

Report to the  
Faculty, Administration, Trustees, and Students  
of

**University of Maine, Presque Isle**  
Presque Isle, Maine

by

An Evaluator representing the  
New England Commission of Higher Education

A Substantive Change Progress Report of three competency programs offered by the University of Maine at Presque Isle and the status of the History/Political Science major which is delivered by UMPI at the University of Maine at Fort Kent (in a non-CBE format). This report was prepared following a review of documents and virtual interviews with UMPI administration, faculty and students on May 12, 2021.

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This report represents the views of the evaluator(s). Its content is based on an evaluation of the institution with respect to the Commission's criteria for accreditation. It is a confidential document in which all comments are made in good faith. The report is prepared both as an educational service to the institution and to assist the Commission in making a decision about the institution's accreditation status.

## Introduction

The New England Commission of Higher Education (NECHE) accepted a substantive change proposal from University of Maine, Presque Isle (UMPI) for three competency-based programs (Accounting, History and Political Science, and Liberal Studies—Education minor) and the History and Political Science degree that is offered at the University of Maine at Fort Kent (in non-CBE mode). This report reviews progress reported by the UMPI in its April 12, 2021 Substantive Change Progress Report.

Regarding the three competency-based programs, this report addresses four areas of emphasis requested by the Commission:

- (1) The institution develops, approves, administers, and on a regular cycle reviews its academic programs under institutional policies that are implemented by designated bodies with established channels of communication and control. Review of academic programs includes evidence of student success and program effectiveness and incorporates an external perspective. Faculty have a substantive voice in these matters (4.6).
- (2) Commission Standards and policies regarding the award of credit guide institutions offering competency-based programs to ensure that such programs are at least equivalent in breadth, depth, and rigor. The institution certifies the attainment of competencies for students who have achieved the stated objectives only at levels at or approaching excellence (4.30).
- (3) The institution provides advising and academic support services appropriate to the student body. The institution's faculty and professional staff collectively have sufficient interaction with students outside of class to promote students' academic achievement and provide academic and career guidance (5.10).

Regarding the History/Political Science degree delivered at UMFK, this report addresses the following four standards:

- (1) Through its system of academic administration and faculty participation, the institution demonstrates an effective system of academic oversight, assuring the quality of the academic program wherever and however it is offered (4.5).
- (2) Courses and programs offered for credit off campus, through dual enrollment, through distance or correspondence education, or through continuing education, evening, or weekend divisions are consistent with the educational objectives of the institution. Such activities are integral parts of the institution and maintain the same academic standards as courses and programs offered on campus. Faculty and students receive sufficient support for instructional and other needs. Students have ready access to and support in using appropriate learning resources (4.46).
- (3) The institution supports teaching and learning through a well-qualified faculty and academic staff, who, in structures and processes appropriate to the institution, collectively ensure the quality of instruction and support for student learning (Teaching, Learning, and Scholarship, Statement of the Standard).
- (4) The institution endeavors to enhance the quality of teaching and learning wherever and however courses and programs are offered. It encourages experimentation to improve instruction. The effectiveness of instruction is periodically and systematically assessed using valid procedures; the results are used to improve instruction. Faculty and academic staff accept their responsibility to improve instructional effectiveness. Adequate support is provided to accomplish this task (6.17).

The evaluator thanks the institution for its participation throughout the virtual visit that was conducted May 12, 2021. In addition to reviewing UMPI's Substantive Change Report, the evaluator met with the president, Raymond J. Rice, with Carolyn Dorsey, Associate Vice Chancellor for Academic Affairs, University of Maine System as well as faculty teaching and students in the UMPI programs to validate the

information provided by the institution in its report. The remainder of this report includes an assessment of UMPI's implementation of the competency-based programs and the History/Political Science degree delivered at UMFK with respect to each of the Commission's *Standards of Accreditation*, as noted in the NECHE letter of November 14, 2019.

## **UMPI Competency-Based Programs**

### **Standard 4.6**

**The institution develops, approves, administers, and on a regular cycle reviews its academic programs under institutional policies that are implemented by designated bodies with established channels of communication and control.**

The institution provided sufficient and exemplary evidence to support its plans and abilities to develop, assess, and administer competency-based programs. Faculty: "It was hard to get faculty to accept the new modality, now at 3 years - it's going smoothly - everyone is accepting of it."

Labeled as the YourPace programs, the institution provided evidence of success of an effective, efficient, and academically rigorous degree programs. Overall, the 340 headcount (spring 2021) in YourPace programs makes up approximately 25% of the entire UMPI headcount (including Early College students).

