

Lord Fairfax Community College: Knowledge to Work

A CBE case study

This case study is part of a series on competency-based degree programs that have been emerging in recent years. The case studies are prepared by the Council for Adult and Experiential Learning (CAEL) with funding from Lumina Foundation.

AN OVERVIEW

In October 2014, with funding from the U.S. Department of Labor, Lord Fairfax Community College (LFCC) began work to develop a far-reaching “Knowledge to Work” (K2W) initiative to establish new competency-based degree programs. LFCC began offering these new competency-based education (CBE) programs in fall 2015, including Associate of Applied Science degrees in health information management and information systems technology; a certificate in office systems assistant; and career studies certificates in hospital facility coding, information processing technician, cyber security, and networking specialist. LFCC plans to expand these offerings to include a CBE track in supervision as well as non-credit CBE learning in the trades with digital badges attesting to competencies. LFCC is a public institution that serves localities in the Shenandoah Valley and northern Piedmont regions of Virginia.

A major accomplishment of the K2W project has been approval by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to offer these programs through direct assessment of competencies, a unique status in the 11-state region. SACSCOC, following federal guidelines, defines direct assessment as “an instructional program that, in lieu of credit hours or clock hours as a measure of student learning, uses direct assessment of student learning relying solely on the attainment of defined competencies, or recognizes the

direct assessment of student learning by others” (2015, p. 1). Other distinctive features of the K2W program are personalized learning plans based on students’ individual strengths, challenges, and pace of learning, as well as wrap-around student services.

UNIQUE FEATURES OF THE PROGRAM

- SACSCOC approval to offer direct assessment of competencies
- Personalized learning plans that are tied to competencies
- Use of free and low-cost online learning resources
- Wrap-around student support services, including veterans’ services to translate military job experience into competencies
- Close cooperation with 12+ local employers to ensure that competencies are mapped to actual job descriptions and workforce needs
- A national web portal—HigherEd.org—that pushes the CBE programs’ content online for all for free, with a search engine of educational resources mapped to competencies, allowing users to create personalized learning plans

K2W targets students who are Trade-Act eligible, veterans, and other adults as they acquire relevant competencies for their degrees and certificates (and eventually digital badges).

An integral feature of the K2W model is close collaboration with local employers. Working with a growing number of employer partners who have representatives on the grant's leadership team, K2W staff help train local human resource professionals at translating job descriptions into competencies mapped to the K2W programs. This joint effort, in turn, ensures that students learn and demonstrate competencies that local employers need, making them more employable and career ready.

K2W targets students who are Trade-Act eligible, veterans, and other adults as they acquire relevant competencies for their degrees and certificates (and eventually digital badges). Learning materials include, whenever possible, cost-effective open educational resources (OER), which are freely available online. To streamline and expedite the use of OER, LFCC developed a national web portal featuring an OER-focused search engine to help learners locate OER as well as other free and low-cost learning materials. Currently available in English, this portal will also include a Spanish version in the near future.

BACKGROUND AND CONTEXT

In April 2014, when the U.S. Department of Labor issued guidelines for Round 4 of TAACCCT (Trade Adjustment Assistance Community College and Career Training) grants, the “perfect storm” coalesced for LFCC. A project “to expand job-driven training partnerships between community colleges and employers” was an ideal way to move the institution forward

in its continuing encouragement of innovative teaching and learning opportunities, support for individual adult learners, and focus on providing graduates with relevant employment skills (U.S. Department of Labor, 2015; personal communication with John Milam, Executive Director, Knowledge to Work, January 12, 2016).

For many years before 2014, LFCC had been creating and advancing innovative strategies to help adult learners, such as linking education with long-range career plans. To help meet this goal, the school was part of a Round 2 TAACCCT grant and hired career coaches to help students. These LFCC initiatives remain at the forefront of dynamic higher ed development through continued funding.

Personalized CBE was also seen as a promising way to help train adults for employment. Upon receiving Round 4 TAACCCT funding in 2014, administrators and faculty at the college sprang into action to implement K2W during the first semester of the 2015–2016 academic year. Supported by Dr. Cheryl Thompson-Stacy, LFCC president, and by a pervasive “culture of innovation” at the institution, K2W has been able to tap into multiple institutional resources and work with a wide variety of administrative, support, and academic colleagues (personal communication with John Milam, January 12, 2016).

The “perfect storm” also included willing participation by organizations, employers, and institutions outside LFCC. As a regional community college that is part of the Virginia Community College System (VCCS), the institution had long worked with local employers.

