Assessing Readiness for Direct Assessment CBE

Purpose:

This tool will help determine whether an institution has the necessary support and resources to implement direct assessment CBE.

Institutional Assessment for Direct Assessment CBE	Rating	Notes
The institution has a clearly defined opportunity for improvement that aligns with direct assessment CBE. • What do your students need? • What do your employer partners need? • What needs are present in your broader community? • How would a direct assessment CBE program specifically help meet these needs? • What labor market needs are evidenced by data? • What targeted populations of students could you serve? • What are your value proposition(s) for direct assessment CBE?		
The institution understands how direct assessment CBE will help meet institutional mission, vision, and goals. • How does direct assessment CBE align with your institutional mission, vision, or goals? • How does direct assessment CBE align with Vision 2030 and CCC system goals? • What equity-centered goals are you hoping to achieve through direct assessment CBE? • What impact do you hope to have by designing and implementing a direct assessment CBE program?		

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Senior leadership and board members understand what direct assessment CBE is, are committed to supporting program development and implementation, and understand the level of investment required. • What role do institutional leaders think direct assessment CBE programs could play in furthering or enhancing institutional and CCC system priorities? • What is needed to build institutional leadership support for implementing a direct assessment CBE program? • What evidence is there that institutional leaders do or could support the creation, continuous improvement and ongoing growth		
The institution has or can acquire resources to support development and implementation. • What institutional resources, across relevant academic and nonacademic departments, are in place to support development and implementation of a direct assessment CBE program (e.g., staff, curriculum, technology, student support, funding, etc.)? • How could the direct assessment CBE business model differ from other approaches (e.g., staffing, tuition structure, enrollment, etc.)? • What additional resources might be needed to support development and implementation • What rationale can you provide for the investment necessary for the development and implementation of the direct assessment CBE program? • What evidence supports the anticipated return on investment for the direct assessment CBE program?		

Institutional Assessment for Direct Assessment CBE	Rating	Notes
The institution is equipped to manage a major change. • What major changes has your institution undergone recently? • What have you learned from recent change management processes? • What are the risks and challenges involved? • What organizational barriers may hinder change? • What evidence do you have to suggest your faculty/staff/leaders/students are "change fatigued"? • Why might this be the right time to experiment with direct assessment CBE for your institution?		

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Faculty and staff have a strong understanding of the unique features of direct assessment CBE and have interest in and commitment to design and implementation. • What interest or commitment have general education and subject-matter faculty shown toward direct assessment CBE? • What concerns could key decision-makers have about direct assessment CBE? • What faculty and staff capacity would be needed to support development and implementation? • What mindsets, skills, or knowledge may need to change to ensure successful implementation of an innovative, campuswide initiative? • What evidence do you have that departments at the campus are ready to embrace change and innovation? • What structures are in place and what departments do you think are most receptive? • How do you know that administrators, academic senate, and leadership are committed to implementation? • What evidence is available that faculty champions are energized to work on direct assessment CBE? • What systems are in place for gathering input from staff, faculty, students, industry partners, and community partners?		
TOTAL	_____	