology. Alignment of these courses to the program outcomes is unclear. |

| DELIVERABLE 1.2: Updated college facilities | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact manikins were purchased and distributed to each campus. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the SME Response documents, due to budget cuts from the DOL during the first year of the grant, each college was tasked with reducing costs and a result WITCC choose not to update facilities to meet this financial constraint. The purchase of educational equipment that remains stationary at a campus would enhance the learning opportunities at those facilities. |

| DELIVERABLE 1.3: Offer new credentials | | |
|---|---|---|
| STATUS | **NOT APPLICABLE** | **COMMENTS:** Per the SME Response document this Deliverable is not applicable to the signature program. |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| STATUS | **X** Completed<br>☐ In Progress<br>☐Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact there is a commitment from employers. |
| QUALITY | **X** Satisfactory<br>☐Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of supporting document submitted with the SME Response documents revealed letters of support from the following:<br>• Tracy Larson, Vice President Patient Care Services/Chief Nursing Officer, Mercy Medical Center – Sioux City<br>• Lisa Turner, Holy Spirit Retirement Home, Director of Nursing<br>• Marcia Rosacker, Regional Workforce Investment Board Chair and Jeff Simonsen, Chief Elected Official Chair, Regional Workforce Investment Board Chair |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| STATUS | **NOT APPLICABLE** | **COMMENTS: NA** |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| STATUS | **NOT APPLICABLE** | **COMMENTS:** Per the SME Response document this Deliverable is not applicable to the signature program. |

| STRATEGY 2: Advance Online & Technology-Enabled Learning | |
|---|---|
| **MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 2.3: Create and distribute Open Educational Resources.** | **X** Complete<br>☐ Incomplete |

| DELIVERABLE 2.1: Public licensing of curricula and training materials | | |
|---|---|---|
| STATUS | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Documents and training materials developed for the signature program are available for public download on Skills Commons |
| QUALITY | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of documents posted on Skills Commons revealed:<br>• Two nursing program promotional videos<br>• Five simulation resource documents<br>• 23 nursing simulation scenarios<br>• Two ADN program course syllabi |

| DELIVERABLE 2.2: Distribution through project and online repositories | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Materials created using grant funds were posted on SkillsCommons. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: As noted above, review of documents posted on SkillsCommons revealed:<br>• Two nursing program promotional videos<br>• Five simulation resource documents<br>• 23 nursing simulation scenarios<br>• Two ADN program course syllabi |
| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the SME Response document hybrid courses are offered in Nursing III and IV. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | COMMENTS: Per the SME Response document these courses are a combination of face- to -face. |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document, simulation learning experiences are incorporated into the ADN program. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: Review of documents posted on Skills Commons revealed:<br>• Five simulation resource documents<br>• 23 nursing simulation scenarios<br><br>Per the Program Information and Overview document nursing course instruction occurs by face-to-face delivery, clinical, lab and simulation learning. |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| STATUS | NOT APPLICABLE | COMMENTS: NA |

| STRATEGY 3: Create Expanded & Individualized Student Support Services | |
|---|---|
| MILESTONE 3.1: Implement specialized recruitment and retention efforts. | X Complete<br>☐Incomplete |
| MILESTONE 3.2: Improve student career planning. | X Complete<br>☐Incomplete |

| MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs. | | X Complete<br>☐Incomplete |
|---|---|---|
| **DELIVERABLE 3.1: Develop and implement online, modular-based programs** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per the SME Response document, this Deliverable is not applicable to the signature program. WITCC ADN program already had a hybrid program prior to the I-HUM grant starting. |
| **DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** Per the SME response document student support services are in place. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the SME response document the following support services are available to students in this signature program.<br>• All health care students have the option to take HSC 165 Clinical Requirements 1 credit hour course. This course was developed prior to the I-HUM grant. This course provided information related to clinical requirements such as blood borne pathogen, adult and child mandatory reporter, CPR, background checks, and health evaluation clearance information.<br>• Learning Center (CLC) has many offerings for tutoring for nursing students each semester. The nursing tutors consist of past or higher educated nursing students with the criteria of a grade of A or B in previous courses and recommended by the nursing faculty.<br>• The CLC offered math tutoring for the Nursing I students along with test anxiety classes.<br>• The nursing skills lab is staffed with nursing lab assistants. The lab is open on Monday- Tuesday's and Friday's for students to come and practice nursing skills and hands on learning assistance.<br>• Nursing has a pathway navigator. The pathway navigator admits the nursing students into the nursing program in Nursing I. The Division Chair of Nursing advises the students who repeat Nursing II and put them on a "waitlist" for the next available spot in nursing. The pathway navigator works with each student via phone calls and emails. She is also active in the orientation days with the nursing students. |
| **DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** This deliverable was not addressed on the Statement of Grant Impact document, however there is evidence of progress towards this deliverable for the ADN program |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** The following marketing materials related to the ADN program were found on the Skills Commons website:<br>• Two nursing program promotional videos<br>There is a direct link to a webpage that describes the ADN program from the Enhance Iowa webpage. |

| DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: This deliverable was not addressed on the Statement of Grant Impact document, however there is evidence of achievement of this deliverable for the ADN program |
| QUALITY | X Satisfactory<br>☐Unsatisfactory<br>☐Unclear | COMMENTS: A map on the Emsi Career Coach webpage reveals information about the abundance of healthcare jobs in the area served by WITCC and a link to the college goes directly to a webpage describing the signature program and jobs in the area. |

| STRATEGY 4: Create & Improve Alignment with Industry & State Agencies | |
|---|---|
| MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries). NA | NOT APPLICABLE |
| MILESTONE 4.2: Create or strengthen regional industry advisory committees. | X Complete<br>☐ Incomplete |
| MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies. | X Complete<br>☐ Incomplete |
| MILESTONE 4.4: Collaborate with state agencies on a participant referral process. | X Complete<br>☐ Incomplete |
| MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events. | ☐Complete<br>X Incomplete |

| DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee | | |
|---|---|---|
| STATUS | X Completed<br>☐In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the SME response document, each semester the nursing program has two advisory boards. One is held at the Sioux City campus and the other one is held at the Denison campus. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: A review of supporting document submitted with the SME Response documents revealed minutes of the following meetings:<br>Career and Technical Education Advisory:<br>• April 6, 2017<br>• October 11, 2017<br>Regional Advisory Committee<br>• October 5, 2017 |

| DELIVERABLE 4.2: New industry partnerships developed during the grant period | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the SME response document, new partnerships were developed. |

| | | |
|---|---|---|
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the SME response document, WITCC worked with Briar Cliff University, Mercy Medical Center and Med Trans Helicopter crew.<br><br>These new industry partnerships were developed. Mercy Medical ICU and ER managers came to WITCC to look at simulation. Med Trans Helicopter came to WITCC simulation quarterly to perform simulation. Briar Cliff University nursing students came to WITCC to do an OB simulation with Victoria Simulator |
| **DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** This deliverable was not addressed on the Statement of Grant Impact document, however there is clear evidence of marketing materials and collaborative efforts found in the documents provided and on the Emsi Career Coach webpage and on the Creative Commons website |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** As indicated in Deliverable 3.4 a link on the Emsi Career Coach webpage goes directly to a webpage describing the signature program and healthcare jobs in the area. The webpage was developed as part of the IHUM grant.<br><br>There are promotional products for this signature program located on the Creative Commons website. All documents include the Enhance Iowa logo and were developed with grant funds |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the SME response document, nursing attended a Regional Advisory meeting and met with high school principles to discuss nursing and health occupations. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of Regional Meeting minutes supporting documents submitted with the SME response document, revealed no evidence of sharing of information about healthcare programs, however agenda from the October 11, 2017 Career and Technical Advisory Committee included the following agenda items:<br>• Student Showcase - Short presentations from students in several of our programs<br>• Discuss/Review/Approve Program of Study Packet<br>  ○ What are the critical occupations in each program?<br>  ○ What skills do our graduates need to be successful in your business? How can we best assess these skills?<br>  ○ What training opportunities should be available or are needed as this program grows and develops?<br>  ○ What are our next best steps in building this pathway?<br>In addition, the following statement was noted in the letter of support from Marcia Rosacker, Regional Workforce Investment Board Chair and Jeff Simonsen, Chief Elected Official Chair, Regional Workforce Investment Board Chair:<br>*As part of this grant our region will assist with continuous outreach, training, and referrals of eligible participants, and we will support the programs that provide training and education to individuals entering into healthcare employment.* |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | X Completed<br>☐ In Progress | **COMMENTS:** Per the SME response document, Career Fair held yearly for all nursing students. |

| | | |
|---|---|---|
| | ☐ Attempted<br>☐ Never Started | |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of supporting documents submitted with the SME response documents revealed no information regarding a career fair specific to nursing students, however a flyer promoting a career fair on April 28, 2016 that include healthcare employment opportunities was found. |

# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed: Western Iowa Tech Community College**

**Signature Program Reviewed: Pharmacy Technician Program**

**Subject Matter Expert: Melody Bethards**

**Subject Matter Expert Credentials: MSN, RN, CNE, CHSE**

**Review Period: 10/1/204-6/30/2018**

**Review Conducted: September 2018**

**Synopsis of Findings:**

**Milestones completed:**

- 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.
- 1.2: Align non-credit offerings with credit courses
- 1.3: Expand and enhance work-based learning experiences
- 1.5: Strengthen Prior Learning Assessment initiative.
- 2.2: Expand online and blended course offerings
- 2.3: Create and distribute Open Educational Resources.
- 3.1: Implement specialized recruitment and retention efforts.
- 3.2: Improve student career planning
- 3.3: Implement accelerated and/or contextualized remediation programs.
- 4.2: Create or strengthen regional industry advisory committees.
- 4.3: Create joint marketing and outreach efforts with state agencies
- 4.4: Collaborate with state agencies on a participant referral process.
- 4.5: Partner with industry and state agencies on job fairs and mission-based events**.**

Based on documents provided, WITCC utilized the IHUM grant to enhance learning experiences for students in the Pharmacy Tech program. Relationships with regional employers and industry provide work-place learning opportunities. Targeted recruitment and retention efforts are in place. Resources developed during the grant period are freely shared via the Creative Commons website. Collaboration with community partners provides opportunities for strengthen partnerships and potential post-graduation employment.

**Non-applicable Milestones**

- 2.1: Enhance and expand simulation into courses and trainings
- 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries)

**Sustainability**

The following sustainability plan items identified by WITCC would apply to this signature program.

- Equipment purchased throughout the grant will be utilized

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| **MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 1.2: Align non-credit offerings with credit courses.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 1.3: Expand and enhance work-based learning experiences.** Lack of evidence | **X** Complete<br>☐ Incomplete |
| **MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC) - NA** | **NOT APPLICABLE** |
| **MILESTONE 1.5: Strengthen Prior Learning Assessment initiative.** | **X** Complete<br>☐Incomplete |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, Pharmacy Technician was revised. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** Per the Statement of Grant Impact document, Pharm Tech- revised curriculum to align curriculum to prepare for national accreditation<br>Review of curriculum documents provided reveals:<br>• Alignment of Pharm Tech courses to meet program outcomes.<br>• No evidence<br>• Pathway from Pharm Tech to the workplace.<br>Per the Program Information and Overview document Pharmacy Tech course instruction is delivered face to face, hybrid, online, clinical, and service learning<br>Per the SME Response document there are partnerships with Iowa Workforce to provide non-credit course to GAP funded students that run concurrent with credit offerings.<br>A review of support documents submitted with the SME response reveal an updated curriculum map with alignment of general education courses to achieve applicable degree. |

| DELIVERABLE 1.2: Updated college facilities | | |
|---|---|---|
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact grant funds were used to expand facilities for this program |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact document Pharm tech program has a new laboratory/classroom are to accommodate high school and college student's further expansion is scheduled for fall 2018. |

| DELIVERABLE 1.3: Offer new credentials | | |
|---|---|---|
| STATUS | NOT APPLICABLE | COMMENTS: Per the SME Response document the Pharm Tech program was revised to a 35 credit diploma without additional credentials included. |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the SME Response document the Pharm Tech program continues to utilize industry partners for clinical sites. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: A review of supporting document submitted with the SME Response documents revealed letters of support from the following:<br>• Tracy Larson, Vice President Patient Care Services/Chief Nursing Officer, Mercy Medical Center – Sioux City<br>• Bob Russell, DDS, MPH, Dental Director & Chief, Oral & Health Delivery Systems Bureau. Iowa Department of Public Health<br>• Marcia Rosacker, Regional Workforce Investment Board Chair and Jeff Simonsen, Chief Elected Official Chair, Regional Workforce Investment Board Chair |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| STATUS | NOT APPLICABLE | COMMENTS: NA |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the SME Response document, WITCC has a process to determine and award credit for prior learning and work experience. Two classes that we anticipate especially qualify are Business Communications and Intro. to Keyboarding. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: A review of supporting document submitted with the SME Response reveal a document titled **Application for Work Experience Credit**. This document outlines the process for receiving credit for work experience, However, it is unclear how these two courses apply to this signature program. |
| **STRATEGY 2: Advance Online & Technology-Enabled Learning** | | |
| **MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS.** | | **NOT APPLICABLE** |
| **MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS.** | | X Complete<br>☐ Incomplete |
| **MILESTONE 2.3: Create and distribute Open Educational Resources.** | | X Complete<br>☐ Incomplete |
| **DELIVERABLE 2.1: Public licensing of curricula and training materials** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted | COMMENTS: Documents and training materials developed for the signature program are available for public download on Skills Commons |

| | | |
|---|---|---|
| | ☐ Never Started | |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** A review of documents posted on Skills Commons revealed:<br>• Three Pharmacy Technician program course syllabi<br>• Pharmacy Technician promotional video<br>Reviewer note: Per the SME response Review worksheet for pharmaceuticals, 2.1: BBPharmacology Review Guide" and "2.1 Retail Checklist" were submitted as support documents and additional syllabi were uploaded for PHR 135 and PHR 140 to support this deliverable, however these documents were not found on a public access site. The existing documents listed above will suffice as evidence for this deliverable. |
| **DELIVERABLE 2.2: Distribution through project and online repositories** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Training materials developed for the signature program are available for public download on Skills Commons. |
| **QUALITY** | **X** Satisfactory<br>☐Unsatisfactory<br>☐Unclear | **COMMENTS:** A review of documents posted on Skills Commons revealed:<br>• Three Pharmacy Technician program course syllabi<br>• Pharmacy Technician promotional video<br>Reviewer note: Per the SME response Review worksheet for pharmaceuticals, 2.1: BBPharmacology Review Guide" and "2.1 Retail Checklist" were submitted as support documents and additional syllabi were uploaded for PHR 135 and PHR 140 to support this deliverable, however the review does not have access to the Grant Sharepoint site to confirm this information. The existing documents listed above will suffice to provide evidence of this deliverable. |
| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the SME Response document WITCC developed online options for PHR 105 and PHR 140 to be implemented Fall 2018. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** A review of supporting documents submitted with the SME Response reveal a syllabus for PHR 140: Pharmacy Law with the location listed as *web* |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** A review of supporting document submitted with the SME Response indicate that this deliverable in non-applicable to this signature program. |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** NA |

| STRATEGY 3: Create Expanded & Individualized Student Support Services | | |
|---|---|---|
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.** | | X Complete<br>☐ Incomplete |
| **MILESTONE 3.2: Improve student career planning.** | | X Complete<br>☐ Incomplete |
| **MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs.** | | X Complete<br>☐ Incomplete |
| **DELIVERABLE 3.1: Develop and implement online, modular-based programs** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the SME Response document WITCC developed online options for PHR 105 and PHR 140 to be implemented Fall 2018. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of supporting documents submitted with the SME Response reveal a syllabus for PHR 140: Pharmacy Law with the location listed as *web* |
| **DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the SME response document student support services are in place. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS** Per the SME response document the following support services are available to students in this signature program:<br>• WITCC Comet Learning Center (CLC) has many offerings for tutoring for students each semester. The tutors consist of past or higher educated students with the criteria of a grade of A or B in previous courses and recommended by the faculty. The CLC offered math tutoring for the students along with test anxiety classes.<br>• Hands-on lab experiences are incorporated into the courses.<br>• The program coordinator admits the students into the program. The program coordinator works with each student via phone calls and emails. She is also active in the orientation days with the students.<br>• All health care students have the option to take HSC 165 Clinical Requirements 1 credit hour course. This course was developed prior to the I-HUM grant. This course provided information related to clinical requirements such as blood borne pathogen, adult and child mandatory reporter, CPR, background checks, and health evaluation clearance information. |
| **DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** This deliverable was not addressed on the Statement of Grant Impact document, however there is evidence of progress of this deliverable for the Pharm Tech program |

| | | |
|---|---|---|
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** The following marketing materials related to the Pharmacy Technician program were found on the Skills Commons website:<br>• Pharmacy Technician program promotional videos<br>There is a direct link to a webpage that describes the Pharm Tech program from the Enhance Iowa webpage. |
| **DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** This deliverable was not addressed on the Statement of Grant Impact document, however there is evidence of progress towards this deliverable for the Pharm Tech program |
| **QUALITY** | X Satisfactory<br>☐Unsatisfactory<br>☐Unclear | **COMMENTS:** A map on the Emsi Career Coach webpage reveals information about the abundance of healthcare jobs in the area served by WITCC and a link to the college goes directly to a webpage describing the signature program and jobs in the area. |
| **STRATEGY 4: Create & Improve Alignment with Industry & State Agencies** | | |
| **MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries).** | | **NOT APPLICABLE** |
| **MILESTONE 4.2: Create or strengthen regional industry advisory committees.** | | X Complete<br>☐Incomplete |
| **MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies.** | | X Complete<br>☐Incomplete |
| **MILESTONE 4.4: Collaborate with state agencies on a participant referral process.** | | X Complete<br>☐Incomplete |
| **MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events.** | | X Complete<br>☐Incomplete |
| **DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee** | | |
| **STATUS** | X Completed<br>☐In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the SME response document, the program holds a yearly advisory meeting |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of supporting documents submitted with the SME response, revealed the following documents related to this deliverable:<br>• Pharmacy Tech Advisory Committee Membership list<br>• November 29, 2016 Pharmacy Tech Advisory Committee Meeting minutes<br>• November 27, 2017 Pharmacy Tech Advisory Committee Meeting minutes |

| DELIVERABLE 4.2: New industry partnerships developed during the grant period | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the SME response document the signature program currently has 24 industrial partnerships and new partnerships were created with ScriptPro and the University of Iowa. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of supporting documents submitted with the SME Response reveals<br>• A document titled Clinical Sites that lists 24 clinical sites for Pharmacy Tech students in a variety of urban and rural settings<br>• Thank you letter to from the University of Iowa Pharmacist program for preceptor sites for their pharmacy students<br><br>A training and equipment checklist for ScriptPro (manufacturer of a pharmacy automation and management systems) was also found. The relationship with this industry partner was not clearly defined, however the 2 documents listed above will suffice to provide evidence of this deliverable. |
| **DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** This deliverable was not addressed on the Statement of Grant Impact document, however there is clear evidence of marketing materials and collaborative efforts found in the documents provided and on the Emsi Career Coach webpage and on the Creative Commons website |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** As indicated in Deliverable 3.4 a link on the Emsi Career Coach webpage goes directly to a webpage describing the signature program and healthcare jobs in the area. The webpage was developed as part of the IHUM grant.<br><br>There are promotional products for this signature program located on the Creative Commons website. All documents include the Enhance Iowa logo and were developed with grant funds |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the SME response document, attended a Regional Advisory meeting and met with high school principles to discuss health occupations. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of Regional Meeting minutes supporting documents submitted with the SME response document revealed no evidence of sharing of information about healthcare programs, however agenda from the October 11, 2017 Career and Technical Advisory Committee included the following agenda items:<br>• Student Showcase - Short presentations from students in several of our programs<br>• Discuss/Review/Approve Program of Study Packet<br>  ○ What are the critical occupations in each program?<br>  ○ What skills do our graduates need to be successful in your business? How can we best assess these skills?<br>  ○ What training opportunities should be available or are needed as this program grows and develops? |

| | | |
|---|---|---|
| | | ○ What are our next best steps in building this pathway?<br><br>In addition, the following statement was noted in the letter of support from Marcia Rosacker, Regional Workforce Investment Board Chair and Jeff Simonsen, Chief Elected Official Chair, Regional Workforce Investment Board Chair:<br>*As part of this grant our region will assist with continuous outreach, training, and referrals of eligible participants, and we will support the programs that provide training and education to individuals entering into healthcare employment.* |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the SME response document, a Career Fair is held yearly for all students. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of supporting documents submitted with the SME response documents revealed a flyer promoting a career fair on April 28, 2016 that include healthcare employment opportunities. |

# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed: Western Iowa Tech Community College**

**Signature Program Reviewed: Surgical Technician Program**

**Subject Matter Expert: Melody Bethards**

**Subject Matter Expert Credentials: MSN, RN, CNE, CHSE**

**Review Period: 10/1/2014-6/30/2018**

**Review Conducted: September 2018**

**Synopsis of Findings:**

**Milestones completed:**

- 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.
- 1.3: Expand and enhance work-based learning experiences
- 1.5: Strengthen Prior Learning Assessment initiative.
- 2.1: Enhance and expand simulation into courses and trainings
- 2.3: Create and distribute Open Educational Resources.
- 3.1: Implement specialized recruitment and retention efforts.
- 3.2: Improve student career planning
- 3.3: Implement accelerated and/or contextualized remediation programs.
- 4.2: Create or strengthen regional industry advisory committees.
- 4.3: Create joint marketing and outreach efforts with state agencies
- 4.4: Collaborate with state agencies on a participant referral process.
- 4.5: Partner with industry and state agencies on job fairs and mission-based events**.**

Based on documents provided, WITCC utilized the IHUM grant to enhance learning experiences for students in the Surgical Tech program. Relationships with regional employers and industry provide work-place learning opportunities. Targeted recruitment and retention efforts are in place. Resources developed during the grant period are freely shared via the Creative Commons website. Collaboration with community partners provides opportunities for strengthen partnerships and potential post-graduation employment.

**Non-applicable Milestones**

- 1.2: Align non-credit offerings with credit courses
- 2.2: Expand online and blended course offerings
- 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries)

**Sustainability**

The following sustainability plan items identified by WITCC would apply to this signature program.

- Equipment purchased throughout the grant will be utilized

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| **MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 1.2: Align non-credit offerings with credit courses.** | **NOT APPLICABLE** |
| **MILESTONE 1.3: Expand and enhance work-based learning experiences.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC)** | **NOT APPLICABLE** |
| **MILESTONE 1.5: Strengthen Prior Learning Assessment initiative.** | **X** Complete<br>☐ Incomplete |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, revision were made to this signature program to expand student's opportunities. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** Per the Statement of Grant Impact document, Surg Tech- launched a new AAS degree which replaces the diploma program<br><br>Review of curriculum documents provided reveals:<br>• Alignment of Surg Tech courses to meet program outcomes.<br>• No evidence of alignment of general education courses to achieve applicable degree.<br>• No evidence of alignment of non-credit courses<br>• Pathway from Surg Tech degree to the workplace.<br><br>Per the Program Information and Overview document Surg Tech course instruction is delivered through lecture, laboratory (hands on), and clinical, and preceptorship<br><br>Per the SME Response document non-credit options not applicable for the Surg Tech program due to the CAAHEP accreditation.<br><br>A review of support documents submitted with the SME response reveal an updated curriculum map with alignment of general education courses to achieve applicable degree. |

| DELIVERABLE 1.2: Updated college facilities | | |
|---|---|---|
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per the SME Response document, due to budget cuts from the DOL during the first year of the grant, each college was tasked with reducing costs and a result WITCC chose not to update facilities to meet this financial constraint. |

| DELIVERABLE 1.3: Offer new credentials | | |
|---|---|---|
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted | **COMMENTS:** Per the Statement of Grant Impact document, new credentials were created for this signature program. |

| | | |
|---|---|---|
| | ☐ Never Started | |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** Per the Statement of Grant Impact document, the Surgical Tech program was revised from a one-year diploma to an AAS Degree.<br>. |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, work-based learning experiences were expanded for this signature program.<br><br>Per the SME Response document:<br>• The Surgical Technician program continues to utilize industry partners for clinical sites<br>• The Surgical Technician program continues to partner with Mercy Medical Center, Unity Point, and Siouxland Surgery Center to increase clinical rotation for the expanded program. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of supporting document submitted with the SME Response documents revealed letters of support from the following:<br>• Tracy Larson, Vice President Patient Care Services/Chief Nursing Officer, Mercy Medical Center – Sioux City<br>• Bob Russell, DDS, MPH, Dental Director & Chief, Oral & Health Delivery Systems Bureau. Iowa Department of Public Health<br>• Marcia Rosacker, Regional Workforce Investment Board Chair and Jeff Simonsen, Chief Elected Official Chair, Regional Workforce Investment Board Chair |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS: NA** |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| **STATUS** | ☐ Completed<br>**X** Completed<br>☐ In Progress<br>☐ Attempted | **COMMENTS:** Per the SME Response document, Surgical Technician programs offers prior learning conversion. |
| **QUALITY** | ☐ Never Started<br>**X** Satisfactory<br>☐ Unsatisfactory | **COMMENTS:** A review of supporting document submitted with the SME Response revealed a document titled PLA Conversion. This document shows alternative courses and work credit that can be applied to program completion. |
| **STRATEGY 2: Advance Online & Technology-Enabled Learning** | | |
| **MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS.** | | **NOT APPLICABLE** |
| **MILESTONE 2.3: Create and distribute Open Educational Resources.** | | **X** Complete<br>☐ Incomplete |

| DELIVERABLE 2.1: Public licensing of curricula and training materials | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Documents and training materials developed for the signature program are available for public download on Skills Commons |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | COMMENTS: A review of documents posted on SkillsCommons revealed:<br>• Surgical Technician program marketing video<br>• Surg Tech Advisory Board meeting minutes<br>• 13 Surgical Technician program course syllabi |
| **DELIVERABLE 2.2: Distribution through project and online repositories** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Training materials developed for the signature program are available for public download on Skills Commons. |
| QUALITY | X Satisfactory<br>☐Unsatisfactory<br>☐Unclear | COMMENTS: As noted above, a review of documents posted on SkillsCommons revealed:<br>• Surgical Technician program marketing video<br>• Surg Tech Advisory Board meeting minutes<br>• 13 Surgical Technician program course syllabi |
| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| STATUS | NOT APPLICABLE | COMMENTS: Per the SME Response document this Deliverable is non-applicable to this signature program |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact document, simulation learning experiences are incorporated into the Surgical Tech program. |
| QUALITY | X Satisfactory<br>☐Unsatisfactory<br>☐Unclear | COMMENTS: Per the Statement of Grant Impact document, the Surg Tech program incorporated the use of a synthetic cadaver into lab competencies. |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| STATUS | NOT APPLICABLE | COMMENTS: NA |

| STRATEGY 3: Create Expanded & Individualized Student Support Services | |
|---|---|
| MILESTONE 3.1: Implement specialized recruitment and retention efforts. | X Complete<br>☐ Incomplete |
| MILESTONE 3.2: Improve student career planning. | X Complete<br>☐ Incomplete |

| MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs. | | X Complete<br>☐ Incomplete |
|---|---|---|
| **DELIVERABLE 3.1: Develop and implement online, modular-based programs** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per the SME Response document this Deliverable is non-applicable to this signature program |
| **DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the SME response document student support services are in place. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS** Per the SME response document the following support services are available to students in this signature program:<br>• WITCC Comet Learning Center (CLC) has many offerings for tutoring for students each semester. The tutors consist of past or higher educated students with the criteria of a grade of A or B in previous courses and recommended by the faculty. The CLC offered math tutoring for the students along with test anxiety classes.<br>• The skills lab is staffed with lab assistants for students to come and practice skills and hands on learning assistance.<br>• The Surg Tech program has a pathway navigator. The pathway navigator admits the students into the program. The pathway navigator works with each student via phone calls and emails. She is also active in the orientation days with the students.<br>• All health care students have the option to take HSC 165 Clinical Requirements 1 credit hour course. This course was developed prior to the I-HUM grant. This course provided information related to clinical requirements such as blood borne pathogen, adult and child mandatory reporter, CPR, background checks, and health evaluation clearance information. |
| **DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** This deliverable was not addressed on the Statement of Grant Impact document, however there is evidence of progress of this deliverable for the Surg Techprogram |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** There is a direct link to a webpage that describes the Surg Tech program from the Enhance Iowa webpage. |
| **DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted | **COMMENTS:** This deliverable was not addressed on the Statement of Grant Impact document, however there is evidence of progress towards this deliverable for the Surg Tech program |

| | | |
|---|---|---|
| | ☐ Never Started | |
| **QUALITY** | **X** Satisfactory | **COMMENTS:** A map on the Emsi Career Coach webpage reveals information about the abundance of healthcare jobs in the area served by WITCC and a link to the college goes directly to a webpage describing the signature program and jobs in the area. |
| | ☐Unsatisfactory | |
| | ☐Unclear | |

| **STRATEGY 4: Create & Improve Alignment with Industry & State Agencies** | |
|---|---|
| **MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries).** | **NOT APPLICABLE** |
| **MILESTONE 4.2: Create or strengthen regional industry advisory committees.** | **X** Complete |
| | ☐Incomplete |
| **MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies.** | **X** Complete |
| | ☐Incomplete |
| **MILESTONE 4.4: Collaborate with state agencies on a participant referral process.** | **X** Complete |
| | ☐Incomplete |
| **MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events.** | **X** Complete |
| | ☐Incomplete |

| **DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee** | | |
|---|---|---|
| **STATUS** | **X** Completed | **COMMENTS:** Per the SME response document, the program holds a yearly advisory committee meeting. |
| | ☐In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | **X** Satisfactory | **COMMENTS:** A review of supporting documents submitted with the SME response, revealed the following documents related to this deliverable:<br>• Surgical Tech Advisory Committee Membership list<br>• May 4, 2017 Surg Tech Advisory Committee Meeting minutes<br>• May 3, 2018 Surg Tech Advisory Committee Meeting minutes |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |

| **DELIVERABLE 4.2: New industry partnerships developed during the grant period** | | |
|---|---|---|
| **STATUS** | **X** Completed | **COMMENTS:** Per the SME response document the Surgical Technician program continues to partner with Mercy Medical Center, Unity Point, and Siouxland Surgery Center to increase clinical rotation for the expanded program. No new industrial partnerships were developed |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | **X** Satisfactory | **COMMENTS:** A review of supporting documents submitted with the SME Response reveals<br>• A document titled Clinical Sites that lists 8 clinical sites for Surg Tech students in urban and rural settings |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |

| **DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies** | | |
|---|---|---|
| **STATUS** | **X** Completed | **COMMENTS:** This deliverable was not addressed on the Statement of Grant Impact document, however there is clear evidence of marketing materials and collaborative |
| | ☐ In Progress | |

| | | |
|---|---|---|
| | ☐ Attempted<br>☐Never Started | efforts found in the documents provided and on the Emsi Career Coach webpage and on the Creative Commons website |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** As indicated in Deliverable 3.4 a link on the Emsi Career Coach webpage goes directly to a webpage describing the signature program and healthcare jobs in the area. The webpage was developed as part of the IHUM grant.<br>There are promotional products for this signature program located on the Creative Commons website. All documents include the Enhance Iowa logo and were developed with grant funds |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the SME response document, attended a Regional Advisory meeting and met with high school principles to discuss health occupations. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of Regional Meeting minutes supporting documents submitted with the SME response document revealed no evidence of sharing of information about healthcare programs, however agenda from the October 11, 2017 Career and Technical Advisory Committee included the following agenda items:<br>• Student Showcase - Short presentations from students in several of our programs<br>• Discuss/Review/Approve Program of Study Packet<br>○ What are the critical occupations in each program?<br>○ What skills do our graduates need to be successful in your business? How can we best assess these skills?<br>○ What training opportunities should be available or are needed as this program grows and develops?<br>○ What are our next best steps in building this pathway?<br>In addition, the following statement was noted in the letter of support from Marcia Rosacker, Regional Workforce Investment Board Chair and Jeff Simonsen, Chief Elected Official Chair, Regional Workforce Investment Board Chair:<br>*As part of this grant our region will assist with continuous outreach, training, and referrals of eligible participants, and we will support the programs that provide training and education to individuals entering into healthcare employment.* |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the SME response document, a Career Fair is held yearly for all students. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of supporting documents submitted with the SME response documents revealed a flyer promoting a career fair on April 28, 2016 that include healthcare employment opportunities. |

## SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed: Western Iowa Tech Community College**

**Signature Program Reviewed: Physical Therapy Assistant Program**

**Subject Matter Expert: Melody Bethards**

**Subject Matter Expert Credentials: MSN, RN, CNE, CHSE**

**Review Period: 10/1/2014-6/30/2018**

**Review Conducted: September 2018**

**Synopsis of Findings:**

**Milestones completed:**

- 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.
- 1.3: Expand and enhance work-based learning experiences
- 2.2: Expand online and blended course offerings
- 2.3: Create and distribute Open Educational Resources.
- 3.1: Implement specialized recruitment and retention efforts.
- 3.2: Improve student career planning
- 3.3: Implement accelerated and/or contextualized remediation programs.
- 4.2: Create or strengthen regional industry advisory committees.
- 4.3: Create joint marketing and outreach efforts with state agencies
- 4.4: Collaborate with state agencies on a participant referral process.
- 4.5: Partner with industry and state agencies on job fairs and mission-based events**.**

Based on documents provided, WITCC utilized the IHUM grant to enhance learning experiences for students in the Physical Therapy Assistant program. Relationships with regional employers and industry provide work-place learning opportunities. Targeted recruitment and retention efforts are in place. Resources developed during the grant period are freely shared via the Creative Commons website. Collaboration with community partners provides opportunities for strengthen partnerships and potential post-graduation employment.

**Non-applicable Milestones**

- 1.2: Align non-credit offerings with credit courses
- 1.5: Strengthen Prior Learning Assessment initiative.
- 2.1: Enhance and expand simulation into courses and trainings
- 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries)

**Sustainability**

The following sustainability plan items identified by WITCC would apply to this signature program.

- Equipment purchased throughout the grant will be utilized

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| **MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 1.2: Align non-credit offerings with credit courses.** | **NOT APPLICABLE** |
| **MILESTONE 1.3: Expand and enhance work-based learning experiences.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC)** | **NOT APPLICABLE** |
| **MILESTONE 1.5: Strengthen Prior Learning Assessment initiative.** | **NOT APPLICABLE** |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: A review of supporting documents submitted with the SME Response indicate that the Physical Therapy Assistant program aligns with relevant national standards and industry/employer recognized credentials. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** Review of curriculum documents provided reveals:<br>• Alignment of PTA courses and general education courses to meet program objectives.<br>• Pathway from obtainment of PTA degree to the workplace.<br><br>Per the Program Information and Overview document Physical Therapy Assistant course instruction is delivered face to face, hybrid, online, clinical, and service learning<br><br>Per the SME Response document non-credit options not applicable for the PTA program due to the program accreditation.<br><br>A review of support documents submitted with the SME response reveal an updated curriculum map with alignment of general education courses to achieve applicable degree. |
| **DELIVERABLE 1.2: Updated college facilities** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per the SME Response document, due to budget cuts from the DOL during the first year of the grant, each college was tasked with reducing costs and a result WITCC choose not update facilities to meet this financial constraint. |
| **DELIVERABLE 1.3: Offer new credentials** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per the SME Response document the PTA program is a stand-alone accredited and therefore no additional credentials may be added. |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the SME Response document the PTA program continues to utilize industry partners for clinical sites. |

| | | |
|---|---|---|
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of supporting document submitted with the SME Response documents revealed letters of support from the following:<br>• Tracy Larson, Vice President Patient Care Services/Chief Nursing Officer, Mercy Medical Center – Sioux City<br>• Bob Russell, DDS, MPH, Dental Director & Chief, Oral & Health Delivery Systems Bureau. Iowa Department of Public Health<br>• Marcia Rosacker, Regional Workforce Investment Board Chair and Jeff Simonsen, Chief Elected Official Chair, Regional Workforce Investment Board Chair |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS: NA** |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per the SME Response document, due to accreditation there is no PLA in place for this signature program. |
| **STRATEGY 2: Advance Online & Technology-Enabled Learning** | | |
| **MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS.** | | **NOT APPLICABLE** |
| **MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 2.3: Create and distribute Open Educational Resources.** | | **X** Complete<br>☐ Incomplete |
| **DELIVERABLE 2.1: Public licensing of curricula and training materials** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Documents and training materials developed for the signature program are available for public download on Skills Commons |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** A review of documents posted on Skills Commons revealed:<br>• Physical Therapy Assistant promotional video<br>Reviewer note: Per the SME response PTA syllabus were uploaded to dropbox to support this deliverable, however these documents were not found on a public access site. The existing document listed above will suffice as evidence for this deliverable. |
| **DELIVERABLE 2.2: Distribution through project and online repositories** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Training materials developed for the signature program are available for public download on Skills Commons. |
| **QUALITY** | **X** Satisfactory<br>☐Unsatisfactory<br>☐Unclear | **COMMENTS:** A review of documents posted on Skills Commons revealed:<br>• Physical Therapy Assistant promotional video<br>Reviewer note: Per the SME response several syllabi were uploaded to dropbox to support documents for this deliverable, however the reviewer is the only one who has |

| | | |
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| | | access to the version of dropbox where the support documents are posted and does not have access to a shared project or grant repository to confirm this information. The existing document listed above will suffice to provide evidence of this deliverable. |
| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Program Information and Overview document Physical Therapy Assistant course instruction is delivered face to face, hybrid, online, clinical, and service learning. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** A review of supporting documents submitted with the SME Response reveal a syllabus for PTA 104: Introduction to Physical Therapy with the following course description:<br>*This course is designed to give the student an overview of the profession of Physical Therapy. The basic concepts of the function of a Physical Therapist and a Physical Therapist Assistant as a member of the health care team will be examined and discussed. This is a hybrid course with live meetings and online assignments*. |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** A review of supporting documents submitted with the SME Response indicate that this deliverable in non-applicable to this signature program. |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** NA |
| **STRATEGY 3: Create Expanded & Individualized Student Support Services** | | |
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 3.2: Improve student career planning.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs.** | | **X** Complete<br>☐ Incomplete |
| **DELIVERABLE 3.1: Develop and implement online, modular-based programs** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Program Information and Overview document Physical Therapy Assistant course instruction is delivered face to face, hybrid, online, clinical, and service learning. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of supporting documents submitted with the SME Response reveal a syllabus for PTA 104: Introduction to Physical Therapy with the following course description:<br>*This course is designed to give the student an overview of the profession of Physical Therapy. The basic concepts of the function of a Physical Therapist and a Physical Therapist Assistant as a member of the health care team will be examined and discussed. This is a hybrid course with live meetings and online assignments*. |

| DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the SME response document student support services are in place. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS** Per the SME response document the following support services are available to students in this signature program:<br>• WITCC Comet Learning Center (CLC) has many offerings for tutoring for students each semester. The tutors consist of past or higher educated students with the criteria of a grade of A or B in previous courses and recommended by the faculty. The CLC offered math tutoring for the students along with test anxiety classes.<br>• The PTA program has a pathway navigator. The pathway navigator admits the students into the program. The pathway navigator works with each student via phone calls and emails. She is also active in the orientation days with the students.<br>• All health care students have the option to take HSC 165 Clinical Requirements 1 credit hour course. This course was developed prior to the I-HUM grant. This course provided information related to clinical requirements such as blood borne pathogen, adult and child mandatory reporter, CPR, background checks, and health evaluation clearance information. |
| **DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** This deliverable was not addressed on the Statement of Grant Impact document, however there is evidence of progress of this deliverable for the PTA program |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** There is a direct link to a webpage that describes the PTA program from the Enhance Iowa webpage. |
| **DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** This deliverable was not addressed on the Statement of Grant Impact document, however there is evidence of progress towards this deliverable for the PTA program |
| **QUALITY** | X Satisfactory<br>☐Unsatisfactory<br>☐Unclear | **COMMENTS:** A map on the Emsi Career Coach webpage reveals information about the abundance of healthcare jobs in the area served by WITCC and a link to the college goes directly to a webpage describing the signature program and jobs in the area. |

| STRATEGY 4: Create & Improve Alignment with Industry & State Agencies | |
|---|---|
| **MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries). NA** | **NOT APPLICABLE** |
| **MILESTONE 4.2: Create or strengthen regional industry advisory committees.** | X Complete<br>☐Incomplete |
| **MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies.** | X Complete<br>☐Incomplete |
| **MILESTONE 4.4: Collaborate with state agencies on a participant referral process.** | X Complete<br>☐Incomplete |
| **MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events.** | X Complete<br>☐Incomplete |

| DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee | | |
|---|---|---|
| **STATUS** | X Completed<br>☐In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the SME response document, the program holds an advisory committee meeting twice a year. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of supporting documents submitted with the SME response, revealed the following documents related to this deliverable:<br>• Physical Therapy Assistant Advisory Committee Membership list<br>• May 3, 2016 PTA Advisory Committee Meeting minutes<br>• May 4, 2017 PTA Advisory Committee Meeting minutes |

| DELIVERABLE 4.2: New industry partnerships developed during the grant period | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the SME response document the signature program currently has a significant number of industrial partnerships with no newly developed partnerships during the grant period. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of supporting documents submitted with the SME Response reveals<br>• A document titled Clinical Sites that lists 55 clinical sites for PTA students in a variety of urban and rural settings |

| DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐Never Started | **COMMENTS:** This deliverable was not addressed on the Statement of Grant Impact document, however there is clear evidence of marketing materials and collaborative efforts found in the documents provided and on the Emsi Career Coach webpage and on the Creative Commons website |

| | | |
|---|---|---|
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** As indicated in Deliverable 3.4 a link on the Emsi Career Coach webpage goes directly to a webpage describing the signature program and healthcare jobs in the area. The webpage was developed as part of the IHUM grant.<br>There are promotional products for this signature program located on the Creative Commons website. All documents include the Enhance Iowa logo and were developed with grant funds |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the SME response document, attended a Regional Advisory meeting and met with high school principles to discuss health occupations. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of Regional Meeting minutes supporting documents submitted with the SME response document revealed no evidence of sharing of information about healthcare programs, however agenda from the October 11, 2017 Career and Technical Advisory Committee included the following agenda items:<br>• Student Showcase - Short presentations from students in several of our programs<br>• Discuss/Review/Approve Program of Study Packet<br>  ○ What are the critical occupations in each program?<br>  ○ What skills do our graduates need to be successful in your business? How can we best assess these skills?<br>  ○ What training opportunities should be available or are needed as this program grows and develops?<br>  ○ What are our next best steps in building this pathway?<br>In addition, the following statement was noted in the letter of support from Marcia Rosacker, Regional Workforce Investment Board Chair and Jeff Simonsen, Chief Elected Official Chair, Regional Workforce Investment Board Chair:<br>*As part of this grant our region will assist with continuous outreach, training, and referrals of eligible participants, and we will support the programs that provide training and education to individuals entering into healthcare employment.* |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the SME response document, a Career Fair is held yearly for all students. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of supporting documents submitted with the SME response documents revealed a flyer promoting a career fair on April 28, 2016 that include healthcare employment opportunities. |

# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed: Western Iowa Tech Community College**

**Signature Program Reviewed: Medical Assistant Program**

**Subject Matter Expert: Melody Bethards**

**Subject Matter Expert Credentials: MSN, RN, CNE, CHSE**

**Review Period: 10/1/2014-6/30/2018**

**Review Completed: September 2018**

**Synopsis of Findings:**

**Milestones completed:**

- 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.
- 1.3: Expand and enhance work-based learning experiences
- 1.5: Strengthen Prior Learning Assessment initiative.
- 2.2: Expand online and blended course offerings
- 2.3: Create and distribute Open Educational Resources.
- 3.1: Implement specialized recruitment and retention efforts.
- 3.2: Improve student career planning
- 3.3: Implement accelerated and/or contextualized remediation programs.
- 4.2: Create or strengthen regional industry advisory committees.
- 4.3: Create joint marketing and outreach efforts with state agencies
- 4.4: Collaborate with state agencies on a participant referral process.
- 4.5: Partner with industry and state agencies on job fairs and mission-based events**.**

Based on documents provided, WITCC utilized the IHUM grant to enhance learning experiences for students in the Med Assistant program. Relationships with regional employers and industry provide work-place learning opportunities. Targeted recruitment and retention efforts are in place. Resources developed during the grant period are freely shared via the Creative Commons website. Collaboration with community partners provides opportunities for strengthen partnerships and potential post-graduation employment.

**Non-applicable Milestones**

- 1.2: Align non-credit offerings with credit courses
- 2.1: Enhance and expand simulation into courses and trainings
- 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries)

**Sustainability**

The following sustainability plan items identified by WITCC would apply to this signature program.

- Equipment purchased throughout the grant will be utilized

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| **MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 1.2: Align non-credit offerings with credit courses.** | **NOT APPLICABLE** |
| **MILESTONE 1.3: Expand and enhance work-based learning experiences.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC)** | **NOT APPLICABLE** |
| **MILESTONE 1.5: Strengthen Prior Learning Assessment initiative.**<br>NA | **X** Complete<br>☐ Incomplete |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document, Medical Assisting program was revised. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** Per the Statement of Grant Impact document, Med Assisting- faculty collaborated with one of WITCC industry partner to create a hybrid section of the MA program. This partnership allows working individuals to complete their laboratories competencies in an evening setting while completing the didactic content online.<br><br>Review of curriculum documents provided reveals:<br>• Alignment of Medical Assisting and general education courses to program outcomes.<br>• No evidence of alignment to non-credit courses<br>• Pathway from Medical Assisting to the workplace.<br><br>Per the Program Information and Overview document Medical Assisting course instruction is delivered in a face-to- face, online and hybrid format.<br><br>Per the SME Response document<br>• Non-credit courses options not applicable for the medical coding program due to the program accreditation MAERB.<br>• WITCC has a process to determine and award credit for prior learning and work experience. Two classes that we anticipate especially qualify are Business Communications and Intro. to Keyboarding. |
| **DELIVERABLE 1.2: Updated college facilities** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Per the SME Response document, due to budget cuts from the DOL during the first year of the grant, each college was tasked with reducing costs and a result WITCC choose not update facilities to meet this financial constraint. |

| DELIVERABLE 1.3: Offer new credentials | | |
|---|---|---|
| STATUS | NOT APPLICABLE | COMMENTS: Per the SME Response document, Medical Assisting is a stand-alone accredited medical assisting program and therefore no additional credentials may be added. |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the Statement of Grant Impact there is a commitment from employers. Per the SME Response document, the Medical Assisting program continues to utilize industry partners for clinical sites. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: Per the Statement of Grant Impact Medical Assisting secured commitment to employers to recruit their employees for new hybrid program. A review of supporting document submitted with the SME Response documents revealed letters of support from the following:<br>• Tracy Larson, Vice President Patient Care Services/Chief Nursing Officer, Mercy Medical Center – Sioux City<br>• Bob Russell, DDS, MPH, Dental Director & Chief, Oral & Health Delivery Systems Bureau. Iowa Department of Public Health<br>• Marcia Rosacker, Regional Workforce Investment Board Chair and Jeff Simonsen, Chief Elected Official Chair, Regional Workforce Investment Board Chair |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| STATUS | NOT APPLICABLE | COMMENTS: NA |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the SME Response document, WITCC has a process to determine and award credit for prior learning and work experience. Two classes that we anticipate especially qualify are Business Communications and Intro. to Keyboarding. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: A review of supporting document submitted with the SME Response reveal a document titled **Application for Work Experience Credit**. This document outlines the process for receiving credit for work experience. |
| **STRATEGY 2: Advance Online & Technology-Enabled Learning** | | |
| **MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS.** | | NOT APPLICABLE |
| **MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS.** | | X Complete<br>☐ Incomplete |
| **MILESTONE 2.3: Create and distribute Open Educational Resources.** | | X Complete<br>☐ Incomplete |
| **DELIVERABLE 2.1: Public licensing of curricula and training materials** | | |
| STATUS | X Completed<br>☐ In Progress | |

| | | |
|---|---|---|
| | ☐ Attempted<br>☐ Never Started | **COMMENTS:** Documents and training materials developed for the signature program are available for public download on Skills Commons. Per the SME Response document, syllabi for this signature program are housed on Share Point. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** A review of documents posted on Skills Commons revealed:<br>• Medical Assistant promotional video<br><br>Share Point is not a public access site and therefore items posted on this site are not available for public view. |
| **DELIVERABLE 2.2: Distribution through project and online repositories** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Training materials developed for the signature program are available for public download on Skills Commons. Per the SME Response document, syllabi for this signature program are housed on Share Point. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** A review of documents posted on Skills Commons revealed:<br>• Medical Assistant promotional video<br><br>A review of supporting documents submitted with the SME response, revealed the following Fall 2017 course syllabi related to this program:<br>• Course Number and Section: MAP 333-01, 03 , 701, Course Title: Fundamentals of Medical Assisting I |
| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact document online courses have been implemented for this signature program. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐Unclear | **COMMENTS:** Per the Statement of Grant Impact Medical assistant program has expanded its online offerings by fall 2019. All courses in the MA program will be offered either online or hybrid. |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** A review of supporting document submitted with the SME Response indicate that this deliverable in non-applicable to this signature program. |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** NA |
| **STRATEGY 3: Create Expanded & Individualized Student Support Services** | | |
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 3.2: Improve student career planning.** | | **X** Complete<br>☐ Incomplete |

| MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs. | | X Complete<br>☐ Incomplete |
|---|---|---|
| **DELIVERABLE 3.1: Develop and implement online, modular-based programs** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the Statement of Grant Impact online courses have been implemented for this signature program. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** Per the Statement of Grant Impact Medical assistant program has expanded its online offerings by fall 2019. All courses in the MA program will be offered either online or hybrid. |
| **DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** Per the SME response document student support services are in place. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS** Per the SME response document the following support services are available to students in this signature program:<br>• WITCC Comet Learning Center (CLC) has many offerings for tutoring for students each semester. The tutors consist of past or higher educated students with the criteria of a grade of A or B in previous courses and recommended by the faculty. The CLC offered math tutoring for the students along with test anxiety classes.<br>• The Medical Assisting program has a pathway navigator. The pathway navigator admits the students into the program. The pathway navigator works with each student via phone calls and emails. She is also active in the orientation days with the students.<br>• All health care students have the option to take HSC 165 Clinical Requirements 1 credit hour course. This course was developed prior to the I-HUM grant. This course provided information related to clinical requirements such as blood borne pathogen, adult and child mandatory reporter, CPR, background checks, and health evaluation clearance information. |
| **DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** This deliverable was not addressed on the Statement of Grant Impact document, however there is evidence of progress of this deliverable for the Med Assist program |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** The following marketing materials related to the Medical Assistant Technician program were found on the Skills Commons website:<br>• Medical Assistant promotional video<br>There is a direct link to a webpage that describes the Med Assist program from the Enhance Iowa webpage. |

| DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: This deliverable was not addressed on the Statement of Grant Impact document, however there is evidence of progress towards this deliverable for the Medical Assistant program |
| QUALITY | X Satisfactory<br>☐Unsatisfactory<br>☐Unclear | COMMENTS: A map on the Emsi Career Coach webpage reveals information about the abundance of healthcare jobs in the area served by WITCC and a link to the college goes directly to a webpage describing the signature program and jobs in the area. |

| STRATEGY 4: Create & Improve Alignment with Industry & State Agencies | |
|---|---|
| MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries). NA | NOT APPLICABLE |
| MILESTONE 4.2: Create or strengthen regional industry advisory committees. | X Complete<br>☐ Incomplete |
| MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies. | X Complete<br>☐ Incomplete |
| MILESTONE 4.4: Collaborate with state agencies on a participant referral process. | X Complete<br>☐ Incomplete |
| MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events. | X Complete<br>☐Incomplete |

| DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee | | |
|---|---|---|
| STATUS | X Completed<br>☐In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: Per the SME response document, an advisory board is in place for this signature program |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: : A review of supporting documents submitted with the SME response, revealed the following documents related to this deliverable:<br>• Medical Office/Medical Assisting Program Advisory Committee Membership list<br>• October 26, 2016 Medical Assisting/Office/Advisory Committee Meeting minutes<br>• October 31, 2017 Medical Assisting/Office/Advisory Committee Meeting minutes |

| DELIVERABLE 4.2: New industry partnerships developed during the grant period | | |
|---|---|---|
| STATUS | NOT APPLICABLE | COMMENTS: Per the SME response document, WITCC currently has 23 industrial partnerships with no newly developed partnerships during the grant period. |

<table>
<tr><th colspan="3">DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies</th></tr>
<tr><td rowspan="4">STATUS</td><td>X Completed</td><td rowspan="4">COMMENTS: This deliverable was not addressed on the Statement of Grant Impact document, however there is clear evidence of marketing materials and collaborative efforts found in the documents provided and on the Emsi Career Coach webpage and on the Creative Commons website</td></tr>
<tr><td>☐ In Progress</td></tr>
<tr><td>☐ Attempted</td></tr>
<tr><td>☐Never Started</td></tr>
<tr><td rowspan="3">QUALITY</td><td>X Satisfactory</td><td rowspan="3">COMMENTS: As indicated in Deliverable 3.4 a link on the Emsi Career Coach webpage goes directly to a webpage describing the signature program and healthcare jobs in the area. The webpage was developed as part of the IHUM grant.<br><br>There are promotional products for this signature program located on the Creative Commons website. All documents include the Enhance Iowa logo and were developed with grant funds</td></tr>
<tr><td>☐ Unsatisfactory</td></tr>
<tr><td>☐Unclear</td></tr>
<tr><th colspan="3">DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals</th></tr>
<tr><td rowspan="4">STATUS</td><td>X Completed</td><td rowspan="4">COMMENTS: Per the SME response document, attended a Regional Advisory meeting and met with high school principles to discuss health occupations.</td></tr>
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<tr><td>☐ Attempted</td></tr>
<tr><td>☐Never Started</td></tr>
<tr><td rowspan="3">QUALITY</td><td>X Satisfactory</td><td rowspan="3">COMMENTS: A review of Regional Meeting minutes supporting documents submitted with the SME response, revealed no evidence of sharing of information about healthcare programs, however agenda from the October 11, 2017 Career and Technical Advisory Committee included the following agenda items:<br>• Student Showcase - Short presentations from students in several of our programs<br>• Discuss/Review/Approve Program of Study Packet<br>○ What are the critical occupations in each program?<br>○ What skills do our graduates need to be successful in your business? How can we best assess these skills?<br>○ What training opportunities should be available or are needed as this program grows and develops?<br>○ What are our next best steps in building this pathway?<br>In addition, the following statement was noted in the letter of support from Marcia Rosacker, Regional Workforce Investment Board Chair and Jeff Simonsen, Chief Elected Official Chair, Regional Workforce Investment Board Chair:<br>As part of this grant our region will assist with continuous outreach, training, and referrals of eligible participants, and we will support the programs that provide training and education to individuals entering into healthcare employment.</td></tr>
<tr><td>☐Unsatisfactory</td></tr>
<tr><td>☐ Unclear</td></tr>
<tr><th colspan="3">DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually</th></tr>
<tr><td rowspan="4">STATUS</td><td>X Completed</td><td rowspan="4">COMMENTS: Per the SME response document, a Career Fair is held yearly for all students.</td></tr>
<tr><td>☐ In Progress</td></tr>
<tr><td>☐ Attempted</td></tr>
<tr><td>☐Never Started</td></tr>
</table>

| | | |
|---|---|---|
| **QUALITY** | **X** Satisfactory | **COMMENTS:** A review of supporting documents submitted with the SME response revealed a flyer promoting a career fair on April 28, 2016 that include healthcare employment opportunities. |
| | ☐Unsatisfactory | |
| | ☐ Unclear | |

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**Iowa Lakes Community College: Electrical Tech Statement of Grant Impact**

The purpose of this section is to show the full scope of the grant activities in a narrative form so that the reviewer understands the full impact of the IHUM grant on each signature program. Below is a checklist of each activity that should be addressed. Please provide any additional information you see fit as this checklist does not cover every activity over the past three years. Please take time to review the grant Technical Proposal as part of this process.