The Round 4 grant provided funds to expand these relationships by engaging employers in the healthcare, information technology, and advanced manufacturing industries in planning and implementing a CBE approach. These regional employers are:

1. Fauquier Hospital
2. Valley Health
3. Frederick County Public Schools
4. Winchester City Public Schools
5. Ashworth
6. Evolve Manufacturing
7. Kraft
8. Shentel
9. Shockey
10. O'Sullivan

Since the program began, K2W has added two new partners, with more on the way:

11. Shenandoah County public schools
12. The Army Corps of Engineers-Middle East District

Within the Commonwealth, the VCCS has supported the CBE program at LFCC, as have individual institutions. K2W staff members have conferred with representatives of two other institutions, Danville Community College and Northern Virginia Community College, to address common CBE issues. LFCC is considering organizing a statewide CBE summit to share effective practices.

On the national level, K2W initiated partnerships with the American Health Information Management Association (AHIMA) and Microsoft to help develop the OER portal and promote free/low-cost digital resources related to health information management, information technology, administrative support technology, and the trades. The goal of these partnerships is to develop both a local and national context for the initiative in order to facilitate future scalability. LFCC is working closely with AHIMA to develop a new national competency framework and credential focused on information technology in health information management. For this particular initiative, LFCC received additional TAACCCT funding that is “above the cap” of the Round 4 grants.

Additionally, national support of CBE programming is evidenced by the establishment of several consortia to share perspectives on and practical experiences with this new approach to learning and assessment. Benefitting from the current climate, LFCC became part of the second year of institutions in the Competency-Based Education Network (C-BEN), a national group addressing the challenges of “designing, developing, and scaling CBE programs” (2015, p. 1). LFCC also is part of the Competency Based Education for Community Colleges (CBE4CC) initiative provided by Western Governors University, Sinclair Community College, and the U.S. Department of Labor. K2W joined IMS Global and participates on its CBE Data Standard and Extended Transcripts workgroups. In addition, the Community College Consortium for Open Educational Resources (CCCOER) has been a valuable resource as K2W develops a library of online learning resources (<http://www.competencyworks.org/higher-education-2/putting-knowledge-to-work-with-personalized-learning-plans-for-competencies-tied-to-oer/>).



For many years before 2014, LFCC had been creating and advancing innovative strategies to help adult learners, such as linking education with long-range career plans.

DEVELOPING PROGRAMS AND IDENTIFYING COMPETENCIES

In its TAACCCT proposal, LFCC's K2W designers identified three industry sectors from the college's career and technical education programs on which to concentrate its new CBE curriculum: health information management, information technology, and advanced manufacturing. In the initial phase of the project, LFCC converted health information management and information technology programs to a CBE format. Work on CBE programs in advanced manufacturing will take place later in the project.

The credentials offered in Phase I are the following:

- AAS in information systems technology
- AAS in health information management
- Certificate in office systems assistant
- Career studies certificate in cyber security
- Career studies certificate in networking specialist
- Career studies certificate in hospital facility coding
- Career studies certificate in information processing technician

After identifying the degree and certificate programs, LFCC created a Faculty Direct

Assessment Committee to develop competencies for these programs based on national models, document assessments, and to guide the creation of personalized learning plans. The committee drew on several key sources to develop the competency frameworks:

- American Health Information Management Association (<http://www.ahimafoundation.org/education/curricula.aspx>)
- Association for Computing Machinery-Committee for Computing Education in Community Colleges (<http://www.acmccedd.org/>)
- International Association of Administrative Professionals (<http://www.iaap-hq.org/home>)

After mapping requirements to national industry-defined statements of competencies, the institution worked with the previously mentioned local and regional employers to review and incorporate the program-specific competencies.

The following example of one of the competency frameworks, adapted from the LFCC 2015-16 CBE catalog, is a direct result of this competency particularization process:

LFCC's K2W designers identified three industry sectors to concentrate its new CBE curriculum on:

- **Health information management**
- **Information technology**
- **Advanced manufacturing**

CERTIFICATE: OFFICE SYSTEMS ASSISTANT

I. TECHNICAL SKILLS

- I.A. Document Production
 1. Format documents using generally accepted business practices
 2. Efficiently create business correspondence using advanced formatting features
- I.B. Proofreading and Editing Skills
 1. Demonstrate proficiency in proofreading and editing skills, including grammar, spelling, sentence structure, and punctuation
 2. Compose clearly written business correspondence using correct grammar, punctuation, and sentence construction
 3. Write business letters, reports, and memorandums following correct format and creating a good impression on the reader
 4. Edit business manuscripts using the revision symbols used by professional editors
- I.C. Database and Records Management
 1. Research and discuss records management need for maintaining records and recorded information
 2. Develop skills in using the systems and procedures required in the information cycle
 3. Apply the principles of filing as they apply to records management systems
 4. Apply problem solving skills to select appropriate technology involved in records management specialized functions
- I.D. Presentations
 1. Design visual presentations for specific audiences and purpose using presentation software