Early evidence indicates students are also succeeding in the CBE format. The "success rate" for completing competency modules in 2020-2021 is 87%, meaning that 87% of individuals who began a module completed it successfully—a rate above the institution's traditional course completion rate of 83% for the same period. In addition, the Business Administration program, which graduated its first YourPace students three years ago, has seen a 150% increase in the number of graduates-- from 21 in 2018 to 52 in 2020—nearly half of which were YourPace students.

The growth of the YourPace credit hour generation (from the 1800+ credit hours in 2018 to an expected generation of over 7,000 in 2022) has resulted in organizational restructuring to ensure appropriate infrastructure is in place to support the expansion, and to further transition of UMPI to a multi-modal delivery environment. To whitt UMPI has added 4 FTE-equivalent personnel in various capacities of student support services. The institution has also led, on behalf of the System, development of a Memorandum of Understanding with the faculty bargaining unit of the University of Maine System to ensure that appropriate compensation for faculty working with YourPace courses and programs.

**Review of academic programs includes evidence of student success and program effectiveness and incorporates an external perspective.**

UMPI is seeing significant success with its YourPace programs. YourPace accounting students completed 1027 credit hours of equivalent work, the third highest level of credit production in the YourPace unit (following Business Administration and Liberal Studies/Education concentration).

The success rate of accounting students initiating an individual competency and completing that competency is 87% (even higher than the success rate of receiving a C- through A+ grade in the traditional modalities). HTY/POS students in the YourPace modality have successfully completed competencies at a rate of 87%.

In addition to internal designs and oversight, faculty (such as in the Business and Accounting program) work closely with their external partners, including local industry leaders, through an

Advisory Board, to ensure that current and relevant content is being offered to students. Institution-level program reviews, which involve all Education faculty, are regularly conducted as part of UMPI's Academic Program Planning and Assessment practices. Additionally, an external review of the Education program is conducted every 5 years by the Maine Department of Education.

**Faculty have a substantive voice in these matters.**

The role of faculty in the design, delivery and oversight of the YourPace CBE programs is strongly evident in the UMPI report.

**Faculty:** *“This is a great opportunity [but we] need to make sure faculty are informed from the beginning. Don’t start things in the summer when the curriculum committee isn’t meeting - a lot of misunderstanding - they just went too fast. I’m okay now - but the administration was beyond their skis in the beginning.”*

The Business and Accounting faculty have purview over the accounting curriculum and played the largest role in the initial design and development of the CBE program. All competency units were designed by current along with qualified adjuncts as approved for this purpose by the full-time faculty, with review conducted by the faculty and coordinator of the Business/Accounting program.

The education curriculum is designed by the education faculty, reviewed by the Director of the Education program, with oversight by the Dean of the College of Professional Programs and Executive Director of Competency Based Education. The Deans and Director worked closely together to ensure that competencies were designed by vetted faculty members in a timely fashion in order to support continuity of students’ progression through the program. All modalities of Education courses are regularly reviewed by faculty and any changes in traditional programming are aligned and reflected in YourPace competencies.

Faculty purview over the curriculum is also evident in the HIS/POS programs where faculty have led the initial design and development of the CBE program. Additionally, the program coordinator monitors the traditional program for any changes to ensure the CBE program remains aligned and equivalent.

**Standard 4.30**

**Commission Standards and policies regarding the award of credit guide institutions offering competency-based programs to ensure that such programs are at least equivalent in breadth, depth, and rigor.**

UMPI's basic design structure for YourPace CBE programs, requires all competencies to be aligned and equivalent to the conceptual framework, course learning outcomes, program learning outcomes, and field experiences of its conventional courses and programs. CBE competencies are mapped back to the “standard” 3-credit hour courses to ensure both appropriate financial aid assessment and maintain equivalent programmatic expectations for all students, regardless of delivery modality. Program coordinators monitor the traditional program for any changes in order to ensure their reflection in the CBE program such that the two programs remain equivalent and in alignment in all respects. Achievement of competencies is assessed in means congruent with the traditionally delivered programs.