**Strategy 1** – Expand and Enhance Sector-Driven Career Pathways

- Audited and redesigned curricula
    - Each signature program reviews curriculum each semester, updating coursework to reflect the latest from industry and technology.
- Updated college facilities
    - NA
- Offer new credentials
    - NA
- Established commitment from employers and industry representatives
    - Letters of commitment were established prior to grant award, although our advisory groups and industry partners are robust and continue to diversify as a natural progression of our interaction and outreach through credit, noncredit and apprenticeship programs.
- Developed and piloted Registered Apprenticeship Programs (IT Only)
    - We are a DoL registered apprenticeship site currently offering HVAC and Electrical programs.
- Continued PLA progress started in I-AM
    - Our navigators, instructor team and success center continuously evaluate participants' prior learning (for example, veterans and prior college or certifications) and develop strategies to remediate where necessary and award credit where applicable for accurate skills placement in signature program activities.
- Expand work based learning experiences
    - Internships continue to expand and companies work with
- Aligned non-credit offerings with credit courses
    - Credit and non-credit offerings are aligned and modular. Credit for apprenticeship hours is awarded to electrical technology students attending credit courses and apprenticeship courses run in similar sequence for noncredit students.

**Strategy 2** – Advance Online & Technology-Enabled Learning

- Enhance and expand simulation into courses and trainings

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  - Simulation has been integrated into learning labs, from automation and control, to electron theory. Instructors implement simulation through interactive computer courseware in credit classes and non-credit certifications.
- Expand online and blended course offerings
  - NA
- Create and distribute Open Educational Resources
  - Course Syllabi have been uploaded for information sharing.
- Incorporation of simulation into courses
  - Simulation has been integrated into learning labs, from automation and control, to electron theory. Instructors implement simulation through interactive computer courseware in credit classes and non-credit certifications. In addition, simulation equipment exists for some programs. Simulation software has been incorporated into electron theory training. Multi-sim software enables creation and troubleshooting of electronic circuits and enhances the hands-on lab project completion.

**Strategy 3** – Create Expanded & Individualized Student Support Services

- Implement specialized recruitment and retention efforts
  - Through our activities with the NW Iowa STEM hub, we are able conduct workshops for instructors and workforce volunteers from around the state to introduce new ways to challenge students in the classroom. Pathway navigators are involved regularly in direct contact with potential program participants and our industry training programmer continually advertises college training opportunities for signature programs.
- Improve Student Career Planning
  - Through our career seminar class, students are connected with industry through face-to-face sessions, networking events and job fairs. They build on-line resume and certification portfolios and through our internship process gain valuable insight on finding a place in the industry.
- Implement accelerated and/or contextualized remediation
  - We have a strong peer and professional tutoring process to assist students where necessary and our success center evaluates all students to determine accommodations and/or remediation strategies to ready students for more rigorous coursework.
- Develop and implement online, modular-based programs
  - NA
- Implement a web-based tool that can generate regional LMI paired with applicable programs of study
  - Pathway navigators, admissions and marketing coordinate extensively with workforce and K-12s to connect qualified people to programming.

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**Strategy 4 –** Create & Improve Alignment with Industry and State Agencies

- Develop or Enhance IHUM Sector Boards
    - Sector boards are meeting regularly at college facilities to improve their understanding of how we can make workers more durable, diverse, versatile and loyal for the long-term outlook of their businesses.
- Strengthen Industry advisory committees

    Our advisory committees continue to grow and diversify, with water quality, a variety of manufacturing, utilities and electrical companies taking advantage of our local resources. October 2017 will see two industry events: IWEA Technical Conference and Vestas Americas Wind Warrior Challenge. Both events promote and utilize grant equipment to promote how we build foundational competencies in entry level technicians across signature programs. From industry conferences, such as last Fall's Iowa Wind Energy Conference and Vestas Wind Warrior Challenge, and Iowa Skills Competition, we continually look for opportunities to engage employers and state agencies. We hold multi-industry employer panels and networking events and job fairs to ensure employers remain engaged with program participants and instructional development faculty.
- Create joint marketing, outreach, and referral efforts with businesses, WIB's, and state agency partners

    IHUM's reach to the sector boards, workforce development, and municipalities has enabled us to upskill transitioning workers and improve the quality of existing workers through credit and non-credit offerings. Our Enhance Your Future magazine sent to regional businesses drew attention to signature programs and brought companies to understand the improved services, training and education we offer. Career resource center pathway navigators work closely with workforce personnel to coordinate program entry for eligible participants. From Admissions and Marketing of commercials on social media, radio, television and at trade and agricultural shows, the college engages recruitment in multiple ways.

- New Industry partnerships developed during the grant period
    - Industry partnerships continue to improve, with continuing education offerings for companies that have apprentices or workers requiring electrical training on motors, generators and logic controllers. Pure Fishing is an example of a company taking advantage of improve labs and equipment resulting from IHUM.
- IHUM and RAP materials developed in collaboration with state agencies (IT Only)
    - NA

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**Sustainability**

- Please provide information on the aspects of the IHUM grant that will be sustained beyond the period of performance.
    - The IHUM equipment and supplies purchased will serve the program long after the period of performance. Industrial benders and test equipment serve educational purposes as durable educational resources.

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**Iowa Lakes Community College: Engineering Tech Statement of Grant Impact**

The purpose of this section is to show the full scope of the grant activities in a narrative form so that the reviewer understands the full impact of the IHUM grant on each signature program. Below is a checklist of each activity that should be addressed. Please provide any additional information you see fit as this checklist does not cover every activity over the past three years. Please take time to review the grant Technical Proposal as part of this process.

**Strategy 1** – Expand and Enhance Sector-Driven Career Pathways

- Audited and redesigned curricula
    - Each signature program reviews curriculum each semester, updating coursework to reflect the latest from industry and technology.
- Updated college facilities
    - NA
- Offer new credentials
    - NA
- Established commitment from employers and industry representatives
    - Letters of commitment were established prior to grant award, although our advisory groups and industry partners are robust and continue to diversify as a natural progression of our interaction and outreach through credit, noncredit and apprenticeship programs.
- Developed and piloted Registered Apprenticeship Programs (IT Only)
    - We are a DoL registered apprenticeship site currently offering HVAC and Electrical programs.
- Continued PLA progress started in I-AM
    - Our navigators, instructor team and success center continuously evaluate participants' prior learning (for example, veterans and prior college or certifications) and develop strategies to remediate where necessary and award credit where applicable for accurate skills placement in signature program activities.
- Expand work based learning experiences
    - Internships continue to expand and companies work with
- Aligned non-credit offerings with credit courses
    - Credit and non-credit offerings are aligned and modular. Credit for apprenticeship hours is awarded to electrical technology students attending credit courses and apprenticeship courses run in similar sequence for noncredit students.

**Strategy 2** – Advance Online & Technology-Enabled Learning

- Enhance and expand simulation into courses and trainings

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  - Simulation has been integrated into learning labs, from automation and control, to electron theory. Instructors implement simulation through interactive computer courseware in credit classes and non-credit certifications.
- Expand online and blended course offerings
  - NA
- Create and distribute Open Educational Resources
  - Course Syllabi have been uploaded for information sharing.
- Incorporation of simulation into courses
  - Simulation has been integrated into learning labs, from automation and control, to electron theory. Instructors implement simulation through interactive computer courseware in credit classes and non-credit certifications. In addition, simulation equipment exists for some programs. Simulation software has been incorporated into electron theory training. Multi-sim software enables creation and troubleshooting of electronic circuits and enhances the hands-on lab project completion.

**Strategy 3** – Create Expanded & Individualized Student Support Services

- Implement specialized recruitment and retention efforts
  - Through our activities with the NW Iowa STEM hub, we are able conduct workshops for instructors and workforce volunteers from around the state to introduce new ways to challenge students in the classroom. Pathway navigators are involved regularly in direct contact with potential program participants and our industry training programmer continually advertises college training opportunities for signature programs.
- Improve Student Career Planning
  - Through our career seminar class, students are connected with industry through face-to-face sessions, networking events and job fairs. They build on-line resume and certification portfolios and through our internship process gain valuable insight on finding a place in the industry.
- Implement accelerated and/or contextualized remediation
  - We have a strong peer and professional tutoring process to assist students where necessary and our success center evaluates all students to determine accommodations and/or remediation strategies to ready students for more rigorous coursework.
- Develop and implement online, modular-based programs
  - NA
- Implement a web-based tool that can generate regional LMI paired with applicable programs of study
  - Pathway navigators, admissions and marketing coordinate extensively with workforce and K-12s to connect qualified people to programming.

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**Strategy 4 –** Create & Improve Alignment with Industry and State Agencies

- Develop or Enhance IHUM Sector Boards
    - Sector boards are meeting regularly at college facilities to improve their understanding of how we can make workers more durable, diverse, versatile and loyal for the long-term outlook of their businesses.
- Strengthen Industry advisory committees

    Our advisory committees continue to grow and diversify, with water quality, a variety of manufacturing, utilities and electrical companies taking advantage of our local resources. October 2017 will see two industry events: IWEA Technical Conference and Vestas Americas Wind Warrior Challenge. Both events promote and utilize grant equipment to promote how we build foundational competencies in entry level technicians across signature programs. From industry conferences, such as last Fall's Iowa Wind Energy Conference and Vestas Wind Warrior Challenge, and Iowa Skills Competition, we continually look for opportunities to engage employers and state agencies. We hold multi-industry employer panels and networking events and job fairs to ensure employers remain engaged with program participants and instructional development faculty.
- Create joint marketing, outreach, and referral efforts with businesses, WIB's, and state agency partners

    IHUM's reach to the sector boards, workforce development, and municipalities has enabled us to upskill transitioning workers and improve the quality of existing workers through credit and non-credit offerings. Our Enhance Your Future magazine sent to regional businesses drew attention to signature programs and brought companies to understand the improved services, training and education we offer. Career resource center pathway navigators work closely with workforce personnel to coordinate program entry for eligible participants. From Admissions and Marketing of commercials on social media, radio, television and at trade and agricultural shows, the college engages recruitment in multiple ways.

- New Industry partnerships developed during the grant period
    - Industry partnerships continue to improve, with continuing education offerings for companies that have apprentices or workers requiring electrical training on motors, generators and logic controllers. Pure Fishing is an example of a company taking advantage of improve labs and equipment resulting from IHUM.
- IHUM and RAP materials developed in collaboration with state agencies (IT Only)
    - NA

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**Sustainability**

- Please provide information on the aspects of the IHUM grant that will be sustained beyond the period of performance.
    - The IHUM equipment and supplies purchased will serve the program long after the period of performance. Industrial benders and test equipment serve educational purposes as durable educational resources.

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**Iowa Lakes Community College: HVAC Statement of Grant Impact**

The purpose of this section is to show the full scope of the grant activities in a narrative form so that the reviewer understands the full impact of the IHUM grant on each signature program. Below is a checklist of each activity that should be addressed. Please provide any additional information you see fit as this checklist does not cover every activity over the past three years. Please take time to review the grant Technical Proposal as part of this process.

**Strategy 1** – Expand and Enhance Sector-Driven Career Pathways

- Audited and redesigned curricula
    - Each signature program reviews curriculum each semester, updating coursework to reflect the latest from industry and technology.
- Updated college facilities
    - NA
- Offer new credentials
    - NA
- Established commitment from employers and industry representatives
    - Letters of commitment were established prior to grant award, although our advisory groups and industry partners are robust and continue to diversify as a natural progression of our interaction and outreach through credit, noncredit and apprenticeship programs.
- Developed and piloted Registered Apprenticeship Programs (IT Only)
    - We are a DoL registered apprenticeship site currently offering HVAC and Electrical programs.
- Continued PLA progress started in I-AM
    - Our navigators, instructor team and success center continuously evaluate participants' prior learning (for example, veterans and prior college or certifications) and develop strategies to remediate where necessary and award credit where applicable for accurate skills placement in signature program activities.
- Expand work based learning experiences
    - Internships continue to expand and companies work with
- Aligned non-credit offerings with credit courses
    - Credit and non-credit offerings are aligned and modular. Credit for apprenticeship hours is awarded to electrical technology students attending credit courses and apprenticeship courses run in similar sequence for noncredit students.

**Strategy 2** – Advance Online & Technology-Enabled Learning

- Enhance and expand simulation into courses and trainings

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  - Simulation has been integrated into learning labs, from automation and control, to electron theory. Instructors implement simulation through interactive computer courseware in credit classes and non-credit certifications.
- Expand online and blended course offerings
  - NA
- Create and distribute Open Educational Resources
  - Course Syllabi have been uploaded for information sharing.
- Incorporation of simulation into courses
  - Simulation has been integrated into learning labs, from automation and control, to electron theory. Instructors implement simulation through interactive computer courseware in credit classes and non-credit certifications. In addition, simulation equipment exists for some programs. Simulation software has been incorporated into electron theory training. Multi-sim software enables creation and troubleshooting of electronic circuits and enhances the hands-on lab project completion.

**Strategy 3** – Create Expanded & Individualized Student Support Services

- Implement specialized recruitment and retention efforts
  - Through our activities with the NW Iowa STEM hub, we are able conduct workshops for instructors and workforce volunteers from around the state to introduce new ways to challenge students in the classroom. Pathway navigators are involved regularly in direct contact with potential program participants and our industry training programmer continually advertises college training opportunities for signature programs.
- Improve Student Career Planning
  - Through our career seminar class, students are connected with industry through face-to-face sessions, networking events and job fairs. They build on-line resume and certification portfolios and through our internship process gain valuable insight on finding a place in the industry.
- Implement accelerated and/or contextualized remediation
  - We have a strong peer and professional tutoring process to assist students where necessary and our success center evaluates all students to determine accommodations and/or remediation strategies to ready students for more rigorous coursework.
- Develop and implement online, modular-based programs
  - NA
- Implement a web-based tool that can generate regional LMI paired with applicable programs of study
  - Pathway navigators, admissions and marketing coordinate extensively with workforce and K-12s to connect qualified people to programming.

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**Strategy 4 –** Create & Improve Alignment with Industry and State Agencies

- Develop or Enhance IHUM Sector Boards
    - Sector boards are meeting regularly at college facilities to improve their understanding of how we can make workers more durable, diverse, versatile and loyal for the long-term outlook of their businesses.
- Strengthen Industry advisory committees

    Our advisory committees continue to grow and diversify, with water quality, a variety of manufacturing, utilities and electrical companies taking advantage of our local resources. October 2017 will see two industry events: IWEA Technical Conference and Vestas Americas Wind Warrior Challenge. Both events promote and utilize grant equipment to promote how we build foundational competencies in entry level technicians across signature programs. From industry conferences, such as last Fall's Iowa Wind Energy Conference and Vestas Wind Warrior Challenge, and Iowa Skills Competition, we continually look for opportunities to engage employers and state agencies. We hold multi-industry employer panels and networking events and job fairs to ensure employers remain engaged with program participants and instructional development faculty.
- Create joint marketing, outreach, and referral efforts with businesses, WIB's, and state agency partners

    IHUM's reach to the sector boards, workforce development, and municipalities has enabled us to upskill transitioning workers and improve the quality of existing workers through credit and non-credit offerings. Our Enhance Your Future magazine sent to regional businesses drew attention to signature programs and brought companies to understand the improved services, training and education we offer. Career resource center pathway navigators work closely with workforce personnel to coordinate program entry for eligible participants. From Admissions and Marketing of commercials on social media, radio, television and at trade and agricultural shows, the college engages recruitment in multiple ways.

- New Industry partnerships developed during the grant period
    - Industry partnerships continue to improve, with continuing education offerings for companies that have apprentices or workers requiring electrical training on motors, generators and logic controllers. Pure Fishing is an example of a company taking advantage of improve labs and equipment resulting from IHUM.
- IHUM and RAP materials developed in collaboration with state agencies (IT Only)
    - NA

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**Sustainability**

- Please provide information on the aspects of the IHUM grant that will be sustained beyond the period of performance.
    - The IHUM equipment and supplies purchased will serve the program long after the period of performance. Industrial benders and test equipment serve educational purposes as durable educational resources.

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**Iowa Lakes Community College: Water Quality Statement of Grant Impact**

The purpose of this section is to show the full scope of the grant activities in a narrative form so that the reviewer understands the full impact of the IHUM grant on each signature program. Below is a checklist of each activity that should be addressed. Please provide any additional information you see fit as this checklist does not cover every activity over the past three years. Please take time to review the grant Technical Proposal as part of this process.

**Strategy 1** – Expand and Enhance Sector-Driven Career Pathways

- Audited and redesigned curricula
    - Each signature program reviews curriculum each semester, updating coursework to reflect the latest from industry and technology. Hybridizing courses and offering on-the-job training for laboratory sections of coursework
- Updated college facilities
    - NA
- Offer new credentials
    - NA
- Established commitment from employers and industry representatives
    - Letters of commitment were established prior to grant award, although our advisory groups and industry partners are robust and continue to diversify as a natural progression of our interaction and outreach through credit, noncredit and apprenticeship programs.
- Developed and piloted Registered Apprenticeship Programs (IT Only)
    - We are a DoL registered apprenticeship site currently offering HVAC and Electrical programs.
- Continued PLA progress started in I-AM
    - Our navigators, instructor team and success center continuously evaluate participants' prior learning (for example, veterans and prior college or certifications) and develop strategies to remediate where necessary and award credit where applicable for accurate skills placement in signature program activities.
- Expand work based learning experiences
    - Internships continue to expand and companies work with students introducing new bacteria sampling technology, spectrophotometers and field/lab water testers.
- Aligned non-credit offerings with credit courses
    - Credit and non-credit offerings are aligned and modular. Credit for apprenticeship hours is awarded to electrical technology students attending credit courses and apprenticeship courses run in similar sequence for noncredit students. Assist with Grade 1 certification test preparation.

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**Strategy 2** – Advance Online & Technology-Enabled Learning

- Enhance and expand simulation into courses and trainings
    - Simulation has been integrated into learning labs, from automation and control, to electron theory. Instructors implement simulation through interactive computer courseware in credit classes and non-credit certifications.
- Expand online and blended course offerings
    - NA
- Create and distribute Open Educational Resources
    - Course Syllabi have been uploaded for information sharing.
- Incorporation of simulation into courses
    - Simulation has been integrated into learning labs, from automation and control, to electron theory. Instructors implement simulation through interactive computer courseware in credit classes and non-credit certifications. In addition, simulation equipment exists for some programs. Simulation software has been incorporated into electron theory training. Multi-sim software enables creation and troubleshooting of electronic circuits and enhances the hands-on lab project completion.

**Strategy 3** – Create Expanded & Individualized Student Support Services

- Implement specialized recruitment and retention efforts
    - Through our activities with the NW Iowa STEM hub, we are able conduct workshops for instructors and workforce volunteers from around the state to introduce new ways to challenge students in the classroom. Pathway navigators are involved regularly in direct contact with potential program participants and our industry training programmer continually advertises college training opportunities for signature programs.
- Improve Student Career Planning
    - Through our career seminar class, students are connected with industry through face-to-face sessions, networking events and job fairs. They build on-line resume and certification portfolios and through our internship process gain valuable insight on finding a place in the industry.
- Implement accelerated and/or contextualized remediation
    - We have a strong peer and professional tutoring process to assist students where necessary and our success center evaluates all students to determine accommodations and/or remediation strategies to ready students for more rigorous coursework.
- Develop and implement online, modular-based programs
    - NA
- Implement a web-based tool that can generate regional LMI paired with applicable programs of study

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- Pathway navigators, admissions and marketing coordinate extensively with workforce and K-12s to connect qualified people to programming.

**Strategy 4 –** Create & Improve Alignment with Industry and State Agencies

- Develop or Enhance IHUM Sector Boards
  - Sector boards are meeting regularly at college facilities to improve their understanding of how we can make workers more durable, diverse, versatile and loyal for the long-term outlook of their businesses.
- Strengthen Industry advisory committees

  Our advisory committees continue to grow and diversify, with water quality, a variety of manufacturing, utilities and electrical companies taking advantage of our local resources. October 2017 will see two industry events: IWEA Technical Conference and Vestas Americas Wind Warrior Challenge. Both events promote and utilize grant equipment to promote how we build foundational competencies in entry level technicians across signature programs. From industry conferences, such as last Fall's Iowa Wind Energy Conference and Vestas Wind Warrior Challenge, and Iowa Skills Competition, we continually look for opportunities to engage employers and state agencies. We hold multi-industry employer panels and networking events and job fairs to ensure employers remain engaged with program participants and instructional development faculty.
- Create joint marketing, outreach, and referral efforts with businesses, WIB's, and state agency partners

  IHUM's reach to the sector boards, workforce development, and municipalities has enabled us to upskill transitioning workers and improve the quality of existing workers through credit and non-credit offerings. Our Enhance Your Future magazine sent to regional businesses drew attention to signature programs and brought companies to understand the improved services, training and education we offer. Career resource center pathway navigators work closely with workforce personnel to coordinate program entry for eligible participants. From Admissions and Marketing of commercials on social media, radio, television and at trade and agricultural shows, the college engages recruitment in multiple ways.

- New Industry partnerships developed during the grant period
  - Industry partnerships continue to improve, with continuing education offerings for companies that have apprentices or workers requiring electrical training on motors, generators and logic controllers. Pure Fishing is an example of a company taking advantage of improve labs and equipment resulting from IHUM. Estherville wastewater treatment plant, Estherville water processing plant and Lakeside laboratory state hygienic laboratory.
- IHUM and RAP materials developed in collaboration with state agencies (IT Only)
  - NA

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**Sustainability**

- Please provide information on the aspects of the IHUM grant that will be sustained beyond the period of performance.
    - The IHUM equipment and supplies purchased will serve the program long after the period of performance. Industrial benders and test equipment serve educational purposes as durable educational resources.

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**Iowa Lakes Community College: Wind Energy Statement of Grant Impact**

The purpose of this section is to show the full scope of the grant activities in a narrative form so that the reviewer understands the full impact of the IHUM grant on each signature program. Below is a checklist of each activity that should be addressed. Please provide any additional information you see fit as this checklist does not cover every activity over the past three years. Please take time to review the grant Technical Proposal as part of this process.

**Strategy 1** – Expand and Enhance Sector-Driven Career Pathways

- Audited and redesigned curricula
    - Each signature program reviews curriculum each semester, updating coursework to reflect the latest from industry and technology.
- Updated college facilities
    - NA
- Offer new credentials
    - NA
- Established commitment from employers and industry representatives
    - Letters of commitment were established prior to grant award, although our advisory groups and industry partners are robust and continue to diversify as a natural progression of our interaction and outreach through credit, noncredit and apprenticeship programs.
- Developed and piloted Registered Apprenticeship Programs (IT Only)
    - We are a DoL registered apprenticeship site currently offering HVAC and Electrical programs.
- Continued PLA progress started in I-AM
    - Our navigators, instructor team and success center continuously evaluate participants' prior learning (for example, veterans and prior college or certifications) and develop strategies to remediate where necessary and award credit where applicable for accurate skills placement in signature program activities.
- Expand work based learning experiences
    - Internships continue to expand and companies work with
- Aligned non-credit offerings with credit courses
    - Credit and non-credit offerings are aligned and modular. Credit for apprenticeship hours is awarded to electrical technology students attending credit courses and apprenticeship courses run in similar sequence for noncredit students.

**Strategy 2** – Advance Online & Technology-Enabled Learning

- Enhance and expand simulation into courses and trainings

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  - Simulation has been integrated into learning labs, from automation and control, to electron theory. Instructors implement simulation through interactive computer courseware in credit classes and non-credit certifications.
- Expand online and blended course offerings
  - NA
- Create and distribute Open Educational Resources
  - Course Syllabi have been uploaded for information sharing.
- Incorporation of simulation into courses
  - Simulation has been integrated into learning labs, from automation and control, to electron theory. Instructors implement simulation through interactive computer courseware in credit classes and non-credit certifications. In addition, simulation equipment exists for some programs. Simulation software has been incorporated into electron theory training. Multi-sim software enables creation and troubleshooting of electronic circuits and enhances the hands-on lab project completion.

**Strategy 3** – Create Expanded & Individualized Student Support Services

- Implement specialized recruitment and retention efforts
  - Through our activities with the NW Iowa STEM hub, we are able conduct workshops for instructors and workforce volunteers from around the state to introduce new ways to challenge students in the classroom. Pathway navigators are involved regularly in direct contact with potential program participants and our industry training programmer continually advertises college training opportunities for signature programs.
- Improve Student Career Planning
  - Through our career seminar class, students are connected with industry through face-to-face sessions, networking events and job fairs. They build on-line resume and certification portfolios and through our internship process gain valuable insight on finding a place in the industry.
- Implement accelerated and/or contextualized remediation
  - We have a strong peer and professional tutoring process to assist students where necessary and our success center evaluates all students to determine accommodations and/or remediation strategies to ready students for more rigorous coursework.
- Develop and implement online, modular-based programs
  - NA
- Implement a web-based tool that can generate regional LMI paired with applicable programs of study
  - Pathway navigators, admissions and marketing coordinate extensively with workforce and K-12s to connect qualified people to programming.