II. INTERPERSONAL SKILLS

- II.A. Develop the knowledge, skills, and understanding to make informed academic, social, personal, career, and interpersonal decision[s]
 1. Display high standards of ethical conduct and behaviors
 2. Pursue appropriate learning activities contributing to lifelong professional growth
 3. Maintain high standards for quality work and responsiveness in providing office administrative services
- II.B. Better understand self (values, work ethic, attitudes, professional presence, personal wellness, self-esteem)
 1. Demonstrate behaviors that are consistent with standards for professional and ethical conduct
 2. Function effectively as a member of a diverse team to accomplish common goals
- II.C. Select career goals with thought and care, value work and the benefits it brings, and adjust to the inevitable changes in the working world
 1. Demonstrate a commitment to serving internal and external customers with quality outcomes
 2. Apply new technical and business information/knowledge to practical use on the job
 3. Research career advancement opportunities
- II.D. Demonstrate rational approaches to decision making and problem solving
 1. Demonstrate, through simulations and case studies, continued rational approaches to solutions and remedies for office issues
- II.E. Use correct oral and written grammar and develop strategies to avoid communication breakdown
 1. Convey information clearly and effectively

III. OFFICE ADMINISTRATION PROCEDURES & THEORY/BUSINESS

- III.A. Constantly Changing Workplace/Business
 1. Describe the environment of business in the United States
 2. Identify the role of organization in the achievement of business goals
 3. Determine the role of automation in achieving a firm's objectives
 4. Explore the fundamentals of small business
 5. Explore the realm of international business

IV. JOB SEARCH/EMPLOYMENT

- IV.A. Job Search and Advancement
 1. Demonstrate job search skills required for employment
 2. Demonstrate business awareness and workplace effectiveness

V. GENERAL EDUCATION/OTHER

- V.A. Other Requirements
 1. Introduction to Business (BUS 100) Competencies
 2. College Composition (ENG 111) Competencies
 3. Orientation to Virtual Assistance (SDV 101) Competencies
 4. Introduction to Mathematics (MTH 120) Competencies
 5. Approved Social/Behavioral Science Elective Competencies

The Faculty Direct Assessment Committee recognized that developing a comprehensive inventory of competencies is not, however, a one-time event. For that reason, review and revision of competencies by faculty members are ongoing.

In addition, full-time faculty and program leads serving on the committee identified specific direct assessments in their disciplines to verify competency attainment, including rubrics and artifacts. To a large extent, these assessments mirror those used in the traditional classroom. Moreover, students may demonstrate their competencies by completing national exams or by completing comparable coursework with a grade of B or higher that is mapped by the faculty to each national framework. Faculty in the discipline must approve each verification. All competencies must be met for an award.

THE STUDENT EXPERIENCE

Prospective K2W students complete an initial assessment and meet with a career coach to determine their readiness and motivation and to review the competencies required in their certificate or degree program. The assessment and work with a career coach help both the candidate and the institution evaluate whether this self-paced, online program is a good fit (Voorhees Group, 2015, p. 19).

Round 4 TAACCCT funding allowed LFCC to create custom, open-source software for personalized learning plans tied to competencies as well as case management tools to document regular and substantive interaction between faculty and students, a unique institutional offering. These customized plans focus on the individual's learning strengths, challenges, and pace of learning. Throughout their academic careers, students work with program faculty to review and update learning plans each semester in order to meet their goals in a timely fashion (cf. The Voorhees Group, p. 3). To this end, the K2W design includes three semester milestones and weekly "momentum points," providing a project management approach to retention and completion for coaches and faculty to use.

HIGHERED.ORG OER NATIONAL PORTAL

With part of its TAACCCT grant funding, Lord Fairfax Community College has developed a national web portal that provides a centralized location for students to access open educational resources (OER) related to national competency frameworks.

Currently, the portal is focused on three educational pathways—Health Information Management, Information Technology, and Administrative Support Technology. In addition to facilitating OER usage, the portal provides resources about career readiness skills and the trades.

On the portal, anyone can use the search engine. Users who create a personal profile can create a personalized learning plan tied to individual competencies, save searches and resources, and monitor progress to attainment on a customized MyHigherEd dashboard.

LFCC wants the portal to be used by CBE students and incumbent workers everywhere to make college and professional development more affordable and open. Those students who want to work with a faculty member, get financial aid, or need wrap-around support from a career coach are encouraged to enroll at LFCC in the Knowledge to Work programs.

The K2W program also provides opportunities for students with relevant prior learning to accelerate progress. After entering LFCC, a career coach works with students to review work experience and transcripts and to identify possible previously attained competencies. A faculty member then steps in to create learning plans for new educational activities and to verify the prior learning.

Like many institutions across the country, LFCC and the VCCS are working with the American Council on Education (ACE) to map military job codes to courses. The LFCC K2W effort is working to extend the ACE guidelines to competencies as well.

