



## Direct Assessment Competency-Based Education Collaborative

### IMPLEMENTATION TEAM CHARTERS RECOMMENDATIONS

The Implementation Team is critical for building institutional capacity, coordinating CBE efforts across the campus, and meeting the demands of the CBE workplan. To ensure equity and efficiency across implementation, a high-performing Implementation Team requires representatives from across the college community. For a list of essential partners and leaders and the subject expertise needed, please refer to [Table 8.1](#) of our summer reading book *A Leader's Guide to Competency-Based Education* (pg. 129-130). Additionally, please see the first pillar of the Competency-Based Education Network's (C-BEN) [Quality Framework for Competency-Based Education Programs: A User's Guide](#) (pg. 4-5), and page 6 of the [Direct Assessment Competency-Based Education: A Blueprint for Community College Leaders](#), developed by subject-matter experts and the 5C committee in 2020 – these resources identify the individuals who need to be at the table during each phase of implementation in order to ensure program quality.

As part of the Collaborative application process, and in alignment with Module 1 of the CBE Collaborative Syllabus, each college was asked to submit an Implementation Team Charter. A charter is an essential governance and planning tool that ensures efficiency and transparency. In the spirit of feedback and growth, and given its importance, the California Community College Chancellor's Office (CCCCO) is requiring all colleges to revisit and resubmit their Implementation Team Charters by **September 10th, 2021**. **Each college should address the recommendations outlined below, as well as personalized feedback provided on your college's application Scoring Sheet.** Directions on how to submit will be forthcoming.

All Charters must include:

- ✓ ***A comprehensive list of members that is inclusive of a wide range of campus leaders.*** Please include, among others, membership from the local Student Senate, Financial Aid, Institutional Research, IT, Marketing, Registrar, and Advising representatives. It is not expected that all members attend every meeting, but it should be clear how representatives from these areas are involved in meaningful ways to inform program design and implementation.
- ✓ ***An implementation team roster.*** Rosters need to include the name and title of all members. It is the responsibility of the Lead to maintain the Collaborative Contact List to ensure all team members receive calendar invites and important updates.
- ✓ ***A clear process for gathering input from a wide range of stakeholders.*** This includes, but is not limited to, students, employer partners, and four-year institutions to inform CBE program design and implementation. The process must involve an active solicitation of input with a clear equity and inclusion lens; it is not sufficient to simply share information out or have open comment periods.
- ✓ ***A 2020-21 workplan.*** The work plan should include any advisory board and/or sub-committee meetings and should align with the peer learning sessions to the extent possible.
- ✓ ***A decision-making process.*** The process should outline the way in which the implementation team will make decisions.
- ✓ ***A brief explanation of the process for selecting and creating the Implementation Team.*** This should detail information for how this process was transparent, open, and inclusive.