

Year Two Evaluation Findings

knowledge 2work

Lord Fairfax Community College

TAACCCT Grant

October 2015 through September 2016

Third Party Evaluation Report

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APPENDIX A: SUMMARY OF GOALS, DELIVERABLES AND EVALUATINO FINDINGS

EXECUTIVE SUMMARY

Lord Fairfax Community College received a Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant from the U.S. Department of Labor (USDOL) in September 2014. This report is the second of four reports (three annual and one final) third-party evaluations required by USDOL. It documents the implementation of the grant during the second year of operation. It also provides an overview of LFCC's approach to documenting student outcomes. Named "Knowledge to Work," this initiative seeks to use Competency Based Education (CBE) approaches, in particular direct assessment techniques, to accelerate student completion of selected career and technical programs. Knowledge to Work also has developed a web portal that links the nationally expanding number of Open Education Resources (OER) that enable students and faculty to collaboratively create personalized learning programs to master program competencies. Knowledge to Work is an innovation with many complex and interrelated parts as expressed by its logic model. With the assistance of TAACCCT resources, the College has embarked on innovation that has become a focal point in American higher education. This report documents achievement of proposed activities and deliverables drawn from onsite visits including interviews with key personnel throughout the institution, student interviews, and frequent correspondence with the program director.

BACKGROUND AND INTRODUCTION

Following a successful proposal to the Department of Labor, Lord Fairfax Community College was awarded a Round Four Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant in September 2014. TAACCCT grants are administered by the U.S. Department of Labor (DOL), Division of Employment and Training Administration (ETA). The TAACCCT program provides capacity-building grants to spur innovation and the development of model training programs at America's community colleges and universities. TAACCCT-funded programs intend to prepare participants for employment in high-wage, high-skill occupations by using innovative and sophisticated strategies that address the unique needs of unemployed or under-employed adults. Round Four provided a total pool of \$450 million. TAACCCT resources help fund LFCC's initiative named "Knowledge to Work" (K2W). LFCC's award totaled \$3.25 million for four years to create a local, regional, and national system for TAA-eligible workers, veterans, and other adults to document competencies through individualized learning plans, leverage free and low-cost electronic learning resources, and earn industry credentials that make them marketable in three high wage, high growth industry sectors. This amount included \$750K in funding above the \$2.5M cap to create a new national competency framework and credential in the field of information technology in health information management.

Located physically in the Northern Shenandoah Valley of Virginia, Lord Fairfax Community College's (LFCC) service region consists of the seven counties of Frederick, Fauquier, Page, Shenandoah, Clarke, Warren, and Rappahannock, and the city of Winchester. LFCC intends to serve local and regional employers through this innovation as well as to create a

national model that links Open Education Resources (OER), competencies, credentials, and certifications to jobs. CBE is a rapidly developing initiative across all of higher education. By embarking on this grant, in particular by deploying direct assessment, LFCC has set itself on a course to become a pioneer as well as a test bed from which other colleges and organizations can learn about strong practices in this emerging area.

LFCC qualified for its TAACCCT grant by meeting six core elements stated in the Solicitation for Grant Applications: (1) evidence-based design, (2) career pathways, especially competency-based approaches to speeding students through to program completions, (3) advanced online and technology-enabled learning, (4) strategic alignment with the workforce system and other stakeholders, (5) alignment with previously-funded TAACCCT projects, and (6) develop new and/or take to scale successful industry sector strategies. K2W seeks to create CBE pathways for four existing programs – information systems technology, administrative support technology, health information management, and advanced manufacturing, with different exit points for students to earn the AAS degree, certificate, career studies certificate, and competency badges. A distinguishing feature of the LFCC program is its intention to measure learning by direct assessment.

K2W is supported technologically by middleware software created by K2W staff to provide personalized learning plans, case management, and competency-based extended transcripts. A web portal was then built and became operational in the second grant year. That portal links learners to OER which, in turn, can be used within the portal to create personalized learning programs to master program competencies. LFCC believes that the availability of the personalized learning software, OER, and an education search engine available at no cost will speed students' completion of credentials and their entry into labor markets that require specific and general competencies mapped to employer needs.

What is Competency-Based Education?

Competency-based education is generally distinguished from other educational approaches in several ways. First, competencies are precisely defined and measurable. Second, the student must demonstrate mastery of each competency at a predefined level before moving on to the next competency or set of competencies. CBE does not rely on the seat-time as a measure of learning attainment. Rather, competency-based models document what a student has learned by creating a set or system of competencies for which a student must demonstrate mastery. Third, CBE provides students a visible means to accelerate their progress through a chosen program. Although growing in both awareness and acceptance, CBE programs are the exception rather than the rule in community colleges. Even rarer is LFCC's ambition to create program competencies that can be assessed directly, without a corresponding seat time measure.

Direct assessment is defined by the federal government, as “an instructional program that, in lieu of credit hours or clock hours as a measure of student learning, utilizes direct assessment of student learning, or recognizes the direct assessment of student learning by

others.”¹ Direct assessment programs, then, move fully beyond the credit hour as the unit of instruction while permitting students to progress at their own pace outside of a traditional course schedule. Direct assessment transcripts therefore document not course completion and grades but specific competencies that have been mastered.

What is Personalized Learning?

According to Educause, personalized learning provides a unique, highly focused learning path for each student.² Personalized learning intends to use information technology systems and tools to tailor learning experiences based on student strengths, weaknesses, and pace of learning. These technologies include analytics, adaptive learning, digital courseware, and access to OER. A profile of each student’s existing competencies is then built and a personalized plan is developed to acquire the competencies needed for degree, certificate, or badge completion. Continual adjustments are made to each student’s learning plan based on their performance. Personalized learning also helps instructors better target their teaching to individual students while helping students see where their own learning gaps occur.

LFCC’s Direct Assessment Programs

By January 2015, LFCC identified seven initial career and technical programs to create direct CBE direct assessment certificates and degrees. These choices were subsequently approved by SACSCOC:

- Health Information Management (AAS Degree)
- Information Systems Technology (AAS Degree)
- Office Systems Assistant (Certificate)
- Cybersecurity (Career Studies Certificate)
- Hospital Facility Coding (Career Studies Certificate)
- Information Processing Certificate (Career Studies Certificate)
- Networking Specialist (Career Studies Certificate)

The College continues to offer these programs in traditional credit hour formats. Although direct assessment is not based on credit hours the touchstone equivalents provide a useful way of conceptualizing the activity required for students to complete K2W direct assessment certificates. LFCC developed a course-based, CBE alternative for the Career Studies Certificate in Supervision, without direct assessment which was recently approved by SACSCOC. LFCC also provides CBE approaches to adult basic education (ABE) and the GED. LFCC oversees the Northern Shenandoah Valley Adult Education Center and created an ABE to HIM pathway to LFCC’s direct assessment programs for individuals pursuing a GED. Individuals who complete the curriculum earn a GED certificate as well as a Career Studies Certificate in Medical Office Administration through LFCC. Another recent partnership with a regional jail intends to engage

¹ Code of Federal Regulations. Title 34-Education. Retrieved September 22, 2015 at <http://www.gpo.gov/fdsys/pkg/CFR-2011-title34-vol3/xml/CFR-2011-title34-vol3-sec668-10.xml>

² Educause. 7 Things You Should Know About Personalized Learning. Retrieved September 22, 2015 at <http://www.educause.edu/library/resources/7-things-you-should-know-about-personalized-learning>

incarcerated individuals with noncredit CBE programming to enter several different industries, including information technology, administrative support technology, and advanced manufacturing.

CHALLENGES AND OPPORTUNITIES

The majority of what LFCC proposed to do with TAACCCT resources occurs on profoundly new ground for higher education. While a number of those challenges were identified in LFCC's original proposal, many emerged after receipt of the grant. Some have been addressed while more than several key challenges are ongoing. This section identifies and discusses current challenges and opportunities and their likely impact on overall program success.

Enrollment

Enrollment in direct assessment programs is significantly short of the expectations established in the original TAACCCT proposal. One year ago, LFCC reported a total of 40 unique participants, most of whom were enrolled in adult basic education pathways that are intended to lead to the Colleges direct assessment programs as explained below. In June 2016 the College received notice from USDOL that low enrollment had been identified as an issue for the Department, with only 1% of the total projected participants envisioned in the original grant enrolled. As of this report there have been ten students served in the seven direct assessment CBE instructional programs. There were nine total completers either in the ABE to HIM program or in AST. Several factors might explain these relatively low enrollments for the seven direct assessment programs.

LFCC believes that an inability to award federal financial aid has been a major impediment to enrolling more students in the seven direct assessment programs. The College applied for Title IV financial aid in August 2015 and the US Department of Education approval process has been ongoing since that time. LFCC has also applied for Workforce Investment Opportunity Act (WIOA) funding for these programs and this approval was granted in summer 2016. LFCC has also made application for VA GI Bill benefits and, according to program staff, this appears to be nearing approval.

According to K2W staff, other factors account for low-enrollment for direct assessment programs. Frequently mentioned is the low awareness among employers and prospective students of the advantages of CBE in general and direct assessment in particular. K2W staff also note a scarcity of employers who have identified candidate employees including a lack of financial support for those students to undertake CBE as another obstacle to increasing enrollment. At the same time, K2W staff indicate that employer partners in the vicinity continue to express interest in CBE approaches even though this has not resulted in actual enrollment, suggesting that further development of the College's approach to educating employers is required.

LFCC possesses a wider view of the program's impact and the individuals served beyond its direct assessment programs, however, and has developed enrollment streams to its direct assessment programs. According to K2W staff, 346 unduplicated students were served in some form of CBE in the last two years. Table 1 captures all participant streams during this time.