Using the college's existing learning management system (LMS), Blackboard, faculty work with the K2W digital librarian and grant-funded full-time faculty to identify and access appropriate OER to serve as instructional materials. Each module or set of competencies is provided sequentially, in the case of information technology, or through a more customized sequence in the health information management and administrative support technology program areas.

The continuum of competencies, from adult basic education (ABE) to college-level work, is supported by K2W. For those students who need help with math, English, and/or reading, a personalized learning plan includes multiple ways for attaining these skills. Alternatively, students may enroll in math, English, and reading courses for credit at the institution. A goal of K2W is to "meet students wherever they are" and to contextualize co-remedial help to the competencies required by their programs (personal communication with John Milam, April 6, 2016).

Another feature of CBE at LFCC is "wrap-around" student support services, helping all students throughout their academic careers. Supports include help with the registration process, financial aid, veterans' services, understanding "competency," and initial review of possible previously attained competencies. Only qualified faculty in the program discipline may verify previous competency attainment. Title IV financial aid is not to be used for this purpose, only for new educational activity.

As mentioned earlier, an important goal of the K2W project is development of a national web portal, enabling students anywhere to access and use free and low-cost educational resources tied to competencies. LFCC launched the first version of this portal in March 2016, and it is available at <http://highered.org>. The three career pathways featured in the initial launch are health information management, administrative support technology, and information technology. Career readiness skills and the trades are also highlighted.

Other institutions and faculty may see value in this student-centered portal by using the maps of competency frameworks to OER. These OER may then be used in courses or to supplement student learning. Institutions may submit their OER and their online and traditional courses in these programs and pathways to the portal for inclusion. The portal adheres to IMS metadata standards and incorporates the Common Education Data Standards (CEDS).

K2W is also working with AHIMA to promote apprenticeships nationally through the highered.org portal for AHIMA's Hospital Coder/Coding Professional, Clinical Documentation Improvement Specialist, Business Analyst, and Data Analyst apprenticeships.

SELECTED K2W FACULTY AND STAFF POSITIONS

The OER that are so integral to K2W have been curated by the program's digital librarian, a position created with funding from the TAACCCT grant. Duties of this position are to find, evaluate, and catalog digital learning objects and open educational resources for the educational search engine and portal highered.org. The librarian also collaborates with faculty members to locate suitable educational resources tied to competencies and credentials and assists in the use of instructional materials for the Knowledge to Work programs (LFCC, Employee Work Profile).

Other K2W positions, described in LFCC employee work profiles, include the following:

- **Career Coach**, who provides support and case management for students as they navigate education and training programs towards a certification or a degree using existing LFCC resources and the Knowledge to Work website. The career coach also assists students in drafting ideas for individual learning plans, develops connections with community resources, assists with registration processes, and provides support and conducts follow-up.

- **Workforce Navigator**, who coordinates communication and work with regional industry partners and community-based organizations by mapping job postings and occupational needs to competencies and determining how well these are aligned with the project's program competencies. The workforce navigator also documents data on real-time job openings and acts accordingly on trends in occupational hiring, assists in promoting apprenticeship programs, coordinates with the rest of the K2W team on outreach and recruitment activities, and aids in the development of the K2W website and the highered.org portal.
- **ABE Instructor**, who provides support to improve students' basic skills needed for the LFCC educational and training programs that lead to employment. The ABE instructor provides help with GED preparation, TABE evaluation, and coursework that leads to college and career readiness. The focus is on contextualizing competencies with personalized learning plans.
- With grant funding, LFCC supports a **full-time faculty member** to work with K2W. For the past year, this faculty member has been in the information systems technology (IST) program and has assisted with leveraging the LMS for CBE and documenting regular and substantive interaction. As part of working with AHIMA on a new national competency framework and credential in information technology in health information management, this position will shift to work on this curriculum and program development.
- Another K2W position is a part-time **CBE Trades/Apprenticeship Coordinator**, who is using the competency frameworks of the National Center for Construction Education and Research for non-credit learning and development of digital badges in the trades areas of HVAC,

electrical, and plumbing. This person will work with students on personalized learning using OER and with regional employer partners to understand how competencies relate to occupational needs.

ACCREDITATION AND CREDIT HOURS

As noted by the program's TAACCCT evaluator, the Voorhees Group, achieving accreditation approval from SACSCOC was "LFCC's biggest accomplishment" (2015, p. 14). As the first direct assessment program accredited in the region, K2W has moved forward with offering an approved academic experience. Moreover, accreditation permits the CBE program to apply to offer Title IV federal financial aid.

As required by SACSCOC and the U.S. Department of Education, LFCC developed a detailed crosswalk from competencies to course equivalencies. Appendix A provides a sample transcript for the CBE certificate program for office systems assistant, the competency framework cited earlier in this report. In this transcript, both competencies and course credit equivalents are listed. The "extended transcript" (eT) maps competencies to existing courses at LFCC and documents competency grades or marks. "Grades" for assessments of competency-based work are Exceptional Pass (A), Pass (B), Fail (F), and Re-enroll (R) (personal communication with John Milam, April 6, 2016).