**Faculty:** *“There is quite a difference between online and YourPace. It’s not a typical online experience – we’re not just putting content out there with automated assessments.”*

**Faculty:** *“We had to make a lot of decisions about what content was enough content - and how you’d built a body of evidence.”*

**The institution certifies the attainment of competencies for students who have achieved the stated objectives only at levels at or approaching Excellence.**

**Faculty:** *“It has changed from what it was - and what it is now. In the beginning, there were questions about the quality of the work - on campus we have a lot of experience with that – I wasn’t sure that the quality of the work would be high enough. Now, we’ve had enough interactions now to know that the quality is really, really good.”*

Formative assessment tactics include interactive discussion questions (IDQs) embedded in the competency-based courses. Faculty develop content driven communication touchpoints that require the student to apply learning and receive feedback. Milestone activities, not necessarily limited to IDQs, are formative assessments designed to offer the faculty and student an in-depth exploration of the content, providing opportunities for the student to analyze and evaluate material and demonstrate their readiness for the summative assessment.

**Faculty:** *“We’re very aware of the program learning outcomes - because we work with skills it is more explicit. The miles stones emphasize the purpose of the learning - and alignment - super heightened in the CBE world”*

**Faculty:** *“We’ve built in more authentic learning - we are replicating the traditional experience non-CBE students would get.*

**Student:** *“The learning assessments tested your knowledge - it was great that it focused on what you didn’t know.”*

Summative assessments are multi-layered and are designed to mirror similar assessments in conventional modalities and incorporate the application, synthesis, and evaluation of knowledge and skill acquired and demonstrated throughout each competency. Rubrics are then employed to determine that the student has achieved proficiency or exemplary proficiency in all rubric learning outcome categories. Students must receive a 3 (near excellent) or 4 (excellent) in each rubric line to receive credit for the competency unit.

**Faculty:** *“We hear from the students - that they are learning and growing – it’s working.”*

### **Standard 5.10**

**The institution provides advising and academic support services appropriate to the student body.**

YourPace CBE students are closely monitored and supported by an assigned faculty advisor, professional advisor, and Academic Success Coach throughout their progress within the program. The professional Academic Advisor Completes a degree audit every 8 weeks to communicate progress on moving students through the degree. Students may also easily check on competency progress through the Analytics tool in the competency-based education focused Strut learning platform.

**Student:** *“I’m in California; I was able to complete the majority of my BA recovering from a heart transplant. I couldn’t find any other school that would let me learn from an ICU – the others just said sorry.”*

**Student:** *“I transferred from another online school that had weekly deadlines. YouPace is on YOUR schedule – I could work around my schedule. With work experience – I had the knowledge already – I just had to learn the jargon. When Covid shut down the world - we could keep learning.”*

**Student:** *“Any wall I hit it was easy to get a professor - all hours of the day. They would get on and zoom. I’ve tried other online programs - this one you could TALK to a professor. They treat you like you are one of their students.”*

**The institution’s faculty and professional staff collectively have sufficient interaction with students outside of class to promote students’ academic achievement and provide academic and career guidance**

In UMPI CBE programs, student support specialists interact regularly with students and each other on students’ behalf. UMPI has developed a comprehensive structure and processes for student support (see list attached).

**Student:** *“I hadn’t used the internet before for learning before. The YourPace professors are completely there - especially about the finals - and they really help.”*

A challenge found in the YourPace Accounting modality was the ability to establish personalized relationships with students to evaluate their professionalism—within the YourPace environment. An effective way to meet that challenge was for accounting faculty to meet one-on-one with the upper-level students in both the traditional and YourPace modalities of the accounting program. (YourPace students with 90 or more credit hours would receive this engagement.) This interaction occurs through Zoom or other distance technology. These interactions allow faculty to gauge the student’s demonstration of ethical decision making within a conversational environment.

**Faculty:** *“We really engage with the student - the milestones, zooming, assessments there’s a lot of interaction.”*

**Student:** *“In the YourPace courses I had an actual professor - who is AT the college - not just an adjunct that teaches for many different colleges - that was a big deal - not just an ‘internet instructor’ that wasn’t invested in the school.”*

Education: Other students in the program also have sought career guidance and letters of recommendation for law school and graduate school, as well as to become officers in the military and to pursue other professional careers.

**Faculty:** *“We have great conversations. I can recommend students - because I know them well enough”*

**Substantive Change for Bachelor of Arts in History and Political Science**

In March 2020, NECHE approved a request for the following substantive change to the University of Maine at Presque Isle (UMPI) B.A. degree in History and Political Science: that the University of Maine at Fort Kent (UMFK) be added as an “instructional site” for the delivery of the program.