- Highered.org portal users who enrolled on the site and created a learning plan for at least one credential.
- General Education Development (GED) participants lacking a secondary diploma or equivalency and requiring help in obtaining a GED. These GED participants are considered as participants because they are on a pathway to a direct assessment program.
- Adult Basic Education (ABE) participants lacking readiness for higher education and requiring adult basic education skills. These ABE participants are considered as CBE participants because they are on a pathway to a direct assessment program.
- Adult Detention Center participants incarcerated in a regional corrections facility that are served with ABE and CBE trade services.
- Trade Adjustment Act participants are displaced workers who were assessed by the College's ABE team and developed learning plans with a pathway leading to a direct assessment program.
- PluggedInVA participants enrolled through the Northern Shenandoah Valley Adult Education Center earning a GED and pursuing Certified Medical Administrative Assistant (CMAA) certification. These participants are using CBE approaches and methodologies in the GED component of the program.
- Course-Based CBE participants enrolled in courses that faculty have mapped to a CBE format brought about through the expertise and momentum created by K2W. Student enrolled in these courses are counted as grant participants because they meet the criteria identified by TAACCCT.³

³ See Performance Reporting Technical Assistance Resource #2. they are credit or non-credit grant-funded courses, the courses are part of a program leading to an industry-recognized credential, students who enroll in the grant-funded programs are required to take the courses to receive the credential, the students are enrolled beyond the add/drop period, and the programs with these courses are included in the statement of work.

Area	Participants
Direct Assessment Programs	10
HigherEd.Org Portal users	64
General Educational Development	86
Adult Basic Education	10
Adult Detention Center	20
Trade Adjustment Assistance	51
Plugged In Virginia	5
Course based CBE delivery	127
Total*	373

Efforts to Increase Enrollment

During the summer of 2016 K2W reinvigorated its efforts to target its direct assessment programs to prospective students as well as employers. Using non-grant funds, social media has been implemented including Facebook ads alongside other marketing efforts. These actions, in the evaluator's opinion, are laudable in helping individuals and employers see the advantages in a new approach to training but require more precision including segmenting prospective participants, setting targets, and developing strategies to recruit to those targets.

Aside from the imperative to engage in more precise marketing and the present lack of federal financial aid, it is the evaluator's opinion that two additional factors impinge on K2W enrollment to a significant degree. The aforementioned withdrawal of communication avenues between K2W and the Shenandoah Valley Workforce Investment Board (SVWIB) has resulted in limited awareness among those served by the WIB about direct assessment and its potential benefits. Second, integration of direct assessment opportunities within the College's Workforce Solutions unit has been nonexistent according to K2W personnel. This arm of the College is responsible chiefly for noncredit outreach with business and industry throughout LFCC's service area and serves as the College's day-to-day communication conduit with SVWIB. The future of local enrollment in LFCC's direct assessment programs depends in no small way on integration with Workforce Solutions. It is unclear to the evaluator whether improved relationships will happen during the 2016-17 year.

K2W intends to compensate for low local participation rates by recruiting students through its portal. As of September 30, 2016, K2W staff report 142 active registered users of that portal and 126 individuals who have used the portal more than once. Staff indicate an average of 1.2 individuals are registering with the portal each day. Participation in the portal is not synonymous with enrollment in a K2W direct assessment program although portal participants may elect to apply and enroll at LFCC.

The redesign of traditional courses to be competency-based is also likely to increase future enrollment. Although these courses will not reflect the advantages of direct assessment CBE because they are time linked, they will provide students with experience in competency-based methodology which, in turn, may result in more comfort with a less constrained direct assessment environment. Yet another avenue for increasing CBE enrollment lies in verification of previously attained competencies. Program faculty have mapped each competency to courses and, where competencies have been met, the college is documenting course credit equivalencies as transfer credit. The College's Prior Learning Assessment (PLA) handbook now is being revised to promote direct assessment CBE as a form of credit verification.⁴

Additional Accreditor and OSFA Approval

The first annual evaluation report stated that, "LFCC's biggest accomplishment—on which everything else hinges—is achievement of accreditation status for direct assessment." The Southern Association of Colleges and Schools Council on Colleges (SACSCOC) approved LFCC's request to offer competency-based direct assessment programs in July 2015. This approval gave the College standing to make application to the U.S. Department of Education, Office of Federal Student Aid (OFSA), for approval to award direct assessment program students federal financial aid which LFCC did in early August 2015.

LFCC's August 2015 OFSA request triggered another level of review by SACSCOC in the form of a March 2016 site visit and subsequent report. LFCC's visiting team made seven recommendations after this visit, many of which were minor procedural issues that LFCC was able to quickly address. However, the visiting team also found that at the time of this visit LFCC did not adequately demonstrate the process and criteria used that calibrates documented student learning to the amount of academically engaged time for a typical student. Further, the committee wanted to see data from established rubrics used to validate the assessment or other standards that provide evidence of the calibration of documented student learning. The committee urged more attention to the assessment policies, processes and practices that LFCC will employ to validate mastery and financial aid eligibility. The SACS's visiting team recommended that LFCC's rubrics should be detailed in scoring content, tested and validated by subject matter experts using a peer review process to ascertain reliability, rigor, level of skill.

LFCC submitted a formal response to these items and recommendations to SACSCOC in late August 2016 after sustained effort throughout the summer months. The earliest that the Commission can act upon LFCC's response is December 2016 thereby prolonging OSFA's determination of the College's request to offer federal financial aid for students enrolled its direct assessment programs. Given a positive decision by OSFA conferring authority to award federal financial aid direct assessment students might be eligible for federal aid as early as spring of 2017. At that time, however, LFCC's direct assessment programs will have been operating for nearly two years without the benefit of being able to offer enrolled students any form of federal financial aid assistance. Contact by the K2W Executive Director and officials

⁴ The PLA process for these specific courses is grant-funded, included in programs leading to industry-recognized credentials, required for the program completion, and in programs that are part of the statement of work.

from OSFA indicate that approval may be imminent after receipt of SACSCOC's response. Invitations to the K2W Executive Director to make presentations about LFCC's direct assessment programs at SACSCOC also may be a harbinger.

National Competency Frameworks

Competency frameworks provide a mechanism for students to be assessed at their current level of attainment and to see, unambiguously, which competencies remain to be mastered to move up in a given career and to have their skills and learning recognized as the basis for lateral movement. It is one thing for a higher education institution to create a competency based framework and another to rely on a well-researched national framework that meets concerns about the validity and reliability of competencies. National competency frameworks carry immediate advantages for students and employers, especially when programs are developed with the competencies within national frameworks. LFCC's direct assessment programs are aligned in program student learning outcomes including domains, subdomains, and competencies with these national frameworks:

Health Information Management. American Health Information Management Association (AHIMA) and the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)⁵

Information Systems Technology. Association for Computing Machinery- Committee for Computing Education in Community Colleges⁶

Administrative Support Technology. International Association of Administrative Professionals⁷

Trades. National Center for Construction Education and Research⁸

Assessment Development

LFCC made substantial progress during the summer of 2016 in creating and refining rubrics for direct assessment programs to include clearly stated learner performance standards. During this time, student performance on competency assessments during the 2015-16 academic year were collected and internal faculty raters were enlisted to score them. This inter-rater reliability process was used to address consistency in measurement within direct assessment programs. The Faculty Direct Assessment Committee also used this work to address SACSCOC's request to document that the time and effort expended by direct assessment were equivalent to traditional coursework.

⁵ See, for example: <http://www.ahimafoundation.org/education/curricula.aspx>

⁶ See, for example: <http://www.acm.org/education>

⁷ See, for example: <http://www.iaap-hq.org/home>

⁸ See, for example: <http://www.nccer.org/>

After a year's experience in direct assessment, LFCC faculty and staff determined that transfer needs of direct assessment CBE students were not being adequately addressed by the initial pass/fail system. State financial aid requires a GPA in the calculation of eligibility. Also, graduation with honors requires a GPA. Therefore, the K2W assessment model was revised, along with rubrics, to document the standard for "A" (exceptional pass), "B" (pass), "R" (re-enroll), and "F" grades. This change was implemented in spring 2016. The summer's work resulted in specific performance standards for each competency for the new grading scheme.

Portal Development

A key activity for K2W has been the development of a web portal web portal that includes a search engine of educational resources mapped to competencies and allows users to their own create free personalized learning plans. The first iteration of the portal went live in March 2016. As discussed above, given the low enrollment from its service area, the College sees the portal as the launching pad to increase enrollment and awareness of its K2W grant as well as a source of revenue to sustain the program after the grant ends.

Behind-the-scenes administrative consoles have been created for the open-source software for the portal. These allow K2W staff to monitor and curate OER by competency, as well as track analytics and sustainability efforts such as advertising and the display of partnership pages. There are many OER available and K2W staff have worked to incorporate repositories using API tools, such as the Learning Registry. At this writing, almost 20,000 OER are included. The portal also makes available links to CBE resources about a variety of topics, from program design to institutional offerings. These are available on the portal at <http://highered.org/cbe>. In addition, a blog is offered to encourage learners worldwide to use the portal. This is available at: <https://www.highered.org/blog.php>

The portal benefits from partnerships with AHIMA, Microsoft, IAAP, Concentric Inc. (operator of the Badge Alliance), and the Merlot OER repository. Logos for these partnerships are displayed prominently on the portal landing page and special pages describe their contributions. The K2W project also has benefitted from its participation in the Competency-Based Education Network (C-BEN) which also is recognized on the portal. Dr. Milam serves as the community college representative on the C-BEN Board and is leading the C-BEN effort to create a new national survey of competency-based education.