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**Strategy 4 –** Create & Improve Alignment with Industry and State Agencies

- Develop or Enhance IHUM Sector Boards
    - Sector boards are meeting regularly at college facilities to improve their understanding of how we can make workers more durable, diverse, versatile and loyal for the long-term outlook of their businesses.
- Strengthen Industry advisory committees

    Our advisory committees continue to grow and diversify, with water quality, a variety of manufacturing, utilities and electrical companies taking advantage of our local resources. October 2017 will see two industry events: IWEA Technical Conference and Vestas Americas Wind Warrior Challenge. Both events promote and utilize grant equipment to promote how we build foundational competencies in entry level technicians across signature programs. From industry conferences, such as last Fall's Iowa Wind Energy Conference and Vestas Wind Warrior Challenge, and Iowa Skills Competition, we continually look for opportunities to engage employers and state agencies. We hold multi-industry employer panels and networking events and job fairs to ensure employers remain engaged with program participants and instructional development faculty.
- Create joint marketing, outreach, and referral efforts with businesses, WIB's, and state agency partners

    IHUM's reach to the sector boards, workforce development, and municipalities has enabled us to upskill transitioning workers and improve the quality of existing workers through credit and non-credit offerings. Our Enhance Your Future magazine sent to regional businesses drew attention to signature programs and brought companies to understand the improved services, training and education we offer. Career resource center pathway navigators work closely with workforce personnel to coordinate program entry for eligible participants. From Admissions and Marketing of commercials on social media, radio, television and at trade and agricultural shows, the college engages recruitment in multiple ways.

- New Industry partnerships developed during the grant period
    - Industry partnerships continue to improve, with continuing education offerings for companies that have apprentices or workers requiring electrical training on motors, generators and logic controllers. Pure Fishing is an example of a company taking advantage of improve labs and equipment resulting from IHUM.
- IHUM and RAP materials developed in collaboration with state agencies (IT Only)
    - NA

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**Sustainability**

- Please provide information on the aspects of the IHUM grant that will be sustained beyond the period of performance.
    - The IHUM equipment and supplies purchased will serve the program long after the period of performance. Industrial benders and test equipment serve educational purposes as durable educational resources.

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# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed: Iowa Lakes Community College**

**Signature Program Reviewed: Electrical Technology**

**Subject Matter Expert: Matt Mancuso**

**Subject Matter Expert Credentials: Academic Dean at Iowa Western**

**Review Period: 10/1/2014-6/30/2018**

**Review Date: 8/26/18 REV. 9/28/18**

**Synopsis of Findings:**

- Upon follow-up explanation was given on audited or redesigned curriculum was provided.
- Only course syllabi distributed.
- Career Seminal Classes and additional career guidance was given to students. Multiple LMI tools used.
- Program had good marketing and recruitment efforts.
- Partnerships were maintained and developed in Electrical.
- Sector board was discussed on a very high level and in different industries.
- Outreach to IWD was prevalent in program.
- Simulation labs have been utilized by both credit and non-credit offerings.

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials. | X Complete<br>☐ Incomplete |
| MILESTONE 1.2: Align non-credit offerings with credit courses. | X Complete<br>☐ Incomplete |
| MILESTONE 1.3: Expand and enhance work-based learning experiences. | X Complete<br>☐ Incomplete |
| MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC) | ☐ Complete<br>☐ Incomplete |
| MILESTONE 1.5: Strengthen Prior Learning Assessment initiative. | X Complete<br>☐ Incomplete |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS:<br>EACH SEMESTER THEY REVIEW CURRICULUM |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS:<br>IDENTIFICATION OF AUDITED OR REDESIGNED CURRICULUM WAS NOT PROVIDED. |

| DELIVERABLE 1.2: Updated college facilities | | |
|---|---|---|
| STATUS | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>X Never Started | COMMENTS:<br>FUNDING DID NOT PROVIDE ANY UPDATES TO THE COLLEGE. |
| QUALITY | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: |

| DELIVERABLE 1.3: Offer new credentials | | |
|---|---|---|
| STATUS | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS:<br>N/A |
| QUALITY | ☐ Satisfactory | COMMENTS: |

| | | |
|---|---|---|
| | ☐ Unsatisfactory<br>☐ Unclear | |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>STATED THAT LETTERS WERE PROVIDED AT TIME OF GRANT. ADVISORY BOARDS AND INDUSTRY CONTINUE TO COMMIT TO PROGRAM. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>NO LETTERS WERE PROVIDED, HOWEVER INDUSTRY RELATIONSHIPS WERE DESCRIBED. |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>N/A |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>NAVIGATORS AND INSTRUCTORS WERE TRAINED TO EVALUATE AND IDENTIFY PARTICIPATES FOR PLA. THIS INCLUDES VETERANS. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>ROBUST PLA PROGRAM WAS DESCRIBED. |
| **STRATEGY 2: Advance Online & Technology-Enabled Learning** | | |
| **MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS.** | | ☐ Complete<br>☐ Incomplete |
| **MILESTONE 2.3: Create and distribute Open Educational Resources.** | | **X** Complete<br>☐ Incomplete |
| **DELIVERABLE 2.1: Public licensing of curricula and training materials** | | |
| **STATUS** | **X** Completed | **COMMENTS:** |

| | | |
|---|---|---|
| | ☐ In Progress<br>☐ Attempted<br>☐ Never Started | |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 2.2: Distribution through project and online repositories** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>COURSE SYLLABI HAVE BEEN PROVIDED TO ONLINE REPOSITORIES. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>SKILLS COMMONS HAS SYLLABI. |
| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ **X** Never Started | **COMMENTS: N/A** |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>EXTENSIVE SIMULATION IN LABS FOR BOTH CREDIT AND NON-CREDIT; AUTOMATION AND CONTROLS, ELECTRON THEORY, COMPUTER COURSEWARE |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>SIMULATION LABS HAVE BEEN UTILIZED BY BOTH CREDIT AND NON-CREDIT PROGRAMMING. PURE FISHING, AS AN EXAMPLE, IS A COMPANY THAT NOW UTILIZES THE LASS. |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**N/A** |

| | | |
|---|---|---|
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **STRATEGY 3: Create Expanded & Individualized Student Support Services** | | |
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 3.2: Improve student career planning.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs.** | | **X** Complete<br>☐ Incomplete |
| **DELIVERABLE 3.1: Develop and implement online, modular-based programs** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**N/A** |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**CAREER SEMINAR CLASSES WERE OFFERED. PEER AND PROFESSIONAL TUTORING WERE AVAILABLE.** |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>**DELIVERABLE WAS MET.** |
| **DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**PROGRAM HAD MANY DIFFERENT OUTLETS FOR MARKETING, MANY WERE FACE TO FACE RECRUITMENT. THE PROGRAM RECRUITED DIRECTLY IN COORDINATION WITH NW IOWA STEM HUB, PATHWAY NAVIGATORS WORKED DIRECTLY WITH WORKFORCE AND K-12'S. JOB FAIRS WERE ATTENDED. RECRUITMENT ALSO INCLUDED SOCIAL MEDIA, RADIO, TV AND TRADE SHOWS.** |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory | **COMMENTS:**<br>**PROGRAM HAD EXTENSIVE OFFERINGS IN MARKETING AND RECRUITMENT.** |

| | | |
|---|---|---|
| | ☐ Unclear | |
| **DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>PROGRAM PAGES HAVE LINKS TO CAREER COACH. IN ADDITION, PATHWAY NAVIGATORS, ADMISSIONS AND MARKETING WORKED EXTENSIVELY WITH THE WORKFORCE TO CONNECT STUDENTS TO WORKFORCE. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>MULTIPLE WAYS WERE UTILIZED IN CONNECTING STUDENTS TO CAREER LMI; CAREERCOACH, A-DOL SPONSORED SITES AND MORE. |
| **STRATEGY 4: Create & Improve Alignment with Industry & State Agencies** | | |
| **MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries).** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.2: Create or strengthen regional industry advisory committees.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.4: Collaborate with state agencies on a participant referral process.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events.** | | **X** Complete<br>☐ Incomplete |
| **DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>REFERRED TO ADVISORY BOARD IMPROVEMENTS INCLUDING SEVERAL COMPANIES IN ELECTRICAL WHO NOW TAKE ADVANTAGE OF THE COLLEGE'S RESOURCE. THE SECTOR BOARD, FACILITATED BY OUR BUSINESS AND COMMUNITY RELATIONS DIRECTOR, IS OUR IHUM CONNECTION. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 4.2: New industry partnerships developed during the grant period** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>GRANT REPORT MENTIONED THAT THERE WAS NEW INDUSTRY PARTNERSHIPS WITH LOCAL ELECTRICAL COMPANIES AND MUNICIPALITIES. |

| | | |
|---|---|---|
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>**IN FOLLOWING UP, IT IS CLEAR THAT IOWA LAKES HAS FURTHER DEVELOPED PARTNERSHIPS DURING THIS TIME PERIOD.** |
| **DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**N/A** |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**PATHWAY NAVIGATORS WORK CLOSELY WITH WORKFORCE DEVELOPMENT STAFF TO WORK WITH STUDENTS ON IDENTIFYING A PROGRAM OF STUDY. MARKETING MATERIAL IS SHARED** |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>**THIS IS A TYPICAL NAVIGATOR – IWD PARTNERSHIP THAT WORKS WELL.** |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**IOWA LAKES HAS A JOINT EVENT UNDER THE UMBRELLA OF SUSTAINABLE ENERGY RESOURCES.** |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>**IOWA LAKES UTILIZES A JOINT EVENT TO BETTER ASSIST WORKFORCE WHO MAY NEED MULTIPLE WORKFORCE NEEDS.** |

# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed: Iowa Lakes Community College**

**Signature Program Reviewed: Engineering Tech**

**Subject Matter Expert: Matt Mancuso**

**Subject Matter Expert Credentials: Academic Dean at Iowa Western**

**Review Period: 10/1/2014-6/30/2018**

**Review Date: 8/26/18 REV. 9/28/18**

**Synopsis of Findings:**

- LMI was utilized on multiple platforms
- Industry partnerships were used to develop internships and job opportunities.
- There was no event held with a state organization.

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials. | X Complete<br>☐ Incomplete |
| MILESTONE 1.2: Align non-credit offerings with credit courses. | X Complete<br>☐ Incomplete |
| MILESTONE 1.3: Expand and enhance work-based learning experiences. | X Complete<br>☐ Incomplete |
| MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC) | ☐ Complete<br>☐ Incomplete |
| MILESTONE 1.5: Strengthen Prior Learning Assessment initiative. | X Complete<br>☐ Incomplete |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS:<br>EACH SEMESTER THEY REVIEW CURRICULUM |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS:<br>EXAMPLES WERE GIVEN AND A PROCESS IS IN PLACE TO REVIEW AND REVISE CURRICULUM. |

| DELIVERABLE 1.2: Updated college facilities | | |
|---|---|---|
| STATUS | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS:<br>N/A |
| QUALITY | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: |

| DELIVERABLE 1.3: Offer new credentials | | |
|---|---|---|
| STATUS | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS:<br>N/A |
| QUALITY | ☐ Satisfactory | COMMENTS: |

| | | |
|---|---|---|
| | ☐ Unsatisfactory<br>☐ Unclear | |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>STATED THAT LETTERS WERE PROVIDED AT TIME OF GRANT. ADVISORY BOARDS AND INDUSTRY CONTINUE TO COMMIT TO PROGRAM. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>NO LETTERS WERE PROVIDED, HOWEVER INDUSTRY RELATIONSHIPS WERE DESCRIBED AND A LIST OF PARTNERS WAS SUPPLIED. |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>N/A |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>NAVIGATORS AND INSTRUCTORS WERE TRAINED TO EVALUATE AND IDENTIFY PARTICIPATES FOR PLA. THIS INCLUDES VETERANS. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>ROBUST PLA PROGRAM WAS DESCRIBED. |
| **STRATEGY 2: Advance Online & Technology-Enabled Learning** | | |
| **MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS.** | | ☐ Complete<br>☐ Incomplete |
| **MILESTONE 2.3: Create and distribute Open Educational Resources.** | | **X** Complete<br>☐ Incomplete |
| **DELIVERABLE 2.1: Public licensing of curricula and training materials** | | |
| **STATUS** | **X** Completed | **COMMENTS:** |

| | | |
|---|---|---|
| | ☐ In Progress<br>☐ Attempted<br>☐ Never Started | **DELIVERABLE COMPLETED BY MARKETING AT HAWKEYE FOR MATERIALS PRODUCED FOR MARKETING OR UPLOADED TO SKILLS COMMONS, SO SHOULD NOT BE RATED AGAINST IOWA LAKES.** |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 2.2: Distribution through project and online repositories** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**COURSE SYLLABI HAVE BEEN PROVIDED TO ONLINE REPOSITORIES.** |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>**SKILLS COMMONS HAS SYLLABI.** |
| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**N/A** |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**EXTENSIVE SIMULATION IN LABS FOR BOTH CREDIT AND NON-CREDIT; AUTOMATION AND CONTROLS, ELECTRON THEORY, COMPUTER COURSEWARE** |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**N/A** |

| | | |
|---|---|---|
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **STRATEGY 3: Create Expanded & Individualized Student Support Services** | | |
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 3.2: Improve student career planning.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs.** | | **X** Complete<br>☐ Incomplete |
| **DELIVERABLE 3.1: Develop and implement online, modular-based programs** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**N/A** |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**CAREER SEMINAR CLASSES WERE OFFERED. PEER AND PROFESSIONAL TUTORING WERE AVAILABLE.** |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>**DELIVERABLE WAS MET.** |
| **DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**PROGRAM HAD MANY DIFFERENT OUTLETS FOR MARKETING, MANY WERE FACE TO FACE RECRUITMENT. THE PROGRAM RECRUITED DIRECTLY IN COORDINATION WITH NW IOWA STEM HUB, PATHWAY NAVIGATORS WORKED DIRECTLY WITH WORKFORCE AND K-12'S. JOB FAIRS WERE ATTENDED. RECRUITMENT ALSO INCLUDED SOCIAL MEDIA, RADIO, TV AND TRADE SHOWS.** |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory | **COMMENTS:**<br>**PROGRAM HAD EXTENSIVE OFFERINGS IN MARKETING AND RECRUITMENT.** |

| | | |
|---|---|---|
| | ☐ Unclear | |
| **DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>PROGRAM PAGES HAVE LINKS TO CAREER COACH. IN ADDITION, PATHWAY NAVIGATORS, ADMISSIONS AND MARKETING WORKED EXTENSIVELY WITH THE WORKFORCE TO CONNECT STUDENTS TO WORKFORCE. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>MULTIPLE PLATFORMS WERE USED TO ASSIST STUDENTS. CAREER COACH WAS ONE OF THESE PLATFORMS ALONG WITH A DOL SITE FOR CAREER EXPLORATION. |
| **STRATEGY 4: Create & Improve Alignment with Industry & State Agencies** | | |
| **MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries).** | | ☐ Complete<br>**X** Incomplete |
| **MILESTONE 4.2: Create or strengthen regional industry advisory committees.** | | ☐ Complete<br>**X** Incomplete |
| **MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.4: Collaborate with state agencies on a participant referral process.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events.** | | ☐ Complete<br>**X** Incomplete |
| **DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>SUSTAINABLE ENERGY BOARD WAS UTILIZED, AS MANY COMPANIES WOULD BE REPEATED. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>CLARIFICATION CAME ON THE SECTOR BOARD THAT WAS UTILIZED. |
| **DELIVERABLE 4.2: New industry partnerships developed during the grant period** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>PARTNERSHIPS THAT INCLUDE MULTIPLE COMPANIES HELPED BRING INTERNSHIPS, WORKFORCE LINKS AND JOBS TO STUDENTS. |

| | | |
|---|---|---|
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**N/A** |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**PATHWAY NAVIGATORS WORK CLOSELY WITH WORKFORCE DEVELOPMENT STAFF TO WORK WITH STUDENTS ON IDENTIFYING A PROGRAM OF STUDY. MARKETING MATERIAL IS SHARED** |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>**THIS IS A TYPICAL NAVIGATOR – IWD PARTNERSHIP THAT WORKS WELL.** |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**JOINT EVENTS WERE DONE UNDER THE SUSTAINABLE ENERGY RESOURCES.** |
| **QUALITY** | **X** Satisfactory | **COMMENTS:** |

# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed: Iowa Lakes Community College**

**Signature Program Reviewed: HVAC Program**

**Subject Matter Expert: Matt Mancuso**

**Subject Matter Expert Credentials: Academic Dean at Iowa Western**

**Review Period: 10/1/2014-6/30/2018**

**Review Period: 8/26/18 REV 9.28.18**

**Synopsis of Findings:**

- Program - HVAC meets DoL standards
- PLA progress was continued and focused on training of pathway navigators to evaluate PLA.
- Internships continued to be expanded; no identification of the expanded work-base learning sites were given.
- Syllabi was shared on Skills Commons.
- Simulation labs were developed for use in many different programs.
- Peer and Professional Tutoring were given.
- Recruitment was very detailed.
- Multiple LMI functions were described.

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| **MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.** | X Complete<br>☐ Incomplete |
| **MILESTONE 1.2: Align non-credit offerings with credit courses.** | X Complete<br>☐ Incomplete |
| **MILESTONE 1.3: Expand and enhance work-based learning experiences.** | X Complete<br>☐ Incomplete |
| **MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC)** | ☐ Complete<br>☐ Incomplete |
| **MILESTONE 1.5: Strengthen Prior Learning Assessment initiative.** | X Complete<br>☐ Incomplete |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>EACH SEMESTER IOWA LAKES REVIEWS CURRICULUM |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |

| DELIVERABLE 1.2: Updated college facilities | | |
|---|---|---|
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>N/A |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |

| DELIVERABLE 1.3: Offer new credentials | | |
|---|---|---|
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>N/A |
| **QUALITY** | ☐ Satisfactory | **COMMENTS:** |

| | | |
|---|---|---|
| | ☐ Unsatisfactory<br>☐ Unclear | |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>STATED THAT LETTERS WERE PROVIDED AT TIME OF GRANT. ADVISORY BOARDS AND INDUSTRY CONTINUE TO COMMIT TO PROGRAM. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>NO LETTERS WERE PROVIDED, HOWEVER INDUSTRY RELATIONSHIPS WERE DESCRIBED. |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>N/A |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>NAVIGATORS AND INSTRUCTORS WERE TRAINED TO EVALUATE AND IDENTIFY PARTICIPATES FOR PLA. THIS INCLUDES VETERANS. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>ROBUST PLA PROGRAM WAS DESCRIBED. |
| **STRATEGY 2: Advance Online & Technology-Enabled Learning** | | |
| **MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS.** | | ☐ Complete<br>☐ Incomplete |
| **MILESTONE 2.3: Create and distribute Open Educational Resources.** | | **X** Complete<br>☐ Incomplete |
| **DELIVERABLE 2.1: Public licensing of curricula and training materials** | | |
| **STATUS** | **X** Completed | **COMMENTS:** |

| | | |
|---|---|---|
| | ☐ In Progress<br>☐ Attempted<br>☐ Never Started | **DELIVERABLE COMPLETED BY MARKETING AT HAWKEYE FOR MATERIALS PRODUCED FOR MARKETING OR UPLOADED TO SKILLS COMMONS, SO SHOULD NOT BE RATED AGAINST IOWA LAKES.** |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 2.2: Distribution through project and online repositories** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**COURSE SYLLABI HAVE BEEN PROVIDED TO ONLINE REPOSITORIES.** |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>**SKILLS COMMONS HAS SYLLABI.** |
| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**N/A** |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**EXTENSIVE SIMULATION IN LABS FOR BOTH CREDIT AND NON-CREDIT; AUTOMATION AND CONTROLS, ELECTRON THEORY, COMPUTER COURSEWARE** |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**NO COMMENT OF PUBLICATION OF SCORECARD.** |

| | | |
|---|---|---|
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **STRATEGY 3: Create Expanded & Individualized Student Support Services** | | |
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 3.2: Improve student career planning.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs.** | | **X** Complete<br>☐ Incomplete |
| **DELIVERABLE 3.1: Develop and implement online, modular-based programs** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**N/A** |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**CAREER SEMINAR CLASSES WERE OFFERED. PEER AND PROFESSIONAL TUTORING WERE AVAILABLE.** |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>**DELIVERABLE WAS MET.** |
| **DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**PROGRAM HAD MANY DIFFERENT OUTLETS FOR MARKETING, MANY WERE FACE TO FACE RECRUITMENT. THE PROGRAM RECRUITED DIRECTLY IN COORDINATION WITH NW IOWA STEM HUB, PATHWAY NAVIGATORS WORKED DIRECTLY WITH WORKFORCE AND K-12'S. JOB FAIRS WERE ATTENDED. RECRUITMENT ALSO INCLUDED SOCIAL MEDIA, RADIO, TV AND TRADE SHOWS.** |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory | **COMMENTS:**<br>**PROGRAM HAD EXTENSIVE OFFERINGS IN MARKETING AND RECRUITMENT.** |

| | | |
|---|---|---|
| | ☐ Unclear | |
| **DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>PROGRAM PAGES HAVE LINKS TO CAREER COACH. IN ADDITION, PATHWAY NAVIGATORS, ADMISSIONS AND MARKETING WORKED EXTENSIVELY WITH THE WORKFORCE TO CONNECT STUDENTS TO WORKFORCE. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>MULTIPLE PLATFORMS USED TO ASSIST IN CAREER CHOICES |

| **STRATEGY 4: Create & Improve Alignment with Industry & State Agencies** | |
|---|---|
| **MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries).** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.2: Create or strengthen regional industry advisory committees.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.4: Collaborate with state agencies on a participant referral process.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events.** | ☐ Complete<br>**X** Incomplete |

| | | |
|---|---|---|
| **DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>UTILIZED COMMON BOARD UNDER THE UMBRELLA OF SUSTAINABLE ENERGY RESOURCES. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>BOARD WAS USED AND DIRECTOR HAD DIRECT LINK TO SECTOR BOARD |
| **DELIVERABLE 4.2: New industry partnerships developed during the grant period** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>**X** Never Started | **COMMENTS:**<br>NEW INTERNSHIPS SITES AND DIRECT LINKS TO THE WORKFORCE WERE DISCUSSED. EDUCATION REQUIREMENTS WERE NEEDED FOR SUPERVISORS. |

| | | |
|---|---|---|
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>**THERE WERE COMMENTS ON PARTNERSHIPS THAT PERTAINED TO OTHER SIGNATURE PROGRAMS, BUT NONE TO HVAC.** |
| **DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**N/A** |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**PATHWAY NAVIGATORS WORK CLOSELY WITH WORKFORCE DEVELOPMENT STAFF TO WORK WITH STUDENTS ON IDENTIFYING A PROGRAM OF STUDY. MARKETING MATERIAL IS SHARED** |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>**THIS IS A TYPICAL NAVIGATOR – IWD PARTNERSHIP THAT WORKS WELL.** |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**MULTIPLE EVENTS WERE IMPRACTICAL FOR EACH PROGRAM, ONE EVENT WAS HELD FOR ALL PROGRAMS.** |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |

## SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed: Iowa Lakes Community College**

**Signature Program Reviewed: Water Quality Program**

**Subject Matter Expert: Matt Mancuso**

**Subject Matter Expert Credentials: Academic Dean at Iowa Western**

**Review Period: 10/1/2014-6/30/2018**

**Review Date: 8/26/18 REV 9.26.18**

**Synopsis of Findings:**

- Water Quality program redesigned their program to hybrid courses to offer on the job training for lab sections.
- Water Quality program expanded work-base learning new bacteria sampling, spectrophotometers and field testers.
- Syllabi have been shared on Skills Commons.
- Program had a robust simulation lab.
- Water Quality had multi-industry speaker panels.
- Multiple LMI were used to assist students
- New partners include; Estherville wastewater plant, Estherville water processing plant and Lakeside laboratory.