The extended transcript is a practical answer to questions concerning transfer and withdrawal from CBE programs. The K2W mapping of competencies to courses also provides a proxy for the estimated amount of educational activity tied to credit hours for students to register and pay tuition. LFCC adheres to the federal definition of credit hour, where one credit is the equivalent of 45 hours of new educational activity. Thus, the extended transcript crosswalk helps accommodate a CBE strategy within a traditional record-keeping system, such as PeopleSoft.

As part of its substantive change process for direct assessment CBE, LFCC was the first in the SACSCOC region to receive a site visit, a requirement given by the U.S. Department of Education for proceeding with the next step in approval for Title IV aid (see Financial Aid section, below). The site visit confirmed the effective practices, model, and program design of K2W, including key features such as regular and substantive interaction and extended transcripts based on course equivalencies. In the visiting committee's recommendations, LFCC was asked to standardize the format of rubrics across the programs, further validate the standards used for assessments, and calibrate student learning results through additional methods, such as peer review and inter-rater reliability. SACSCOC asked LFCC to demonstrate the process and criteria used that calibrates documented student learning to the amount of academically engaged time for a typical student. The college is also working to ensure that information about its CBE programs and policies are communicated more consistently across various venues and are written at the student level of understanding. Even though direct assessment is a non-time-based approach, semester terms are used in the K2W model, and it is important to provide consumers with an estimated length of time necessary for full- and part-time study CBE completion.

TRANSFER AND PORTABILITY OF COMPETENCIES

K2W administrators recognize that their graduates may want to transfer to a four-year institution after completing a program that is totally competency based. One way to meet this challenge is to recommend that students transfer to institutions offering CBE programs at the bachelor's level, such as Charter Oak State College or Western Governors University. Another solution is the extended transcript, showing how the competencies acquired through K2W correspond to traditional courses at the institution (see Appendix A).

FINANCIAL AID

When students enroll in traditional credit-hour classes at LFCC, Title IV financial aid is available. Students in the direct assessment CBE programs only, however, are not eligible for such aid yet. After K2W received SACSCOC accreditation approval in July 2015, LFCC applied to the U.S. Department of Education for approval to award Title IV aid to K2W students. As mentioned above, the college will address the SACSCOC's site visit recommendations before it expects to receive this final determination. In the interim, other forms of financial assistance, such as employee educational benefits, veterans' educational benefits, and Workforce Innovation and Opportunity Act (WIOA) monies are available for those who qualify.

CBE WITHIN THE INSTITUTION

Beginning with the president, there is widespread support for CBE at LFCC. In fact, faculty in several non-technical disciplines—among them business, supervision, and early childhood education—have expressed interest in translating their curricula to a CBE format. The goal now is to expand CBE and eventually direct assessment to other associate degree and certificate programs where there is interest.

Faculty are included in all facets of the CBE program, from identifying competencies to reviewing and approving personalized learning plans to selecting appropriate OER and assessments in their disciplines to serving as mentors for students. There are, however, some growing pains. As they identify national rubrics, define competencies, curate OER, evaluate course mappings and national exams, and serve as mentors, faculty see their roles significantly changing. Both faculty and administrators continue to refine these new roles and to develop a structure that will accommodate them. Other concerns relate to faculty workload, adapting to students' self-paced learning relative to a term-based model, and compensation for faculty work that may not fit into a semester model.

OUTREACH

Outreach to prospective students has been multi-faceted. LFCC has announced the program to local residents in a variety of formats, which include press releases, a printed brochure, social media, and a website (<http://knowledgetowork.com>). The website includes a PDF presentation by John Milam, executive director of K2W, and Lyda Costello Kiser, director, office of transition programs and Title IX coordinator, as well as an audio interview on a local radio station. A particularly helpful online document is the list of FAQs and their answers (<http://www.knowledgetowork.com/faq/>). Including the continuum of CBE efforts from adult basic education to credit equivalent programs, these marketing efforts brought 40 students to K2W in the months immediately following its implementation.

In addition, K2W vigorously reaches out to local employers, seeking their interest in mapping competencies to occupational needs, and the program's workforce navigator cultivates continual conversations with employers. LFCC faculty and staff also believe that by using national competency frameworks and promoting competencies in hiring, K2W has helped garner more buy-in from local employers, who now see the skills presented by LFCC graduates within a larger, nationally accepted context.