Alternative Credentials

The use of competency badges as an alternative to traditional degrees and certificates continues as an exploratory topic by K2W. These have included discussions with the American Council on Education as mentioned below. Some competency modules found in Blackboard LMS courses for the information technology associate's degree and career studies programs include badges. The grant-funded IT faculty member, Melissa Stange, has encouraged the use of badges for documentation of competencies in certain areas of the program. Much of the work on new credentials involves the partnership with AHIMA to create a new national

competency framework and credentials for information technology in health information management. This is discussed further below.

Apprenticeship Programs

K2W's intentions to engage in apprenticeship training have not met expectations. After two unsuccessful attempts by the grant to hire part time apprenticeship/CBE coordinators, K2W has decided to pull back from apprenticeships as a student recruitment focus. This decision is informed by the fact that LFCC's division of Workforce Solutions and Continuing Education (WSCE) is now involved in two other apprenticeship grants that require significant attention to other priorities. As planning continues on ways to serve a corrections population, trades remains a key area for personalized learning through CBE. The National Center for Construction Education and Research competency framework has been incorporated into the Personalized Learning Plan software developed by K2W and these data are available to support project staff as the need evolves.

Interface with VCCS

The Virginia Community College System (VCCS) has been supportive of the long range goals of LFCC's direct assessment initiative. Knowledge to Work and LFCC staff have worked with Virginia Community College System (VCCS) both on the policy and technical fronts to prepare for CBE and direct assessment. PeopleSoft® is VCCS's ERP (Enterprise Resource Planning) software that operates throughout the Virginia community colleges system with separate applications for credit and noncredit instruction.

After systematic research it is clear that this student information system as installed currently lacks the ability to track and record attainment of individual competencies. Even though accelerated national interest in competencies is triggering discussions about how student information and business systems can accommodate changes necessitated by CBE models, there are no standardized solutions yet available for the PeopleSoft platform. Alterations to legacy software systems are both time consuming and expensive and although two other Virginia community colleges (Northern Virginia Community College and Danville Community College) are implementing small competency-based education programs under the U.S. Department of Education's Experimental Sites Initiative and Danville has a round four TAACCCT grant for CBE, changes to PeopleSoft are not imminent within VCCS. A vendor solution may be forthcoming, but the cost of acquiring new modules for CBE from PeopleSoft is not yet known.

The interim solution to accommodate CBE and direct assessment at LFCC involves local workarounds. Separate credit hour based course sections for variable credit within each program area have been created to enroll CBE students who, in turn, will pursue competency attainment as specified within their personalized learning plans.

VCCS institutional reimbursement policies are based on the traditional credit hour and consequently do not provide fully for tuition charges to students enrolled in competency based delivery and especially direct assessment where seat time is not a learning measure. LFCC engaged VCCS during the first year of grant operation in dialog about the pros and cons of a subscription model in which students would pay a flat fee to enroll in CBE programs. A fee-for service approach to raising revenue to support direct assessment has also been discussed internally. Neither approach seems like a likely candidate for implementation at this juncture.

STUDENT VOICES

The third party evaluator interviewed two of nine direct assessment completers during the August 2016 site visit, one in the aforementioned GED and Certified Medical Assistant pathway while the second graduated with an associate's degree in Administrative Support Technology. Both students cited childcare responsibilities as a barrier to completing programs they had previously started. Both credited their program's competency-based options and the availability of certain classes in an online format as the reason for their recent completions. The student who completed the GED had earned thirteen (13) college credits in addition to her GED in three months. She is now considering earning an associate degree en route to a bachelors degree and possible application to medical school.

The second interviewee began working on a degree more than three decades ago. She used the direct assessment features of her program to complete not only an Associate Degree in Administrative Support Technology but also to complete two certificates in that general area, virtual assistant and office assistant. She had already earned about 50 credit hours and all her general education credits when she began the CBE pathway to completion. She used her recent degree and certificates to ask for an increase in pay.

Both completers volunteered that professional support from LFCC faculty was critical to their progress. Implementing CBE as a new approach to degree completion requires not just clear competencies to guide the learner but considerable and caring monitoring of student progress. This appeared to be an accelerant for both completers. The associate degree completer mentioned additionally that there were three other students who entered the CBE version of program at the same time and they formed a support community in which each decided to complete certificates in addition to degrees. Both completers agreed that advisors should push the benefit of CBE to more students, especially mothers with children at home.

PROJECT COMPONENTS, ORGANIZATION, AND PARTNERS

Project Components

Knowledge to Work includes five key features: (1) credentials such as certificates, degrees, and digital badges; (2) individualized learning plans and portfolios; (3) competency mapping by faculty along with review of materials for prior learning assessment; (4) a portal

with a new type of educational search engine; and (5) customized, wrap-around support to ensure success.

K2W Logic Model

The third-party evaluator drafted a logic model in January 2015 that visually describes the sequence of activities thought to bring about change and how these activities are linked to the results the program is expected to achieve. The model was reviewed by the K2W Leadership Team and provides an overview of the complexity and interrelated parts of this initiative. The third-party evaluator will work with the project director and leadership team to update and refresh this model throughout the span of the grant.

K2W Staffing

KW2's Leadership Team provides guidance and oversight for the work. The Leadership Team serves the project by serving as a sounding board for policy and procedure development as well as advocating for direct assessment internally and externally. This team looks somewhat different than earlier versions given personnel changes at the College.

- Cheryl Thompson-Stacy, LFCC President
- Kim Blosser, Vice President for Academic and Student Affairs
- Kellison, Karen; Dean of Business, Education, and Technology
- Lyda Kiser Costello, Director, Office of Transition Programs
- Anna Rice-Wright, Trade Act Program Manager, Virginia Employment Commission
- Amy Judd, Adult Basic Education Program Manager
- Valerie Priddle, K2W Grant Fiscal Agent
- John Milam, Executive Director K2W

K2W Staff includes the individuals listed below in addition to the Executive Director, John Milam. These positions are current as of September 30, 2016 and are 100% grant funded.

- Breeden, Brian; K2W Administrative Assistant
- Citrenbaum, Anna; K2W Workforce Navigator
- Johnson, Kiri; K2W Digital Librarian
- Shifflett, Jeremiah; K2W Database Administrator
- Simons, Eric; K2W PHP Programmer
- Branson, Katie; ABE Instructor
- Kelley, Megan; Outreach Coach
- Career Coach (vacant)

In the second quarter of 2016, the second of two part-time CBE Trades/Apprenticeship Coordinators left for full-time position at a partner company. Due to the lack of success with this position and the existence of other apprenticeship-related grants initiated by the

Workforce Solutions and Continuing Education division at LFCC, this role was discontinued and will not be replaced. This decision is slated for review at the end of 2016.

Other grant aligned personnel are embedded elsewhere in LFCC's academic and student services units. These positions are not funded by the grant.

Turnover in the two K2W Career Coach positions resulted in a reconfiguration of one of these roles to that of an Outreach Coach, a position filled in the third quarter of 2016. Recruitment for the other Career Coach position is on hold until sufficient enrollment justifies the need for this position. Meanwhile the Workforce Navigator is stepping into the role of case management as needed. In addition, Lyda Costello Kiser, Director of the Office of Transition Programs is paid 25% by the grant, with an additional 25% contributed by LFCC. In the second quarter of 2016, Costello Kiser assumed leadership over marketing and recruiting activities.

Faculty play a pivotal role in Knowledge to Work. Members of the Faculty Direct Assessment Committee have used national competency frameworks to create alternative CBE programs. Faculty also spent significant time during the summer of 2016 responding to the SACSCOC visiting team recommendations to ensure CBE program rigor. Since the grant began members of the Faculty Direct Assessment Committee have included:

- Henry Coffman, Professor in Information Technology (grant stipend)
- Virginia Hartman, Associate Professor of Administrative Support Technology (grant stipend)
- Art Lee, Associate Professor of Information Technology and program lead for IST
- Beth Shanholtzer, Assistant Professor/HIM Program Director (grant stipend)
- Kim Blosser, Vice President for Academic and Student Affairs
- Melissa Stange, IST faculty member (100% grant funded to summer 2016, thereafter 25%)
- Chris Coutts, previous Vice President for Academic and Student Affairs
- Karen Kellison, Dean for K2W academic program areas (grant stipend)
- Brenda Byard, previous Dean for K2W academic program areas
- John Milam, K2W Executive Director

Software Development

K2W learning plan software has been in place since fall 2015. It was migrated to PHP and MySQL in a Linux environment in 2016. All software and all features for personalized learning plans, case management, competency-based extended transcripts, and tracking prospective students has been completed and is fully working and in place. All software and features for the portal, including personalized learning plans, custom dashboards, saved searches, the educational search engine, administrative consoles, notes, saved resources, blogs, CBE links, profiles, and secure login has been completed and is fully working and in place. Both development and production server environments are being used for web and database

applications, along with security and backup protocols as well as disaster recovery and risk management plans.

In response to needs identified by the SACSCOC visiting committee, a new online tool and a spreadsheet also were developed to help the career coaches and faculty work with students on estimated time to completion and costs based on academic load, previously attained competencies, and residency. The K2W Program Estimator tool is available online at: <https://www.knowledgetowork.com/program-estimator.php> and the updated 2016-17 catalog provides a description of costs, time to completion, and the impact of previously attained competencies.

External Partners

Industry Partnerships. In its original proposal K2W identified ten local employer partners in three industry sectors:

Healthcare Sector

- Fauquier Hospital
- Valley Health

Information Technology Sector

- Frederick County Public Schools
- Shockey
- Shentel
- Winchester City Public Schools

Advanced Manufacturing Sector

- Ashworth
- Evolve Manufacturing
- Kraft
- O'Sullivan

Two additional industry partners were added, the Shenandoah County School System and the Army Corps of Engineers Middle Eastern Division that is headquartered in Frederick County, Virginia.

