FRAMEWORK FOR COMPETENCY-BASED EDUCATION

PREPARE

1. INITIAL MARKET ANALYSIS
   - We know: current demand, future growth, employer needs, target students

2. INSTITUTIONAL READINESS
   - We have: mission alignment, faculty support, a conceptualized model, accreditation/federal student aid plan

BUILD

3. DEVELOPING THE MODEL
   - We have: a delivery model, admission and academic protocols, set tuition, technology

4. MARKETING & RECRUITMENT
   - We know: program distinctions, how to recruit students likely to succeed

5. ADMISSIONS & REGISTRATION
   - We have: admission requirements, prior learning credit, an application, registration, degree planning, orientation

6. ENROLLED STUDENT ENGAGEMENT
   - We have: student engagement techniques, at-risk learner intervention, advising, student services, technology resources

SUSTAIN

7. DATA & IMPROVEMENT
   - We have: key performance indicators for evaluation and improvement, the ability to use data to support, students and revise curriculum

PROGRAM DESIGN
- We have: competencies, assessments, instructional design, and technology support

CURRICULUM DESIGN
- We have: a delivery model, admission and academic protocols, set tuition, technology

SCALABILITY
- We know: the number of desired students, how to scale faculty/staff

ADMISSIONS & REGISTRATION
- We have: admission requirements, prior learning credit, an application, registration, degree planning, orientation

ENROLLED STUDENT ENGAGEMENT
- We have: student engagement techniques, at-risk learner intervention, advising, student services, technology resources

DEVELOPING THE MODEL
- We have: a delivery model, admission and academic protocols, set tuition, technology

MARKETING & RECRUITMENT
- We know: program distinctions, how to recruit students likely to succeed

ALWAYS LEARNING
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.


MEASURE YOUR INSTITUTION’S READINESS
TABULATE YOUR RESULTS

Readiness Rating:
1 = not even close, 2 = getting there, 3 = prepared

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<thead>
<tr>
<th>Prepare</th>
<th>Build</th>
<th>Sustain</th>
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<td>Section 1: __</td>
<td>Section 3 Program Design: __</td>
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<td>Section 2: __</td>
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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