Other outreach efforts are directed at post-secondary education professionals throughout the country, with presentations at meetings and conferences and with articles in blogs, such as competencyworks.org (see reference to Milam & Thompson-Stacy, 2015). Raising the profile of K2W publicizes its model and invites consultation about common challenges. John Milam believes that such publicity also paves the way for scaling up, particularly with the launch of the higher.org portal. As more colleagues throughout the country know about CBE at LFCC and the resources developed there, the portal can be more easily disseminated and used as a resource nationwide.

LESSONS LEARNED

Those most closely involved with LFCC report that one of the main lessons from this initiative is that changing tradition at an institution and implementing a new program, even if the institution is supportive, is not a simple activity. Instead, K2W has needed time, financial resources, concerted effort, and teamwork. Above all, there are significant staffing needs. The following full- or part-time positions have been needed to develop and implement K2W:

- Executive Director
- Database Administrator
- Web Developer
- Digital Librarian
- Workforce Navigator
- Program Assistant
- PHP Programmer
- Adult Basic Education Instructor
- Career Coaches
- Assistant Director
- CBE Trades/Apprenticeship Coordinator
- Full-Time Faculty Member
- Grant Fiscal Agent

(The Voorhees Group LLC, 2015, p. 4-5.)

The team above is only a partial listing of those whose work has been critical to launching K2W. As John Milam has noted, the project could not have begun without the support and cooperation of many others at LFCC, among them President Thompson-Stacy and administrative personnel in the offices of academic and student success, the registrar, finance, information technology, and financial aid, as well as support from the VCCS.

A second lesson learned is that sometimes you need to just dive in and start building a program, even before all of the questions have been answered. Considerable time and effort are needed to define the program model, develop the competencies, and determine how students will learn and demonstrate what they know and can do. LFCC staff are glad that they got these pieces in place and could start implementation even though all of the questions about tuition,

financial aid, and transcribing—to name only a few—were yet to be answered. Importantly, the critical overriding question about accreditation has been settled, and K2W is operational. If LFCC had chosen to wait until all questions were answered, its CBE program would have been long delayed, perhaps for years. Instead, administrators prioritized questions and moved forward as soon as the most important ones concerning accreditation, funding, institutional support, and appropriate staffing had been answered.

Another important lesson learned is that institutions must support one another, sharing successes as well as challenges. LFCC has benefited enormously from its membership in consortia, such as C-BEN, CBE4CC, and CCCOER, as well as from the models provided by other institutions like Sinclair Community College, Salt Lake Community College, Brandman University, Western Governors University, Capella, Walden University, Thomas Edison State College, and others.

K2W administrators, faculty, and staff have also learned that developing a successful CBE program is an ongoing process. A partial list

of areas that need continual attention would include the following:

- Refining competencies and assessments to ensure validity and reliability
- Identifying and disseminating information about appropriate OER
- Defining faculty roles and meeting staffing needs
- Revising outreach efforts and materials
- Collecting, analyzing, and evaluating relevant data
- Providing student support with a case management approach
- Nurturing partnerships with employers
- Sharing experiences with colleagues throughout the country
- Developing a new national competency framework and credential for IT in HIM
- Evolving the open source software needed for these middleware systems

K2W staff members are aware that even after implementing their program, they must continue these activities if CBE at LFCC is to thrive and grow to scale.

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ACKNOWLEDGMENTS

The case study benefitted from interviews and correspondence with Knowledge to Work Executive Director John Milam. Special thanks to Lumina Foundation for its support of competency-based degree program development through CAEL's Jumpstart initiative.

The views expressed in this publication are those of the authors and do not necessarily represent those of Lumina Foundation, its officers, or employees.



Lord Fairfax Community College
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Middletown, VA 22645-1745
United States

Competency Based Education Extended Transcript

Date Issued: 04/06/2016 4:41 PM
Name: Student, Test
Student ID: 1234567

Programs

Catalog	Program Code	Program Name
15-16	OSA.CERT	Certificate in Office Systems Assistant

Certificate in Office Systems Assistant

Fall 2015 (2154)

New Educational Activity Completed

Competency Domain	Competency SubDomain	Competency Name	Mark
Technical Skills	Document Production	Format documents using generally accepted business practices	Pass
Technical Skills	Database and Records Management	Research and discuss records management need for maintaining records and recorded information	Pass
Technical Skills	Database and Records Management	Develop skills in using the systems and procedures required in the information cycle	Pass
Technical Skills	Database and Records Management	Apply the principles of filing as they apply to records management systems	Pass
Technical Skills	Database and Records Management	Apply problem solving skills to select appropriate technology involved in records management specialized functions	Pass
Interpersonal Skills	Develop the knowledge, skills, and understanding to make informed academic, social, personal, career, and interpersonal decision	Maintain high standards for quality work and responsiveness in providing office administrative services	Pass
Interpersonal Skills	Select career goals with thought and care, value work and the benefits it brings, and adjust to the inevitable changes in the working world.	Apply new technical and business information/knowledge to practical use on the job	Pass