The Director of Health Information Management at Valley Health has been a participant in the grant's leadership team and was interviewed by the SACSCOC visiting committee. She and her counterparts at Fauquier Hospital have worked to steer students to the K2W programs. Yet, as has been described in the quarterly narrative reports, enrollment from these industry partners in the direct assessment CBE programs has been a trickle.

Each partner expresses interest and excitement in the model. But for a variety of reasons, this excitement has not translated into actual enrollment. The experience of the part-time trades/CBE coordinator suggests that this is because the industries selected at the time of the grant do not have need for the specific programs offered at this time. A CBE version of the

supervision career studies certificate is being rolled out now and this is expected to be a more applicable match for the advanced manufacturing sector.

K2W also formed a rapid response team in conjunction with the Virginia Department of Labor and Industry (VDLI) to help former workers with training options that were formerly employed after a shutdown by Midwestgo, a local manufacturing operation.

CBO partnerships. Three Community Based Organization partners mentioned in the original proposal include: (1) Shenandoah Valley Workforce Investment Board; (2) Goodwill of the Valleys; and (3) Horizon Goodwill Industries. As mentioned above, LFCC has also entered into a partnership with

State partnerships. K2W has also partnered with a statewide initiative, PluggedInVA through the Northern Shenandoah Valley Adult Education Center to create a pathway to LFCC's direct assessment programs as mentioned above. PluggedIn Virginia (PIVA) is a statewide model for adult education that provides contextualized GED programs that include technical training to develop essential workplace skills for targeted entry-level jobs. Cohorts of students will earn both their GED as well as a Career Studies Certificate in Medical Office Administration through LFCC.

LFCC also works closely with the Virginia Department of Labor and Industry (VDLI). VDLI has leveraged its regional presence to brainstorm potential collaborations for K2W including the inclusion of adult basic education within K2W. VDLI sees competency-based education as a way to break down traditional workforce preparation silos. LFCC's VDLI liaison, Anna Wright-Rice, has been active in connecting Knowledge to Work and its CBE approach to employees of several businesses that have closed in the Shenandoah Valley.

National partnerships have continued throughout this reporting period and include coordination with the American Health Information Association (AHIMA) and Microsoft to ensure that K2W incorporates national competency standards. K2W was granted an additional \$750,000 above the cap to support a new national credential/competency framework and selected AHIMA as a partner to develop a new, national level credential combining health records management and information technology. During the first grant year, LFCC's partnership with AHIMA was expanded to include funding for a sub award to conduct job analyses intended to serve as a foundation for a new national competency framework to include curriculum, exams, and credentials for Certified Healthcare Technology Specialists (CHTS). Four separate job analyses of CHTS-related roles were conducted and completed. AHIMA Foundation staff are now using these to help develop exam criteria. A national meeting of educators and professionals in the field is scheduled for February 2017 that will develop a curriculum mapped to this emerging competency framework and to address the material in the series of four new exams which created by AHIMA. This competency framework and an overview of the new CHTS credentials were presented by K2W staff at the AHIMA Academy of Educators conference in July 2016. AHIMA made an initial release of these materials during the recent AHIMA national convention.

Learning resources from the Microsoft Virtual Academy were added to the portal and mapped to IST program competencies. The Microsoft (MS) partnership took root after a limited first year of activity. Four new internal Microsoft staff have been involved and assigned to support this effort. During the summer of 2016 progress in documenting competency frameworks used in MS job roles and training has been slow owing to structural changes at Microsoft including acquisitions that have diverted Microsoft's attention. K2W staff remain optimistic that additional resources from Microsoft will be forthcoming during year three.

Several new partnerships were created in this second reporting period. These include the International Association of Administrative Professionals (IAAP), whose competency framework is used by the K2W programs. This competency framework has been mapped to OER and appears on the portal. IAAP also is involved in co-branding and promoting the portal and K2W programs to its membership. Concentric Inc. is the vendor supporting the Badge Alliance and its new partnership with LFCC intends to expand resources available in the portal by linking OER by competencies to badges and other credentials. At the time of this report, Concentric has not yet delivered the data required for this effort.

K2W was encouraged by USDOL to partner with Merlot and has used API to extract OER from that repository. A Memorandum of Understanding (MOU) was signed and Merlot is co-branded on the portal. Approximately 2,000 OER were mapped to related competencies on the portal. Responding to concerns about repurposing Merlot metadata, the original MOU was recast to narrow API searches by K2W. The cost of harvesting materials is not within the budget of the grant and the speed of the API and requirements of Merlot for incorporating its API into the search algorithm are prohibitive.

LFCC also began developing ideas and plans for a collaborative project to map military job codes in HIM to the AHIMA/CAHIIM competency framework for health information management. The American Council on Education (ACE), the Council for Advancement of Experiential Learning (CAEL), the Badge Alliance, University of Maryland University College (UMUC) and AHIMA have agreed to partner in this work. This partnership will expand the reach of direct assessment CBE to veterans and active duty military personnel.

During the second implementation year, K2W was also invited to partner with Amazon, which is developing Amazon Inspire a free service for the search, discovery, and sharing of digital educational resources for K through 12 education which is now in beta. Because it is limited to K through 12 educations, K2W staff decided after direct discussions with Amazon that it would not be a good fit at this time for the HigherEd.org portal. At the same time, K2W staff are looking for other ways in which to partner with Amazon to provide print and electronic learning resources through the portal.

WIB Partnership. The proposed partnership with the local Workforce Investment Board (WIB) changed significantly after LFCC received this grant when the WIB requested an indirect rate of 57% versus the customary and previously agreed rate of 8% as found in the original proposal. The WIB also raised other issues about prepayment and reporting requirements. LFCC subsequently decided to modify the project's Scope of Work and move the Workforce

Navigator position directly under K2W. Since receipt of the grant, communication and cooperation from the WIB has not been forthcoming to fully implement K2W.

DATA SOURCES

Data to inform this evaluation have been gathered to date through review of LFCC's original TAACCCT proposal and subsequent amendments, program documentation and deliverables as well as interviews of LFCC administrators, KW2 program staff and faculty groups as well as recent interviews with program graduates. The third-party evaluator has also examined internal email chains provided by K2W staff, internal spreadsheets, and all quarterly reports submitted to USDOL. Required data gathering after this second annual evaluation report should include employers and industry stakeholder interviews, additional student interviews as more students are recruited, and continued interviews with program completers. The third-party evaluator continues to work with K2W staff to harvest longitudinal data on those students who entered direct assessment programs in the summer of 2015 and thereafter. These data have recently been made available at the student unit record level.

OUTCOME MEASURES SUMMARY YEAR TWO

USDOL requires TAACCCT grantees to develop and report nine (9) outcome measures. For K2W low enrollments in general as well as no enrollment in some direct assessment program areas impede an overall assessment of K2W's outcomes in the second year of grant implementation. Table 2 depicts original targets and leaves room for revised targets

#	Outcome Measure	Original Targets for all Participants		Status for Year One, Two, and Totals	
1	Total Unique Participants Served	Year 1: 673 Year 2: 801 Year 3: 955	Total: 2,429	Year 1: 39 Year 2: 307	Total: 346
2	Total Number of Participants Completing a TAACCCT-Funded Program of Study	Year 1: 293 Year 2: 436 Year 3: 566	Total: 1,295	Year 1: 6 Year 2: 9	Total: 15

Table 2					
LFCC's Original Outcome Targets and Status for Year One, Two, and Totals					
#	Outcome Measure	Original Targets for all Participants		Status for Year One, Two, and Totals	
3	Total Number of Participants Still Retained in Their Program of Study (or Other TAACCCT-Funded Programs)	Year 1: 305 Year 2: 370 Year 3: 470	Total: 1,145	Year 1: 11 Year 2: 111	Total:122
4	Total Number of Participants Completing Credit Hours	Year 1: 285 Year 2: 446 Year 3: 735	Total: 1,466	Year 1: 46 Year 2: 384	Total:430
5	Total Number of Participants Earning Credentials	Year 1: 344 Year 2: 472 Year 3: 617	Total: 1,433	Year 1: 8 Year 2: 10	Total: 18
6	Total Number of Participants Enrolled in Further Education After TAACCCT-funded Program of Study Completion	Year 1: 207 Year 2: 304 Year 3: 486	Total: 997	Year 1: 2 Year 2: 4	Total: 6
7	Total Number of Participants Employed After TAACCCT-funded Program of Study Completion	Year 1: 211 Year 2: 324 Year 3: 430 Year 4: 489	Total: 1,454	Year 1: 3 Year 2: 5	Total: 8
8	Total Number of Participants Retained in Employment After Program of Study Completion (non-incumbent workers only)	Year 1: 139 Year 2: 253 Year 3: 345 Year 4: 420	Total: 1,157	Year 1:0 Year 2: 1	Total: 1

Table 2 LFCC's Original Outcome Targets and Status for Year One, Two, and Totals					
#	Outcome Measure	Original Targets for all Participants		Status for Year One, Two, and Totals	
9	Total Number of Those Participants Employed at Enrollment (Incumbent Workers) Who Received a Wage Increase Post-Enrollment	Year 1: 119	Total: 846	Year 1: 0	Total: 2
		Year 2: 189		Year 2: 2	
		Year 3: 249		:	
		Year 4: 289			

STATUS OF PLANNED PROJECT ACTIVITIES AND DELIVERABLES

The grant has met planned activities and has produced promised deliverables. The evaluator's concerns about enrollment are highlighted throughout the report. A detailed summary of progress through year two can be found in Appendix A.