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials. | X Complete<br>☐ Incomplete |
| MILESTONE 1.2: Align non-credit offerings with credit courses. | X Complete<br>☐ Incomplete |
| MILESTONE 1.3: Expand and enhance work-based learning experiences. | X Complete<br>☐ Incomplete |
| MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC) | ☐ Complete<br>☐ Incomplete |
| MILESTONE 1.5: Strengthen Prior Learning Assessment initiative. | X Complete<br>☐ Incomplete |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS:<br>EACH SEMESTER IOWA LAKES REVIEWS CURRICULUM. WATER QUALITY PROGRAM REDESIGNED THEIR PROGRAM TO HYBRID COURSES TO OFFER ON THE JOB TRAINING FOR LAB SECTIONS. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS:<br>CURRICULUM WAS DISCUSSED AND REVISED OR REDESIGNED AS NEEDED. WATER QUALITY OR<br><br>OUR WATER QUALITY PROGRAM COMPLIES WITH EPA AND MUNICIPAL REQUIREMENTS AND IS CONDUCTED DIRECTLY WITH MUNICIPAL WATER PROCESSING AND WASTEWATER PROCESSING FACILITIES, WITH INTERNSHIPS EXTENDED TO ENVIRONMENTAL AGENCIES RESPONSIBLE FOR REGIONAL WATER QUALITY. |
| **DELIVERABLE 1.2: Updated college facilities** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS:<br>N/A |
| QUALITY | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: |
| **DELIVERABLE 1.3: Offer new credentials** | | |
| STATUS | ☐ Completed | COMMENTS: |

| | | |
|---|---|---|
| | ☐ In Progress<br>☐ Attempted<br>☐ Never Started | **N/A** |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**STATED THAT LETTERS WERE PROVIDED AT TIME OF GRANT. ADVISORY BOARDS AND INDUSTRY CONTINUE TO COMMIT TO PROGRAM.** |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>**NO LETTERS WERE PROVIDED, HOWEVER INDUSTRY RELATIONSHIPS WERE DESCRIBED.** |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**N/A** |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**NAVIGATORS AND INSTRUCTORS WERE TRAINED TO EVALUATE AND IDENTIFY PARTICIPATES FOR PLA. THIS INCLUDES VETERANS.** |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>**ROBUST PLA PROGRAM WAS DESCRIBED.** |
| **STRATEGY 2: Advance Online & Technology-Enabled Learning** | | |
| **MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS.** | | ☐ Complete<br>☐ Incomplete |

| MILESTONE 2.3: Create and distribute Open Educational Resources. | | X Complete<br>☐ Incomplete |
|---|---|---|
| **DELIVERABLE 2.1: Public licensing of curricula and training materials** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS:<br>DELIVERABLE COMPLETED BY MARKETING AT HAWKEYE FOR MATERIALS PRODUCED FOR MARKETING OR UPLOADED TO SKILLS COMMONS, SO SHOULD NOT BE RATED AGAINST IOWA LAKES. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: |
| **DELIVERABLE 2.2: Distribution through project and online repositories** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS:<br>COURSE SYLLABI HAVE BEEN PROVIDED TO ONLINE REPOSITORIES. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS:<br>SKILLS COMMONS HAS SYLLABI. |
| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| STATUS | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS:<br>N/A |
| QUALITY | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS:<br>EXTENSIVE SIMULATION IN LABS FOR BOTH CREDIT AND NON-CREDIT; AUTOMATION AND CONTROLS, ELECTRON THEORY, COMPUTER COURSEWARE |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS:<br>SIMULATION LABS WERE FOR BOTH NON-CREDIT AND CREDIT PROGRAMS. |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |

| | | |
|---|---|---|
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**N/A** |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **STRATEGY 3: Create Expanded & Individualized Student Support Services** | | |
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.** | **X** Complete<br>☐ Incomplete | |
| **MILESTONE 3.2: Improve student career planning.** | **X** Complete<br>☐ Incomplete | |
| **MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs.** | **X** Complete<br>☐ Incomplete | |
| **DELIVERABLE 3.1: Develop and implement online, modular-based programs** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**N/A** |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**CAREER SEMINAR CLASSES WERE OFFERED. PEER AND PROFESSIONAL TUTORING WERE AVAILABLE. WATER QUALITY ALSO HAD MULTI-INDUSTRY EMPLOYER PANELS AND NETWORKING EVENTS.** |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>**DELIVERABLE WAS MET WITH HIGH QUALITY AND MULTIPLE EVENTS.** |
| **DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted | **COMMENTS:**<br>**PROGRAM HAD MANY DIFFERENT OUTLETS FOR MARKETING, MANY WERE FACE TO FACE RECRUITMENT. THE PROGRAM RECRUITED DIRECTLY IN COORDINATION WITH NW IOWA STEM HUB, PATHWAY NAVIGATORS** |

| | | |
|---|---|---|
| | ☐ Never Started | WORKED DIRECTLY WITH WORKFORCE AND K-12'S. JOB FAIRS WERE ATTENDED. RECRUITMENT ALSO INCLUDED SOCIAL MEDIA, RADIO, TV AND TRADE SHOWS. |
| QUALITY | X Satisfactory | COMMENTS: PROGRAM HAD EXTENSIVE OFFERINGS IN MARKETING AND RECRUITMENT. |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study** | | |
| STATUS | X Completed | COMMENTS: PROGRAM PAGES HAVE LINKS TO CAREER COACH. IN ADDITION, PATHWAY NAVIGATORS, ADMISSIONS AND MARKETING WORKED EXTENSIVELY WITH THE WORKFORCE TO CONNECT STUDENTS TO WORKFORCE. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| QUALITY | X Satisfactory | COMMENTS: MULTIPLE PLATFORMS OF LMI WERE UTILIZED. |
| | ☐ Unsatisfactory | |
| | ☐Unclear | |

| **STRATEGY 4: Create & Improve Alignment with Industry & State Agencies** | |
|---|---|
| **MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries).** | X Complete |
| | ☐ Incomplete |
| **MILESTONE 4.2: Create or strengthen regional industry advisory committees.** | X Complete |
| | ☐ Incomplete |
| **MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies.** | X Complete |
| | ☐ Incomplete |
| **MILESTONE 4.4: Collaborate with state agencies on a participant referral process.** | X Complete |
| | ☐ Incomplete |
| **MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events.** | X Complete |
| | ☐ Incomplete |

| | | |
|---|---|---|
| **DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee** | | |
| STATUS | X Completed | COMMENTS: REFERRED TO ADVISORY BOARD IMPROVEMENTS IN WATER QUALITY AND SECTOR BOARD DEVELOPMENT. ALSO, NO MENTION OF A SECTOR STRATEGY COMMITTEE. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| QUALITY | X Satisfactory | COMMENTS: |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 4.2: New industry partnerships developed during the grant period** | | |

| | | |
|---|---|---|
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>ESTHERVILLE WASTEWATER PLANT, ESTHERVILLE WATER PROCESSING PLANT AND LAKESIDE LABORATORY WERE ALL NEW PARTNERS THAT WERE CREATED BECAUSE OF THE IHUM GRANT. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>THROUGH THE INCREASE IN PARTNERS, WORK BASE EXPERIENCES AND MULTI-INDUSTRY PANELS THIS PROGRAM HAS DEVELOPED MANY NEW PARTNERSHIPS THAT WILL BENEFIT THE PROGRAM. |
| **DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>N/A |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>PATHWAY NAVIGATORS WORK CLOSELY WITH WORKFORCE DEVELOPMENT STAFF TO WORK WITH STUDENTS ON IDENTIFYING A PROGRAM OF STUDY. MARKETING MATERIAL IS SHARED |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>THIS IS A TYPICAL NAVIGATOR – IWD PARTNERSHIP THAT WORKS WELL. |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>HELD EVENTS UNDER THE UMBRELLA OF SUSTAINABLE ENERGY RESOURCES. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>OTHER EVENTS WERE HELD, HOWEVER THAT WAS WITH OTHER SIGNATURE PROGRAMS. |

# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed: Iowa Lakes Community College**

**Signature Program Reviewed: Wind Energy Technology**

**Subject Matter Expert: Matt Mancuso**

**Subject Matter Expert Credentials: Academic Dean at Iowa Western**

**Review Period: 10/1/2014-6/30/2018**

**Review Date: 8/26/18 Revised 9.28.18**

**Synopsis of Findings:**

- Wind Energy Program reviewed curriculum annually and made necessary changes
- Wind Energy Program stated and gave details on increased work-base learning and partnerships.
- Syllabi have been shared on Skills Commons.
- Program had a robust simulation lab.
- Wind Energy program had multi-industry speaker panels.
- Wind Energy held multiple events with IWEA/Wind Warriors and utilized grant equipment.

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials. | X Complete<br>☐ Incomplete |
| MILESTONE 1.2: Align non-credit offerings with credit courses. | X Complete<br>☐ Incomplete |
| MILESTONE 1.3: Expand and enhance work-based learning experiences. | X Complete<br>☐ Incomplete |
| MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC) | ☐ Complete<br>☐ Incomplete |
| MILESTONE 1.5: Strengthen Prior Learning Assessment initiative. | X Complete<br>☐ Incomplete |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS:<br>EACH SEMESTER IOWA LAKES REVIEWS CURRICULUM |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS:<br>SPECIFIC CURRICULUM CHANGES WERE DESCRIBED. |

| DELIVERABLE 1.2: Updated college facilities | | |
|---|---|---|
| STATUS | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS:<br>N/A |
| QUALITY | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: |

| DELIVERABLE 1.3: Offer new credentials | | |
|---|---|---|
| STATUS | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS:<br>N/A |
| QUALITY | ☐ Satisfactory | COMMENTS: |

| | | |
|---|---|---|
| | ☐ Unsatisfactory<br>☐ Unclear | |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>STATED THAT LETTERS WERE PROVIDED AT TIME OF GRANT. ADVISORY BOARDS AND INDUSTRY CONTINUE TO COMMIT TO PROGRAM. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>NO LETTERS WERE PROVIDED, HOWEVER INDUSTRY RELATIONSHIPS WERE DESCRIBED. PARTNERSHIPS CHANGE AND DIVERSIFY OVER THE YEARS. |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>N/A |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>NAVIGATORS AND INSTRUCTORS WERE TRAINED TO EVALUATE AND IDENTIFY PARTICIPATES FOR PLA. THIS INCLUDES VETERANS. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>ROBUST PLA PROGRAM WAS DESCRIBED. |
| **STRATEGY 2: Advance Online & Technology-Enabled Learning** | | |
| **MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS.** | | ☐ Complete<br>☐ Incomplete |
| **MILESTONE 2.3: Create and distribute Open Educational Resources.** | | **X** Complete<br>☐ Incomplete |
| **DELIVERABLE 2.1: Public licensing of curricula and training materials** | | |
| **STATUS** | **X** Completed | **COMMENTS:** |

| | | |
|---|---|---|
| | ☐ In Progress<br>☐ Attempted<br>☐ Never Started | **DELIVERABLE COMPLETED BY MARKETING AT HAWKEYE FOR MATERIALS PRODUCED FOR MARKETING OR UPLOADED TO SKILLS COMMONS, SO SHOULD NOT BE RATED AGAINST IOWA LAKES.** |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 2.2: Distribution through project and online repositories** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**COURSE SYLLABI HAVE BEEN PROVIDED TO ONLINE REPOSITORIES.** |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>**SKILLS COMMONS HAS SYLLABI.** |
| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**N/A** |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**EXTENSIVE SIMULATION IN LABS FOR BOTH CREDIT AND NON-CREDIT; AUTOMATION AND CONTROLS, ELECTRON THEORY, COMPUTER COURSEWARE. SIMULATION SOFTWARE HAS BEEN PLACED INTO MULTIPLE PLACES WITHIN THE CURRICULUM OF WIND ENERGY.** |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>**SIMULATION LABS HAVE BEEN UTILIZED BY BOTH CREDIT AND NON-CREDIT PROGRAMMING. HIGH QUALITY OF SIM LABS HAVE BEEN IMPLEMENTED.** |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**N/A** |

| | | |
|---|---|---|
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **STRATEGY 3: Create Expanded & Individualized Student Support Services** | | |
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 3.2: Improve student career planning.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs.** | | **X** Complete<br>☐ Incomplete |
| **DELIVERABLE 3.1: Develop and implement online, modular-based programs** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**N/A** |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**CAREER SEMINAR CLASSES WERE OFFERED. PEER AND PROFESSIONAL TUTORING WERE AVAILABLE.** |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>**DELIVERABLE WAS MET.** |
| **DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**PROGRAM HAD MANY DIFFERENT OUTLETS FOR MARKETING, MANY WERE FACE TO FACE RECRUITMENT. THE PROGRAM RECRUITED DIRECTLY IN COORDINATION WITH NW IOWA STEM HUB, PATHWAY NAVIGATORS WORKED DIRECTLY WITH WORKFORCE AND K-12'S. JOB FAIRS WERE ATTENDED. RECRUITMENT ALSO INCLUDED SOCIAL MEDIA, RADIO, TV AND TRADE SHOWS.** |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory | **COMMENTS:**<br>**PROGRAM HAD EXTENSIVE OFFERINGS IN MARKETING AND RECRUITMENT.** |

| | | |
|---|---|---|
| | ☐ Unclear | |
| **DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>PROGRAM PAGES HAVE LINKS TO CAREER COACH. IN ADDITION, PATHWAY NAVIGATORS, ADMISSIONS AND MARKETING WORKED EXTENSIVELY WITH THE WORKFORCE TO CONNECT STUDENTS TO WORKFORCE. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>MULTIPLE PLATFORMS WERE UTILIZED TO HELP PROVIDE CAREER GUIDANCE TO STUDENTS AT MULTIPLE POINTS THROUGHOUT THEIR EDUCATION. |

| **STRATEGY 4: Create & Improve Alignment with Industry & State Agencies** | |
|---|---|
| **MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries).** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.2: Create or strengthen regional industry advisory committees.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.4: Collaborate with state agencies on a participant referral process.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events.** | **X** Complete<br>☐ Incomplete |

| | | |
|---|---|---|
| **DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>REFERRED TO ADVISORY BOARD IMPROVEMENTS AND SECTOR BOARDS. IDENTIFIED THE SECTOR BOARD SUSTAINABLE ENERGY RESOURCES WAS THE BOARD TO OVERSEE. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>IT IS CLEAR THAT IOWA LAKES HAS INCREASED ADVISORY BOARD ACTIVITY AND HOLDS SECTOR BOARD MEETINGS, HOWEVER IT IS NOT CLEAR ON HOW MUCH OF IT IS RELATED TO WIND ENERGY. |
| **DELIVERABLE 4.2: New industry partnerships developed during the grant period** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>GRANT REPORT MENTIONED THAT THERE WAS NEW INDUSTRY PARTNERSHIPS. |

| | | |
|---|---|---|
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>**PARTNERSHIPS WERE EXPANDED AND DEVELOPED WITH SPECIFIC COMPANIES THAT WERE IDENTIFIED.** |
| **DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**N/A** |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**PATHWAY NAVIGATORS WORK CLOSELY WITH WORKFORCE DEVELOPMENT STAFF TO WORK WITH STUDENTS ON IDENTIFYING A PROGRAM OF STUDY. MARKETING MATERIAL IS SHARED** |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>**THIS IS A TYPICAL NAVIGATOR – IWD PARTNERSHIP THAT WORKS WELL.** |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**TWO EVENTS WERE CREATED WITH IWEA AND VESTAS WIND WARRIOR CHALLENGE. THESE CONFERENCES UTILIZE EQUIPMENT AND SIM LABS FUNDED BY IHUM.** |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>**EVENTS WERE HELD WITH GREAT SUCCESS.** |

*This workforce solution is funded by the IHUM Consortium which is 100% financed through a $15,000,000 grant from the U.S. Department of Labor's Employment & Training Administration. The product was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership. This work is licensed under the Creative Commons Attribution 4.0 International License. To view a copy of this license, visit http://creativecommons.org/licenses/by/4.0/.*

**Statement of Grant Impact: Iowa Valley Community College District**

The purpose of this section is to show the full scope of the grant activities in a narrative form so that the reviewer understands the full impact of the IHUM grant on each signature program. Below is a checklist of each activity that should be addressed. Please provide any additional information you see fit as this checklist does not cover every activity over the past three years. Please take time to review the grant Technical Proposal as part of this process.

**Strategy 1** – Expand and Enhance Sector-Driven Career Pathways

- Audited and redesigned curricula

**Course Changes**

- **IND 113 Utility Industry Orientation was added to the program as a 1 credit course. Students take this course during the week before classes start in the fall. Students who do not pass this class will not be able to continue in the program. The goal is to give students a broad overview of the industry and skills required in the industry. Those students who are unable to climb poles or who don't think that this program is for them will be able to enroll in another program before the semester starts. A maximum of 40 students will be enrolled in this course while only 30 will be allowed to continue in the program. The best 30 students are chosen from those who pass this class.**
- **IND 133 Occupational Safety, Environmental Concerns, Basic Understanding of Utility Industry is added to the program as a 1 credit course. This class replaces IND 115 Occ.Safe/Health/Envir Concerns. The only difference between the two courses is that IND 115 included OSHA training. The problem was that this course had almost enough contact hours to be a 2 credit class. Therefore, the OSHA curriculum is now being taught in a separate class.**
- **IND 112 OSHA 10 Hour Utility Industry was added to the program as a 1 credit course. The OSHA curriculum is a requirement of the Department of Education. Previously, this course was a part of the IND 115 course. However, the contact hours were over 16.00 during the semester and were almost enough to make the class a 2 credit class. Therefore, the OSHA part of the curriculum was removed from IND 115 and a separate course was created.**
- **IND 131 Read, Interpret, and Create Utility Industry Drawings and Maps replaced IND 135 Print Reading for Process Management in the Natural Gas Technician and Powerline Technician programs. This course continues to be 3 credits. IND 131 was created because the course IND 135 had a curriculum that was not relevant to Utility students. This course number was being used previously because it had already been created and was in the system. However, the new course will have a curriculum that fits better with the Utility industry.**

**Changes to Program**

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- **IND 115 was removed from the list of required courses for the Utility Technician program and IND 117 was added in its place. IND 113 and IND 112 were added to the list of required courses for the Utility Technician program. IND 135 was removed from the list of required courses for the Natural Gas Technician program and the Powerline Technician program, and IND 131 was be added in its place.**
- **DSL 837 Commercial Driver's License & Tools was removed from the list of electives and added as a Utility Tech program requirement. This course is already a program requirement in the Natural Gas Technician and Powerline Technician programs. The requirement to take at least 1 program elective is being removed from the Utility Technician, Natural Gas Technician, and Powerline Technician program. Previously, students were required to take at least 1 credit of either IND 911 On-the-job-training which is not an option in the Utility Industry, WEL 116 which is not relevant to the skills needed in the industry, or WEL 300 which is not currently offered. The elective in the Natural Gas Technician program to take ELT 111 Introduction to Electronics which is a 3 credit course was removed. This course is not relevant to the skills needed in the industry. The elective in the Powerline Technician program to take IND 125 Introduction to Process Control which is a 3 credit course was also removed. This course is not relevant to the skills needed in the industry. In conclusion, there are no program electives in the Utility Technician, Natural Gas Technician, or Powerline Technician program.**
- **These changes resulted in an increase in the number of required credit hours to graduate from (30-30.5) to 32.5 for the Utility Technician program. The Natural Gas Technician and the Powerline Technician program increased the total number of required credit hours to graduate from (64.5 – 66.5) to 65.5.**

- Updated college facilities
  - **IVCCD did not use any funds to renovate or build new college facilities.**
- Offer new credentials
  - **This past year is the first year that we have offered 8 new certificates. Students earn a certificate for each semester completed in the Natural Gas Technician program as well as the Powerline Technician program. We added the following certificates:**

**<u>Natural Gas Technician Program</u>**

**Term 1: Natural Gas Basics Certificate**

**Term 2: Natural Gas Advanced Fundamentals Certificate**

**Term 3: Natural Gas Construction Skills Certificate**

**Term 4: Natural Gas Customer Service Skills Certificate**

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**Powerline Technician Program**

**Term 1: Powerline Basics Certificate**

**Term 2: Powerline Advanced Skills Training Certificate**

**Term 3: Powerline Construction Skills Training Certificate**

**Term 4: Powerline Troubleshooting Analysis Certificate**

- Established commitment from employers and industry representatives
  - **We have an established commitment from MidAmerican, Black Hill, and Alliant. These groups are not only actively involved in our advisory board and the statewide Utility Sector Board, they also send representatives to talk to prospective and current students during open houses and orientation. In addition, they send representatives to conduct mock interviews with all of our students during the second semester of the first year. The Natural Gas Technician program has a boot camp for students where representatives from each of the companies evaluate each student's performance. Furthermore, Alliant Energy has offered to let us use their training field to provide our students the opportunity to use equipment and supplies that we don't have here at the college. It goes without saying that these three companies are the major employers of the majority of our graduates. Finally, they donate a large amount of equipment and supplies to our program that we otherwise wouldn't be able to purchase with our budget. The commitment from these employers is what keeps our program running.**
- Developed and piloted Registered Apprenticeship Programs (IT Only)
  - **N/A**
- Continued PLA progress started in I-AM
  - **The Board policy draft was created for prior learning assessment on 11/1/2014. The Assistant Registrar and I-HUM Student Success Specialist attended the Credit for Prior Learning Assessment Conference at DMACC on 4/7/2015 and developed a Map for the PLA process at IVCCD. The I-HUM Grant Coordinator and I-HUM Student Success Specialist attended the Credit for Prior Learning Assessment Conference at DMACC on June 22nd where the process Maps were shared with representatives from other institutions. The Credit for Prior Learning Policy was reviewed by the Board on September 9, 2015. This was the first reading of the document. The second reading of the Credit for Prior Learning Board Policy occurred on October 7, 2015 and the Board policy was approved. The Credit for Prior Learning fee schedule was approved by the Board on November 11, 2015. On November 16, a training was held with staff about the Credit for Prior Learning policy implementation. Since that time, a CPL application and checklist was developed. We have used the policy in the Utility Technician, Natural Gas Technician, and Powerline Technician programs to give credit for students**

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**who already have an OSHA card as well as for students who already have their CDL. We have spoken with a couple of students working in the Utility industry who would like to get credit for their work experience. However, these students have not yet applied for Credit for Prior Learning.**

- Expand work based learning experiences

**Two students were offered apprenticeships at the Fall Bootcamp that was held for our 2nd year Natural Gas Technician students in 2015. These students will begin their apprenticeships in the spring at Black Hills Energy. They will be working on the days they aren't in class. Mock Interviews were held on April 7, 2016 with Northern Natural Gas, Black Hills, MidAmerican, and Alliant with first and second year students. These interviews gave students a chance to speak with potential employers and learn about the job opportunities at their companies. In addition, the students received feedback from the interviewers about their interview skills. A boot camp was held for the 2nd year Natural Gas Technician students in April and representatives from MidAmerican, Alliant Energy, and Black Hills Energy were available to observe the boot camp. The students had the possibility of being offered employment at the end of the boot camp. Students were tested on a variety of skills learned during the course of the boot camp. The Powerline Tech program signed an agreement with Alliant Energy to allow our students to use the Training Field at Alliant starting this spring. This will allow our students to have access to a greater amount of training equipment and tools that they will use in the industry.**

- Aligned non-credit offerings with credit courses
  - **There was a non-credit Gas supervisory training held on August 3, 4, 5, and 7th that was taught by our Utility Gas faculty member. This class is an opportunity for graduates of our Natural Gas Technician program to receive additional training in their field. Our non-credit course offerings were aligned with our credit course offerings. Students can earn credit for taking the noncredit Welding classes including the Pipe Welding class which is no longer taught as a credit course. At the time that the noncredit courses were aligned with the credit courses, the Welding class was an elective in the program. With the curriculum changes, this class is no longer a part of the program.**

**Strategy 2** – Advance Online & Technology-Enabled Learning

- Enhance and expand simulation into courses and trainings

**Utility Tech Bootcamp was held on May 7, 2015 and several representative from industry partners were in attendance. This was the first boot camp ever held in the Utility program. During the boot camp, employers gave students feedback about the simulation experiences and made notes about which students excelled in different areas. At the conclusion of the boot camp, the faculty, dean, and Grant Coordinator met with the employers to get feedback regarding the boot camp as well as what aspects of training need to be included into the curriculum. It was decided at that**

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**time that it might be beneficial to the students to have a fall and Spring boot camp to assess skills. A Fall Bootcamp was held on October 30, 2015 for 2nd year Natural Gas Technician students. There were three employers present and 2 students were offered apprenticeships which begin in January at the boot camp. The Mandatory Utility Tech New Student Orientation was held on May 5, 2016. Students were able to climb poles and use equipment in the Electric and Gas Training Field to get a taste of what it would be like to be a Utility Technician. A boot camp was held for the 2nd year Natural Gas Technician students in April of 2017and representatives from MidAmerican, Alliant Energy, and Black Hills Energy were available to observe the boot camp. The students had the possibility of being offered employment at the end of the boot camp. Students were tested on a variety of skills learned during the course of the boot camp.**

- Expand online and blended course offerings

**Meetings were held in the fall of 2015 with the provost and IT department head to discuss the type of system that will be used in the A/V Telepresence rooms at our Marshalltown, Iowa Falls, and Grinnell campus. In November, we met with a consultant from CTI who will assist us in the design of the rooms. Also, we held a webinar with Zoom to discuss how their software would work in the A/V rooms. The next step is to bring representatives from across the district to narrow down the software provider and A/V consultant that we want to hire. Meetings were held this in the spring of 2016 with representatives from Marshalltown, Ellsworth, Grinnell, and IT. In addition, our committee visited Iowa Central to look at the A/V teleconference rooms that have been implemented on their campus. Requests for design and consultation proposals for the A/V Telepresence rooms were submitted to AVI Systems, ECS Technologies Inc., and CTS Conference Technologies, Inc. Proposals and bids were received from each of the companies, and we ended up choosing AVI Systems which was the lowest bid. The Retail Sales Agreement has been signed with AVI, and the payment for the services has been sent. The next step in the process is to setup meetings with AVI and representatives from IVCCD to find out what aspects we would like to include in the project. Meetings were held this in the late spring of 2016 with representatives from Marshalltown, Ellsworth, Grinnell, IT, and AVI Systems. AVI presented the design and consultation proposal for the video conferencing rooms to the committee. We had two meetings this quarter with AVI to discuss the proposals. The committee will be meeting in July to discuss what aspects of the proposal we want to keep and what aspects we want to change. The RFP was sent out for the video conferencing rooms in January of 2017, and the vendor was selected. The supplies have been purchased and were installed in the rooms. We are currently working on troubleshooting any issues that pop up as well as training the staff and faculty. In addition, we are looking at how the room will be utilized in the fall. The Video Conferencing Project was completed in March of 2017 and we signed a project sign-off with the vendor on May 15, 2017.**

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**One of our students obtained employment at MidAmerican in Humboldt, IA in the spring of 2016. In order to assist him in finishing his Natural Gas Technician degree, our faculty developed an online course for him. MidAmerican is supervising the hands on activities that are required for the class and our faculty is assisting him in completing the classroom work online. This student was able to finish his Natural Gas Technician degree by taking online and blended classes**

**During the grant period, our students begin using an online software to learn how to read meters.**

- Create and distribute Open Educational Resources
  - **The marketing materials as well as curriculum created during the period of the IHUM grant for the signature program will be distributed via the Open Education Resources on Creative Commons.**
- Incorporation of simulation into courses
  - **In addition to the above information regarding expanding the use of simulation in our Utility program via boot camps, our students also have the opportunity to use the Alliant Training field which has a lot of the equipment and supplies that will be used once employed in the field. In addition, students in the Utility Technician and Natural Gas program use an online software program that has student walk through a building to locate the gas leak and fix it.**

**Strategy 3** – Create Expanded & Individualized Student Support Services

- Implement specialized recruitment and retention efforts

**The Student Success Specialist attending career and college fairs where he presented information about all of the Utility programs. In the spring of 2016, the Student Success Specialist moved to 1 on 1 registration with Utility students as well as 1 on 1 periodic meetings with students throughout the term. The goal was to check in with students to ensure that they weren't having any difficulties inside or outside of class and to make sure that they are on track to graduate. This includes ensuring that they have completed their financial aid. The Skilled Trades Open House was held on May 19, 2016 from 5 pm to 7 pm. Students interested in the Utility Tech program or any of the Skilled Trades were able to meet with faculty, potential employers, and advisors to learn about the program and career opportunities available upon graduation. Potential students also had the chance to tour the facilities and receive information about scholarships and credit for prior learning. In the spring of 2017, we ordered Magnetic signs, tabletop banners, and a 10 ft x 10 ft display to advertise the Utility Tech, Powerline Tech, and Natural Gas Tech programs. These items were used in parades, college fairs, and career fairs as recruitment efforts. A billboard was developed and advertised during the month of June 2017 to recruit students to enroll in the Natural Gas Technician program. We advertised our Natural Gas program on several radio stations in July and August of 2017. The Natural Gas Tech faculty**

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**surveyed his students and found that 5 of the students in the program heard about it through those ads. In the spring of 2018, the faculty decided to allow new students to start in the spring. Previously students were only allowed to start in the fall. These students can take general education requirements along with, the CDL class, and IND 131 UT Maps. This change allowed us to gain 1 more student in the program this spring.**

