

## Indicators of Potentially Good Programs for CBE

### Purpose:

This resource provides guidance on selecting a program ideal for a CBE design process.

### Program/department has sufficient capacity to carry out the work

Factors/Criteria	Pilot Efforts/Indicators	Data Sources and Indicators
Program/department is prepared to engage broad range of stakeholders	Chancellor's Office proposal required implementation team to include individuals from relevant departments	Letters of support from key groups (e.g., faculty union, academic senate, district-level leaders); evidence of prior experience engaging in major cross-department initiatives; evidence of progress with a plan to engage stakeholder groups
Program/department has the time and interest to co-lead the implementation team	Faculty volunteered for the initial CBE program and contributed time to proposal; faculty named as part of core implementation team	Staff has sufficient time to carry out the work (i.e., reassigned time)

### Program meets the standards the institution sets for all new programs

Factors/Criteria	Pilot Efforts/Indicators	Data Sources and Indicators
Strong workforce demand	Pilot colleges guided to assess labor market information in Year 1 as part of program selection	Letters of support from key groups (e.g., local employers, workforce development boards)
Strong student demand	Pilot colleges guided to engage prospective students in Year 1 as part of program selection	Surveys or focus groups of prospective learners

<b>Factors/Criteria</b>	<b>Pilot Efforts/Indicators</b>	<b>Data Sources and Indicators</b>
Eligible for transfer	Year 3 milestone requires four-year transfer plan	Letter of support from four-year college(s); evidence of discussions with colleges
Not duplicative of existing programs	N/A	Letter of support from nearby colleges; evidence of discussions with other colleges

**Program has characteristics that make it uniquely qualified for CBE program delivery**

<b>Factors/Criteria</b>	<b>Pilot Efforts/Indicators</b>	<b>Data Sources and Indicators</b>
Program can easily be mapped to competencies	Some pilot colleges considered ease of mapping to competencies in selecting a field	Existing standards/competencies--by industry leaders, academic associations, or state agencies—already exist for the field; other colleges have developed similar programs that can serve as models
Assessments are readily available	Some pilot colleges chose fields that already incorporate diverse formative and summative assessments	Evidence of existing assessments
Students likely to need flexibility in delivery	Many colleges prioritized programs with large populations of working adult learners	Surveys or focus groups of prospective learners
Students likely to bring in some outside knowledge to achieve competencies	Many colleges prioritized programs with large populations of working adult learners	Surveys or focus groups of prospective learners