DETAILED IMPLEMENTATION ANALYSIS, YEAR ONE

The Solicitation for Grant Applications establishes specific evaluation questions guide the implementation phase of all TAACCCT grants. These questions are supplemented by questions generated by the third-party evaluator appearing in the next section.

Selection of Program Curriculum

As reviewed in the first annual report, programs were chosen to for adaptation to CBE based on regional labor market needs. These also are industries targeted nationally by the Obama Administration as having direct pathways from training and education to jobs that lead to in-demand, mid- to high-skill jobs with family-supporting wages. In addition to the seven career and technical programs selected, LFCC added ABE and trades apprenticeships as part of the continuum of stacked and latticed credentials.

Program Designs and Grant Funds

Each career and technical program identified above now has a CBE counterpart paid for by TAACCCT funds. Under the sponsorship of LFCC's Faculty Direct Assessment Committee, all seven certificate or degree programs are mapped to national competency frameworks to include specific competencies. Now that this work is accomplished, it is likely that the curriculum for the traditional, non-CBE programs will also change. Grant funds therefore have expanded LFCC's ability to meet workforce needs regionally and nationally. These programs also have been improved with the introduction of national frameworks. CBE alternatives will save participants time and money by providing the opportunity to accelerate competency attainment en route to a badge, certificate, or degree.

Delivery Methods

There is no single delivery method for direct assessment. Instead, LFCC intends to provide multiple avenues for CBE students to attain program competencies and to document those avenues through the development of personalized learning plans. Avenues within personal learning plans can include self-paced study and mastery of competencies mapped to OERs generated by the K2W portal, online instruction offered through other colleges and universities on a credit or noncredit basis, informal learning (not led by faculty or other

individuals), and learning portfolio development that incorporates the competencies laid out in the personalized learning plan. The competencies found in these avenues are stated *a priori* and rigorously assessed. Most importantly, they are unambiguously stated in the student's personalized learning plan *prior* to the student engaging with those avenues. Personalized learning plans may be expected to be modified periodically as faculty and K2W staff learn more about what works and as new OERs are identified as potential vehicles for competency attainment.

Assessment of Participant Abilities, Skills, and Interests

LFCC has developed an intake assessment instrument specifically for K2W. Elements from this assessment are used to guide students' choice of CBE while other elements will be incorporated in the cohort tracking scheme as established by the approved evaluation plan. Prior to participation in LFCC's CBE programs students are interviewed by K2W staff to determine their motivation and whether it is a match for the demands of a competency-based program. It is clear that CBE student must be dedicated and self-motivated to engage in personalized learning. Prospective students are also provided the entire range of competencies for the program they are enrolling as part of the intake process. Prospective students also receive career guidance through the career coaches including the likely outcomes of the CBE program for which they enroll.

In addition to motivational items this instrument collects background demographic information; K2W staff indicated that both will be used in the future in combination with data from LFCC's student information system to explore and document which types of students succeed in direct assessment CBE.

Questions in CBE application also require a written response thereby allowing coaches and ABE personnel to evaluate prospective students' writing aptitude. CBE students referred to remedial education through screening will be enrolled in face-to-face remedial classes. Additionally, K2W has mapped a commercially-available non-cognitive assessment instrument, SmarterMeasure®, created to identify a student's levels of readiness to take an online or technology rich course, to the Virginia Placement Test for possible inclusion as a pre-admission requirement. Staff interviews indicate a high degree of satisfaction with this instrument as a supplement to longstanding college admission material.

Partner Contributions

LFCC enjoys strong support from the Virginia Department of Labor and Industry as mentioned above. This state-level support has helped K2W become aware of regional employer closings and opportunities to intercede. Outreach to regional employers have begun to help all partners understand how CBE delivery can help them recruit and maintain a skilled workforce.

K2W has forged national partnerships as discussed above that appear to bearing fruit.

K2W and partners understand that the dynamics of program sustainability is foremost among current project goals. Stability comes from FTE funding from the state. As LFCC establishes a track record of producing skilled workforce graduates through CBE and direct assessment and as the program expands regionally and nationally, and as enrollment increases, it is thought that tuition revenue will provide sufficient resources for continuation.

At this juncture, LFCC's partner base appears supportive of Knowledge to Work. Continued efforts by K2W staff, and LFCC senior administrators to draw existing partners tighter is critical as is efforts to recruit new partners. It is the evaluator's experience that potential partners need to understand how and when they can contribute to new efforts, meaning that they may need to clearly see the ladder to K2W programs and what return they will receive for their investment.

ADDITIONAL IMPLEMENTATION ANALYSIS

In recognition of the complexity of LFCC's implementation of direct assessment and development of a web portal to provide personal learning, two goals that separate LFCC's TAACCCT grant from other TAACCCT grants, the third party evaluator posed additional implementation questions that appear below. The intent is that LFCC, as well as other colleges and organizations, might learn about strong practices in implementing direct assessment.

Changes in LFCC's Business Model

Beyond the academic delivery of direct assessment and personalized learning is the necessity for changes in business and support models. As noted above the mechanics of transcribing credit and generating bills for CBE are challenges everywhere and are the focus of several workgroups hosted by C-BEN and by IMS. Efforts by these groups are not yet mature, meaning that LFCC will need to continue to pursue workarounds. These business model practices may change as technology progress but at the present time LFCC's workarounds include:

- *Registering CBE students.* LFCC has enrolled students in a special version of the courses they would likely enter in the traditional program. There are no classes per se. Rather, students inside these CBE sections will pursue their personalized learning plans with faculty coaching.
- *Transcribing credit.* LFCC will generate two transcripts. The first is a traditional transcript, the result of cross-walking direct assessment competency attainment back to traditional courses. LFCC will generate a second, companion CBE transcript for students that will list the competencies students have attained and their level of performance. See below for further discussion.
- *Billing CBE students.* Students in K2W are charged credit hour tuition and fees based on their planned amount of educational activity based on the course credit hour equivalency. LFCC determines credit hour equivalent based on the student's level of work based on the federal definition of 1 credit hour = 1 hour

of lecture + 2 hours of homework per week for fifteen week or 45 hours of student effort per credit.

- *Financial aid.* Federal approval to award Title IV aid for LFCC's direct assessment programs has not been conferred as of this writing. This results at present in CBE students or employers paying all tuition and other charges attendant to their enrollment but this could change for eligible students when approval is conferred. LFCC will need to incorporate CBE student financial need (FAFSA) information within its system and otherwise accommodate CBE students in the same way other students are accommodated.
- *Learning management systems.* Another workaround decision is the use of Blackboard. LFCC is currently between the Blackboard system and the development of the K2W portal which will track competencies and their attainment. Blackboard is the current vehicle for delivery of OER content, along with assessments, rubrics, and artifact storage until such time the portal becomes fully operational.

Transcripts

Transcribing academic credit for direct assessment is a common and weighty issue among colleges and universities seeking to implement CBE. The Executive Director of K2W has been a member of a workgroup hosted by IMS Global seeking to create an extended prototype transcript to support competency-based programs.⁹ IMS, working in collaboration with the American Association of Collegiate Registrars and Admissions Officers (AACRAO) is leading an effort to create a prototype transcript known as "eT."

At this writing it is not known when the eT prototype will be made available and, if selected for implementation, what steps LFCC and VCCS would need to take to implement it. Recognizing that at least some CBE participants will want to transfer to other institutions or training organizations and will want to bring their learning experiences at LFCC along. For this reason, competencies will be documented on transcripts.

Faculty Buy-In

Reports from national sources that faculty may be resistant to competency-based education based on the worry that programs will suffer in quality, particularly programs where faculty serve as learning facilitators rather than instructors.¹⁰ The third-party evaluator has observed no faculty resistance to CBE at LFCC at this juncture. The work accomplished by direct assessment faculty in the summer of 2016 was substantial. It may emerge after programs are fully implemented and perceptions that CBE enrollments are students away from traditional programs surface. The third-party evaluator has noted no systemic barriers currently to future

⁹ See, for example: <http://www.imsglobal.org/cbe/index.html> Retrieved September 22, 2015

¹⁰ See, for example: Center for American Progress (2013, November). Meeting Students Where They Are: Profiles of Students in Competency-Based Degree Programs. Retrieved September 23, 2014 at <https://www.americanprogress.org/wp-content/uploads/2013/11/CAEL-student-report-corrected.pdf>

participation by other career and technical programs although issues of faculty workload and compensation which are still to be determined may impact future buy-in.

Student Characteristics

At this writing a small number of students are being recruited to CBE direct assessment programs. In addition to the standard LFCC admissions blank, K2W intake forms will collect demographics not found on the College's standard application blank in addition to intellectual and motivational characteristics that contribute to their decisions to participate and subsequent success. The third party evaluation plan specifies the combination of student data characteristics with progression data to differentiate successful CBE students from others. After some delay, K2W staff indicate that this analysis will begin in 2016-17.

Articulation/Transfer

Articulation will be an increasingly large issue as graduates and former students seek transfer opportunities in other 2-year and 4-year institutions. CBE is not fully developed on a national scale and registrars are typically accustomed to working with credit hours for transfer and not competencies. In the absence of national direction, many colleges are likely to accept CBE for general electives on transfer and not as part of their institution's existing degree or certificate programs.¹¹ Besides advocacy in national networks, there is little that LFCC can do by itself to improve the acceptance of transfer credits by other institutions in the absence of national guidelines.