- Improve Student Career Planning

**We contact students at the time of graduation, 6 months after graduation, and 12 months after graduation to determine if these students have found employment in their field of study. Worked with EMSI to develop our personalized Career Coach page. The page went live in September, 2015 on the Career Services page on our website for both of our institutions. The Grant Coordinator attended the annual EMSI conference in Coeur d'Alene, Idaho from 9/21 - 9/24 in 2015 and received Advanced Career Coach training during this trip. After the trip, a committee was formed and worked on ways to utilize the software. A strategic plan was formed with an end goal of using the software to assist students in developing career goals using data on the site. Several trainings were held in December, 2015 for staff. A Career Services Workshop was held on March 23, 2016 which provided an overview of Career Coach and College Central Network for our Utility students. In addition, information was presented on how to put together a resume and cover letter. Career Services Workshops were held on April 5, 2017 and April 22, 2017. The topics of the workshops were "How to dress for your career like you are already famous," and "You're graduating……now what?" Students learned about professional appearance, soft skills, graduation night, transferring to a four year institution, loan exit counseling, as well as graduate surveys. In addition, the IHUM Grant Coordinator met with several UT students to help them prepare for the Mock Interviews. The IHUM Grant & Career Services Coordinator spoke to the BUS 291 class in the fall of 2016 which consists of Utility Tech students about Career Coach and career planning. The three main utility companies which are Alliant Energy, Black Hills Energy, and MidAmerican Energy came and performed mock interviews with the 1st and 2nd year Utility Tech, Powerline Tech, and Natural Gas Tech students in February and March of 2017. The goal was to give students feedback on their interview skills as well as to give them some information about what interviewing with a Utility Company is actually like. 1st and 2nd Year students were surveyed on April 26th and 27th of 2017 regarding their plans after graduation either to continue their education or obtain employment. Those who had already found jobs were surveyed about those jobs. During the past quarter, there were 2 new companies that contacted our instructors about hiring our graduates. Both companies were out of Arkansas. The Utility Tech Students met with a Student Services Staff member in December 2017 to have a mock interview. The students then received feedback about their interview. The goal was to prepare the students for their mock interviews during the second semester with representatives from the three major utility companies.**

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- Implement accelerated and/or contextualized remediation

  **We have developed a 1 credit accelerated orientation class, IND 113, for the Utility Tech students to be held during the week before classes start. The class has been approved by the Curriculum Committee and the Iowa Department of Education. The goal of the class is to give students information about what the program will be like before classes start so that they can switch to another program if they don't think they will be successful. We are hoping to increase retention and enrollment in the program by having this class which will be taken by over 40 students. We will only allow the top 36 students to start the program the next week. If students are not chosen as a part of the 36, they can enroll in the program the next year. The first IND 113 orientation class was held the week before classes started in August. The goal of the class is to give students some hands on training in the Powerline or Natural Gas field so that they better understand what the program is all about. Students who don't think that the program is the right fit are then able to switch to another program on campus before classes start. We did have 3 students switch to the Electro-Mechanical Systems Tech program. There was 1 student who switched from Powerline to Natural Gas. And, one student dropped out of the college. The goal of this class is to increase retention as we typically lose several students during the first semester because the students decide that this is not the right career for them.**

- Develop and implement online, modular-based programs

  **Students in the Utility Technician gas program and the Natural Gas Technician program take part in the MEA online training that is modular based. The program is EnergyU and the goal of the curriculum is to assure safety in the transport of hazardous gases and liquids in the nation's pipelines. In order to accomplish this, pipeline operators are required to have individuals who perform covered tasks trained and qualified. By going through the curriculum online, students become Operator Qualified. Students take tests based on the information learned through the modules.**

- Implement a web-based tool that can generate regional LMI paired with applicable programs of study
  - **EMSI's Career Coach was launched at our institution for all students with a goal of emphasizing the web-based tool in our signature program. Career Coach was used in the Utility Tech, Natural Gas Tech, and Powerline Tech orientation at the beginning of the year. The IHUM Grant Coordinator gave an overview of the features of the program. When the students take BUS 291 Employment Portfolio, students use the Resume Building Tool to put together their resume. In the second term of all of the programs, students use their resumes during their mock interviews with the three**

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**major utility companies in Iowa which are MidAmerican Energy, Alliant Energy, and Black Hills Energy. Students also learn about the job search features in the program during the Employment Portfolio class.**

**Strategy 4 –** Create & Improve Alignment with Industry and State Agencies

- Develop or Enhance IHUM Sector Boards

**We joined the Iowa Energy Workforce Consortium in December of 2016 which is the statewide Utility Sector Board. The Iowa Energy Workforce Consortium met on March 6th to discuss the strategic areas of focus as well as workforce gaps. There are four sub committees that have been meeting regularly to discuss Career Awareness & Supply & Demand in the Energy Workforce. The Group 3 subcommittee that Lara Thoms and Ron Estabrook are a part of met on February 10th to develop a crosswalk of institutional CIP codes with SOC occupation codes to identify what jobs students will be eligible for upon graduation from an Energy program. The quarterly Iowa Energy Workforce Consortium meeting was held on September 8th at the Alliant Energy Headquarters in Cedar Rapids, IA. An update was provided on the final Career Pathways product from CAEL. A representative from the Iowa Department of Ed talked about the goal of doubling the number of registered apprenticeships in Iowa in the next 5 years. We discussed the plans to put together a new Iowa Energy Office website which could host much of the IEWC information. Task group 1 reported that they are currently developing a survey that will provide supply data on current and future needs from employers. The survey will be distributed to energy companies and will ask about current headcount, as well as future headcount. Task group 2 talked about strategic area of developing a unified, single-source website to identify educators and bring awareness to jobs at IEWC member employers. They are going to utilize social medial to advertise. Jp Jones provided an update for Task Group 3. The goal of this task group is to quantify student supply and increase capacity. At the time of the meeting, the task group had recently distributed a survey to energy educators at the community colleges across the state of Iowa. The purpose of the survey is to link classification of instructional program (CIP) codes with standard occupational codes (SOCs). Responses to the survey are due on Oct 6, and the task group intends to hold its next monthly meeting the following week. The quarterly Iowa Energy Workforce Consortium meeting was held on December 8th at CIPCO in Des Moines, IA. Beth from CEWD introduced the consortium to the Energy Industry Fundamentals Certificate, which is now available as a digital credential for resumes, LinkedIn, etc. JP Jones asked how educational institutions can get involved with this certificate program. The process will require the colleges to obtain a sponsorship from a CEWD member utility, though the energy companies in the room were all amenable to providing the necessary sponsorship. IVCCD is already sponsored by MidAmerican and Black Hills Energy. Task Group 2 presented information about developing a more robust social media presence as well as a website which highlights information about the industry. Task Group 3 noted that they were successful in reaching out to the community colleges to identify the Energy programs in the state.**

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**They will be matching those programs with SOC codes. As we move into 2018, the group wants to be better at defining clear goals and deliverables, and track progress throughout the year. The IEWC Executive Committee will work to define the official goals and deliverables at their next conference call.**

- Strengthen Industry advisory committees
    - **Our advisory board meets every October, in addition we hold either an in person or email meeting in the spring. The advisory board consists of members from MidAmerican, Alliant, ITC, Q3 Contracting, Northern Natural Gas, Black Hills, Iowa Association of Electric Cooperatives, IBEW Local 204, and IAMU. These individuals provide input on the most recent industry standards and provide guidance on how to implement these changes into the curriculum. The goal is to keep the curriculum of the program current and up to date to match the industry needs so that our graduates have the knowledge and skills that is necessary in the workforce. In addition, members of our advisory board have invited us to participate in the Governor's Declaration of Careers in Energy Week and the Iowa Workforce Energy Consortium during the grant period. They are constantly donating equipment and supplies to the program that we otherwise wouldn't be able to use. In addition, they spend time helping us recruit and market the program. Our program wouldn't be as successful as it is without our advisory board and the commitment that these individuals have to our Utility programs.**

- Create joint marketing, outreach, and referral efforts with businesses, WIB's, and state agency partners

**The Utility Tech program is marketed at the IWD agency and our Student Success Specialist receives referrals from this agency. In addition, the college partnered with IWD do market the Job Fair held on April 6th, 2016. The Student Success Specialist has partnered with Iowa Workforce Development. As a part of this partnership, our Student Success Specialist is available at Iowa Workforce on Mondays to speak with any student interested in the Utility program. Iowa Workforce will also refer those interested in the program to him. The Student Success Specialist set up a booth at IWD during the Heavy Equipment Simulator Week from April 25-29, 2016. Students interested in UT were invited to speak with the Student Success Specialist after using the Heavy Equipment Simulator. The college held a Job Fair on April 6, 2016 in conjunction with IWD. Several Utility Tech companies were invited to participate including Black Hills, Alliant, MidAmerican, Northern Natural Gas, Southern Iowa Electric Coop, and Consumers Energy. Alliant Energy was the only Utility Company that was able to attend the job fair. Students who attended were able to attend employer panels, resume assistance booths, as well as employer booths. Workforce Development and Marshalltown Community College collaborated to create joint marketing for the upcoming Job Fair on April 5, 2017 to include posters, flyers, and radio ads. We partnered with Iowa Workforce Development on October 6, 2017 to**

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**hold the Advanced Manufacturing Day. We invited local business from our region to come and talk to students in a "Speed Dating" fashion. Students talked to each business for 5 to 10 minutes before rotating. The businesses gave information on not only their company but also the types of employment opportunities that they have and the types of employees they are seeking. We invited high school students from around the region to participate as well as individuals working with the Workforce center. The final portion of the day consisted of tours of the Utility Tech labs well as the other skilled trade areas.**

- New Industry partnerships developed during the grant period

  **We added a new industry partner to our Advisory Board. Jim Wolfe from Iowa Association of Electric Cooperatives will be involved in our Powerline Technician program. The faculty have continued to reach out to Consumers Energy located in Marshalltown, IA, but this organization isn't interested in being involved in the advisory board at this time. We also added Dave Swanson to our Advisory Board who represents ITC, Iowa Transmission Company. Our goal during the grant was to add more industry partners from the electric side of the business, and we added two.**

- IHUM and RAP materials developed in collaboration with state agencies (IT Only)
  - **N/A**

**Sustainability**

- Please provide information on the aspects of the IHUM grant that will be sustained beyond the period of performance.
  - **The program will be continued after the grant ends. During the grand period, we increased the capacity from 12 in each program to 20 in each program. And, we even allowed more than 20 into our Orientation class.**
  - **The funds that will be used to purchase equipment and supplies after the grant ends will be Levy Funds, the Perkins Grant, and funds from lab fees.**
  - **The Student Success Specialist position as well as the IHUM Grant and Career Services Coordinator position will not be sustained after the grant ends.**
  - **We will continue to utilize our relationship with the Workforce Center to coordinate marketing, outreach, and referrals to our programs.**
  - **The faculty and Dean will continue to serve on the Iowa Workforce Energy Consortium to find ways to meet the demands of the employers. In addition, they will continue to lead the advisory board and look for new industry partners to bring into the board.**
  - **We will continue to use online curriculum as well as to use accelerated classes and boot camps to teach our students. We hope to one day offer Internships for our students.**

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- **We will constantly evaluate our curriculum to ensure that it reflects the current industry standards.**
- **We will continue to market the Credit for Prior Learning policy in order to get more Utility students to utilize the policy.**
- **It is uncertain as to whether or not we will be able to afford to continue to subscribe to Career Coach. If we don't, we will utilize our College Central Network which has a lot of the same features as Career Coach to help our students plan their careers.**

This workforce solution is funded by the IHUM Consortium which is 100% financed through a $15,000,0000 grant from the Department of Labor's Employment & Training Administration. The product was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership

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# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed:**
**Iowa Valley**

**Signature Program Reviewed:**
**Natural Gas**

**Subject Matter Expert:**
**Matt Mancuso**

**Subject Matter Expert Credentials:**
**Academic Dean at Iowa Western Community College**

**Review Period: 10/1/2014-06/30/2018**

**Review Date: 8/24/18 Rev. 9.24.18**

**Synopsis of Findings:**

- Funds were not used for updating facilities, so no evaluation was given for that item.
- Online/Blended courses seem to be a work in progress. Equipment was purchased and installed, however no actual courses were completed. Seems to be the next step in the course offering, however it was not evaluated.
- Courses have not yet been placed on Creative Commons for distribution.
- Workbase learning was minimal. Could improve on that aspect of program. Even though labs at training facility replicate work experiences, no other evidence of WBE were provided.
- Non-credit programs were also credit bearing. This provided a nice pathway for some students.
- Program had deep industry ties, however it did not have addressed all deliverables met, such as creation of a sector board. .
- Industry involvement is high, which only helps the students.

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials. | X Complete<br>☐ Incomplete |
| MILESTONE 1.2: Align non-credit offerings with credit courses. | X Complete<br>☐ Incomplete |
| MILESTONE 1.3: Expand and enhance work-based learning experiences. | X Complete<br>☐ Incomplete |
| MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC) | ☐ Complete<br>☐ Incomplete |
| MILESTONE 1.5: Strengthen Prior Learning Assessment initiative. | X Complete<br>☐ Incomplete |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS:<br>OVER SEVEN CHANGES WERE MADE TO THE PROGRAM. THIS INCLUDES CURRICULUM REDESIGN, SEQUENCING AND ADDITION ON NEW COURSES.<br><br>COURSES REDESIGNED: IND 113, IND 133, IND 115, IND 112, IND 131, IND 135 |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS:<br>THE CURRICULA CHANGES WERE DONE WELL AND IMPROVED THE OVERALL PROGRAM. SYLLABI WERE REVIEWED. |

| DELIVERABLE 1.2: Updated college facilities | | |
|---|---|---|
| STATUS | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS:<br>N/A<br>FUNDS WERE NOT USED FOR UPDATING COLLEGE FACILITIES |
| QUALITY | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: |

| DELIVERABLE 1.3: Offer new credentials | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS:<br>IOWA VALLEY CREATED MULTIPLE NEW CREDIT AWARDS (4 FOR NATURAL GAS).<br><br>NON-CREDIT TO CREDIT PROGRAMMING WAS CREATED. NON-CREDIT PROGRAMMING RELATED TO ALL AWARDS. |

| | | |
|---|---|---|
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>REVIEW OF SYLLABI HAS SHOWN THAT CURRICULUM IS SATISFACTORY |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>LETTERS WERE NOT PROVIDED BUT COMMITMENT OF EMPLOYERS WERE EVIDENT THROUGHOUT PROGRAM<br><br>WORKBASE LEARNING SHOULD BE ENHANCED |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>N/A |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>PLA WAS DEVELOPED INTO THE PROGRAM. FURTHER DEVELOPMENT FROM THE IAM GRANT WAS EVIDENT. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **STRATEGY 2: Advance Online & Technology-Enabled Learning** | | |
| **MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 2.3: Create and distribute Open Educational Resources.** | | **X** Complete<br>☐ Incomplete |
| **DELIVERABLE 2.1: Public licensing of curricula and training materials** | | |
| **STATUS** | **X** Completed | **COMMENTS:** |

| | | |
|---|---|---|
| | ☐ In Progress<br>☐ Attempted<br>☐ Never Started | |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 2.2: Distribution through project and online repositories** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**PROGRAM MENTIONS THAT IT WILL BE PROVIDING ALL MATERIAL TO CREATIVE COMMONS. I PRESUME THIS WILL BE COMPLETED** |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>**UNCLEAR WAS GIVEN BECAUSE MATERIAL WILL BE GIVEN TO CREATIVE COMMONS.** |
| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**COURSE WAS MOVED TO HYBRID TO ACCOMMODATE STUDENTS.** |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**SIMULATION OF JOB ACTIVITIES WERE DEVELOPED AND ASSISTED BY INDUSTRY. THIS WAS UTILIZING MULTIPLE LABS AND WORKBASE LEARNING** |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>**SIMULATION WAS OF HIGH QUALITY** |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**N/A** |

| | | |
|---|---|---|
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **STRATEGY 3: Create Expanded & Individualized Student Support Services** | | |
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 3.2: Improve student career planning.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs.** | | **X** Complete<br>☐ Incomplete |
| **DELIVERABLE 3.1: Develop and implement online, modular-based programs** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>STUDENTS ARE ABLE TO TAKE PORTIONS OF THE PROGRAM IN MODULAR FORM |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>PROGRAM HAS DEVELOPED ONLINE MODULAR BASED LEARNING AS APPROPRIATE. |
| **DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>DEVELOPED AN ORIENTATION CLASS, HAD ONE ON ONE ACCESS TO STUDENT SERVICES WHO PRESENTED PROGRAM AND LABS. STUDENT SERVICES PROVIDED ONE ON ONE ASSISTANCE. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>PROGRAM WAS ACCOMMODATING TO THE NEEDS OF THE STUDENTS. |
| **DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>BILLBOARDS, RADIOS AND PAMPHLETS WERE ALL REFERENCED. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>RESULTS WERE POSITIVE INCLUDING RADIO. |

| DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study | | |
|---|---|---|
| STATUS | X Completed | COMMENTS: CAREER COACH WAS IMPLEMENTED. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| QUALITY | X Satisfactory | COMMENTS: CAREER COACH IS ONE OF THE BEST LMI'S ON THE MARKET. |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |

| STRATEGY 4: Create & Improve Alignment with Industry & State Agencies | |
|---|---|
| MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries). | X Complete |
| | ☐ Incomplete |
| MILESTONE 4.2: Create or strengthen regional industry advisory committees. | X Complete |
| | ☐ Incomplete |
| MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies. | X Complete |
| | ☐ Incomplete |
| MILESTONE 4.4: Collaborate with state agencies on a participant referral process. | X Complete |
| | ☐ Incomplete |
| MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events. | X Complete |
| | ☐ Incomplete |

| DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee | | |
|---|---|---|
| STATUS | X Completed | COMMENTS: IOWA VALLEY IS A MEMBER OF THE UTILITY TECH SECTOR BOARD KNOWN AS THE IOWA ENERGY WORKFORCE CONSORTIUM. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| QUALITY | X Satisfactory | COMMENTS: AGENDA AND MINUTES PROVIDED AND REVIEWED. |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |

| DELIVERABLE 4.2: New industry partnerships developed during the grant period | | |
|---|---|---|
| STATUS | X Completed | COMMENTS: MULTIPLE INDUSTRY PARTNERSHIPS WERE CREATED. PARTICIPATED IN MULTIPLE STATE AND REGIONAL BOARDS. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| QUALITY | X Satisfactory | COMMENTS: |
| | ☐ Unsatisfactory | |

| | | |
|---|---|---|
| | ☐ Unclear | |
| **DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**N/A** |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**THE PROGRAM IS MARKETED AT MULTIPLE IWD AGENCIES. IWD IS A PART OF THE RECRUITING PROCESS.** |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>**IWD IS A PART OF THE COMMUNICATION PROCESS FOR THIS PROGRAM** |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**THIS WAS MET WITH THE IOWA ENERGY WORKFORCE CONSORTIUM.** |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |

## SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed:**
**Iowa Valley**

**Signature Program Reviewed:**
**Powerline**

**Subject Matter Expert:**
**Matt Mancuso**

**Subject Matter Expert Credentials:**
**Academic Dean at Iowa Western Community College**

**Review Period:10/01/2014-06/30/2018**

**Review Date: 8/24/18**

**Synopsis of Findings:**

- Funds were not used to renovate or build new college facilities. So that deliverable was not evaluated.
- Letter of support from industry were not provided. Written text of industry collaboration shows that there are good relationships.
- Workbase learning examples are weak but satisfactory. Students get work experience by new lab and training sites. There was no 'on the job' reference, such as internships.

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials. | X Complete<br>☐ Incomplete |
| MILESTONE 1.2: Align non-credit offerings with credit courses. | X Complete<br>☐ Incomplete |
| MILESTONE 1.3: Expand and enhance work-based learning experiences. | X Complete<br>☐ Incomplete |
| MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC) | ☐ Complete<br>☐ Incomplete |
| MILESTONE 1.5: Strengthen Prior Learning Assessment initiative. | X Complete<br>☐ Incomplete |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS:<br>OVER SEVEN CHANGES WERE MADE TO THE PROGRAM. THIS INCLUDES CURRICULUM REDESIGN, SEQUENCING AND ADDITION ON NEW COURSES. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS:<br>THE CURRICULA CHANGES WERE DONE WELL AND IMPROVED THE OVERALL PROGRAM. |

| DELIVERABLE 1.2: Updated college facilities | | |
|---|---|---|
| STATUS | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS:<br>N/A<br>FUNDS WERE NOT USED FOR UPDATING COLLEGE FACILITIES |
| QUALITY | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: |

| DELIVERABLE 1.3: Offer new credentials | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS:<br>IOWA VALLEY CREATED MULTIPLE NEW CREDIT AWARDS.<br><br>NON-CREDIT TO CREDIT PROGRAMMING WAS CREATED. NON-CREDIT PROGRAMMING RELATED TO ALL AWARDS. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory | COMMENTS: |

| | | |
|---|---|---|
| | ☐ Unclear | REVIEW OF SYLLABI AND PATHWAYS SHOW THAT CURRICULUM IS SATISFACTORY |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| STATUS | X Completed | COMMENTS: LETTERS WERE NOT PROVIDED BUT COMMITMENT OF EMPLOYERS WERE EVIDENT THROUGHOUT PROGRAM |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| QUALITY | X Satisfactory | COMMENTS: |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| STATUS | ☐ Completed | COMMENTS: |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| QUALITY | ☐ Satisfactory | COMMENTS: |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| STATUS | X Completed | COMMENTS: PLA WAS DEVELOPED INTO THE PROGRAM. FURTHER DEVELOPMENT FROM THE IAM GRANT WAS EVIDENT. POWELINE PLA COULD BE GIVEN TO STUDENTS WHO QUALIFY. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| QUALITY | X Satisfactory | COMMENTS: |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **STRATEGY 2: Advance Online & Technology-Enabled Learning** | | |
| **MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS.** | | X Complete |
| | | ☐ Incomplete |
| **MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS.** | | X Complete |
| | | ☐ Incomplete |
| **MILESTONE 2.3: Create and distribute Open Educational Resources.** | | X Complete |
| | | ☐ Incomplete |
| **DELIVERABLE 2.1: Public licensing of curricula and training materials** | | |
| STATUS | X Completed | COMMENTS: COMPLETED BY I-HUM AND UPLOADED TO SKILLS COMMON |
| | ☐ In Progress | |

| | | |
|---|---|---|
| | ☐ Attempted<br>☐ Never Started | |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>**COMPLETED BY I-HUM AND UPLOADED TO SKILLS COMMON** |
| **DELIVERABLE 2.2: Distribution through project and online repositories** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**COMPLETED BY I-HUM AND UPLOADED TO SKILLS COMMON** |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>**COMPLETED BY I-HUM AND UPLOADED TO SKILLS COMMON** |
| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**FACULTY HAVE ALLOWED SINGLE STUDENTS TO PARTICIPATE IN ONLINE COURSES. BUS 291 HAS BEEN PLACED IN A HYBRID FORMAT** |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**SIMULATION OF JOB ACTIVITIES WERE DEVELOPED AND ASSISTED BY INDUSTRY. THIS WAS UTILIZING MULTIPLE LABS AND WORKBASE LEARNING SITES** |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>**SIMULATION WAS OF HIGH QUALITY** |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**N/A** |
| **QUALITY** | ☐ Satisfactory | **COMMENTS:** |

| | | |
|---|---|---|
| | ☐ Unsatisfactory<br>☐ Unclear | |
| **STRATEGY 3: Create Expanded & Individualized Student Support Services** | | |
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 3.2: Improve student career planning.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs.** | | **X** Complete<br>☐ Incomplete |
| **DELIVERABLE 3.1: Develop and implement online, modular-based programs** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>STUDENTS ARE ABLE TO TAKE PORTIONS OF THE PROGRAM IN MODULAR FORM. NOT ALL CERTIFICATES HAVE MODULAR COMPONENTS. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>PROGRAM HAS DEVELOPED ONLINE MODULAR BASED LEARNING AS APPROPRIATE. |
| **DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>DEVELOPED AN ORIENTATION CLASS, HAD ONE ON ONE ACCESS TO STUDENT SERVICES WHO PRESENTED PROGRAM AND LABS. STUDENT SERVICES PROVIDED ONE ON ONE ASSISTANCE. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>PROGRAM WAS ACCOMMODATING TO THE NEEDS OF THE STUDENTS. |
| **DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>BILLBOARDS, RADIOS AND PAMPHLETS WERE ALL REFERENCED. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>RESULTS WERE POSITIVE INCLUDING RADIO. |
| **DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study** | | |

| | | |
|---|---|---|
| **STATUS** | **X** Completed | **COMMENTS: CAREER COACH WAS IMPLEMENTED.** |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | **X** Satisfactory | **COMMENTS:**<br>**CAREER COACH IS ONE OF THE BEST LMI'S ON THE MARKET.** |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **STRATEGY 4: Create & Improve Alignment with Industry & State Agencies** | | |
| **MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries).** | | **X** Complete |
| | | ☐ Incomplete |
| **MILESTONE 4.2: Create or strengthen regional industry advisory committees.** | | **X** Complete |
| | | ☐ Incomplete |
| **MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies.** | | **X** Complete |
| | | ☐ Incomplete |
| **MILESTONE 4.4: Collaborate with state agencies on a participant referral process.** | | **X** Complete |
| | | ☐ Incomplete |
| **MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events.** | | **X** Complete |
| | | ☐ Incomplete |
| **DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee** | | |
| **STATUS** | **X** Completed | **COMMENTS:**<br>**AN IHUM SECTOR STRATEGY COMMITTEE AND REGIONAL INDUSTRY COMMITTEE MET.** |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | **X** Satisfactory | **COMMENTS:**<br>**AGENDA'S AND MINUTES WERE REVIEWED.** |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 4.2: New industry partnerships developed during the grant period** | | |
| **STATUS** | **X** Completed | **COMMENTS:**<br>**MULTIPLE INDUSTRY PARTNERSHIPS WERE CREATED. PARTICIPATED IN MULTIPLE STATE AND REGIONAL BOARDS.** |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | **X** Satisfactory | **COMMENTS:** |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |

| DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies | | |
|---|---|---|
| STATUS | ☐ Completed | COMMENTS: N/A |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| QUALITY | ☐ Satisfactory | COMMENTS: |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| STATUS | X Completed | COMMENTS:<br>THE PROGRAM IS MARKETED AT MULTIPLE IWD AGENCIES. IWD IS A PART OF THE RECRUITING PROCESS. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| QUALITY | X Satisfactory | COMMENTS:<br>IWD IS A PART OF THE COMMUNICATION PROCESS FOR THIS PROGRAM |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| STATUS | X Completed | COMMENTS:<br>THIS WAS DELIVERABLE MET WITH THE IOWA ENERGY WORKFORCE PARTNERSHIP. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| QUALITY | ☐ Satisfactory | COMMENTS: |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |

# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed:**
**Iowa Valley**

**Signature Program Reviewed:**
**Powerline**

**Subject Matter Expert:**
**Matt Mancuso**

**Subject Matter Expert Credentials:**
**Academic Dean at Iowa Western Community College**

**Review Period: 10/1/2014-6/30/2018**

**Review Date: 8/24/18 Rev. 9.28.18**

**Synopsis of Findings:**

- Funds were not used to renovate or build new college facilities. So that deliverable was not evaluated.
- Letter of support from industry were not provided. Written text of industry collaboration shows that there are good relationships.
- Workbase learning examples are weak but satisfactory. Students get work experience by new lab and training sites. There was no 'on the job' reference, such as internships. This was explained because of the liability.
- Program had deep industry ties, however it did not have addressed all deliverables, such as creation of a sector board.

