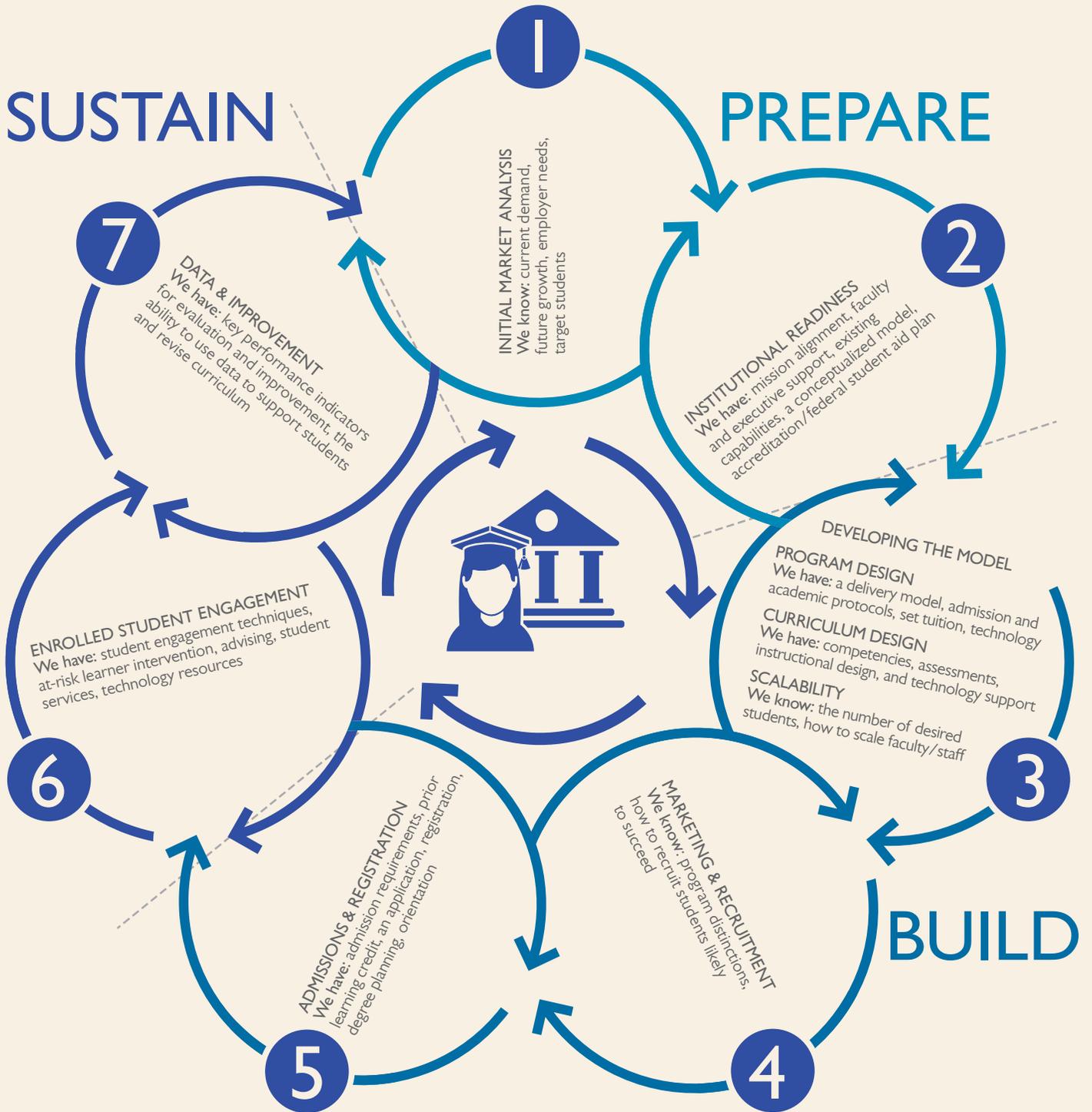


FRAMEWORK FOR COMPETENCY-BASED EDUCATION



READINESS ASSESSMENT FOR COMPETENCY-BASED EDUCATION

1. INITIAL MARKET ANALYSIS

We know which degrees are in demand and where future growth will occur. We understand local employers needs and have identified target students.

Goal: Prioritize potential program(s) for development.

2. INSTITUTIONAL READINESS

CBE aligns with our mission. Faculty and executives support it. We've identified existing capabilities, infrastructure, and financial resources. We've conceptualized our model, considered its impact on campus functions, and identified third party support. We have an accreditation plan and can offer federal student aid.

Goal: Formalize plan for program development through the entire student lifecycle. Secure internal support. It's "go" / "no go" decision time.

3. DEVELOPING THE MODEL

PROGRAM DESIGN

We've decided on a delivery model. We've planned for its impact on term structure, admission and academic policies, and transfer protocol. Tuition is set. We've decided on a learning management system (LMS), student information system (SIS), analytics engine, and other requisite technology.

Goal: Approve completed program framework. Decide on technology solutions and negotiate vendor contracts.

CURRICULUM DESIGN

The model integrates employer feedback and professional competencies. Develop curriculum. Assessments provide students with valid and reliable guidelines for demonstrating proficiency. Recruit faculty. We have instructional design and technology support.

Goal: Create all assessments and instructional content. Hire and train faculty.

SCALABILITY

We know how many students are required to sustain the program. We know how to scale faculty and staff as enrollments increase.

Goal: Complete financial model. Campus stakeholders are trained program advocates.

4. MARKETING & RECRUITMENT

We know what distinguishes our program. We have a plan and funding to recruit students likely to succeed.

Goal: Complete marketing plan. Develop collateral. Begin lead generation and student recruitment.

5. ADMISSIONS & REGISTRATION

We've tailored admission requirements for CBE applicants and have a clear process to award prior learning credit. Our application, registration, degree planning, and new student orientation match our delivery modality.

Goal: Complete orientation. Students can apply, receive advisement, and enroll in competency modules.

6. ENROLLED STUDENT ENGAGEMENT

We know how to keep students engaged and can intervene with at-risk learners. We have evaluated advising, student services, and technology to sustain students including a 24/7 help desk, library, bookstore, and tutoring.

Goal: Students actively participate in learning environment. Mentors can identify at-risk students and provide data-informed support services.

7. DATA & IMPROVEMENT

We have key performance indicators for evaluation and improvement. We have the ability to use data to support students and revise curriculum.

Goal: Track performance. Monitor effectiveness. Modify curriculum and instruction (ongoing).

MEASURE YOUR INSTITUTION'S READINESS TABULATE YOUR RESULTS

Readiness Rating:

1 = not even close, 2 = getting there, 3 = prepared

Prepare	Build	Sustain
Section 1: __	Section 3 Program Design: __	Section 6: __
Section 2: __	Section 3 Curriculum Design: __	Section 7: __
	Section 3 Scalability: __	
	Section 4: __	
	Section 5: __	
Total: __	Total: __	Total: __

PREPARE & SUSTAIN SCORING

A score of 5-6 = little additional effort needed

A score of 3-4 = moderate effort needed

A score of 1-2 = significant effort required

BUILD SCORING

A score of 13-15 = little additional effort needed

A score of 9-12 = moderate effort needed

A score of 5-8 = significant effort required

For more information visit [PEARSONED.COM/CBE](https://www.pearsoned.com/cbe)