OUTCOMES/IMPACT ANALYSIS

Data Sources

Since students began to enroll in CBE programs in mid-September 2015. There is no single enrollment database assembled by the program. Instead, enrollment records are maintained at the point of service (in the case of ABE programs) and by analysis of learning activity and extended transcripts within the portal. Evaluative data have also been generated by review of LFCC's original TAACCCT proposal and subsequent amendments, program documentation and deliverables, interviews of LFCC administrators, KW2 program staff and faculty groups. Data gathering after this second annual evaluation report will include employers and industry stakeholder interviews, student focus groups, and an annual longitudinal student questionnaire. Two students who were enrolled in either the PluggedIn Virginia (PIVA) model or the Administrative Science Technology program were interviewed in August 2016.

¹¹ Reluctance to transfer CBE units is not exclusively an issue for 4-year institutions. Community colleges also lack universal mechanisms to articulate CBE credit. See for example a procedure in force at a Minnesota community college: Retrieved September 23, 2015 at <http://www.anokaramsey.edu/about/Information/Policies/Chapter3/3B2-11.aspx>

Cohort Analysis

Data on student progression are currently unavailable from K2W to estimate cohort progress in direct assessment programs. Program staff indicate that they are assembling these data and they will be available to report to USDOL in November 2016. Once available, the third-party evaluator will be able compare these outcomes to carefully selected comparison groups to establish, where reasonable, causal inferences. Cohort analysis will be used to analyze student rates of progress through their programs, certificate attainment, entry into employment, and retention in employment. The evaluation will seek to match the demographic profile of successful students with successful outcomes.

Course completion rates will not be calculated given that direct assessment of learning CBE students has no course analog. Qualitative techniques also will be employed including interviews of program staff and faculty, interviews of employers and industry stakeholders, and focus groups with students. Members of initial program cohorts will be contacted after K2W populates the required USDOL data (Table 3 above) to participate in focus groups, interviews, and surveys.

A critical issue in this evaluation is comparability, i.e., ensuring that comparable groups are formulated so that accurate estimation of the effect of CBE learning can be made.” The evaluator will work with LFCC’s institutional research office to identify comparison groups for the seven CBE programs and other entering cohorts using CBE based on the term in which their participants complete their personalized learning plan and begin their study. Given the anticipated small number of potential CBE participants and non-participants enrolled in several of the seven programs, it is not feasible to randomly select a comparison group from the non-participant pool. The Detailed Evaluation Plan contains seven specific steps for making valid comparisons (pp. 13 -14):

1. The number of CBE participants in each program and collectively will be determined at the end of each term.
2. A random sample will be drawn from all career and technical students enrolled in corresponding terms to equal the absolute number of CBE participants in order to populate the comparison group.
3. Where appropriate—as mentioned immediately above—comparison groups also will be drawn on a program-by-program basis.
4. Intervention and comparison cohorts will be drawn for fall, spring, and summer terms.
5. The evaluator will subsequently work with LFCC personnel to identify covariates among the comparison and intervention groups.
6. The evaluator then will perform a Propensity Score Analysis that, in turn, will be used to remove covariate bias across both groups. PSA will provide a more unbiased picture of the effect of CBE.

Students will be included in the appropriate intervention (treatment) group when they complete their personalized learning plan in conjunction with program faculty. Students who complete this critical intake step will then begin their guided learning in their CBE program and their outcomes will be matched to the comparison group.

INTEGRATIVE ANALYSIS AND CONCLUSIONS

Areas of Distinction

As a cutting edge initiative Knowledge to Work is likely to continue to experience growing pains even after its second year. What is conceptually easy oftentimes runs into the reality of bureaucratic inertia, policies and procedures that require modification, incomplete technology, and alternations to longstanding business models. As noted above, LFCC understands these challenges variously from the perspective of launching what appears to be the first community college direct assessment program in the nation. While a portion of the implementation has been frustrating to LFCC, a larger part has been rewarding and forward-looking.

Staff have made effort over the past year to disseminate information about the portal, including presentations to organizations such as the VCCS New Horizons 2016 conference, the AHIMA Academy of Educators, the Global Healthcare Workforce Council, CBExchange, C-BEN 2015 Convening, the TAACCCT 2016 convening, Ball State University, the Virginia Community College Association, and the SACSCOC Summer Quality Institute 2016. More recently, presentations have been made to the CAEL 2016 International Conference, CBExchange 2016, the National Council for Workforce Education 2016, and Open Education International 2016. These document that K2W staff have worked to disseminate this unique approach to direct assessment CBE, as well as to promote the use of the portal and OER search engine for learners. This work has had a national impact and helps K2W to network with other colleges facing similar issues in CBE implementation.

What happens during the next year will more fully tell Knowledge to Work's story. That is not to say that all challenges identified in this report will have been met. In fact, it is likely that developments in technology and external bureaucratic processes may still be unresolved after TAACCCT funds have been expended. Regardless of continued workarounds and finding creative ways to offer CBE in a world dominated by credit hours, LFCC should keep building toward the best possible delivery of direct assessment including accelerating its efforts to better market the program both internally and externally.

In the third party evaluator's opinion LFCC has distinguished itself during the second year of TAACCCT funding in these areas:

- 1) Continuing to work with SACSCOC and USDE to meet evolving criteria necessary for these agencies' approval. This ground continues to shift and it is the evaluator's opinion that K2W has been quite responsive to these shifts.

- 2) Refining and creating direct assessment rubrics for all competencies that specify levels of performance. These rubrics now more clearly spell out LFCC's learning expectations for faculty and students alike.
- 3) Implementation of a new national (and perhaps international) search portal that links OERs with LFCC program competencies and personalized learning plans. This portal was built with open source software and will contain links to OERs that have been curated by K2W staff.
- 4) Solid and pervasive support for Knowledge to Work from the President and Vice President for Academic Affairs.
- 5) Leadership from the Executive Director of K2W who continues to create and nurture networking opportunities outside the College.

Opportunities for Progress

- 1) Identification of specific marketing steps to increase visibility for direct assessment throughout LFCC's service area remains a critical need. This is not marketing in a "publicity-only" sense but marketing that considers the product (direct assessment) and how it can be strategically linked to employers and prospective students. A scattershot approach is likely to yield the same small enrollment numbers that K2W now experiences.
- 2) K2W's progress to date should be expanded by a college-wide plan for integrating its work with other units, chiefly the Workforce Solutions unit. Such a plan would clearly state activities, specific responsibilities, target dates for accomplishments, and college-wide outcomes..
- 3) Better manage student enrollment data, especially cohort data. There is currently no centralized database consisting of noncredit and credit students that can fully inform either project management or the third-party evaluation. This centralized database should include not simply demographic and attendance data but also engagement data, e.g., dates at which competencies have been met, interactions with portal components, etc. While it is now early in K2W's history and many demands compete for staff time, development of such a unit database is both practicable and desirable.

Formative Lessons

Knowledge to Work has existed for two full years and while only relatively recent in origin, the program has gained critical lessons that are worthy of sharing: (1) CBE programs and other innovations require changes to community college operations and can challenge existing institutional culture. Direct assessment requires even further changes since the time honored techniques used to produce credit hours are no longer in play. Change cannot be over-communicated; (2) faculty are central to the success of CBE models. LFCC's Faculty Direct Assessment Committee has been pivotal in working with national competency frameworks and providing the expertise for LFCC to meet its recent accreditation challenges; (3) there is little to be gained by doing it alone. LFCC has derived benefit from participating in new networks consisting of other institutions struggling with how to implement direct assessment as well as

national organizations that are trying to lead in this emerging area. The effectiveness of these partnerships should be evaluated by the third-party evaluator annually and by program staff more frequently; (4) Developing an open source software is not just desirable, it also allows alterations in portal design. It is fortunate for other colleges and organizations that this platform is required to be shared in the public domain at conclusion of LFCC's TAACCCT grant.

Evaluative Conclusions

Substantial progress is evident most phases of LFCC's TAACCCT grant. All Department of Labor required milestones and amended milestones have been met during the first and second years. At the same time, enrollment remains a large concern by project staff as well as USDOL. K2W has distinguished itself within its accreditation region and nationally through pursuit of direct assessment programming. This ambitious work may depend too much, however, on national enrollment, and even though those enrollments may provide sustainability after the grant period, LFCC would be well advised to continue to carry its story forward in its local service area by all units of the College, not simply K2W.

APPENDIX A

SUMMARY OF GOALS, DELIVERABLES AND EVALUATION FINDINGS

Appendix A			
Summary of Goals, Deliverables, and Evaluation Findings			
Project Goal	Deliverable	Description and Target Dates	November 21, 2016 Evaluation Findings
1.1 Oversight - General		Meetings, status reports, hiring, space, computers, & general planning work w/ partners. <i>[Expected Start 10/1/14; Actual Start 10/1/14; Expected End 9/30/18]</i>	All required reporting and communication with DOL has been completed on time and leadership meetings held. Computing equipment has been procured. Additional partnerships are being explored. Two new consultants hired by K2W are intended to promote national partnerships and sustainability, respectively. Portal went live in the second year of overall grant implementation. General planning is ongoing, including oversight of the AHIMA sub-award, evaluator, and sustainability consultant. External and internal presentations made by K2W Executive Director. Staffing is in place, with turnover in coaches and trades/CBE coordinator addressed
1.2 Oversight - Reporting		Quarterly & annual progress reports, participant tracking for outcomes. <i>[Expected Start 2/1/15; Actual Start 2/1/15; Expected End 9/30/18]</i>	All quarterly narrative and financial reports have been submitted on time to USDOL. Filed a response with ETA in relationship to low program enrollments and low budget expenditures including revised targets submitted to DOL in June 2016. Cohorts for tracking based on participant enrollment streams have been defined by K2W. K2W also has worked to define coding processes in PeopleSoft to account for CBE students in LFCC's existing Student Information System.
2.1 Portal - Design & Develop		Create design & wireframes for portal for search, learning plans, competencies, &	The first generation of Personalized Learning Plan software was completed in

Appendix A			
Summary of Goals, Deliverables, and Evaluation Findings			
Project Goal	Deliverable	Description and Target Dates	November 21, 2016 Evaluation Findings
		portfolios. <i>[Expected Start 5/1/15; Expected End 9/1/15]</i>	September 2015. Portal software developed and fully launched in April 2016 with mapping of competency frameworks.
	2.1 Portal - Create wireframes	Documentation of portal design with wireframes & feature set. <i>[Expected Start 5/1/15; Expected End 9/1/15]</i>	Wireframes and requirements documents were prepared and used to guide the final development of the portal and learning plan/case management software. Training documentation prepared for faculty and staff for case management and plans
2.2 Portal - Develop software		Develop software for required features. <i>[Expected Start 7/1/15; Expected End 8/1/16]</i>	All requisite software is functional: personalized learning plans, case management, competency tracking, grading, and transcripts. Continued development of backend administrative screens. A new program length estimator was released and intended to help coaches and learners estimate time and costs of direct assessment programs.
	2.2 Portal - Create software	Software created & documented. <i>[Expected Start 7/1/15; Expected End 8/1/16]</i>	Open source software and database implementation has been documented for the personalized learning plans, case management, competency tracking, grading, and transcripts. The portal software and database implementation has been documented. The development and production server environment, including backup processes and redundant hosting plans, also has been documented. A Spanish version of the portal is being developed and tested, especially for navigation.

