

Additional Institutional survey items:

Item #	ICR Data Collection Item – Institutional	Prior Learning Assessment	Limited Direct Assessment	Competency Based Education	Educational Quality Through Innovative Partnerships (EQUIP)	Second Chance Pell	Dual Enrollment	Loan Counseling	Limiting Unsub Loans
49	Please provide a comprehensive list of prior learning assessment(s) used in the experiment and cost of each	X							
50	Please summarize your institution's policy for determining the amount to include in a student's COA for the cost of a prior learning assessment? (What costs did the institution include in COA (e.g. test preparation, tutoring, etc.)?)	X							
51	Please provide a comprehensive list of direct assessment program(s) included in the experiment and describe the way that competencies are structured (standalone competencies; multiple competencies in course-like units; or other arrangements).		X						
52	Are students in each direct assessment program able to adjust their pace of completion of each competency? (please respond for each program if it varies)		X						
53	To what extent are direct assessment students in this program allowed to work in multiple competencies (or courses) simultaneously?		X						
54	How are students charged (e.g., subscription model, per-unit charge, or other pricing structure – please respond by program if pricing structure varies)		X						
55	How were each of your institution's program's individual competencies determined and validated as the appropriate set of competencies for the credential being earned?		X						

Item #	ICR Data Collection Item – Institutional	Prior Learning Assessment	Limited Direct Assessment	Competency Based Education	Educational Quality Through Innovative Partnerships (EQUIP)	Second Chance Pell	Dual Enrollment	Loan Counseling	Limiting Unsub Loans
56	How do institutional transcripts communicate competencies to enable transfer, admission to other institutions, and/or employment?		X						
57	To what extent are direct assessment students in this program allowed to work in multiple competencies (or courses) simultaneously?		X						
58	Please provide a comprehensive list of CBE program(s) included in the experiment and describe the way that competencies are structured (standalone competencies; multiple competencies in course-like units; or other arrangements).			X					
59	Are students in each CBE program able to adjust their pace of completion of each unit? (please respond for each program if it varies) Are students in each CBE program able to adjust their pace of completion of each competency? (please respond for each program if it varies)			X					
60	To what extent are CBE students in this program allowed to work in multiple competencies (or courses) simultaneously?			X					
61	How were each of your institution’s program’s individual competencies determined and validated as the appropriate set of competencies for the credential being earned?			X					
62	How do institutional transcripts communicate competencies to enable transfer, admission to other institutions, and/or employment?			X					
63	What percentage of the program was offered by the non-traditional provider, and what percentage was offered by the institution?				X				
64	What are the faculty/training provider credentials for the non-traditional provider?				X				
Item #	ICR Data Collection Item – Institutional	Prior Learning Assessment	Limited Direct Assessment	Competency Based Education	Educational Quality Through Innovative Partnerships	Second Chance Pell	Dual Enrollment	Loan Counseling	Limiting Unsub Loans

					(EQUIP)				
65	What student support services, if any, did the institution and non-traditional provider each offer?				X				
66	Please describe the process the institution's accreditor followed in reviewing and approving the creation of the new program (i.e., substantive change review, other).				X				
67	What input measures/quality assurance did the QAE look at prior to the program's launch?				X				
68	Please provide a copy of the analysis, conducted by the QAE, related to inputs or design of the program conducted under the experiment.				X				
69	How did the QAE benchmark the program's student outcomes to ensure adequate thresholds were set?				X				
70	How did the QAE validate the student outcomes data collected under the experiment?				X				
71	Please describe the credentials of the instructors of the postsecondary courses offered to students participating in this experiment						X		
72	Where does the postsecondary instruction of courses participating in this experiment take place?						X		
73	Has your accreditor been involved in approving the delivery of the program(s) to high school students? If yes, please describe the process.						X		
74	Does your postsecondary institution have any articulation agreements with other postsecondary institutions relevant to the course offerings made possible by this experiment? If yes, please describe.						X		
Item #	ICR Data Collection Item – Institutional	Prior Learning Assessment	Limited Direct Assessment	Competency Based Education	Educational Quality Through Innovative Partnerships (EQUIP)	Second Chance Pell	Dual Enrollment	Loan Counseling	Limiting Unsub Loans
75	Were there any admission standards for students participating in your dual enrollment program? If yes, please describe.						X		
76	Are students who do not meet academic readiness						X		

	standards provided access to remediation opportunities not funded by federal Pell Grants? If yes, please describe.								
77	Are high students given guidance when selecting postsecondary courses? If yes, please identify the parties who provide guidance and describe the guidance provided.						X		
78	What grade level of secondary students participated in the experiment? (e.g., seniors only; seniors and juniors; all high school grades)						X		
79	Are any limits placed on courses or programs of study that dual enrollment students can enroll in? if yes, how, and by whom, are those limits determined and administered?						X		
80	Please identify legal or other restrictions or requirements are in place regarding dual enrollment?						X		
81	Please describe any changes to your schools delivery of Title IV aid required by your participation in this experiment.						X		
82	Please describe any STEM and/or workforce alignment programs for students who participate in the experiment.						X		
83	Please describe the main components of your institution's additional loan counseling curriculum, the expected amount of time required to complete the counseling, and any personalized information presented to students (e.g., showing students their NSLDS portal to look at their current loan amounts).							X	
Item #	ICR Data Collection Item – Institutional	Prior Learning Assessment	Limited Direct Assessment	Competency Based Education	Educational Quality Through Innovative Partnerships (EQUIP)	Second Chance Pell	Dual Enrollment	Loan Counseling	Limiting Unsub Loans
84	How much staff time was dedicated to conducting the experimental additional loan counseling for all students in the treatment group?							X	
85	How much time did students typically take to complete the experimental additional loan counseling?							X	
86	How did the institution determine the subset of							X	

	students for which it would reduce loan limits (e.g., data analysis of defaulters, financial aid office determination of the highest-risk borrowers, etc.)?								
87	How did the institution determine the subset of students for which it would reduce loan limits (e.g., data analysis of defaulters, financial aid office determination of the highest-risk borrowers, etc.)?								X
88	Please describe any other methods through which the institution is using to curb student borrowing outside of the reduced loan limits through this experiment (e.g., improvements to mandatory loan counseling, changes to award packaging, behavioral nudges, etc.)								X