This program will benefit students in rural, northern Maine by extending humanities programming to the UMFK campus and its students—while maintaining the current level of full time faculty at UMPI and creates a pathway for students at UMFK to pursue bachelorette and graduate degrees. Students complete

the first two years at UMFK, taking general education, support courses, and four (on average) upper level History and/or Political Science courses. Subsequently, students will transfer to the UMPI History and Political Science program without having to physically relocate from Fort Kent to Presque Isle. The remaining courses will be offered at the UMPI and UMFK campuses, by both full time UMPI faculty and the full time UMFK faculty member via multiple modes of instruction, including live and videoconferencing and/or online.

In regard to the History/Political Science degree delivered at UMFK, the institution is requested to address the following four standards:

**Standard 4.5**

**Through its system of academic administration and faculty participation, the institution demonstrates an effective system of academic oversight, assuring the quality of the academic program wherever and however it is offered**

The appropriate roles have worked on this 2+2 implementation including the UMPI and UMFK Deans, the UMPI HTY/POS Coordinator, the UMPI history faculty, and the full-time History faculty member at UMFK. As a result the UMFK History and Political Science Coordinator will serve as onsite representative to the UMPI History and Political Science program attending all program meetings and coordinating input concerning curriculum or policy issues with the UMPI History and Political Science Coordinator.

**Standard 4.46**

**Courses and programs offered for credit off campus, through dual enrollment, through distance or correspondence education, or through continuing education, evening, or weekend divisions are consistent with the educational objectives of the institution. Such activities are integral parts of the institution and maintain the same academic standards as courses and programs offered on campus. Faculty and students receive sufficient support for instructional and other needs. Students have ready access to and support in using appropriate learning resources.**

Faculty will engage in continuous quality improvement efforts to discuss changes in the curriculum, evaluation methods, or pedagogy in the form of annual meetings of UMPI and UMFK faculty who deliver courses for the academic partnership. All curriculum developments and changes, once approved by the faculty, must be approved by the UMPI Dean of the College of Arts and Sciences, the curriculum committee and APPA council, and then approved by faculty assembly prior to forwarding to the President/Provost for final approval.

**Teaching, Learning, and Scholarship, Statement of the Standard**

**The institution supports teaching and learning through a well-qualified faculty and academic staff, who, in structures and processes appropriate to the institution, collectively ensure the quality of instruction and support for student learning.**

All faculty at the UMFK location will be approved by UMPI faculty, the program Coordinator, and the Dean of the College of Arts and Sciences to ensure that they meet faculty qualifications per UMPI faculty role expectations and the UMS/Associated Faculties of the University of Maine (AFUM) bargaining agreement.

**Standard 6.17**

**The institution endeavors to enhance the quality of teaching and learning wherever and however courses and programs are offered. It encourages experimentation to improve instruction. The effectiveness of instruction is periodically and systematically assessed using valid procedures; the results are used to improve instruction. Faculty and academic staff accept their responsibility to improve instructional effectiveness. Adequate support is provided to accomplish this task**

In addition, the institutions now share a Registrar and Director of Student Financials, ensuring that all calendars, grading policies, and financial/student aid packages/policies are identical or complementary between the two campuses, thus ensuring that no student aid packages or academic expectations/standards will be affected when a student formally transfers from UMFK into the UMPI program. Finally, as of July 2019, the two institutions also share a single Dean of Student Affairs, who has immediate oversight of the Associate Dean/Director of Student Life at the UMPI campus.

### SUMMARY

The evaluator found much to praise at the University of Maine Presque Isle. The structure and management of the B.A. degree in History and Political Science between UMPI and the University of Maine at Fort Kent (UMFK) is well conceived and executed. The implementation of coordinated and shared services could serve as a model for other collaborative programs in the System. The collaboration is especially notable as it focuses on a core program of the academic curriculum. The development and expansion of the competency-based programs of in the YourPace model is exemplary and on-par with other CBE programs across the country. UMPI is to be commended for its ability to identify emerging needs, develop solutions, and pivot adroitly when current designs, services, and resources need to be changed.

**Student:** *“I would absolutely recommend [the YourPace programs] to motivated people - especially for older students.”*

**Benefits to students.** Adult learners are the new growth market. The collaborative and CBE programs from UMPI offer opportunities to students that they otherwise might not have had owing to geographic, temporal, and employment limitations. Interviews with students surfaced these benefits.