Appendix A			
Summary of Goals, Deliverables, and Evaluation Findings			
Project Goal	Deliverable	Description and Target Dates	November 21, 2016 Evaluation Findings
2.3 Portal - Develop database		Create & maintain database structure behind portal. <i>[Expected Start 5/1/15; Expected End 8/1/16]</i>	The portal database structure has been created and used to house an estimated 20,000 OER mapped to program competencies. Mining external learning repositories continues. The portal incorporates IMS Global Learning Consortium and Common Education Data Standards (CEDS) standards. The data structure is being improved as new needs arise for search filters and cataloging. DTS packages have been created and the search algorithm improved for efficiency and query speed for the search engine. Database structures for admin consoles have been created and revised to meet ongoing needs.
	2.3 Portal - Create database	Documentation of database created for portal. <i>[Expected Start 5/1/15; Expected End 8/1/16]</i>	The database implementations for both the personalized learning plan K2W software and the portal have been documented.
2.4 Portal - Functional mockup		Create working, functional portal at domain http://highered.org <i>[Expected Start 9/1/15; Expected End 9/1/16]</i>	A fully working version of the portal was developed on the development server environment and used for testing. New features are developed and reviewed in this environment before being moved to production.
2.5 Portal - Live nationally		Make portal live, available nationally. <i>[Expected Start 1/1/16; Expected End 12/1/16]</i>	A fully working version of the portal went live on the production server in April 2016 based on work created on a development server. Backend screen design is ongoing to monitor site functions, server logs, and analytics..

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	2.5 Portal - Go live!	Documentation that portal is live nationally. <i>[Expected Start 1/11/16; Expected End 12/1/16]</i>	The portal went live on the production server and is available nationally and worldwide at http://higherred.org
3.1 Coach/Navigator - Services		Career coaches and workplace navigator provide in-place, wrap-around support services <i>[Expected Start 1/1/15; Actual Start 1/1/15; Expected End 9/30/17]</i>	Outreach has been reconfigured with the Workplace Navigator assisting with recruiting. Based on vacancies the two career coach positions were split into an outreach coach and a career coach. The role of these staff and processes for K2W have been documented in a swim lane diagram.
3.2 Coach/Navigator - Reports		Participant reports. <i>[Expected Start 7,1/15; Expected End 9/30/17]</i>	Several iterations of intake forms to track students are in use. Web-based inquiry forms are also evolving. Program enrollment reports for current and pending students are also available.
3.3 Coach/Navigator - Tracking		Tracking and case management updates. <i>[Expected Start 7,1/15; Expected End 9/30/17]</i>	The personalized learning plan software enables coaches and the workforce navigator make extensive notes for case management, as well documenting weekly interaction and semester milestones. Emails can now be imported into the case notes. Various online reports can be dynamically generated, including course credit equivalencies and transcripts. A new Program Estimator tool was created and assists coaches in documenting competency-tracking for PLA and estimating tuition costs and time to completion based on previously attained competencies.

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	3. Coach/ Navigator - Services	Documentation of services provided by career coaches & workforce navigator w/ reports & tracking. <i>[Expected Start 12/1/14; Actual Start 12/1/14; Expected End 8/15/15]</i>	Career coach positions, including outreach coach duties, are in place and participants are tracked with intake processes, inquiry forms, and case management notes through the personalized learning plan software created for K2W. All reports and tracking systems are fully in place and can support outreach and coaching.
4.1 Digital content - OERs		Electronic resources available through portal search feature. <i>[Expected Start 7,1/15; Expected End 9/30/17]</i>	Digital Librarian worked with Merlot and other repositories to screen and catalog OERs for the portal. By March 2016 the portal included more than 20,000 electronic resources (including OER and metadata). Staff met with Microsoft to include Microsoft Virtual Academy learning resources. Signed an MOU with Concentric to tie badge credentials to competencies and a Non-Disclosure Agreement with ISKME's OER repository. The database administrator and programmer have utilized APIs to scrape content from repositories. Extensive backend administrative tools have been created to assist cataloging efforts. Merlot and Microsoft partnerships have helped bring content on board.
4.2 Digital content- Assessment		Links to and creation of other online assessments. <i>[Expected Start 7,1/15; Expected End 8/1/16]</i>	The Smarter Measures instrument is now being used for testing by the ABE instructor, along w/ other assessments such as the TABE. Career inventory tools and assessments have been reviewed and some are available through the portal. Additional implementation of Smarter

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			Measures as a proxy for CBE readiness is awaiting faculty approval.
4.3 Digital content - Plans		Individualized study plans [incorporated]. <i>[Expected Start 5/1/15; Expected End 12/1/15]</i>	K2W staff developed, tested, and implemented PLP software for use with students, faculty, and coaches. Subsequent iterations have added new features in year two including case management, email importing, and a Program Estimator tool. The PLP includes a map of competencies to credit course equivalencies for transcribing of CBE for new educational activity and for PLA approval of previously attained competencies. A Spanish version of the K2W website is now in development.
	4. Digital content - OER	Documentation that OERs are listed for use in the portal, including assessments & plan samples. <i>[Expected Start 7/1/15; Expected End 1/11/16]</i>	More than 20,000 electronic resources including metadata are now available through the portal's educational search engine. Backend admin tools exist for cataloging. Merlot and Microsoft MOUs are in place.
5.1 Apprenticeships - Listing		Provide/promote list of apprenticeship offerings. <i>[Expected Start 4/16/15; Actual Start 4/16/15; Expected End 9/30/17]</i>	K2W is now re-evaluating whether to re-fill the apprenticeship coordinator position. Four HIM job roles for apprenticeships are promoted on the portal including maps to competency frameworks and OER including AHIMA content. Additional apprenticeship listings are intended.
5.2 Apprenticeships - Sponsors		Work with sponsors to promote apprenticeships on the portal. <i>[Expected Start 6/1/15; Expected End 9/30/17]</i>	AHIMA cannot release employer names on the internet causing K2W to examine different approaches to promote apprenticeships.

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5.3 Apprenticeships - New ones		Work with national association partners on potential new offerings. <i>[Expected Start 2/10/15; Actual Start 2/10/15; Expected End 9/30/17]</i>	Presented the portal and shared apprenticeship work at AHIMA's Academy of Educators conference. Ongoing work is being done with AHIMA as their own DOL apprenticeship grant unfolds.
	5. Apprenticeships	Apprenticeships listed, including sponsored & new offerings. <i>[Expected Start 1/12/15; Actual Start 4/16/15; Expected End 9/30/17]</i>	Four HIM job roles for apprenticeships are promoted now on the portal, with maps to competency frameworks and OER. A special apprenticeship landing page provides information to users and links to resources. Enrollment in apprenticeships anticipated via portal and relationship with AHIMA.
6.1 ABE/Remedial - Services		Provide adult basic education and contextual remedial/development education as needed based on tests. <i>[Expected Start 1/1/15; Actual Start 1/1/15; Expected End 9/30/17]</i>	ABE instructor provides CBE personalized learning in addition to ABE and digital literacy skills. The instructor works with TAA-eligible workers, administering testing and assessment as needed to develop customized learning plans. Services leverage new PluggedInVA (PIVA) grant. K2W created ABE to HIM pipeline, serving students in spring 2016 and with five completers earning credentials. Exploration of expansion to corrections w/ABE and CBE personalized learning plans. Use of approved Internet technology to serve OER in this population explored w/OER allowed in jail facilities.
6.2 ABE/Remedial - Reporting		Report referrals to ABE & developmental ed. Track reports on completion & course success. <i>[Expected Start 7/1/15; Expected End 9/30/17]</i>	Referrals made to coaches for CBE student prospects. Tracked goals and test scores in data system. Maintained tracking of students served. Revised