Prior Competency Verified

Competency Domain	Competency SubDomain	Competency Name	Mark
Technical Skills	Proofreading and Editing Skills	Demonstrate proficiency in proofreading and editing skills, including grammar, spelling, sentence structure, and punctuation	Pass
Technical Skills	Proofreading and Editing Skills	Compose clearly written business correspondence using correct grammar, punctuation, and sentence construction	Pass
Technical Skills	Proofreading and Editing Skills	Write business letters, reports, and memorandums following correct format and creating a good impression on the reader	Pass

Technical Skills	Proofreading and Editing Skills	Edit business manuscripts using the revision symbols used by professional editors	Pass
Interpersonal Skills	Develop the knowledge, skills, and understanding to make informed academic, social, personal, career, and interpersonal decision	Display high standards of ethical conduct and behaviors	Pass
Interpersonal Skills	Develop the knowledge, skills, and understanding to make informed academic, social, personal, career, and interpersonal decision	Pursue appropriate learning activities contributing to lifelong professional growth	Pass
Office Administration Procedures & Theory/Business	Constantly Changing Workplace/Business	Describe the environment of business in the United States	Pass
Office Administration Procedures & Theory/Business	Constantly Changing Workplace/Business	Identify the role of organization in the achievement of business goals	Pass
Office Administration Procedures & Theory/Business	Constantly Changing Workplace/Business	Determine the role of automation in achieving a firm's objectives	Pass
Office Administration Procedures & Theory/Business	Constantly Changing Workplace/Business	Explore the fundamentals of small business	Pass
Office Administration Procedures & Theory/Business	Constantly Changing Workplace/Business	Explore the realm of international business	Pass
Other Program Requirements		College Composition I (ENG 111) Competencies	Pass
Other Program Requirements		Approved Social/Behavioral Science Elective Competencies	Pass
Other Program Requirements		Introduction to Business (BUS 100) Competencies	Pass
Other Program Requirements		Orientation to Virtual Assistance (SDV 101) Competencies	Pass
Other Program Requirements		Introduction to Mathematics (MTH 120) Competencies	Pass

New Educational Activity Verified Course Credit Equivalence

Course	Course Description	Total Competencies	Verified	% Verified	Course Credit	Credit Equivalency
AST 234	Records and Database Management	4	4	100.0%	3	3.0
AST 206	Professional Development	24	2	8.3%	3	0.2
AST 102	Keyboarding II	1	1	100.0%	3	3.0

Prior Competency Verified Course Credit Equivalence

Course	Course Description	Total Competencies	Verified	% Verified	Course Credit	Credit Equivalency
SDV 101	College Success Skills	11	1	9.1%	1	0.0
PSY 120	Human Relations	1	1	100.0%	3	3.0
MTH 120	Introduction to Mathematics	1	1	100.0%	3	3.0
ENG 111	College Composition I	2	2	100.0%	3	3.0
BUS 100	Introduction to Business	7	7	100.0%	3	3.0
AST 206	Professional Development	24	2	8.3%	3	0.2
AST 107	Editing and Proofreading Skills	4	4	100.0%	3	3.0

Spring 2016 (2162)

New Educational Activity Completed

- Nothing to Report -

Prior Competency Verified

Competency Domain	Competency SubDomain	Competency Name	Mark
Technical Skills	Proofreading and Editing Skills	Demonstrate proficiency in proofreading and editing skills, including grammar, spelling, sentence structure, and punctuation	Pass
Technical Skills	Proofreading and Editing Skills	Compose clearly written business correspondence using correct grammar, punctuation, and sentence construction	Pass
Technical Skills	Proofreading and Editing Skills	Write business letters, reports, and memorandums following correct format and creating a good impression on the reader	Pass
Technical Skills	Proofreading and Editing Skills	Edit business manuscripts using the revision symbols used by professional editors	Pass
Technical Skills	Presentations	Design visual presentations for specific audiences and purpose using presentation software.	Pass
Interpersonal Skills	Develop the knowledge, skills, and understanding to make informed academic, social, personal, career, and interpersonal decision	Display high standards of ethical conduct and behaviors	Pass
Interpersonal Skills	Develop the knowledge, skills, and understanding to make informed academic, social, personal, career, and interpersonal decision	Pursue appropriate learning activities contributing to lifelong professional growth	Pass
Interpersonal Skills	Develop the knowledge, skills, and understanding to make informed academic, social, personal, career, and interpersonal decision	Maintain high standards for quality work and responsiveness in providing office administrative services	Pass
Interpersonal Skills	Select career goals with thought and care, value work and the benefits it brings, and adjust to the inevitable changes in the working world.	Apply new technical and business information/knowledge to practical use on the job	Pass
Office Administration Procedures & Theory/Business	Constantly Changing Workplace/Business	Describe the environment of business in the United States	Pass
Office Administration Procedures & Theory/Business	Constantly Changing Workplace/Business	Identify the role of organization in the achievement of business goals	Pass
Office Administration Procedures & Theory/Business	Constantly Changing Workplace/Business	Determine the role of automation in achieving a firm's objectives	Pass
Office Administration Procedures & Theory/Business	Constantly Changing Workplace/Business	Explore the fundamentals of small business	Pass
Office Administration Procedures & Theory/Business	Constantly Changing Workplace/Business	Explore the realm of international business	Pass
Other Program Requirements		College Composition I (ENG 111) Competencies	Pass
Other Program Requirements		Approved Social/Behavioral Science Elective Competencies	Pass
Other Program Requirements		Introduction to Business (BUS 100) Competencies	Pass
Other Program Requirements		Orientation to Virtual Assistance (SDV 101) Competencies	Pass
Other Program Requirements		Introduction to Mathematics (MTH 120) Competencies	Pass