**Student:** *“The flexibility was great. I can bank a whole set of things at once.”*

**Student:** *“I enjoyed the YourPace classes. Working this way benefits me. In CBE classes I don’t have to wait for other people. I love it.”*

**Student:** *“I wish I’d started this sooner. Now I’m dreading going back to the old way when I start law school.”*

**Student:** *“I have three kids; I’ve gone to school four separate times. I’ve had to learn IT on the job. This program allowed me to fit in an assignment in times as small as ten minutes between meetings. It showed I was able to learn, and I have more tools now.”*

In sum, the collaboration with UMFK and the YourPace programs at UMPI are being implemented with close attention to the Commission’s standards. The following list of strengths and concerns is offered to highlight to UMPI the areas where its implementation of the CBE programs has excelled, and issues that the institution will need to attend to in the years ahead.

### STRENGTHS:



**Increasing enrollments increases institutional strength.** Enrollment in YourPace programs has increased the fiscal and academic strength of the institution. Accounting grew by over 900% in terms of credit hour generation in the past year, Liberal Studies (Education minor) by nearly 450%, and History/Political Science more than tripled the number of its majors in one year. This success is notable for the institution as the growth in YourPace credit hours has not only replaced those lost from in-state student decline but has contributed to a 27% overall increase in credit hour generation since 2015 with the YourPace programming as the single greatest contributor to this increase.

Anecdotal information indicates students are taking greater advantage of the flat-fee subscription rates and the six instructional starts across the calendar year resulting in per-credit hour savings for students and greater equivalent credit hour generation per annum.

**Student:** *“I started at a physical school 10 years ago - the gap was due to affordability. Flexibility of time was good but being able to complete multiple courses in a term (my top was 9 in one term) was great. Because of the pandemic I had the time to do them – I still gained the knowledge, it was rigorous—and, if you didn’t know the topic you could take more time. No school that I know of offers 9 courses for \$1400—was a bargain.”*

**Student:** *“I work fulltime with kids in college and a busy house. I wanted an accounting degree for the future. Doing it this way - all my UM credits transferred over – that cut my time in half.”*

**Student:** *“The UMPI cost was very competitive because I finished so many classes during each term. It was pretty inexpensive when compared to other programs - and no book fees - that was insane.”*

**Maturing development and delivery model.** It is evident through interviews with administration, faculty and students, supplemented by a review of the UMPI report, that the YourPace program has established a firm foundation of knowledge and expertise in the design, delivery, and assessment of its competency-based programs. That this capability and confidence has been gained through trial and error is positively indicative of the field, the faculty, and the leadership at the institution.

**Faculty:** *“There were some missteps in the beginning. Like recruiting before the [curriculum from external provider] Brandman was reviewed.”*

**Faculty:** *“The faculty input was missing in the beginning. It we’d have had that - we wouldn’t have had to backtrack so many times. That created bad feelings.”*

**Faculty:** *“When we started, we didn’t have a roadmap. Now we understand what it takes to create a CBE program—without the flaws—we could write the book on this.”*

In particular, the inclusion of external skills taxonomies like O\*Net is an exemplary practice:

**Faculty:** *“We linked skills to learning outcomes and matched them with content. Then we linked to the skillsets to O\*Net - to show students had marketable skills.”*

**Student:** *“This is where business is going.”*

**Investment in YourPace.** UMPI has recently established the role of Dean of Competency-Based and Degree Completion Programs (anticipated to be filled on July 1, 2021). This position will be responsible for leading the university’s academic unit dedicated to educating adult learners in market-responsive undergraduate, graduate, and continuing education programs that are both credit and non-credit bearing.

Reporting to the Provost, the Dean will be a key thought leader in developing UMPI's YourPace competency-based program portfolio, workforce-oriented credentialing programming, and incorporating the university's Employer U offerings within both degree and non-degree initiatives.

#### **CONCERNS:**

The evaluator notes that there were no 'red flag' concerns identified during this review. The collaborative degree program with UMFK and the YourPace program both appear to be on solid ground with a positive trajectory ahead of them. That said, the review and interviews did identify concerns that are worthy of explicit mention to ensure they receive attention.

**Keeping a personal touch as YourPace grows.** Students remarked positively on the amount of interaction they have with YourPace faculty. But there were concerns:

**Faculty:** *"We zoom with most of them - how will that be sustainable when we grow?"*

**Student:** *"Remote was extremely helpful - family life was difficult – it was hard to go a day or more to hear back - more evening hours would be helpful."*

**Student:** *"We're missing 'community.' We need an opportunity to build a network and community where we can validate each other's experience. We had a meeting with Pres. Rice and the Chancellor to come up with something like an alumni program."*

Incorporating additional interaction and feedback tools into YourPace instruction e.g., adaptive resources, intelligent agents, can supplement the amount and timeliness of faculty interactions.