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			reporting to include potential corrections population and referrals to ABE and K2W programs. Workforce Services is promoting MT1 credential in advanced manufacturing.
	6. ABE/ Remedial Services	Document services provided w/ report referrals & tracking. [Expected Start 6/1/15; Expected End 8/15/15]	ABE instructor provides CBE personalized learning across the continuum and ABE skills and digital literacy where needed. The instructor has worked with TAA-eligible workers, administering testing and assessment as needed with customized planning. Reports and tracking documented.
7.1 CBE - LFCC Program/Policy		Create LFCC competency-based education policy and program. [Expected Start 10/20/14; Actual Start 10/20/14; Expected End 12/31/16]	Improvement of the CBE credit equivalent direct assessment programs, including addressing recommendations of SACSCOC accreditation visiting committee, in year two triggering an extensive overhaul of rubrics and grading criteria for competency attainment. Faculty committees used peer reviewers for inter-rater reliability. K2W funded faculty to create a CBE version of the supervision career studies certificate program.
	7.1 CBE - Create program	Documentation of CBE program & policies, w/ faculty committee & work w/ system & state approvals. [Expected Start 10/20/14; Actual Start 2/2/15; Expected End 12/31/16]	Seven direct assessment CBE programs are offered in IT, HIM, and Administrative Support Technology. Another in supervision is being converted as course-based CBE. Additional general education courses were converted to CBE for program requirements. Faculty governance approvals are in place, along with accreditation approval. LFCC has a leadership role in the primary national effort

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			for CBE, the CBE Network. National and state presentations have been made about the program and K2W was recognized by CAEL in a national case study. Other national blogs and an HIM journal article highlight the program success in creating a CBE design for programs, including policies and procedures at all levels.
7.2 CBE – PLA Policy Development		Review & update LFCC policy on prior learning assessment as it impacts a new CBE program.	The college’s PLA processes are being reconfigured as a result of lessons learned in mapping previously attained competencies to course credit equivalencies in K2W. Accreditation and USDE require mapping of competencies to credit courses and LFCC’s are fully in place with written policies and as reflected in the learning plan software.
7.3 CBE - Accreditation		Apply to SACSCOC on regional accreditation to gain approval of CBE offerings. <i>[Expected Start 10/18/14; Actual Start 2/2/15; Expected End 12/31/16]</i>	Compliance activities to meet SACSCOC’s visit report in March 2016 helped LFCC to move its direct assessment programs to the next level. Included was a report for an onsite visiting committee. K2W staff and faculty workgroups spent the summer addressing a number of recommendations, many of them minor, but requiring a substantive overhaul of assessment with new and improved rubrics establishing student performance levels for competency mastery. A response to SACSCOC was submitted in August and the results will be known in December 2016. Reviewing the timeline and

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			required processes and documentation, it would not have been possible to go through the accreditation process sooner. LFCC was the first institution to go through this with SACSCOC and nationally no community colleges have direct assessment CBE approved for Title IV. SACSCOC and OSFA have accordingly held their standards to a high level. K2W has put many complex and multi-faceted efforts forth to made to address CBE accreditation requirements.
	7.3 CBE - Accreditation	Documentation of SACSCOC regional accreditation approval for proposed CBE programs. <i>[Expected Start 10/18/14; Actual Start 2/2/15; Expected End 7/1/15]</i>	An approval letter from SACSCOC was received in July 2015. A site visit took place in March 2016, with a report released in April. While continued approval is fully expected, it is hoped that all recommendations of the visiting committee have been successfully addressed. In addition, LFCC submitted notification to offer a course-based CBE version of a supervision career studies certificate which was subsequently approved by SACSCOC.
7.4 CBE - State/System Approval		Work with SCHEV and VCCS on state and system approval of CBE offerings. <i>[Expected Start 12/8/14; Actual Start 12/8/14; Expected End 12/31/16]</i>	Discussions are ongoing among the VCCS system and other colleges in Virginia engaged in CBE about technology and reporting needs. LFCC has had to make do with minor policy and technical fixes in the PeopleSoft student information system. LFCC built required software necessary to operate CBE programs as part of the K2W grant.

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7.5 CBE - Seek Title IV Aid		Seek Department of Education approval to offer Title IV financial aid for direct assessment of competencies. <i>[Expected Start 7/15/15; Expected End 12/31/16]</i>	K2W staff submitted three rounds of required applications and documentation to the Office of Student Financial Aid in fall 2015 and held a final conference call in December. SACSCOC and Department staff now have verified that USED is waiting until SACSCOC approves LFCC's response to the on-site committee report before approval for Title IV aid is conferred. In addition, K2W has sought state VA military benefits and this appears to be pending successful resolution, per communication with Helen McClure of this state agency. WIOA funding was also sought for the 7 K2W CBE direct assessment programs and was approved by the WIB.
	7.5 CBE - Title 4 Aid Approval	Documentation of U.S. Dept. of Education approval of Title IV financial aid for CBE programs. <i>[Expected Start 7/15/15; Expected End 12/31/15]</i>	The documentation of LFCC's submission to the Department of Education, Virginia's office of compliance for VA benefits, and the WIB for WIOA are complete and available for review. SACSCOC and Department staff now have verified that USED is waiting until SACSCOC approves LFCC's response to the on-site committee report before approval for Title IV aid is given. VA benefits are expected in the same time frame.
7.6 CBE - Map SOC		Document competency maps tied to targeted industry occupations. <i>[Expected Start 7/1/15; Actual Start 4/17/15; Expected End 9/30/17]</i>	The Faculty Direct Assessment Committee reviewed and selected three national competency frameworks with which to align their program curricula. These competency frameworks are now being used

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			<p>in personalized learning plans and dynamically generate competency tracking and transcripts. The portal utilizes these same frameworks, mapping them to the OER used in the programs but also to many more resources available for free or at low cost to students. Apprenticeship competency frameworks for four job roles are also mapped by AHIMA and linked to OER on the portal. Extensive pathway information is provided to portal users for navigating these maps and occupations.</p>
7.7 CBE - Credentials		<p>Provide links in portal to credential providers, including free and low cost training resources. <i>[Expected Start 7/1/15; Expected End 9/30/17]</i></p>	<p>The portal's vision includes links to competencies and OER to credentials. This has been accomplished for the seven direct assessment programs. Work with Microsoft, Pearson, and the Badge Alliance to align these with the universe of credentials has been much slower, in part because no master credential data structure exists. K2W staff are joining the Credential Transparency Initiative and monitor their activities, along with those of Lumina's Connecting Credentials project, ADL, and IMS Global. This work is ongoing and will require the generation of more data than currently exist.</p>
7.8 CBE - New credentials		<p>Create additional credentials and/or competency badges as needed based on the results of this review. <i>[Expected Start 2/10/15; Actual Start 2/10/15; Expected End 9/30/17]</i></p>	<p>K2W received an extra \$750,000 above the cap to create new national credential using CBE. K2W is working closely with the AHIMA Foundation to develop a new national competency</p>

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			framework for IT in HIM. A necessary first step was to conduct job analyses key roles in this work and four analyses have now been created. K2W staff attended one of these in-person meetings and are monitoring next steps, which involve translating the tasks and knowledge, skills, and abilities in the jobs to frameworks. These are then used to create a series of what are expected to be four new national credential exams. In February 2017, AHIMA and LFCC will convene a national meeting of educators to develop relevant curricula tied to the new framework and credentialing exams. LFCC is hiring a full-time faculty member next summer to assist it in building a new curriculum and CBE program offering.
	7.8 CBE - New credential	Documentation of new, nationally recognized credential(s) created. <i>[Expected Start 2/10/15; Actual Start 2/10/15; Expected End 9/30/17]</i>	Discussions with AHIMA have been productive. After planning, careful planning, a series of meetings and research efforts reviewing the existing job roles related to IT in HIM have been completed. Four job roles and analyses were conducted to identify skills. These reports are available and are being used for the next steps to create a national competency framework, credentialing exams for four job roles, and CBE curricula to address their training needs
8.1 Evaluation - Procurement		Procure third-party evaluator. <i>[Expected Start 10/1/14; Actual Start 10/1/14; Expected End 9/30/18]</i>	The third-party, independent evaluator was selected in December 2014 and has continued in this role. Evaluation

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			design accepted by DOL in August 2015. Evaluator has made three site visits so far in 2016.
8.2 Evaluation - Reporting		Prepare annual and quarterly reports as required by SOW & DOL, assist with national evaluation. <i>[Expected Start 2/1/15; Actual Start 2/1/15; Expected End 9/30/18]</i>	Quarterly working reports have been provided to the evaluator, along with two year annual reports including the present report.
8.3 Evaluation- Improve outcome		Documentation of interim steps to improve outcomes and ensure project success. <i>[Expected Start 2/1/15; Actual Start 2/1/15; Expected End 9/30/18]</i>	Evaluator reviewed SACSCOC visiting committee report and assisted in planning next steps, especially related to the use of rubrics and scoring of assessment artifacts. The evaluator has reviewed key documents related to accreditation, the evaluation plan, Title IV aid, etc. and provided guidance to ensure success with CBE and planning. He has assisted with training faculty and staff in the issues of CBE. He also assisted in reviewing and providing substantive feedback about the college's response to the SACSCOC visiting committee report, especially providing guidance and support about the use of rubrics, the scoring of assessment artifacts, establishing expected student performance levels, and implementing a process for using peer review to estimate inter rater reliability for rubrics.
8.4 Evaluation - Improve CBE		Documentation of interim steps to improve CBE options in K2W and ensure project success. <i>[Expected Start 2/1/15; Actual Start 2/1/15; Expected End 9/30/18]</i>	There have been numerous and extensive discussions with the evaluator about CBE issues, particularly related to accreditation and the regulatory environment as these might impact project timelines and enrollment.

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	8. Evaluation	Documentation of third-party, independent evaluation conducted. <i>[Expected Start 1/5/15; Actual Start 1/1/15; Expected End 9/30/18]</i>	The third party evaluator is in place and providing evaluation activities, visits, reports, and consultation about data and reporting. In addition, he has been a significant contributor to discussions about CBE planning and implementation, particularly regarding SACSCOC expectations for direct assessment with robust rubrics and monitoring of faculty rating.

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