



## EXECUTIVE SUMMARY

**Lead College:** Central Piedmont Community College

**Partner Institution Teams:** Forsyth Technical Community College, Stanly Community College, and Wake Technical Community College; NCCCS

**Partners:** North Carolina Community College System, Public Agenda, Competency-Based Education Network Subject Matter Experts

**Project Duration:** 2015 – 2018

### PROJECT OVERVIEW:

The North Carolina Competency-Based Education Project (NC-CBE Project) is a collaborative statewide effort to design and build a sustainable and scalable competency-based Associates degree pathway. This high-quality and affordable program model will provide students a flexible way to:

- get credit for what they already know,
- build on their knowledge and skills at their own pace,
- earn high-quality, industry-validated degrees and credentials,
- get a new job or advance along a career pathway, and
- earn a fair wage to support themselves and their family.

### BACKGROUND:

In 2015, Central Piedmont Community College (CPCC) and the North Carolina Community College System (NCCCS) jointly developed and released a request for interest to identify leader colleges committed to supporting the growth of competency-based education in NC. Forsyth Technical Community College, Stanly Community College, and Wake Technical Community College applied and were selected to participate in this effort. Together with CPCC and NCCCS, these colleges formed a working group called the **North Carolina Competency-Based Education Incubator (Incubator)**.

Incubator Colleges engaged in strategic planning and consensus building dialogue to address the challenges inherent to the development and implementation of CBE programming, for example, quality of program design, rigor of learning assessments, business processes and systems, sustainable financial models, policy revisions, and, accreditation. Each institution identified a multidisciplinary team of institutional leaders capable of examining these design elements from multiple perspectives: Academic Leadership, Business and Finance, Information Technology, Advising, Financial Aid, Faculty, and Registrar.

This effort culminated in the creation of the **NC-CBE Design Elements Guide, Strategic Workplan, and Policy Framework**. These documents formed the foundation for the **NC-CBE AAS Learning & Business Plan**, which defines a sustainable and scalable CBE model, and articulate next steps for implementation.

## THE ROAD AHEAD:

In January 2016, the NC-CBE Project began development and pilot of the first **NC-CBE AAS Degree Pathway** in Information Technology. The completed pathway will equate to a full program of study including a technical core, as well as contextualized general education content. This work will be conducted in three phases:

**PHASE I** activities are focused on finalizing a common foundation for all curriculum development activities including preparing faculty for leading a curriculum & pedagogy improvement project unique to the CBE model (March 2016 – June 2016).

Primary deliverables include the development of a shared *NC-CBE Competency Framework*, NC-CBE IT AAS Prescribed Course Sequences, Competency-Course Maps, Educational Technology Suite Inventory Report, *Technology & Interoperability Plan*, and the evolving *NC-CBE AAS Learning & Business Plan*.

**PHASE II** activities are focused on continuation of the CBE Curriculum Improvement Project and Information Technology Improvement Project. During Phase II, partner institutions will also launch an improvement project to address integrated student support services (June 2016 - July 2017).

Primary deliverables include a Curriculum Assessment Plan, Professional Development Plan (A), Educational Technology Vendor Communication Plan, Academic and Student Support Plans (1 for each college), Student Service Maps (1 for each college), NC-CBE Quality Assurance Resources including an evaluation plan for the pilot, and a Marketing and Recruitment Action Plan.

**PHASE III** activities include the spring 2017 pilot and evaluation activities. This phase also begins to define the process of scaling the NC-CBE model (August 2017 – June 2018).

Primary deliverables include the Transcription Plan, Professional Development Plan (B), Cost/Revenue Category resources and other business tools, and a *Direct Assessment Transition Plan*.

## STAKEHOLDER ENGAGEMENT:

Throughout the life of the project, leadership will create authentic opportunities for stakeholder engagement. Specific activities may include webinars, regional meetings, and/or professional development workshops. If you would like to receive notification of upcoming events, please contact Michael Horn ([michael.horn@cpcc.edu](mailto:michael.horn@cpcc.edu)) or Sylvia Cini ([sylvia.cini@cpcc.edu](mailto:sylvia.cini@cpcc.edu)).