**Increasing staff as YourPace grows.** While UMPI is adding a Dean of Competency-Based and Degree Completion Programs position, it will need to, and should, budget for additional positions to support the YourPace programs.

**Faculty:** *"Moving forward - we have one position – but a second FTE for CBE design - is a need now."*

Due to lags in academic budgeting practices, the need for these positions will often precede the revenues they will generate as the program grows. The institution might consider using contracts initially until revenues make adding full-time positions possible.

**Changing infrastructure.** Initially, the Institution contracted for Learning Management Software (LMS) services with Strut Learning, an infrastructure provider for online competency-based degree programs, and with Academic Partnerships (AP) which provides marketing, enrollment, and retention services, as well as partner support (consulting and training), and academic support services. The YourPace program has already assessed these early tools and alliances and is shifting to new providers and internalizing some of the services.

**Faculty:** *"Academic Partnerships didn't have the knowledge of CBE. We don't need to do that again - they were nice people - but they didn't have substantive knowledge we needed."*

Thus, YourPace has evolved from its early use of external 'experts' to reliance on what are now experienced UMPI resources. With the use of Quality Matters and reviews by curriculum coordinators, YourPace is effectively assuring the quality of the YourPace curriculum.

**Faculty:** *“We are vetting our designs as we teach them. We’re very confident. We don’t just put-up content for the student to wander around in; we have a highly effective recipe for making a quality program.”*

UMPI is also in the process of switching from the Strut Learning to the Desire2Learn (D2L) Brightspace learning management system and taking on many of the management tasks that were originally outsourced to Strut. This is also a sign of growing maturity.

**Increasing need for more YourPace programs.** UMPI plans in August 2021 to submit a Substantive Change request to allow Criminal Justice and English: Professional Communication to deliver its programming in the CBE modality. It plans to submit a subsequent request in August 2022 to deliver Cybersecurity and Psychology, with Computer Science and Health Administration scheduled for proposals in 2023.

## UMPI CBE Faculty Interviewed

John Zaborney (history + political science)

Kimberly Jones (business)

Alana Margeson (Education + T&L)

Lisa Leduc (Criminal Justice)

Kimberly Sebold (history - designed ~ $\frac{2}{3}$  of the history program)

Jacqui Lowman (English - communications CBE - competency textbooks)

Stacey Emery (Business + MAOL)

**Admissions Coordinator** is the first point of contact for any potential or inquiring CBE student.

**Professional Advisor** evaluates the students Transfer Credit Report and completes the Degree Audit and Academic Map; facilitates student enrollment in competencies in coordination with the appropriate Instructor, Faculty Advisor, and Program Coordinator.

**Academic Coaches** will guide the student through the program; maintain substantial contact with the student (minimum 3 x per week); works with the student to create a learning plan and timeline that fits the student's goals, use the learning management system, prepare for assessments, work through registration and academic policies, and connect with campus resources; is responsible for reviewing and tracking student data to pinpoint those who need help and when to provide timely and appropriate intervention.

### **Instructor/Faculty Advisor**

**Faculty Subject Matter Experts (SME)** responsible for the development of the competencies and curriculum; for the quality of the program; works closely with students, as a facilitator, that guides the students through the material in a way that helps them achieve mastery, continually develops and adjusts curriculum to meet individual student's needs; ensures assessments are aligned with competencies and are reliable instruments to gauge achievement.

**YourPace Curriculum Coordinator** acts as an academic project manager and as a liaison between CBE faculty and UMPI administration to ensure alignment between traditional program PLOs and CLOs, with competency units; works in conjunction with instructional design staff and academic program coordinators to assist in the development of competencies and assessments, alignment with program outcomes, and final quality review before competency publication; serves as the learning platform SME for faculty training and Assistance.

**Faculty Assessors** independently score and evaluate all competency module summative assessments with the use of standard rubrics; ensures the assessment is an authentic demonstration of competency, that the rubric is appropriate to measure stated criteria, and determines if the student meets the required standards to achieve an excellent or near excellent score. Works in conjunction with the faculty SME to update assessments and rubrics.

**Faculty College Curriculum Advisors** In addition to the YourPace staff and faculty two tenured faculty members receive release time to provide program planning guidance to peers within their respective college in planning the development of CBE modalities of all active and planned CBE programs and the appropriate assessment of all such programming.