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials. | X Complete<br>☐ Incomplete |
| MILESTONE 1.2: Align non-credit offerings with credit courses. | X Complete<br>☐ Incomplete |
| MILESTONE 1.3: Expand and enhance work-based learning experiences. | X Complete<br>☐ Incomplete |
| MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC) | ☐ Complete<br>☐ Incomplete |
| MILESTONE 1.5: Strengthen Prior Learning Assessment initiative. | X Complete<br>☐ Incomplete |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS:<br>OVER SEVEN CHANGES WERE MADE TO THE PROGRAM. THIS INCLUDES CURRICULUM REDESIGN, SEQUENCING AND ADDITION ON NEW COURSES. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS:<br>THE CURRICULA CHANGES WERE DONE WELL AND IMPROVED THE OVERALL PROGRAM. |

| DELIVERABLE 1.2: Updated college facilities | | |
|---|---|---|
| STATUS | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>X Never Started | COMMENTS:<br>FUNDS WERE NOT USED FOR UPDATING COLLEGE FACILITIES |
| QUALITY | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: |

| DELIVERABLE 1.3: Offer new credentials | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS:<br>IOWA VALLEY CREATED MULTIPLE NEW CREDIT AWARDS.<br><br>NON-CREDIT TO CREDIT PROGRAMMING WERE CREATED. |
| QUALITY | X Satisfactory | COMMENTS: |

| | | |
|---|---|---|
| | ☐ Unsatisfactory<br>☐ Unclear | REVIEW OF SYLLABI AND PATHWAYS SHOW THAT CURRICULUM IS SATISFACTORY |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS:<br>LETTERS WERE NOT PROVIDED BUT COMMITMENT OF EMPLOYERS WERE EVIDENT THROUGHOUT PROGRAM |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| STATUS | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS: |
| QUALITY | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS:<br>PLA WAS DEVELOPED INTO THE PROGRAM. FURTHER DEVELOPMENT FROM THE IAM GRANT WAS EVIDENT. POWELINE PLA COULD BE GIVEN TO STUDENTS WHO QUALIFY. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: |
| **STRATEGY 2: Advance Online & Technology-Enabled Learning** | | |
| **MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS.** | | X Complete<br>☐ Incomplete |
| **MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS.** | | X Complete<br>☐ Incomplete |
| **MILESTONE 2.3: Create and distribute Open Educational Resources.** | | X Complete<br>☐ Incomplete |
| **DELIVERABLE 2.1: Public licensing of curricula and training materials** | | |
| STATUS | X Completed<br>☐ In Progress | COMMENTS:<br>DOCUMENTS HAVE BEEN UPLOADED TO SKILLS COMMONS |

| | | |
|---|---|---|
| | ☐ Attempted<br>☐ Never Started | |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>DOCUMENTS HAVE BEEN UPLOADED TO SKILLS COMMONS |
| **DELIVERABLE 2.2: Distribution through project and online repositories** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>DOCUMENTS HAVE BEEN UPLOADED TO SKILLS COMMONS |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>DOCUMENTS HAVE BEEN UPLOADED TO SKILLS COMMONS |
| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>STEPS HAVE BEEN TAKEN TO CREATE AN ONLINE/BLENDED FORAMT IN THE FUTURE. **BUS 291** WAS PLACED ONLINE TO ASSIST STUDENTS. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>IT IS YET TO BE SEEN HOW ONLINE/BLENDED WILL BE OFFERED TO ALL STUDENTS |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>SIMULATION OF JOB ACTIVITIES WERE DEVELOPED AND ASSISTED BY INDUSTRY. THIS WAS UTILIZING MULTIPLE LABS AND WORKBASE LEARNING SITES |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>SIMULATION WAS OF HIGH QUALITY |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>**N/A** |
| **QUALITY** | ☐ Satisfactory | **COMMENTS:** |

| | | |
|---|---|---|
| | ☐ Unsatisfactory<br>☐ Unclear | |
| **STRATEGY 3: Create Expanded & Individualized Student Support Services** | | |
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 3.2: Improve student career planning.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs.** | | **X** Complete<br>☐ Incomplete |
| **DELIVERABLE 3.1: Develop and implement online, modular-based programs** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>STUDENTS ARE ABLE TO TAKE PORTIONS OF THE PROGRAM IN MODULAR FORM. NOT ALL CERTIFICATES HAVE MODULAR COMPONENTS. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>PROGRAM HAS DEVELOPED ONLINE MODULAR BASED LEARNING AS APPROPRIATE. |
| **DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>DEVELOPED AN ORIENTATION CLASS, HAD ONE ON ONE ACCESS TO STUDENT SERVICES WHO PRESENTED PROGRAM AND LABS. STUDENT SERVICES PROVIDED ONE ON ONE ASSISTANCE. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>PROGRAM WAS ACCOMMODATING TO THE NEEDS OF THE STUDENTS. |
| **DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>BILLBOARDS, RADIOS AND PAMPHLETS WERE ALL REFERENCED. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>RESULTS WERE POSITIVE INCLUDING RADIO. |
| **DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study** | | |

| | | |
|---|---|---|
| **STATUS** | **X** Completed | **COMMENTS: CAREER COACH WAS IMPLEMENTED.** |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | **X** Satisfactory | **COMMENTS:** **CAREER COACH IS ONE OF THE BEST LMI'S ON THE MARKET.** |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |

| **STRATEGY 4: Create & Improve Alignment with Industry & State Agencies** | |
|---|---|
| **MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries).** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.2: Create or strengthen regional industry advisory committees.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.4: Collaborate with state agencies on a participant referral process.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events.** | **X** Complete<br>☐ Incomplete |

| **DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee** | | |
|---|---|---|
| **STATUS** | **X** Completed | **COMMENTS:** **AN IHUM SECTOR STRATEGY COMMITTEE AND REGIONAL INDUSTRY ADVISORY BOARD MET** |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | **X** Satisfactory | **COMMENTS:** **AGENDA AND MINUTES WERE REVIEWED** |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |

| **DELIVERABLE 4.2: New industry partnerships developed during the grant period** | | |
|---|---|---|
| **STATUS** | **X** Completed | **COMMENTS:** **MULTIPLE INDUSTRY PARTNERSHIPS WERE CREATED. PARTICIPATED IN MULTIPLE STATE AND REGIONAL BOARDS.** |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | **X** Satisfactory | **COMMENTS:** |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |

| DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies | | |
|---|---|---|
| STATUS | ☐ Completed | COMMENTS: N/A |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| QUALITY | ☐ Satisfactory | COMMENTS: |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| STATUS | X Completed | COMMENTS:<br>THE PROGRAM IS MARKETED AT MULTIPLE IWD AGENCIES. IWD IS A PART OF THE RECRUITING PROCESS. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| QUALITY | X Satisfactory | COMMENTS:<br>IWD IS A PART OF THE COMMUNICATION PROCESS FOR THIS PROGRAM |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| STATUS | X Completed | COMMENTS:<br>THIS WAS DELIVERABLE MET WITH THE IOWA ENERGY WORKFORCE PARTNERSHIP. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| QUALITY | ☐ Satisfactory | COMMENTS: |

# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed:**
**Iowa Valley**

**Signature Program Reviewed:**
**Utility Tech**

**Subject Matter Expert:**
**Matt Mancuso**

**Subject Matter Expert Credentials:**
**Academic Dean at Iowa Western Community College**

**Review Period: 10/1/2014-6/30/2018**

**Synopsis of Findings:**

- Funds were not used to renovate or build new college facilities. So that deliverable was not evaluated.
- Letter of support from industry were not provided. Written text of industry collaboration shows that there are good relationships.
- Workbase learning examples are weak but satisfactory. Students get work experience by new lab and training sites. There was no 'on the job' reference, such as internships.
- Online/Blended courses seem to be a work in progress. Equipment was purchased and installed, however no actual courses were completed. BUS 291 was placed online for easier access of students.

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials. | X Complete<br>☐ Incomplete |
| MILESTONE 1.2: Align non-credit offerings with credit courses. | X Complete<br>☐ Incomplete |
| MILESTONE 1.3: Expand and enhance work-based learning experiences. | X Complete<br>☐ Incomplete |
| MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC) | ☐ Complete<br>☐ Incomplete |
| MILESTONE 1.5: Strengthen Prior Learning Assessment initiative. | X Complete<br>☐ Incomplete |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS:<br>OVER SEVEN CHANGES WERE MADE TO THE PROGRAM. THIS INCLUDES CURRICULUM REDESIGN, SEQUENCING AND ADDITION ON NEW COURSES. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS:<br>THE CURRICULA CHANGES WERE DONE WELL AND IMPROVED THE OVERALL PROGRAM. |

| DELIVERABLE 1.2: Updated college facilities | | |
|---|---|---|
| STATUS | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>X Never Started | COMMENTS:<br>FUNDS WERE NOT USED FOR UPDATING COLLEGE FACILITIES |
| QUALITY | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: |

| DELIVERABLE 1.3: Offer new credentials | | |
|---|---|---|
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS:<br>IOWA VALLEY CREATED MULTIPLE NEW CREDIT AWARDS.<br><br>NON-CREDIT TO CREDIT PROGRAMMING WAS CREATED. |
| QUALITY | X Satisfactory | COMMENTS: |

| | | |
|---|---|---|
| | ☐ Unsatisfactory<br>☐ Unclear | REVIEW OF SYLLABI AND PATHWAYS SHOW THAT CURRICULUM IS SATISFACTORY<br><br>VERY CREATIVE AWARD OFFERING OF UTILITY TECH DEGREE. |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>LETTERS WERE NOT PROVIDED BUT COMMITMENT OF EMPLOYERS WERE EVIDENT THROUGHOUT PROGRAM |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:** |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>PLA WAS DEVELOPED INTO THE PROGRAM. FURTHER DEVELOPMENT FROM THE IAM GRANT WAS EVIDENT. UTILITY TECH PLA COULD BE GIVEN TO STUDENTS WHO QUALIFY. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **STRATEGY 2: Advance Online & Technology-Enabled Learning** | | |
| **MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS.** | | X Complete<br>☐ Incomplete |
| **MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS.** | | X Complete<br>☐ Incomplete |
| **MILESTONE 2.3: Create and distribute Open Educational Resources.** | | X Complete<br>☐ Incomplete |
| **DELIVERABLE 2.1: Public licensing of curricula and training materials** | | |
| **STATUS** | X Completed | **COMMENTS:** |

| | | |
|---|---|---|
| | ☐ In Progress<br>☐ Attempted<br>☐ Never Started | DOCUMENTS HAVE BEEN UPLOADED TO SKILLS COMMONS |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS:<br>DOCUMENTS HAVE BEEN UPLOADED TO SKILLS COMMONS |
| **DELIVERABLE 2.2: Distribution through project and online repositories** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS:<br>DOCUMENTS HAVE BEEN UPLOADED TO SKILLS COMMONS |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS:<br>DOCUMENTS HAVE BEEN UPLOADED TO SKILLS COMMONS |
| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS:<br>STEPS HAVE BEEN TAKEN TO CREATE AN ONLINE/BLENDED FORAMT IN THE FUTURE. FACULTY HAVE ALLOWED SINGLE STUDENTS TO PARTICIPATE IN ONLINE COURSES. BUS 291 HAS BEEN CREATED ONLINE/HYBRID |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS:<br>SIMULATION OF JOB ACTIVITIES WERE DEVELOPED AND ASSISTED BY INDUSTRY. THIS WAS UTILIZING MULTIPLE LABS AND WORKBASE LEARNING SITES |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS:<br>SIMULATION WAS OF HIGH QUALITY |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| STATUS | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS:<br>N/A |

| | | |
|---|---|---|
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **STRATEGY 3: Create Expanded & Individualized Student Support Services** | | |
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 3.2: Improve student career planning.** | | **X** Complete<br>☐ Incomplete |
| **MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs.** | | **X** Complete<br>☐ Incomplete |
| **DELIVERABLE 3.1: Develop and implement online, modular-based programs** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>STUDENTS ARE ABLE TO TAKE PORTIONS OF THE PROGRAM IN MODULAR FORM. NOT ALL CERTIFICATES HAVE MODULAR COMPONENTS. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>PROGRAM HAS DEVELOPED ONLINE MODULAR BASED LEARNING AS APPROPRIATE. |
| **DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>DEVELOPED AN ORIENTATION CLASS, HAD ONE ON ONE ACCESS TO STUDENT SERVICES WHO PRESENTED PROGRAM AND LABS. STUDENT SERVICES PROVIDED ONE ON ONE ASSISTANCE. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>PROGRAM WAS ACCOMMODATING TO THE NEEDS OF THE STUDENTS. |
| **DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>BILLBOARDS, RADIOS AND PAMPHLETS WERE ALL REFERENCED. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>RESULTS WERE POSITIVE INCLUDING RADIO. |

| DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study | | |
|---|---|---|
| STATUS | X Completed | COMMENTS: CAREER COACH WAS IMPLEMENTED. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| QUALITY | X Satisfactory | COMMENTS:<br>CAREER COACH IS ONE OF THE BEST LMI'S ON THE MARKET. |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |

| STRATEGY 4: Create & Improve Alignment with Industry & State Agencies | |
|---|---|
| MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries). | X Complete |
| | ☐ Incomplete |
| MILESTONE 4.2: Create or strengthen regional industry advisory committees. | X Complete |
| | ☐ Incomplete |
| MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies. | X Complete |
| | ☐ Incomplete |
| MILESTONE 4.4: Collaborate with state agencies on a participant referral process. | X Complete |
| | ☐ Incomplete |
| MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events. | X Complete |
| | ☐ Incomplete |

| DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee | | |
|---|---|---|
| STATUS | X Completed | COMMENTS:<br>AN IHUM SECTOR STRATEGY COMMITTEE AND REGIONAL INDUSTRY ADVISORY BOARD HAS MET |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| QUALITY | X Satisfactory | COMMENTS:<br>AGENDA AND MINUTES HAVE BEEN REVIEWED |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |

| DELIVERABLE 4.2: New industry partnerships developed during the grant period | | |
|---|---|---|
| STATUS | X Completed | COMMENTS:<br>MULTIPLE INDUSTRY PARTNERSHIPS WERE CREATED. PARTICIPATED IN MULTIPLE STATE AND REGIONAL BOARDS. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| QUALITY | X Satisfactory | COMMENTS: |
| | ☐ Unsatisfactory | |

| | | |
|---|---|---|
| | ☐ Unclear | |
| **DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies** | | |
| **STATUS** | ☐ Completed | **COMMENTS: N/A** |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | ☐ Satisfactory | **COMMENTS:** |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | **X** Completed | **COMMENTS:**<br>**THE PROGRAM IS MARKETED AT MULTIPLE IWD AGENCIES. IWD IS A PART OF THE RECRUITING PROCESS.** |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | **X** Satisfactory | **COMMENTS:**<br>**IWD IS A PART OF THE COMMUNICATION PROCESS FOR THIS PROGRAM** |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | **X** Completed | **COMMENTS:**<br>**THIS WAS DELIVERABLE MET WITH THE IOWA ENERGY WORKFORCE PARTNERSHIP.** |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | **X** Satisfactory | **COMMENTS:**<br>**IWD IS A PART OF THE COMMUNICATION PROCESS FOR THIS PROGRAM** |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |

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**Statement of Grant Impact: Des Moines Ara Community College**

The purpose of this section is to show the full scope of the grant activities in a narrative form so that the reviewer understands the full impact of the IHUM grant on each signature program. Below is a checklist of each activity that should be addressed. Please provide any additional information you see fit as this checklist does not cover every activity over the past three years. Please take time to review the grant Technical Proposal as part of this process.

**Strategy 1** – Expand and Enhance Sector-Driven Career Pathways

- Audited and redesigned curricula
    - The new equipment purchased through this grant allowed us to update our curriculum to reflect what is used in industry today. The equipment being used prior to this grant was not up to date with current industry standards.
    - Documentation was created for each program credential to more clearly show all requirements necessary to earn the award. This documentation will be used by advisors when working with potential and existing students to ensure students' understanding of the program requirements for each credential offered.

- Updated college facilities
    - The grant funded new equipment that otherwise would not have been purchased.
        - Tool and Die:
            - **Zeiss Duramax CMM machine** – DMACC used IHUM funds to purchase a new Zeiss Duramax CMM that has a retail cost of $90,000. Zeiss started an education division to package a high-end CMM machine for a greatly discounted price. The package price was about $50,000 and included popular accessories and training to make it a turnkey package for education.

              We replaced a 12-year-old Zeiss CMM that was a touch-trigger machine that only made contact with the part being measured with 25 to 75 data points. This older technology was not as accurate because the new technology of scanning allows us to take 10,000 data points in the same amount of time. The machine came with extra seats of software to allow students to interact with the easier user interface.

              The importance of this technology in the manufacturing industry is paramount. All manufacturing companies that are tiered suppliers to other companies must prove their quality with a non-bias method of inspection. Our manufacturing students need exposure to these systems to be competitive. In the second

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year of our tool & die program, students are taught to operate the machine independently. They will be graded by the outcome of this unbiased inspection report, which holds them to an industry-accepted method of inspecting quality. Without the grant we would not have this modern CMM machine.

- **Mitsubishi MV-1200R wire EDM machine** – DMACC used IHUM funds to purchase a new Mitsubishi wire EDM that has a retail cost of over $130,000. Mitsubishi has a similar education discount program to other machine tool manufacturers like Haas and Zeiss to name a few, where the machines are deeply discounted. The cost to us was $77,500 which included a $5,000 tooling allowance credit with the company for tooling or supplies.

  We replaced a 20-year-old wire EDM machine that is no longer made or supported. The technology evolution with the machine allows for faster cutting, improved accuracy, and more automated- functionally, which allows for unattended operation. We are able to teach with a new technology that is required in the die building industry to remain competitive.

  This impacts the second year of our tool & die program, by allowing us to produce high quality tooling that rivals our manufacturing companies throughout the United States. Employers are impressed with students that possess skills on equipment that parallels their equipment. The outdated equipment, which we replaced, were lower quality educational models, which did not represent industry quality.

- Robotics and Electronics:
  - **Levil WL-400 CNC Mill** – Allows parts to be made in-house.
  - **Robot w/ R-30Iib Controller & Training Cart** – The purchase of this robot allows DMACC students to utilize the same technology that they will use in an industry environment.

- Offer new credentials
  - OSHA 10-hour General Industry Training Course - The 10-hour General Industry Outreach Training Program is intended to provide an entry level worker's general awareness on recognizing and preventing hazards in a general industry setting.
  - NIMS – Over 60 NIMS credentials are offered, ranging from Basic Hydraulic Systems to a Level 2 Machining course in Turning.

- Established commitment from employers and industry representatives
  - DMACC received donations from several companies throughout the course of this grant.

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    - Hole Popping Machine – Accumold
    - Grinders – Accumold
    - Miscellaneous Supplies – Donated by Kreg Tool
- Developed and piloted Registered Apprenticeship Programs (IT Only)
    - Not Applicable
- Continued PLA progress started in I-AM
    - Project Coordinator is the main point of contact for students within signature programs who would like to apply for alternative credit. She meets with all students to explain process and options and acts as a liaison between the students, faculty and the Registrar. The Industry and Technology department is planning a info session to inform faculty of the PLA process at DMACC and how to educate students of their opportunities.
- Expand work based learning experiences
    - Industry visits to programs – Bringing representatives from applicable industries into the classroom to discuss information with the students regarding career opportunities and company information.
    - Program tours of industry – Setting up tours of applicable workplaces, giving students the opportunity to see working environments first-hand and gain information about the particular opportunities at these locations.

**Strategy 2** – Advance Online & Technology-Enabled Learning

- Enhance and expand simulation into courses and trainings
    - Not Applicable
- Expand online and blended course offerings
    - Not Applicable
- Create and distribute Open Educational Resources
    - Not Applicable
- Incorporation of simulation into courses
    - Not Applicable

**Strategy 3** – Create Expanded & Individualized Student Support Services

- Implement specialized recruitment and retention efforts
    - This grant made it possible to hire a Lab Coordinator for Tool and Die, as well as a Pathway Navigator for Tool and Die, Electronics, and Robotics programs. A review of student retention number shows an increase beginning at the same time as the Pathway Navigator and Lab Coordinator were hired.

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- Feedback from students directly impacted by the Pathway Navigator and Lab Coordinator has been entirely positive. Students are more likely to approach the Lab Coordinator with questions or comments than their instructors. The Pathway Navigator position has provided a single point of contact for student issues.
- The programs' Pathway Navigator coordinated signature program involvement in the following events:
  - Engineering Technology Career Discovery Days
    - Adding Tool and Die and Robotics programs to this event
  - IT Career Discovery Day
    - Added the Robotics program to this event
- Specialized orientations were created for signature programs that better integrated the faculty and facilities to incoming students.
- "SDV 108 (College Experience) Express" was held once a week for the first 8 weeks of the fall semester. The competencies from the College Experience course were implemented into MFG 276 (Hand and Bench Machine Tools) to simplify scheduling and save students' time.
- All Early Alert Referrals were directed to the programs' Pathway Navigator. This allowed for better coordination of efforts to help students work through obstacles encountered as they progressed through the program.

- Improve Student Career Planning
  - The Pathway Navigator for the grant impacted programs coordinated the following events:
    - Career Fairs – Allowing recruiters and potential employers the opportunity to meet with students with the purpose of exchanging information about available positions and their companies in general.
    - Industry Visits to Programs – Bringing representatives from applicable industries into the classroom to discuss information with the students regarding career opportunities and company information.
    - Program tours of industry – Setting up tours of applicable workplaces, giving students the opportunity to see working environments first-hand and gain information about the particular opportunities at these locations.

- Implement accelerated and/or contextualized remediation
  - One-on-one tutoring for Algebra and Trigonometry was offered to students in the Robotics and Electronics programs.
  - One-on-one tutoring for Applied Math I and Applied Math II was offered to students in the Tool and Die program.

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  - Industry specific problems were added to the Tool and Die Applied Math II course to tie the course competencies to real world examples.

- Develop and implement online, modular-based programs
  - Not Applicable
- Implement a web-based tool that can generate regional LMI paired with applicable programs of study
  - Not Applicable

**Strategy 4 –** Create & Improve Alignment with Industry and State Agencies

- Develop or Enhance IHUM Sector Boards
  - The manufacturing sector board in central Iowa was put on hold for a few years as leadership was changing. Recently, the Department of Education has put resources towards starting up the sector board again. The IHUM Coordinator has been active in those meetings and plans to continue to lead efforts for DMACC's participation in the activities.
- Strengthen Industry advisory committees
  - The signature programs have advisory boards who meet twice a year, once in the fall and once in the spring. They are well attended and industry provides feedback on curriculum, equipment purchases, donations, specialized training, etc. Pathway Navigator and Coordinator attend each of these meetings.
- Create joint marketing, outreach, and referral efforts with businesses, WIB's, and state agency partners
  - Coordinator visits Iowa Workforce office on regular basis to speak to public and potential students about manufacturing in Iowa and the signature programs, specifically.
- New Industry partnerships developed during the grant period
  - DMACC is consistently working to strengthen and build on Industry partnerships. Our signature programs work very closely with industry in terms of the advisory boards that meet twice a year, training sessions, hiring our graduates and internship programs. During the grant period, we were able to focus on preparing our students for employment by meeting with industry and ensuring our curriculum was up to date and that our students had ample opportunities to tour facilities and meet with potential employers. In the 2017/2018 academic year, we had approximately 20+ employers who came to visit our signature program students on campus to recruit them. For the signature programs, we have consistently had 7 or more jobs available per graduate.
- IHUM and RAP materials developed in collaboration with state agencies (IT Only)
  - Not Applicable

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**Sustainability**

- Please provide information on the aspects of the IHUM grant that will be sustained beyond the period of performance.
    - New equipment purchased using grant funds will continue to be utilized by Tool and Die, Robotics, and Electronics programs.
    - The Pathway Navigator and Lab Coordinator positions will continue, and will be sustained by non-grant funds.

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Iowa's Network

IHUM

IT | Health | Utilities | Manufacturing

# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed:** Des Moines Area Community College

**Signature Program Reviewed:** Tool & Die (CNC, Machinist, Die making, AAS), Robotics & Control Systems Engineering Technology AAS, Robotic Welding Non-Credit Certificate

**Subject Matter Expert:** Wes James

**Subject Matter Expert Credentials:**

President of TechWorks Campus, a former tractor factory being redeveloped to facilitate advanced manufacturing research/acceleration projects and to support the regional manufacturing supply chain.

Former Adjunct Instructor, Clarke University, teaching Operations Management and Project Management. Developed targeted hybrid course curriculum combining classroom lectures, active in-class simulations, and online web-based training for MBA's, adult learners, and undergraduates.

Former Associate Director, University of Northern Iowa's National Ag-Based Lubricants Center, designed multi-year field research with three transportation industry partners resulting in over $1M annual cost savings, secured over $3.8M funding through 25 proposals and 15 funded research projects, co-inventor on microwave grease patent.

**Review Period:** 10/01/2014-06/30/2018

**Dates Review Conducted:** 8/15/2018 – 9/18/2018

**Synopsis of Findings:**

Iowa's Information Technology Healthcare Utilities and Manufacturing Network (IHUM), a consortium of all 15 of the State's Community Colleges, was developed to provide education and training for Trade Adjustment Act eligible and other workers in high-growth industries including health, information, manufacturing, and utilities.

Materials provided for review indicate Des Moines Area Community College (DMACC) has redesigned signature program curricula to align with current practices in industry, and purchased significant equipment including CMM, EDM, and Robotics. Continued investment in current technology and industry practices is vital for institutional success, since employers expect new hires to fill an immediate need in the workplace. Providing this hands-on experience creates confidence in students and maintains value in program credentials. Maintaining alignment of curriculum and hands-on experience with current industry practices benefits students, DMACC, and employers – a favorite example was use of modeling software exam milestone as criteria as grading criteria.

DMACC supported student outcomes with addition of new Lab Coordinator and Pathway Navigator positions for signature programs, positively impacting student retention, coordinating recruitment, and hosting career exploration events. Accelerated remediation including peer tutoring, pathway navigators, and a career pathway approach with stacked credential requirements, career planning, and alignment with industry will help more students succeed in the workplace.

It is difficult to capture the full impact of a long-term grant on an institution, or the students and employers who may benefit. DMACC's investment in relevant training equipment and aligning course work/credentials with industry needs, however, coupled with mechanisms to support student outcomes and provide clear career pathways, will provide solid ROI for the region's economy.

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| **MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.** | **X** Complete |
| | ☐ Incomplete |
| **MILESTONE 1.2: Align non-credit offerings with credit courses.** | **X** Complete |
| | ☐ Incomplete |
| **MILESTONE 1.3: Expand and enhance work-based learning experiences.** | **X** Complete |
| | ☐ Incomplete |
| **MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC)** | **NOT APPLICABLE** |
| **MILESTONE 1.5: Strengthen Prior Learning Assessment initiative.** | **X** Complete |
| | ☐ Incomplete |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| STATUS | X Completed | COMMENTS: Coursework is on target, uses appropriate & recognized industry standard texts and materials. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| QUALITY | X Satisfactory | COMMENTS: Excellent use of Solidworks exam (CSWA) in Tool & Die coursework. |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 1.2: Updated college facilities** | | |
| STATUS | X Completed | COMMENTS: Upgrading obsolete CMM to modern unit was a wise investment. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| QUALITY | X Satisfactory | COMMENTS: Industry expectation is experience in current technology, though even employers who have the technologies struggle to keep up with this. |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 1.3: Offer new credentials** | | |
| STATUS | X Completed | COMMENTS: OSHA 10 hour is broadly required. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| QUALITY | X Satisfactory | COMMENTS: Program has a wide range of NIMS credentials available. |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| STATUS | X Completed | COMMENTS: Employers and industry commitment to program is clearly demonstrated by donations of equipment and supplies, program visits to industry, and industry visits to programs. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| QUALITY | X Satisfactory | COMMENTS: A solid selection of strong letters of commitment was provided. |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |

| DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only) | | |
|---|---|---|
| STATUS | NOT APPLICABLE | COMMENTS: N/A |
| QUALITY | NOT APPLICABLE | COMMENTS: N/A |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| STATUS | X Completed | COMMENTS: Project Coordinator acts as main point of contact. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| QUALITY | X Satisfactory | COMMENTS: |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |

| STRATEGY 2: Advance Online & Technology-Enabled Learning | |
|---|---|
| MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS. | NOT APPLICABLE |
| MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS. | NOT APPLICABLE |
| MILESTONE 2.3: Create and distribute Open Educational Resources. | X Complete |
| | ☐ Incomplete |

| DELIVERABLE 2.1: Public licensing of curricula and training materials | | |
|---|---|---|
| STATUS | X Completed | COMMENTS: IHUM institution course materials and information were easily found and downloaded from Skills Commons web site. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| QUALITY | X Satisfactory | COMMENTS: |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 2.2: Distribution through project and online repositories** | | |
| STATUS | X Completed | COMMENTS: All 15 community colleges in the IHUM consortium have uploaded materials to Skills Commons online repository. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| QUALITY | X Satisfactory | COMMENTS: |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |

| DELIVERABLE 2.3: Offering online/blended programs | | |
|---|---|---|
| STATUS | NOT APPLICABLE | COMMENTS: N/A |
| QUALITY | NOT APPLICABLE | COMMENTS: N/A |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| STATUS | NOT APPLICABLE | COMMENTS: N/A |
| QUALITY | NOT APPLICABLE | COMMENTS: N/A |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| STATUS | NOT APPLICABLE | COMMENTS: Responsibility of IHUM Leadership Team |

| STRATEGY 3: Create Expanded & Individualized Student Support Services | |
|---|---|
| MILESTONE 3.1: Implement specialized recruitment and retention efforts. | X Complete<br>☐ Incomplete |
| MILESTONE 3.2: Improve student career planning. | X Complete<br>☐ Incomplete |
| MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs. | X Complete<br>☐ Incomplete |

| DELIVERABLE 3.1: Develop and implement online, modular-based programs | | |
|---|---|---|
| STATUS | NOT APPLICABLE | COMMENTS: N/A |
| QUALITY | NOT APPLICABLE | COMMENTS: N/A |
| **DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS:<br>A Lab Coordinator and a Pathway Navigator were hired for Tool & Die and Robotics Signature Programs.<br>One on one student tutoring was offered in signature programs. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS:<br>Increased student retention at same time as new positions added.<br>Student feedback has been 100% positive. |
| **DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms** | | |
| STATUS | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | COMMENTS:<br>Pathway Navigator coordinated career fairs, industry visits to programs, and program tours of industry. |
| QUALITY | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | COMMENTS: |

| DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study | | |
|---|---|---|
| STATUS | X Completed | COMMENTS: EMSI Career Coach implemented 2015 by all 15 consortium members |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| QUALITY | X Satisfactory | COMMENTS: EMSI Career Coach helps students explore programs, careers, and tied to Enhance Iowa for recruiting students to IHUM signature programs. |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |

| STRATEGY 4: Create & Improve Alignment with Industry & State Agencies | |
|---|---|
| MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries). | X Complete |
| | ☐ Incomplete |
| MILESTONE 4.2: Create or strengthen regional industry advisory committees. | X Complete |
| | ☐ Incomplete |
| MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies. | X Complete |
| | ☐ Incomplete |
| MILESTONE 4.4: Collaborate with state agencies on a participant referral process. | X Complete |
| | ☐ Incomplete |
| MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events. | X Complete |
| | ☐ Incomplete |

| DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee | | |
|---|---|---|
| STATUS | X Completed | COMMENTS: IHUM Coordinator attending recent re-start of manufacturing sector board. Coordinator and Pathway Navigator are active in advisory boards for signature programs. Meeting minutes reflect active signature program advisory boards. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| QUALITY | X Satisfactory | COMMENTS: A solid selection of meeting minutes was provided. |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |

| DELIVERABLE 4.2: New industry partnerships developed during the grant period | | |
|---|---|---|
| STATUS | X Completed | COMMENTS: 20 employers visited signature programs on campus to recruit students. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |

| | | |
|---|---|---|
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** N/A |
| **QUALITY** | **NOT APPLICABLE** | **COMMENTS:** N/A |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>Coordinator regularly visits Iowa Workforce office to speak to public and potential students about manufacturing in Iowa and the signature programs, specifically. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>Pathway Navigator coordinated signature program involvement in events, student tours of working environments, and industry visits to classrooms. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |

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**Statement of Grant Impact: Hawkeye Community College**

The purpose of this section is to show the full scope of the grant activities in a narrative form so that the reviewer understands the full impact of the IHUM grant on each signature program. Below is a checklist of each activity that should be addressed. Please provide any additional information you see fit as this checklist does not cover every activity over the past three years. Please take time to review the grant Technical Proposal as part of this process.

**Strategy 1** – Expand and Enhance Sector-Driven Career Pathways

- Audited and redesigned curricula
    - In April 2015, Hawkeye Community College made updates to the curriculum that passed the advisory board committee. The following courses were added (meeting notes & curriculum attached):
        - ELT 239 – Advanced Electrical Systems
        - ELT 315 – Digital Logic for Industrial Applications or PLTW
        - EGT 149 – Fluid Power Systems II
        - IND 145 – Mechanical Power Transfer
        - ELT 120 – Schematics for Electromechanical Techs
        - ELT 216 – D-C Control Circuits
        - ELT 532 – Semiconductors
        - MFG 365 – General CNC Lathe Maintenance
        - ELE 218 – Motion Controls
        - ELT 444 – Industrial Networks
        - MFG 366 – General CNC Mill Maintenance
    - Jerome Amos, Additive Manufacturing Curriculum Developer, was hired in 2016 to create curriculum for Additive Manufacturing. The course includes 16 hours of lecture, and 64 hours of lab / clinic hours. The course will introduce students to designing parts using AutoCAD Inventor software in addition to digitizing and 3-D printer technology. The course also includes a basic overview of 3-D software capabilities.
- Updated college facilities
    - Hawkeye Community College did not do a renovation through the IHUM grant. However, through the purchase of equipment and non-consumable supplies, Hawkeye's training labs were updated and expanded to offer real-life training scenarios similar to those in industry.
- Offer new credentials
    - Hawkeye Community College added Additive Manufacturing in the fall of 2017. Additive Manufacturing is a non-credit certificate.
- Established commitment from employers and industry representatives

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  - In 2014, Hawkeye Community College received letters of support for Iowa Economic Development Association, Iowa Workforce Development, and the Office of the Governor.
  - Hawkeye Community College also received letters of support from the Region 7 Advanced Manufacturing Sector Board, Hartwig Inc., and Target Distribution.
- Developed and piloted Registered Apprenticeship Programs (IT Only)
  - N/A
- Continued PLA progress started in I-AM
  - Faculty work with students on a case by case basis to review any previous courses taken in different programs or institutions, request syllabi for those courses, and award credit when applicable.
  - The non-credit Industrial Maintenance, and the credit Industrial Automation program aligned the following courses:

| Non Credit Course Number | Non Credit Course Title | Non Credit Credits | Credit Course Number | Credit Course Title | Credits Applied |
|---|---|---|---|---|---|
| 7900001 | Electrical Systems | 3 | ELT139 | Electrical Systems I | 3 |
| 7900002 | Advanced Electrical Systems | 3 | ELT239 | Advanced Electricity | 3 |
| 7700003 | Fluid Power II | 3 | ELT149 | Fluid Power Systems II | 3 |
| 7700002 | Fluid Power I | 2 | EGT140 | Fluid Power EGT | 2 |
| 7700004 | Basic Mechanical Systems | 2 | IND100 | Basic Mechanical Systems | 2 |
| 7700005 | Motors and Controls | 2 | ELT215 | Motors and Controls | 2 |
| 7700006 | Instrumentation | 2 | ELT736 | Instrumentation & Control | 2 |
| 7700007 | PLC Programming | 2 | ELT234 | PLC's Level I | 2 |
| 7700008 | Mechanical Systems II | 2 | IND145 | Mechanical Power Transfer | 2 |
| 1700023 | Welding | 3 | WEL339 | Electromechanical Maintenance | 3 |

- Expand work based learning experiences

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  - Students had the opportunity to expand their work based learning opportunities while going through the Industrial Maintenance, Industrial Automation, and Additive Manufacturing programs. Learning experiences included:
    - Tours of businesses
    - Internships
    - Hiring of students after the completion of the grant funded program of study
    - Employers leveraging resources to provide students with learning scenarios similar to that in the workplace
    - Purchasing of new supplies and equipment
    - Employment of retired industrial automation tech to assist with lab development
- Aligned non-credit offerings with credit courses
  - The non-credit Industrial Maintenance course is aligned with the credit Industrial Automation program. Students completing the non-credit course can transition into the credit program.
  - The Additive Manufacturing program is aligned with portions of the credit course MFG452 Moldmaking in the CNC & Toolmaking Technology Program.

**Strategy 2** – Advance Online & Technology-Enabled Learning

- Enhance and expand simulation into courses and trainings
  - Hawkeye purchased the following equipment which increased the hands on training offered in the programs:
    - Fluid Power Trainers
    - MakerBot 3-D Printers
    - Robotic Controllers
    - CNC machines
    - Okuma Lathe
    - Businesses also donated equipment and supplies for lab experiences
- Expand online and blended course offerings
  - Hawkeye Community College offered online OSHA certifications
- Create and distribute Open Educational Resources
  - Todd Oesterle, Marketing and Workforce Coordinator, has worked closely with all 15 community colleges to uploaded information to Skills Commons
- Incorporation of simulation into courses
  - With the purchase of equipment robots, lathes, and CNC machines, students completing the Industrial Automation program were able expand their hands on lab training while going through the program.
  - Hawkeye Community College also added an Additive Manufacturing program in 2017. Hawkeye purchased new 3-D printers to offer a new non-credit training. The training

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was also embedded into the CNC Tool & Die Program, and expanded the hands on learning opportunities for students in this program.

**Strategy 3** – Create Expanded & Individualized Student Support Services

- Implement specialized recruitment and retention efforts
    - All 15 community colleges in the IHUM grant implemented EMSI Career Coach. Career Coach was utilized with IHUM students in the following ways:
        - Recruitment – EMSI Career Coach was utilized for recruitment purposes. Students could explore careers and programs in the region or throughout the state.
        - Advising – Advisors can utilize career coach to help students with resume building, and also exploring careers and programs that would be a fit for the student. EMSI Career Coach has online assessment tools to help students match their talents with a training program
        - Hiring – Students can utilize Career Coach to locate jobs, as well as update resumes for employers
- Improve Student Career Planning
    - Hawkeye Community College hired a lab assistant to help students with hands on learning in the training labs
    - Hawkeye Community College also hired Student Success Specialists for each building on campus. This position supports students to ensure they are successful and stay retained in the program.
- Implement accelerated and/or contextualized remediation
    - Hawkeye created and Industrial Automation Boot Camp. The pilot boot camp was used for developmental math. Admission requirements: Pre- Algebra 24, ARI40, or EA45; Read 82 or AC76; Write 65 or AC82.
    - The purposes of the boot camp is to help students not meeting admission requirements work on their basic skills in math, reading, and writing in order to meet math admission requirements and build literacy skills.
    - Students identified with low math/reading/writing placement scores will be given the opportunity to take a 15 hour math boot camp and / or 15 hour literacy boot camp before the fall semester starts.
    - At the end of the boot camps, students will retest in Accuplacer and take a written assessment of math skills.
    - Students who complete and raise their placement score in math or test at least 80% on the written math assessment will be given the opportunity to be admitted to the program in the fall semester even if they still have low reading and writing scores.
    - For students who attend less than 100% of the boot camp, completion of the boot camp is left to the discretion of the instructor and dean, and the student must complete the

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written math assessment. There is no credit earned for completion of the program or grade earned.

- Develop and implement online, modular-based programs
  - Implemented online OSHA
  - General Education Courses can be taken online
- Implement a web-based tool that can generate regional LMI paired with applicable programs of study
  - Implemented EMSI Career Coach in the summer of 2015.
  - Career Coach is utilized at the institution to help students explore programs, careers, and resume building.
  - Career Coach is also tied to Enhance Iowa to recruit students into IHUM signature programs.

**Strategy 4 –** Create & Improve Alignment with Industry and State Agencies

- Develop or Enhance IHUM Sector Boards
  - Hawkeye Community College had a manufacturing sector board prior to the IHUM grant, however, initiatives
- Strengthen Industry advisory committees
  - Hawkeye's Industrial Automation Advisory Board meets on a bi-annual basis. Members include:

| Hawkeye Representatives | Business & Industry Partners |
|---|---|
| Kendra Wyatt | Idex Corporation |
| Dan Utley | John Deere |
| Doug Kruger | Target Distribution |
| David Grunklee | Mitas-Tires |
| Dr. Jane Bradley | I-Paper |
| Mallory Jensen | University of Northern Iowa |

- Create joint marketing, outreach, and referral efforts with businesses, WIB's, and state agency partners
  - Through the IHUM consortium's Enhance Iowa campaign; Hawkeye Community College worked closely with the Iowa Workforce Development Center located on their campus. Printed brochures, posters, bookmarks and table tents were available at all Iowa Works

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locations near Hawkeye, with information about in-demand training options available through Hawkeye's IHUM programs.
    - Hawkeye also worked closely with the Future Ready Iowa campaign by providing the Future Ready Iowa website program and course mapping information already performed on Hawkeye Community College's Career Coach through the IHUM grant. This allowed visitors on the Future Ready Iowa website to easily find in-demand careers located in Hawkeye's service area, then receive information about training that is available at Hawkeye Community College that will qualify them for the desired occupation.
    - Hawkeye Community College had a presence at career fairs held by businesses, chambers, and Iowa Workforce Development. Talking to individuals one-on-one about IHUM training opportunities that will lead to in-demand, local careers.
- New Industry partnerships developed during the grant period
    - Conagra
    - Eaton Corp.
    - Kerry Foods
    - General Mills
    - Bay Valley Foods
    - Precision of New Hampton
    - Flint Hills Resources
    - East Penn Manufacturing
    - Midwest Overhead Crane
- IHUM and RAP materials developed in collaboration with state agencies (IT Only)
    - N/A

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Iowa's Network

IHUM

IT | Health | Utilities | Manufacturing

# SUBJECT MATTER EXPERT REVIEW REPORT

*Each institution receiving grant funds is required to develop new and/or take to scale successful industry sector strategies. These sector strategies must focus on addressing employers' workforce needs by expanding or improving applicants' education and training programs based on the use of both traditional and real-time labor market information.*

*Effective sector strategies hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives. To that end, successful institutions will identify one or more specific industry sectors on which they will focus and involve at least two employers, and a regional industry representative, for each targeted sector in each site location served by the program. These employers either would be located in each site or would hire individuals from that region.*

**Institution Reviewed:** Hawkeye Community College

**Signature Program Reviewed:** Industrial Maintenance Non-Credit Certificate, Industrial Automation (Diploma, Degree), Additive Manufacturing Non-Credit Certificate

**Subject Matter Expert:** Wes James

**Subject Matter Expert Credentials:**

President of TechWorks Campus, a former tractor factory being redeveloped to facilitate advanced manufacturing research/acceleration projects and to support the regional manufacturing supply chain.

Former Adjunct Instructor, Clarke University, teaching Operations Management and Project Management. Developed targeted hybrid course curriculum combining classroom lectures, active in-class simulations, and online web-based training for MBA's, adult learners, and undergraduates.

Former Associate Director, University of Northern Iowa's National Ag-Based Lubricants Center, designed multi-year field research with three transportation industry partners resulting in over $1M annual cost savings, secured over $3.8M funding through 25 proposals and 15 funded research projects, co-inventor on microwave grease patent.

**Review Period:** 10/01/2014-06/30/2018

**Dates Review Conducted:** 8/15/2018 – 9/18/2018

**Synopsis of Findings:**

Iowa's Information Technology Healthcare Utilities and Manufacturing Network (IHUM), a consortium of all 15 of the State's Community Colleges, was developed to provide education and training for Trade Adjustment Act eligible and other workers in high-growth industries including health, information, manufacturing, and utilities.

As IHUM's lead institution, Hawkeye Community College (HCC) shows success in each of the strategies. Curricula was audited and 11 new courses were added, expanding sector-driven career pathways, in addition to a new non-credit course in additive manufacturing. Stackable credentials with clear career pathways to further education or existing workplace opportunity are attractive to students and employers, as evidenced by strong work-based learning opportunities in Industrial Maintenance, Industrial Automation, and Additive Manufacturing programs.

Of particular significance, Hawkeye has excelled in embedding technology-enabled learning throughout signature programs. Investments in Fluid Power Trainers, MakerBot 3-D Printers, Robotic Controllers, CNC Machines, Okuma Lathe, and equipment donated by industry partners provide hands-on lab training that gives students confidence in their abilities, and that gives value to signature program credentials for employers. This is a strong point for Hawkeye Community College, and deserves recognition.

With the IHUM project Hawkeye has implemented uncommonly comprehensive student support services, including active targeted recruiting efforts and partnerships. Student retention efforts recognize the value of helping a current student complete their coursework, and provide an array of resources to keep students on track, including a pilot Industrial Automation Boot Camp and effective career coaching systems.

It is difficult to capture the full impact of a long-term grant on an institution, or the students and employers who may benefit. Hawkeye Community Colleges' investment in relevant training equipment and aligning course work/credentials with industry needs, however, will provide solid ROI for the region's economy. Their strong investment in mechanisms to create positive student outcomes, to help students through the steps of a career pathway, though, will provide an even better ROI for the region's future.

## REVIEW OF GRANT DELIVERABLES AND MILESTONES

| STRATEGY 1: Expand & Enhance Sector-Driven Career Pathways | |
|---|---|
| **MILESTONE 1.1: Align curricula with relevant national standards and industry/employer recognized credentials.** | X Complete<br>☐ Incomplete |
| **MILESTONE 1.2: Align non-credit offerings with credit courses.** | X Complete<br>☐ Incomplete |
| **MILESTONE 1.3: Expand and enhance work-based learning experiences.** | X Complete<br>☐ Incomplete |
| **MILESTONE 1.4: Align Information Technology cluster pathways with apprenticeships (EICC, KCC, NICC)** | ☐ Complete<br>☐ Incomplete |
| **MILESTONE 1.5: Strengthen Prior Learning Assessment initiative.** | X Complete<br>☐ Incomplete |

| DELIVERABLE 1.1: Audited and redesigned curricula | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>Added multiple new courses and redesigned others toward program outcomes. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>Revised curriculum is well targeted for current industry needs in the region. |

| DELIVERABLE 1.2: Updated college facilities | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>Investments in training equipment is well placed. Hands-on 3-D printers, CNC machines, lathes, robots, and hydraulic trainers, etc. provide increased institutional capacity and increase value of student credentials to employers. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>This is now a program strength, with in-demand training opportunities utilizing current technologies, mirroring equipment in production industry shops. |

| DELIVERABLE 1.3: Offer new credentials | | |
|---|---|---|
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>Additive Manufacturing Certificate |
| **QUALITY** | X Satisfactory | **COMMENTS:** |

| | | |
|---|---|---|
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 1.4: Letters of commitment from employers and industry representatives** | | |
| **STATUS** | **X** Completed | **COMMENTS:** Iowa Economic Development Authority, Iowa Workforce Development, Office of the Governor, Region 7 Advanced Manufacturing Sector Board, Hartwig Inc., Target Distribution |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | **X** Satisfactory | **COMMENTS:** |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 1.5: Development and pilot of RAP (EICC, KCC, NICC only)** | | |
| **STATUS** | ☐ Completed | **COMMENTS:** N/A |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | ☐ Satisfactory | **COMMENTS:** N/A |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |
| **DELIVERABLE 1.6: Continue PLA progress started in I-AM (Round 2 – TAACCCT)** | | |
| **STATUS** | **X** Completed | **COMMENTS:** Faculty review coursework on case by case basis. Industrial Maintenance (non-credit) and Industrial Automation (credit) programs aligned 10 courses. |
| | ☐ In Progress | |
| | ☐ Attempted | |
| | ☐ Never Started | |
| **QUALITY** | **X** Satisfactory | **COMMENTS:** |
| | ☐ Unsatisfactory | |
| | ☐ Unclear | |

| **STRATEGY 2: Advance Online & Technology-Enabled Learning** | |
|---|---|
| **MILESTONE 2.1: ENHANCE AND EXPAND SIMULATION INTO COURSES AND TRAININGS.** | **X** Complete |
| | ☐ Incomplete |
| **MILESTONE 2.2: EXPAND ONLINE AND BLENDED COURSE OFFERINGS.** | **X** Complete |
| | ☐ Incomplete |
| **MILESTONE 2.3: Create and distribute Open Educational Resources.** | **X** Complete |
| | ☐ Incomplete |
| **DELIVERABLE 2.1: Public licensing of curricula and training materials** | |

| | | |
|---|---|---|
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>IHUM institution course materials and information were easily found and downloaded from Skills Commons web site. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 2.2: Distribution through project and online repositories** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>All 15 community colleges in the IHUM consortium have uploaded materials to Skills Commons online repository. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 2.3: Offering online/blended programs** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>Online OSHA certification courses were implemented, and Hawkeye Community College general education courses are available for distance learners (online). |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>General Ed requirements for degrees can be taken online. |
| **DELIVERABLE 2.4: Incorporation of simulation into courses** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>This is a notable accomplishment. Increased hands-on experience through active simulations improves student confidence with technology and increases institutional capacity. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>New equipment purchased and incorporated in to curriculum is well selected and relevant to industry. |
| **DELIVERABLE 2.5: Development and publication of a scorecard that updates on a regular basis** | | |
| **STATUS** | **NOT APPLICABLE** | **COMMENTS:** Responsibility of IHUM Leadership Team |

| STRATEGY 3: Create Expanded & Individualized Student Support Services | | |
|---|---|---|
| **MILESTONE 3.1: Implement specialized recruitment and retention efforts.** | X Complete<br>☐ Incomplete | |
| **MILESTONE 3.2: Improve student career planning.** | X Complete<br>☐ Incomplete | |
| **MILESTONE 3.3: Implement accelerated and/or contextualized remediation programs.** | X Complete<br>☐ Incomplete | |
| **DELIVERABLE 3.1: Develop and implement online, modular-based programs** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>All 15 consortium members implemented EMSI Career Coach, used by IHUM students for recruitment, career exploration, advising, online assessment tools, and to update resumes for employers/hiring. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>Hawkeye Community College general education courses are available for distance learners. |
| **DELIVERABLE 3.2: "Bootcamps", individual/peer tutoring, individual hands-on lab assistance, and utilization of Pathway Navigators** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>Industrial Automation Bootcamp, hands-on lab assistant hired for training labs, and Student Success Specialists hired for each building on campus. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 3.3: Targeted recruitment marketing materials on multiple platforms** | | |
| **STATUS** | X Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>Multiple targeted recruitment/marketing materials were placed across platforms recruiting for signature programs. i.e. printed brochures, posters, bookmarks, table tents, web and traditional advertisements. |
| **QUALITY** | X Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 3.4: Implement a web-based tool that can generate regional LMI paired with applicable programs of study** | | |
| **STATUS** | X Completed | **COMMENTS:** |

| | | |
|---|---|---|
| | ☐ In Progress<br>☐ Attempted<br>☐ Never Started | EMSI Career Coach implemented 2015 by all 15 consortium members |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>EMSI Career Coach helps students explore programs, careers, and tied to Enhance Iowa for recruiting students to IHUM signature programs. |

| **STRATEGY 4: Create & Improve Alignment with Industry & State Agencies** | |
|---|---|
| **MILESTONE 4.1: Develop IHUM Sector Strategy Committee consisting of members from IWD, IEDA, Iowa DE and four consortium members (representing each of the industries).** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.2: Create or strengthen regional industry advisory committees.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.3: Create joint marketing and outreach efforts with state agencies.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.4: Collaborate with state agencies on a participant referral process.** | **X** Complete<br>☐ Incomplete |
| **MILESTONE 4.5: Partner with industry and state agencies on job fairs and mission-based events.** | **X** Complete<br>☐ Incomplete |

| **DELIVERABLE 4.1: Meeting minutes from IHUM Sector Strategy Committee and regional industry advisory committee** | | |
|---|---|---|
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>Meeting minutes provided. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>Attendees represent regional manufacturing industry cluster well. |

| **DELIVERABLE 4.2: New industry partnerships developed during the grant period** | | |
|---|---|---|
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>Conagra, Eaton Corp., Kerry Foods, General Mills, Bay Valley Foods, Precision of New Hampton, Flint Hills Resources, East Penn Manufacturing, Midwest Overhead Crane |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory | **COMMENTS:** |

| | | |
|---|---|---|
| | ☐ Unclear | |
| **DELIVERABLE 4.3: IHUM and RAP materials developed in collaboration with state agencies** | | |
| **STATUS** | ☐ Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>N/A |
| **QUALITY** | ☐ Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:**<br>N/A |
| **DELIVERABLE 4.4: Outreach efforts to educate WIBs about IHUM for referrals** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>Hawkeye worked with Iowa Workforce Development through the IHUM consortium held Enhance Iowa campaign, distributing marketing & outreach materials at all regional Iowa Works locations, and partnered with Future Ready Iowa campaign. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |
| **DELIVERABLE 4.5: A minimum of one event with industry and state agencies annually** | | |
| **STATUS** | **X** Completed<br>☐ In Progress<br>☐ Attempted<br>☐ Never Started | **COMMENTS:**<br>Hawkeye Community College was represented at career fairs and events held by businesses, chambers of commerce, and Iowa Workforce Development. |
| **QUALITY** | **X** Satisfactory<br>☐ Unsatisfactory<br>☐ Unclear<br>☐ Unsatisfactory<br>☐ Unclear | **COMMENTS:** |