New Educational Activity Verified Course Credit Equivalence

- Nothing to Report -

Prior Competency Verified Course Credit Equivalence

Course	Course Description	Total Competencies	Verified	% Verified	Course Credit	Credit Equivalency
SDV 101	College Success Skills	11	1	9.1%	1	0.0
PSY 120	Human Relations	1	1	100.0%	3	3.0
MTH 120	Introduction to Mathematics	1	1	100.0%	3	3.0
ENG 111	College Composition I	2	2	100.0%	3	3.0
BUS 100	Introduction to Business	7	7	100.0%	3	3.0
AST 260	Presentation Software	1	1	100.0%	3	3.0
AST 206	Professional Development	24	4	16.7%	3	0.4
AST 107	Editing and Proofreading Skills	4	4	100.0%	3	3.0

===== END OF LFCC TRANSCRIPT =====

Transcript Key

Accreditation

Lord Fairfax Community College, herein referred as LFCC, is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC) to award associate degrees. The Commission on Colleges is located at 1866 Southern Lane, Decatur, Georgia 30033-4097 and can be reached at 404-679-4500.

Competency-Based Education

LFCC grants degrees and certificates based on an individual's demonstration of competencies. Competencies for every degree and certificate were developed by faculty in the discipline and are aligned with national competency frameworks from organizations such as the American Health Information Management Association and the Association for Computing Machinery. The competencies represent the knowledge, skills, and abilities considered essential for effective performance as a graduate of the particular degree or certificate program.

Domains and Subdomains (Areas of Study)

Each degree or certificate program is comprised of a number of domains (areas of study) and, in some cases, subdomains that further classify the competencies. Students must meet all competency requirements for their academic program.

Programs

The Programs section lists all competency-based education programs the student has pursued at LFCC. Each program semester is reported as outlined below.

Program Semester Reporting

New Educational Activity Completed: Reports any competencies identified and attained within the semester they are reported in.

Prior Competency Verified: Reports any competencies verified by faculty within the semester they are reported in.

New Educational Activity Verified Course Credit Equivalence: Summarizes course credit equivalencies for all new educational activity.

Prior Competency Verified Course Credit Equivalence: Summarizes course credit equivalencies for all prior competencies verified.

Grading System (Mark)

Transcripts include only verified competencies, including those from new educational activity and those from prior attainment.

A "Pass" mark certifies successful completion of a competency. The student has demonstrated the required competency by passing assessments with a **grade equivalent of B or 3.00 grade points on a 4.0 scale**. An "Exceptional Pass" mark certifies successful completion of a competency with a **grade equivalent of A or 4.00 grade points on a 4.0 scale**. "Exception Pass" was implemented as a mark starting in spring 2016.

Release of Information

In compliance with the Family Education Rights and Privacy Act of 1974 (PL93-380), this information is released on the condition that the recipient *"will not permit any other party to have access to such information without the written consent of the student."*

To resolve questions of interpretation or for further information, please contact the Lord Fairfax Community College Admissions and Records Office, Middletown Campus, 540-868-7105, Toll free: 1-800-906-5322, Ext. 7105, Fax: 540-868-7005, Fauquier Campus, 540-351-1510, Fax: 540-351-1530.

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Lord Fairfax Community College
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United States



We advocate and innovate on behalf of adult learners to increase access to education and economic security. We provide adults with career guidance and help them earn college credit for what they already know. We equip colleges and universities to attract, retain, and graduate more adult students. We provide employers with smart strategies for employee development. We build workforce organizations' capacity to connect worker skills to employer demands.

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Knowledge to Work (K2W):

A Portal for Competencies and Individualized Learning

Lord Fairfax Community College (LFCC)

173 Skirmisher Lane

Middletown, VA 22645-1745

KnowledgeToWork.com

HigherEd.org

LFCC.edu



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This work was funded in part by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. This work was created by Lord Fairfax Community College (LFCC) and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership.