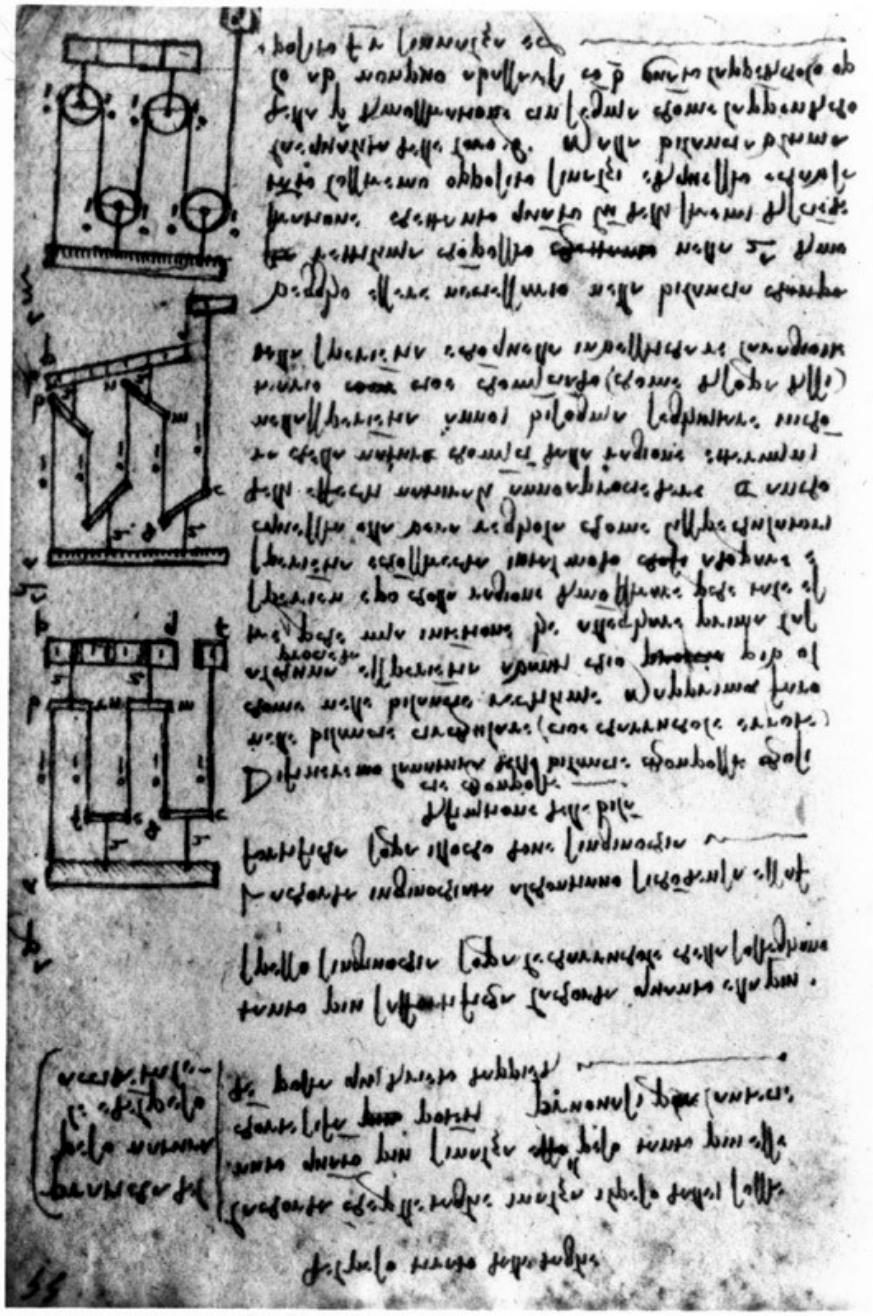
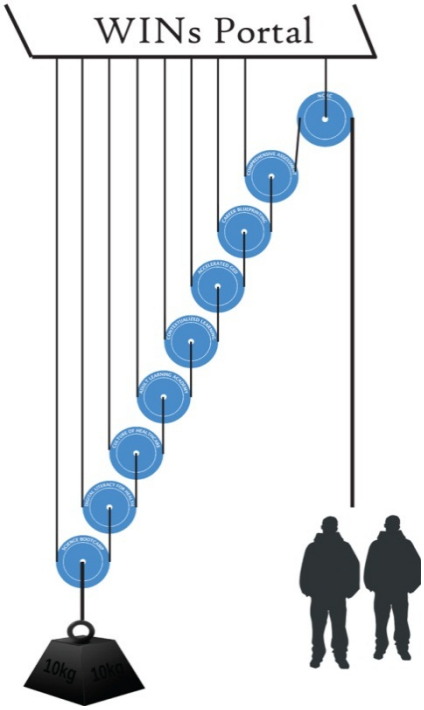
St. Louis Community College

MoHealthWINs Portal



Professor Dianne Lee
April 5, 2014

Pulleys and Ropes



Prolific inventor Leonardo Da Vinci experimented with simple machines and designed innovative mechanical systems by combining simple devices in new and ingenious ways. Although many of his ideas were not implemented during his lifetime, his designs continued to influence technical advancement well into modern times. One of the drawings found in Da Vinci's notebooks depicted the Spanish Burton, a system comprised of multiple pulleys and ropes. Da Vinci showed that when two or more pulleys were connected together a heavy load could be lifted with less force. Each pulley functioned as a building block within the system and the rope segments provided the connections making it possible to more efficiently raise and move heavy loads. The MoHealthWINs Portal consists of a series of educational opportunities designed as the first step on a health career pathway. These opportunities are the building blocks, the pulleys, in a revised educational system designed to meet adult students where they are and to empower adult students to quickly and more efficiently reach their educational and career goals.

St. Louis Community College's Missouri Healthcare Workforce Innovation Networks (MoHealthWINs) Portal offers a unique series of educational services and learning opportunities, all designed to jump-start adult students into a career pathway leading to an academic credential. Designed specifically with the adult learner in mind, many of the Portal learning opportunities are self-paced, competency-based and technology-enabled, allowing students to accelerate entry into a certificate or associate degree program. A career pathway coach guides each student through the Portal and customizes each student's experience based on individualized assessment and stated career goals.

The Portal learning activities provide an educational experience where basic skills are developed and delivered within a contextualized technical framework. Those with the greatest skills gap participate in the Adult Learning Academy and demonstrate mastery of competencies in math, reading and writing under the guidance of developmental education faculty who deliver accelerated instruction tailored to students' unique needs. All participants complete a series of online lessons introducing the culture of the healthcare occupational sector and incorporating the 21st century skills (e.g. reason effectively, work creatively with others, communicate clearly, etc.) and digital literacy skills sought by MoHealthWINs employer

partners. Through a series of self-paced, competency-based and adaptive technology-enabled learning experiences, basic skills instructors partner with faculty subject matter experts to ensure students develop their numeracy and literacy skills through delivery of academic content within the context of content area primary sources. Upon meeting the Portal exit requirements, students are prepared to enroll in college-level coursework in pursuit of a post-secondary academic credential within their chosen career pathway.

Each Portal feature is analogous to one of the pulleys in Da Vinci's system, and the career pathway coaches are the ropes, connecting students to each portal service and learning opportunity while facilitating movement from one activity to the next. Pulley systems are designed to quickly lift heavy objects to great heights. The MoHealthWINs Portal is designed to quickly launch adult learners on a path leading to a new or additional post-secondary credential, an increasingly important factor in securing a good job, earning family-sustaining wages, and contributing to the local economy.

Portal Educational Services and Learning Opportunities

Comprehensive Assessment

The first step upon entering the Portal is completion of a comprehensive assessment of existing knowledge and skills earned through prior education or experience. The assessment is essential prior to development of an academic plan and identifies each student's strengths along with the areas where additional skill development is needed. Assessment results are used by the student and coach to collaboratively develop an individualized plan to accelerate entry into, and progress through, a pathway program of study. A variety of assessment tools are utilized, each designed to elicit the essential data needed to individualize each student's Portal experience. Comprehensive gap analyses, combined with the self-paced, modular format of Portal activities, allow students to focus only on those areas targeted for development. By design, the Portal allows students to demonstrate mastery when they are ready, which allows flexibility to accelerate more prepared learners as compared to traditional post-secondary developmental education delivery. Students are able to quickly develop the skills that need to be strengthened and to demonstrate mastery without spending unnecessary seat time engaged in lessons covering skills already developed. Assessments include:

<u>Health Career Readiness Assessment</u>

The HCRA is used during the intake process to help identify individuals with the behavioral aptitude required for success within a specific healthcare job. The HCRA custom-written

individual development plans continue to inform each participant and career pathway coach throughout their MoHealthWINs experience. O*NET work style comparative data is used to generate a Job Fit Profile for each participant that includes a graphic representation of strengths and gaps. The Individual Feedback Report includes a forced-ranking of critical behavioral healthcare competencies and prescriptive suggestions for lowest ranked competencies. The coach thoroughly reviews each of the HCRA reports with each student.

WorkKeys

The WorkKeys assessments measure common skills required for success in the workplace. Employers use WorkKeys, and associated benchmark scores, to identify individuals who have the basic skills required to be successful in a given occupation or career. The Portal uses WorkKeys to assess foundation skills in reading and mathematics. Results are used by the student and pathway coach to identify and address gaps prior to beginning an occupational training program. Upon completion of Portal learning activities, students are better prepared to absorb the information presented and are more likely to successfully complete their training program. WorkKeys is administered when a student enters the Portal and may be retaken after completion of Portal coursework if needed to demonstrate eligibility for a workforce training program.

WorkKeys scores have been used to benchmark skill level requirements for hundreds of jobs within career pathways and MoHealthWINs employer partners have embraced using the ACT WorkKeys skill and task analysis, also known as Job Profiling, to aid in their acquisition of workforce talent. For example, Certified Nurse Assistant, Patient Care Technician, Registered Nurse, and Medical Assistant occupations have been profiled with MoHealthWINs employer partners and profiles for the health informatics occupations exist in the ACT database. Aligning each person's career goal to actual preparation allows the coach to determine readiness for workforce and academic training and better informs placement in Portal learning opportunities.

Compass

ACT Compass is a computer-adaptive placement test that is used by the College to evaluate incoming students' skills in reading, writing, and math. Test results are interpreted as indicators of a student's readiness for college-level courses and cut scores are used to determine placement in developmental education courses. Portal participants, whose Compass scores would have required a developmental education placement, will instead engage in accelerated, contextualized, and competency-based learning activities allowing students to more quickly meet the college-ready standard and begin coursework contextualized to a career pathway. St. Louis Community College's Compass placement test result indicators are included as Appendix A. Students take the Compass upon entering the Portal, and may be asked to retake the exam,

solely for data gathering purposes, following completion of the Adult Learning Academy, a Portal learning experience that replaces traditional developmental education courses.

Digital Literacy

Assessments are taken which measure knowledge and proficiency in Computer Fundamentals, Key Applications, and Internet and Communications Fundamentals. The Computer Fundamentals assessment measures students' foundational understanding of computer hardware, software, operating systems, and troubleshooting. The Key Applications assessment evaluates participants' knowledge of, and proficiency in using, popular applications, including the Microsoft Office Suite. The Internet and Communications assessment measures knowledge of the foundational skills necessary to work in an Internet or networked environment including the ability to maximize communication, online education, collaboration and social interaction in a safe environment. The Digital Literacy assessments provide students the opportunity to "test out" of these three areas. A score of 80 percent on an assessment indicates adequate mastery and students are waived out of the aligned lessons. Students scoring less than 80 percent in one or more subject areas receive a personal plan assigning online lessons and assignments for each unit.

Keyboarding

Today, proficient use of a keyboard is a necessity for most occupations and industry sectors. Through TypingWeb, a free program accessed from a web browser, students take a typing assessment to evaluate their speed and accuracy. Test results are interpreted by the software and indicate the student's current standing for the following benchmarks: touch control of the keyboard, proper use techniques, a minimum of twenty-five words per minute and 93 percent accuracy.

Students scoring below the keyboarding benchmarks are encouraged to remediate their skills through versatile online lessons, each meant to focus on specific problem areas such as speed, accuracy, key-rows, and trouble-keys. Remediation occurs in the learning lab over a two-week period and students have the opportunity to re-test to reach the benchmarks.

Career Blueprinting

The career blueprint tool produces a comprehensive integrated academic and career planning document. Each Portal participant meets with a career pathway coach to review their skills assessments, prior work and academic experiences, and their career and academic goals. This background information is used to construct an individualized academic and career plan that will guide the participant along their chosen career pathway.

The goal of blueprinting is to empower individuals to better manage their educational choices, establish a life-long learning pattern, improve their skills, and attain employment. This step-by-step process enhances the participant's career management skills and produces a comprehensive document to visually reinforce progress toward career and educational goal attainment.

The career blueprint is used to:

- map existing goals and coordinate future initiatives
- develop, monitor and evaluate career development activities
- specify learning/training outcomes that are clear and measurable
- communicate with other educational and employment service providers
- facilitate connections, networking, and seamless movement between service providers

Career blueprinting is the initial step toward the creation and ongoing use of an e-Portfolio learning and career management process for students. The Optimal Resume e-Portfolio is available for students to showcase learning achievement, training/coursework projects, research materials, earned credentials, resumes, business correspondence, and work documents.

With the assistance of their career pathway coach and instructors, students build and maintain their individual e-Portfolios in the Optimal Resume software platform provided to all students enrolled in the Portal. Optimal Resume is a technology leader in career management software with services that include online portfolio storage, resume builder, letter builder, interview preparation, and video resume production services. Optimal Resume helps job seekers find employment faster. The career blueprint tool is included as Appendix B and additional career guidance documentation is provided in Appendix E.

Contextualized Learning

Healthcare content is being utilized in two distinct ways in the MoHealthWINs Portal. Content from health-related open educational resources is used to contextualize basic skills development in the Adult Learning Academy and to contextualize assignments in the technical courses. This contextualized approach creates a platform on which students can develop their skills while interacting with some of the exact subject matter content they will later encounter more independently. At this level, skill development takes precedence over content acquisition, which enables faculty and educational assistants to pinpoint individual student weaknesses and design focused instruction and experiences for optimum, comprehensive skill development so students are continuously progressing toward personally meaningful outcomes.

A second approach, ***integrating*** or embedding basic skills within a variety of MoHealthWINs courses enables students to benefit from a core literacy experience designed to develop and focus attention on basic reading, studying and writing processes fundamental to the success of every college student. In the context of a course, content acquisition and skill development occur in tandem. All students benefit from the blended reading and writing approach that requires them to demonstrate mastery on literacy core competencies. In this manner, contextualized learning is delivered through a variety of non-credit and credit-bearing courses, such as Introduction to Biology, Medical Assistant, and Help Desk Principles, which are ***team-taught*** by content and basic skills faculty members, with college-ready literacy outcomes seamlessly integrated into those curricular experiences. Students have ample opportunity and adequate support in developing their academic reading and writing skills within the context of college-level reading, writing, and critical thinking requirements.

Adult Learning Academy

Students' Compass test scores are used as the basis for participation in the Adult Learning Academy (ALA) which introduces the literacy and numeracy skills students need to be successful in college-level coursework and to effectively compete in today's workforce. Employers increasingly require mastery of academic skills in reading, writing and math for entry-level positions and for career advancement. Students in the ALA develop their foundational skills and improve their ability to transfer skills from one context to another, think critically, and successfully transition to college coursework in pursuit of an academic credential. Through a series of competency-based learning experiences, students develop confidence in themselves as lifelong learners who can adapt to the changing demands of the workplace. Successful completion of the ALA is the first step on a pathway to career opportunity and advancement preparing students to better comprehend content and meet performance outcomes as they matriculate to the next level of Portal learning activities and workforce training including college-level coursework.

The Adult Learning Academy: Pre-Algebra curriculum incorporates all of the St. Louis Community College for-credit MTH:020 Pre-Algebra course learning objectives and performance measures and adds student learning outcomes that assess students' knowledge and skills in using the metric system and military time, essential skills for successful performance as a healthcare professional. Adult Learning Academy: Elementary Algebra is an optional course, also self-paced and competency-based, offered to students whose career goals include pursuit of a healthcare-related academic credential in nursing, allied health, or informatics. Students successfully completing ALA: Pre-Algebra or testing into the College's MTH:030 course may be enrolled in ALA: Elementary Algebra. Appendix C includes a

comprehensive review of the ALA: Pre-Algebra and ALA: Elementary Algebra courses, including pedagogy and sample instructional materials.

The Adult Learning Academy: Literacy curriculum is arranged in a series of units progressing from direct instruction to independent application. Following the GRR (Gradual Release of Responsibility) pattern of "model, guide practice, apply with assistance, and apply independently," the units thoroughly integrate reading and writing strategies and emphasize the recursive nature of both processes. Writing activities often require the demonstration of reading comprehension; in addition, writing activities involve research and discovery, familiarizing students with the healthcare field as they work with the contextualized reading selections and healthcare-related vocabulary.

Students whose Compass scores would have required traditional placement in St. Louis Community College's 020 or 030 level reading and/or writing courses are enrolled in ALA: Literacy. Acceleration is accomplished by collapsing four developmental education courses (ENG:020, ENG:030, RDG:020 and RDG:030) into a single learning experience thoroughly integrating instruction in reading and writing and incorporating all learning objectives and performance measures of the 030 level courses. All ALA: Literacy students complete the literacy and math activities embedded in the ALA capstone project. The capstone project is a Public Service Announcement which introduces students to the concept of public health education campaigns. Students prepare a public health campaign selecting a current health-related topic that they believe needs more exposure. Students research their topic and present their results in a way that engages and informs their audience. This project makes relevant the skills in which the students have achieved competency in the ALA; additionally the students will have the opportunity to provide their materials to educational and public service offices for use, as well as to include their finished product in their Optimal Resume e-Portfolio. Appendix D includes a comprehensive review of the ALA: Literacy course, including pedagogy and sample instructional materials.

Each individual student's time in the ALA course is dependent on the time required to master competencies. Unlike traditional developmental education, students move through the course at their own pace and are allowed to repeat lessons without penalty. Once a competency is mastered, students are not required to repeat lessons aligned to the same competency and skills. All entering students work toward college-readiness under the direction of teachers trained to meet them where they are. Adult Learning Academy instructors guide the students through self-paced learning allowing the students to move to higher levels each time competency mastery is demonstrated.

Students completing the Adult Learning Academy utilize the College's Credit for Prior Learning process to receive credit for Reading, English, and/or Mathematics developmental level coursework.

Accelerated GED/High School Equivalency

MoHealthWINs participants lacking a high school diploma are offered the opportunity to earn a GED/HSE[1] (High School Equivalency) credential through an accelerated program. The instruction prepares students for all required HSE tests: Language Arts—Reading, Language Arts—Writing, Social Studies, Science, and Mathematics. Upon the recommendation of a career pathway coach, students placing at the 020/030 level in reading, writing, and/or math will be required to complete the Adult Learning Academy prior to participating in the HSE program.

By incorporating high school equivalency as a learning activity within the MoHealthWINs Portal, each participant continues to follow a personalized learning plan and benefits from ongoing engagement with a career pathway coach and a certified Adult Basic Education instructor. As MoHealthWINs Portal enrollees, GED/HSE students have access to a variety of academic success resources offered by the College and benefit from the supportive services offered through the Portal.

Culture of Healthcare

Hospitals, physician offices, clinics and community health agencies are unique work environments and require employees in many different job roles to work together. Culture of Healthcare, an online and self-paced learning opportunity, introduces MoHealthWINs participants to the wide variety of healthcare delivery systems and the associated job roles, and to basic healthcare literacy. Students beginning their healthcare education through the MoHealthWINs Portal develop much-needed foundational knowledge in the Culture of Healthcare course prior to transitioning to either credit-based or non-credit workforce training programs or directly to the healthcare job market.

Through a series of online lessons students are introduced to healthcare culture; the health professionals who deliver healthcare and the training needed to work in these professions;

[1] Effective January 2, 2014 the State of Missouri, Department of Elementary and Secondary Education, adopted the HiSET exam as the sole instrument to be used to measure high school equivalency.

healthcare delivery sites; healthcare processes including the concepts of quality measurement and performance improvement; and professional values including ethics, privacy, confidentiality, and security. Students are required to meet weekly with an instructor or educational assistant to ease the transition from classroom-based to online learning.

The Culture of Healthcare course utilizes open educational resources originally created as part of the HITECH program administered through the Office of the National Coordinator (ONC) for Health Information Technology, part of the U.S. Department of Health and Human Services. Through MoHealthWINs, and in collaboration with Bellevue College, subject matter experts from St. Louis Community College and Metropolitan Community College work under the direction of Carnegie Mellon's Open Learning Initiative in a Co-Development project that recreates and reconstructs the ONC curriculum to develop an online course based on proven learning science principles. The OLI course is aligned to the CAHIMS (Certified Associate in Health Information and Management Systems) certification, a new HIMSS (Health Information Management and Systems Society) health IT certification designed for emerging professionals within the industry (five years or less of experience). This certification demonstrates knowledge of health IT and management systems, facilitating entry-level careers in health IT. It is designed to be a career pathway to more advanced HIMSS credentials. The Culture of Healthcare course consists of the first unit developed through the OLI CAHIMS project.

Digital Literacy for Healthcare

As the nation moves toward a more technologically advanced healthcare system, the ability to use computers and other information technology resources have become essential skills in the delivery of healthcare services and in the management of health information. In the Digital Literacy for Healthcare course, students are introduced to hardware, operating systems, common business applications, the Internet including Internet safety, and the electronic health record applications that healthcare providers rely on to better manage patient care. Through a series of online lessons as well as competency-based learning activities, students develop the digital literacy skills desired by today's healthcare employers.

Through a series of pre-assessments, students demonstrate which content areas have already been mastered and then focus only on those topics where additional skill development is necessary. Students are encouraged to earn the IC^3 certification, an internationally recognized standard for digital literacy that reflects the most relevant skills needed to pursue further academic study or enter the workforce.

Students demonstrate competency mastery by scoring 80 percent or higher on the unit assignments and assessments or by "testing out" through pre-tests aligned to unit student learning outcomes. Those demonstrating proficiency are also encouraged to study for the IC^3 industry certification exam. MoHealthWINs participants have access to an unlimited number of IC^3 practice exams and are provided vouchers to sit for the IC^3 exams in one of the College's IC^3 test centers. Those students who attain IC^3 certification are encouraged to utilize the College's Credit for Prior Learning process to seek credit for relevant information systems course(s).

National Career Readiness Certification

The ACT National Career Readiness Certificate (NCRC™) is one of the MoHealthWINs Portal recognized credentials. The NCRC is a portable, evidence-based credential issued by ACT that measures essential workplace skills and is a reliable predictor of workplace success. Based on ACT's WorkKeys assessments, the NCRC is a proven system for linking job skills with workplace success. To earn an NCRC, individuals take three WorkKeys assessments: Applied Mathematics, Locating Information, and Reading for Information. These workplace skills are highly relevant to the majority of jobs in the workplace. WorkKeys assessments measure "real world" skills that employers believe are critical to job success. Test questions are based on situations in the everyday work world. Combining measures of cognitive skills with measures of work-related behaviors brings even greater accuracy to predictions about an individual's success at work or in training.

Successful completion of ACT WorkKeys assessments in Applied Mathematics, Locating Information, and Reading for Information qualifies participants for the NCRC, earned by more than 1 million people across the United States. In a March 8, 2013 letter to members of the American Association of Community Colleges, Walter G. Bumphus, President and CEO, announced,

> *Community colleges now can recognize and award 3 hours of college credit in applied critical thinking to individuals who earn specific levels of the ACT National Career Readiness Certificate. The credential can expand postsecondary opportunities for returning service members, dislocated and emerging workers, and career and technical education students. Earning the credential enables an individual to demonstrate essential foundational competencies across three critical skill areas linked by research to workplace success: reading comprehension, applied mathematics, and locating information.*

Students participating in the MoHealthWINs grant will take the WorkKeys assessment upon entering and, when necessary to qualify for workforce training, prior to exiting the WINs Portal. An NCRC certificate is awarded to each qualified individual based on their highest WorkKeys scores.

Certificate of Completion

Students successfully completing the MoHealthWINs Portal program of study receive a St. Louis Community College Certificate of Completion. The credential is documented on the College's official non-credit transcript as a Certificate of Completion, MoHealthWINs Portal program award.

Demonstration of competency mastery, through successful course completion or by assessment, is required for the following learning opportunities:

Title	Credit Hour Equivalent
CPDV:701 Career Assessment, Planning and Readiness	3 Credit Hours
CPDV:711 Adult Learning Academy: Pre-Algebra	3 Credit Hours
CPDV:712 Adult Learning Academy: Literacy	6 Credit Hours
CPDV:709 Digital Literacy: Healthcare	5 Credit Hours
CPDV:710 Culture of Healthcare	3 Credit Hours

Summary

The career pathway coaches serve as navigators, advisors, and advocates in addition to coaching students through their MoHealthWINs Portal experience. The coach is an essential element of the Portal design and the role of the career pathway coach cannot be overstated. Coaches begin working with MoHealthWINs participants immediately upon acceptance to the program and serve as a coach, guide, and advocate through all levels of their training to help advance progress along a chosen career pathway. Coaches work with participants individually and in small groups, and closely monitor each participant's progress.

Career Pathway Coaches are responsible for facilitating the development and implementation of a personal plan for each participant that includes assessment, career exploration and blueprinting, basic skill development, enrollment in credit-based coursework or non-credit workforce training, and job search. The coaches assist students with resume writing and interview techniques and link participants with resources on the St. Louis Community College campuses as well as with resources in the community. Coaches also assist participants in

navigating life issues eliminating barriers to retention and/or successful completion of their educational program.

Not all students will participate in all MoHealthWINs Portal activities; however, all MoHealthWINs participants will engage in comprehensive assessment, career blueprinting, Culture of Healthcare, Digital Literacy for Healthcare, and will sit for the NCRC. The full complement of MoHealthWINs Portal options provide students with the knowledge and confidence to begin their career pathway education while simultaneously building foundational skills. Figure 1 depicts a student's typical flow through the MoHealthWINs intake process and Figure 2 depicts flow through the educational services and learning activities. Students exiting the MoHealthWINs Portal are prepared to continue their education and/or to enter the workforce. Those entering the workforce immediately are encouraged to continue their education in a part-time capacity and to follow the blueprint prepared in collaboration with their MoHealthWINs career pathway coach.

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

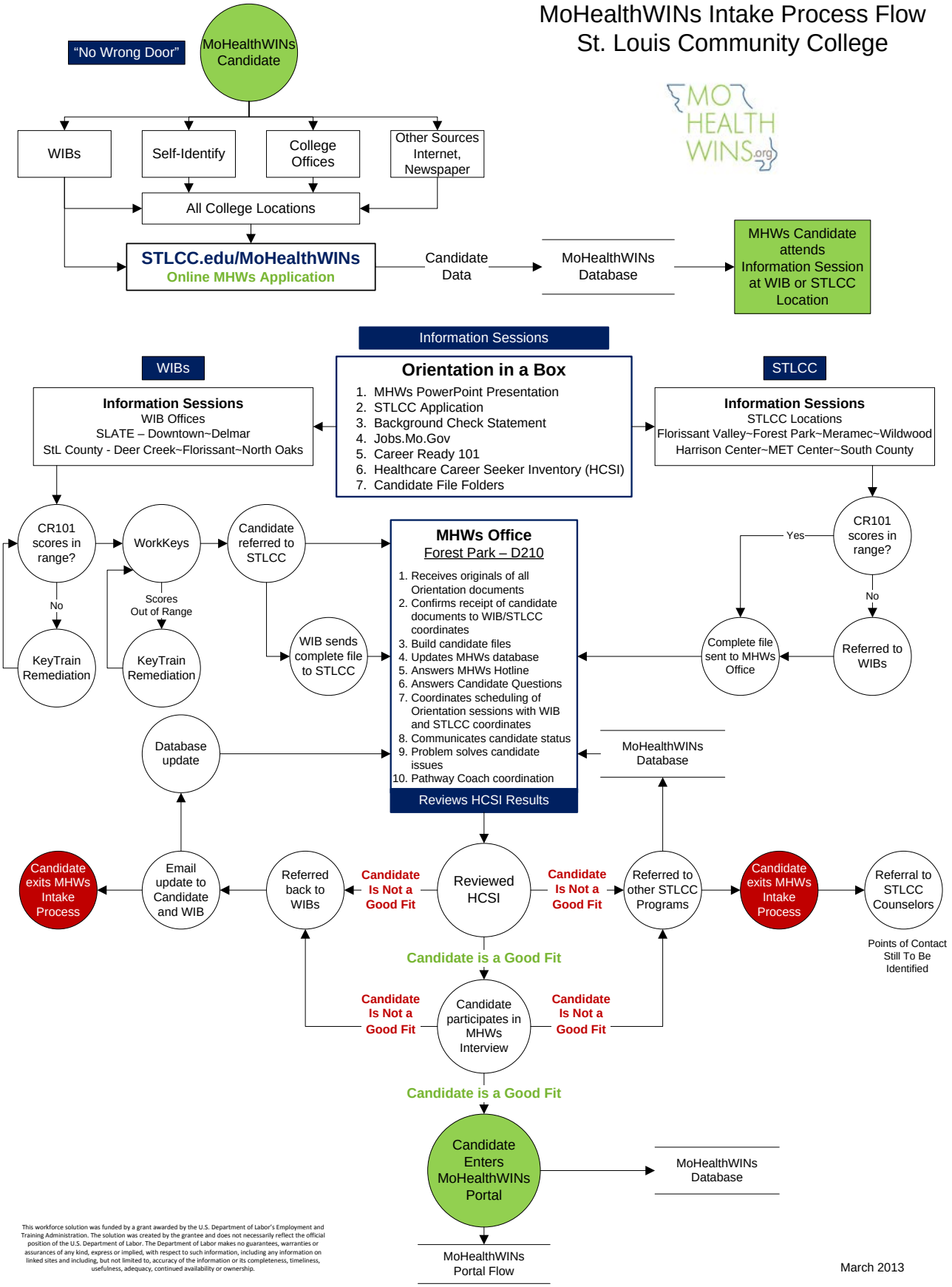

MoHealthWINs Intake Process Flow
St. Louis Community College
"No Wrong Door"
MoHealthWINs Candidate
WIBs
Self-Identify
College Offices
Other Sources Internet, Newspaper
All College Locations
STLCC.edu/MoHealthWINs
Online MHWs Application
Candidate Data
MoHealthWINs Database
MHWs Candidate attends Information Session at WIB or STLCC Location
Information Sessions
WIBs
Orientation in a Box
1. MHWs PowerPoint Presentation
2. STLCC Application
3. Background Check Statement
4. Jobs.Mo.Gov
5. Career Ready 101
6. Healthcare Career Seeker Inventory (HCSI)
7. Candidate File Folders
STLCC
Information Sessions
WIB Offices
SLATE – Downtown~Delmar
StL County - Deer Creek~Florissant~North Oaks
Information Sessions
STLCC Locations
Florissant Valley~Forest Park~Meramec~Wildwood
Harrison Center~MET Center~South County
CR101 scores in range?
No
KeyTrain Remediation
WorkKeys
Scores Out of Range
KeyTrain Remediation
Candidate referred to STLCC
WIB sends complete file to STLCC
MHWs Office
Forest Park – D210
1. Receives originals of all Orientation documents
2. Confirms receipt of candidate documents to WIB/STLCC coordinates
3. Build candidate files
4. Updates MHWs database
5. Answers MHWs Hotline
6. Answers Candidate Questions
7. Coordinates scheduling of Orientation sessions with WIB and STLCC coordinates
8. Communicates candidate status
9. Problem solves candidate issues
10. Pathway Coach coordination
Reviews HCSI Results
CR101 scores in range?
Yes
No
Complete file sent to MHWs Office
Referred to WIBs
Database update
MoHealthWINs Database
Candidate exits MHWs Intake Process
Email update to Candidate and WIB
Referred back to WIBs
Candidate Is Not a Good Fit
Reviewed HCSI
Candidate Is Not a Good Fit
Referred to other STLCC Programs
Candidate exits MHWs Intake Process
Referral to STLCC Counselors
Points of Contact Still To Be Identified
Candidate is a Good Fit
Candidate Is Not a Good Fit
Candidate participates in MHWs Interview
Candidate Is Not a Good Fit
Candidate is a Good Fit
Candidate Enters MoHealthWINs Portal
MoHealthWINs Database
MoHealthWINs Portal Flow
This workforce solution was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. The solution was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability or ownership.
March 2013

Figure 1

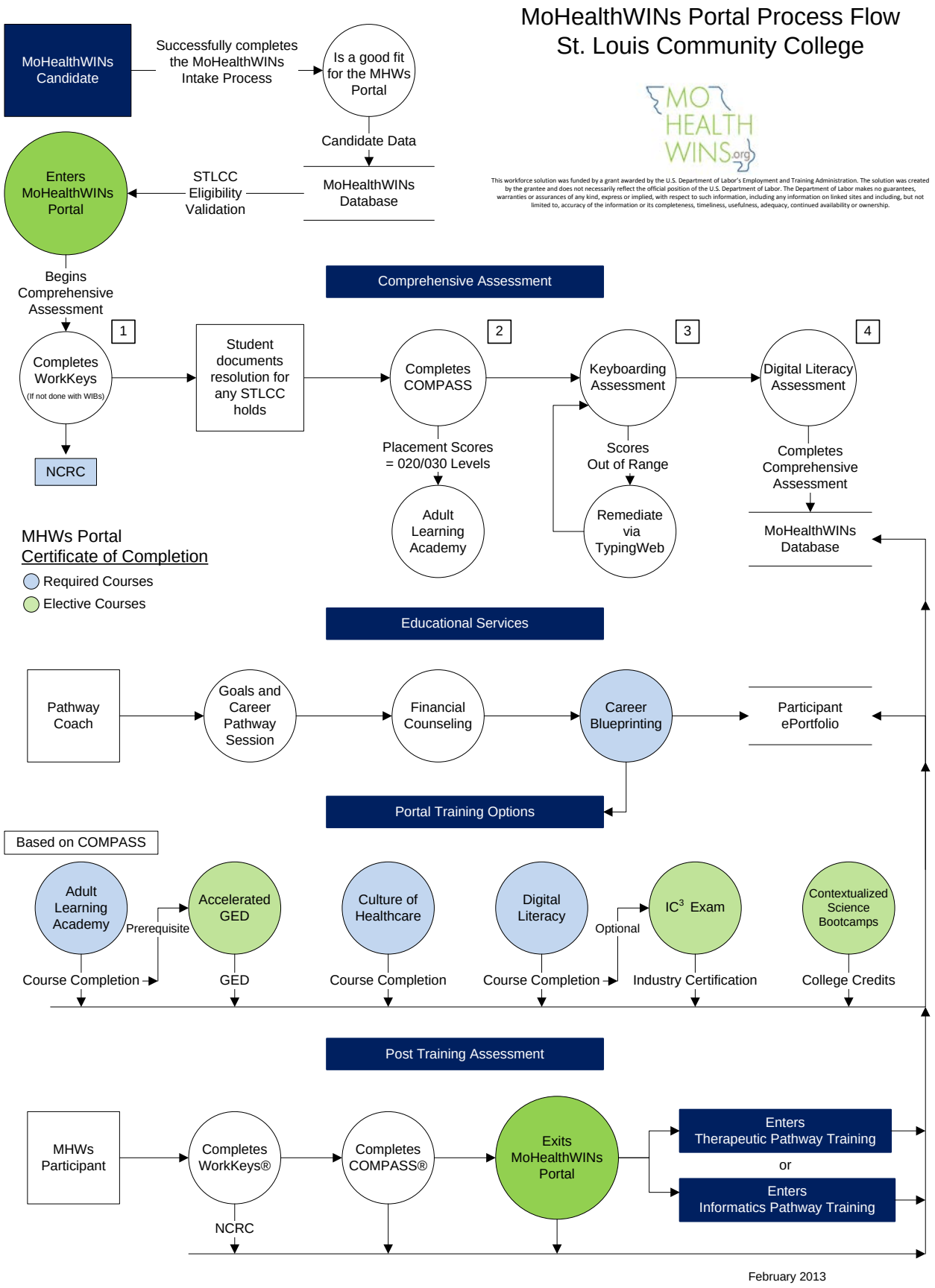


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Figure 2

APPENDIX A

COMPASS PLACEMENT TEST RESULTS

St. Louis Community College

Effective Nov 1, 2011

_____ Student Name

_____ Student Number

READING TEST:

_____ 0 - 29 RDG 012/013 Basic Reading Skills recommended
_____ 0 - 42 RDG:016/017 Developmental Reading
_____ 43 - 65 RDG:020 Reading Improvement
_____ 66 - 81 RDG:030 Introduction to College Reading
_____ 82– 100 RDG:100 College Reading and Study Skills (Recommended)
_____ Reading Proficiency Met

WRITING SKILLS TEST:

_____ 0-37 ENG:020 Developmental English
_____ 38-69 ENG:030 Introduction to College Writing
_____ 70-100 ENG:101 College Composition I
_____ HONORS ELIGIBILITY – Reading Proficiency and Writing Skills of 94 +

ACT / SAT SCORES

100 LEVEL COURSE ELIGIBILITY (or Above)

___ ACT Reading18 _____ ACT English 18
___Honors English ACT English 26
___ SAT (Verbal or Critical Reading) 500 and up

*Scores may be **no** older than 3 years.*

MTH:160 College Algebra ELIGIBILITY

___ ACT (Math) 23 & Reading Proficiency
___ SAT (Math) 580 & Reading Proficiency
*Scores may be **no** older than 3 years.*

MTH: 165, 170, 177, 185, 186 ELIGIBILITY

___ ACT (Math) 26 & Reading Proficiency
*Scores may be **no** older than 3 years.*

MTH: 210 ELIGIBILITY

___ ACT (Math) 30 & Reading Proficiency
___ SAT (Math) 700 & Reading Proficiency
*Scores may be **no** older than 3 years.*

MATHEMATICS TEST:

PRE ALGEBRA	ALGEBRA	COLLEGE ALGEBRA	TRIGONOMETRY
Score _____	**Score** _____	**Score** _____	**Score** _____
0 – 26 MTH: 080 Basic Math Skills or 0 - 39 **MTH:020 Pre-Algebra**			
40 – 43 **MTH:020** or **MTH:040 El. Alg./Basic Math**			
44-100 Refer to Algebra section➔	Pre Algebra score of 44-100 plus: 0 – 45 **MTH:030 Elementary Algebra** or MTH:108 Elementary Applied Math 46– 65 **MTH:140 Intermediate Algebra** or MTH:124Technical Math I or MTH: 144 Technical Algebra & Trigonometry		
	66 – 100 Refer to College Algebra and Trigonometry sections ➔	Algebra score of 66-100 plus: 0 – 35 **MTH:160 College Algebra** or MTH 154 Tech Analytic Geometry & Calculus 36-45 **MTH 185 Precalculus** or **MTH 160 College Algebra** 46-100 MTH:165 Structures of Mathematical Systems I or MTH:170 Trigonometry, or MTH: 177 Finite Math 46 – 100 Refer to Section 4 ➔	Algebra score of 66-100 plus: 0-45 MTH:186 Survey of Calculus 46-100 **MTH:210 Analytic Geometry and Calculus I**

APPENDIX B

St. Louis Community College

MoHealthWINs Grant
Career Blueprint / Gap Analysis

MO HEALTH WINS.org

Student Information

Self-Reported

Name, Address, Contact Info	**Last Name**	**First Name**	**Middle Initial**	**Student Number**	
	Address			**Email**	
	Cell Phone	**Home Phone**	**Emergency Contact Name/Phone**		
Eligibility	**TAA**	**Veteran**	**Unemployed**	**Underemployed**	**Low-skilled**
College	**HS Diploma or GED**	**CE Courses**	**Other Training**	**Highest Education**	**Educational Goal**
				Some Credit - No Degree	
Pathway Coach			v3.8.1	**Date**	

Background/Goals

Background/Goals

Educational	Occupational
Educational background:	**Previous jobs/positions:**
Likes/Dislikes:	**Likes/Dislikes:**
Goals? What must you change to reach your Educational Goal?	**Goals? What must you change to reach your Career Goal?**
What accomplishments do you take the most pride in?	**What accomplishments do you take the most pride in?**

Healthcare Career Interests

Healthcare Interest

You have been accepted into the MoHealthWINs Program. Congratulations! Now, let's identify your short-term and long-term educational and career goals in the Healthcare Industry:

Programs of Study

MoHealthWINs Programs	**MoHealthWINs Pathway**			
	MoHealthWINs Workforce Training		**EHR - Healthcare Info Mgmt Sys Implementation**	
	Career Pathway Goal		**Career Educational Goal**	
Allied Health Programs	**MoHealthWINs Workforce Training**			
	Career Pathway Goal		**Educational Goal**	

St. Louis Community College

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Assessment

Assessment	Career Ready 101	Date		Your MHWs Interest:		
		Applied Math	Reading for Info	Locating Info	0	
	Healthcare Fit	Date			EHR - Healthcare Info Mgmt Sys Implementation	
		Overall Fit	Overall Score			
	WorkKeys®	Date				
		Applied Math	Reading for Info	Locating Info	Talent (Teamwork)	Work Observation
	WorkKeys®	Date				
		Applied Math	Reading for Info	Locating Info	Talent (Teamwork)	Work Observation
	COMPASS®	Date				
		Math - Pre-Algebra	Math - Algebra	Reading	English	
		-	-	-	-	
		Date				
		Math - Pre-Algebra	Math - Algebra	Reading	English	
		-	-	-	-	

Post Assessment

Post Assessment	WorkKeys®	Date				
		Applied Math	Reading for Info	Locating Info	Talent (Teamwork)	Work Observation
	COMPASS®	Date				
		Math - Pre-Algebra	Math - Algebra	Reading	English	
		-	-	-	-	

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College Services

St. Louis Community College

Career Pathway Programs/Goals	**Highest Education**	Some Credit - No Degree			
	MHWs Portal Courses				
	MHWs Health Informatics Pathway	EHR - Healthcare Info Mgmt Sys Implementation	0	0	
	Allied Health Programs	0	0	0	
College Experience	**Attended STLCC?**		**If Yes, when?**		
	Tell us about your experience:				
	Do you plan to: - Receive a degree or certificate - Apply for a selective admissions program - Apply for financial aid or veteran's benefits - Participate in intercollegiate atheletics - Enroll on a student visa	**If you answered yes to any of these questions, you must submit high school and all official college transcripts to the Admissions/Registration office. College transcripts must be mailed directly to the Admissions/Registration office. Hand-carried or faxed college transcripts are not acceptable.**			
College Services	**You have been admitted to St. Louis Community College**				
	Your Student Number is -	0			
	You are ready to activate your email account - log into	www.stlcc.edu/mystlcc/ID			
	Log into Banner Self-Service to access your peronal account	http://www.stlcc.edu/SelfService/			
	Register for New Student Registration Workshop (NSRW)	www.stlcc.edu/nsrw			
	Register for New Student Orientation while in NSRW				
	Apply for Financial Aid / Complete online FAFSA Application STLCC code 002469	www.fafsa.gov			
	Academic Support Center offers student support seminars, general tutoring, supplemental instruction - free of charge	For information on services call 314-644-9267			
	Academic Advising is available in addition to MHWs Career Pathway Coaching support				

Community Services

Community Services

Missouri Career Centers	**Often times, supportive services are available through the Missouri Career Centers. The office nearest you is:**	
Supportive Services	**Let's identify supportive services you are currently receiving or feel you need in order to be successful completing your MHWs Program. Do you have any barriers? What role do you believe your Pathway Coach has in removing these barriers? What are your expectations of the Pathway Coach?**	

St. Louis Community College

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MHWs Portal Courses

CPDV:701 Career Assessment, Planning and Readiness - 3 Credits

WorkKeys®

	Date	Applied Math	Reading for Info	Locating Info	Talent (Teamwork)	Work Observation
Pre	1/0/1900	0	0	0	0	0
Pre	1/0/1900	0	0	0	0	0
Post	1/0/1900	0	0	0	0	0
National Career Readiness Credential - NCRC				1/0/1900	1/0/1900	1/0/1900
				BELOW NCRC	BELOW NCRC	BELOW NCRC

COMPASS®

Date	Math Placement		Reading Placement	English Placement		
1/0/1900	0	0	0	0	020-College Level	030/100-College Level
	-		-	-		
1/0/1900	0	0	0	0		
	-		-	-		

☐ **College Level Ready**

Math Placement	Reading Placement	English Placement

CAPR

Start Date 1/0/1900

☐ **Career Blueprint**

Start Date 1/0/1900 **End Date** **End Date**

☐ **E-Portfolio**

Start Date 1/0/1900 **End Date** **Outcome**

CPDV:711, 712, 713 Adult Learning Academy (ALA) - 6 Credits

Orientation and Course		Start Date	End Date	Outcome
☐ Literacy				
☐ Math - Pre-Alegbra				
☐ Math - Elem Algebra				

(4 hours minimum with a 30-minute break for lunch) While your attendance is required for up to 20 hours per week, your goal should be 40 hours of time spent working through the ALA and/or other MoHealthWINs programs each week. Sign in and out in Room D210.

CPDV:709 Digital Literacy: Healthcare - 5 Credits

☐ Orientation and Course					
☐ Keyboarding	WPM	≥ 25		Remediate	Yes
	Accuracy	93%		Remediate	Yes
☐ Computer Fundamentals	Score	≥ 36		Test Out	No
☐ Key Applications	Score	≥ 36		Test Out	No
☐ Internet & Communications	Score	≥ 36		Test Out	No
☐ IC³ Certification (Optional)	Date			Outcome	
	Date			Outcome	

Start Date **End Date** **Outcome**

CPDV:710 Culture of Healthcare - 3 Credits

☐ **Orientation and Course**

Start Date **End Date** **Outcome**

☐ MHWs Portal Certificate of Completion - 17 Credit Hour Equivalents

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MHWs Portal Courses - Electives

Science Bootcamps

BIO:111 Introductory Biology I - 4 credit hours

A consideration of the principles of biology, with emphasis on the molecular approach to the structure and function of living organisms. Additional lab hours required.

For MoHealthWINs sections - students must place into RDG:030 and ENG:030 level courses.

COMPASS®

Date	Math Placement		Reading Placement	English Placement	College Readiness	
1/0/1900	0	0	0	0	0	0
	-		-	-		
Date					-	-
1/0/1900	0	0	0	0	0	0
	-		-	-		
					-	-

Notes:

Start Date | **End Date** | **Outcome**

CHM:101 Fundamentals of Chemistry I - 5 credit hours

Provides fundamental concepts and symbolism of chemistry with applications to everyday life for students not planning to major in science. Laboratory work presents opportunity to use laboratory equipment and further illustrations of lecture material. Additional hours required.

For MoHealthWINs sections - students must place into MTH: 030, RDG:030 and ENG:030 level courses.

COMPASS®

Date	Math Placement		Reading Placement	English Placement	College Readiness
1/0/1900	0	0	0	0	0
	-		-	-	
Date					Not Ready for Class
1/0/1900	0	0	0	0	0
	-		-	-	
					Not Ready for Class

Start Date | **End Date** | **Outcome**

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MO HEALTH WINS.org

MHWs Funded Pathway Training Classes

☐ **MHWs Portal Completed**

☐ **Background Check Statement In Student File** (Completed during Information Session)

☐ **WorkKeys®**

ESD Model

E = Expected S = Where you Stand D = What you need to Do

MHWs Health Informatics Pathway / EHR - Healthcare Info Mgmt Sys

ESD	Date	Applied Math	Reading for Info	Locating Info	Talent (Teamwork)	Work Observation
E		0	0	0	0	0
S	1/0/1900	0	0	0	0	0
	1/0/1900	0	0	0	0	0
D		0	0	0	0	0

☐ **KeyTrain® Remediation**

	Locating Info	Talent (Teamwork)	Work Observation
Start Date			

☐ **Ready to Go**

Medical Therapeutics Pathway

Prior to Class Starting

Clinical and Field Work

Some degree and certificate programs offered by the college require students to obtain clinical or other field experience as part of their course work. Hospitals and facilities may mandate that a criminal background check and/or drug screening check be conducted prior to placement in a clinical or field setting and as part of an employer's screening process. Students not passing these checks may be prohibited from participating in the clinical or field experience thus rendering the student ineligible to satisfactorily meet the course/program requirements, and/or ineligible for hire.

☐ **Orientation** _____ Location _____

☐ **Bring your ID and Social Security Card**

☐ **Complete all appropriate paper work for your: Background Check, Drug Screen, and Physical**

☐ **Class Starts** _____ **End Date** _____ **Outcome** _____

Notes:

Health Informatics/IT in Healthcare Pathway

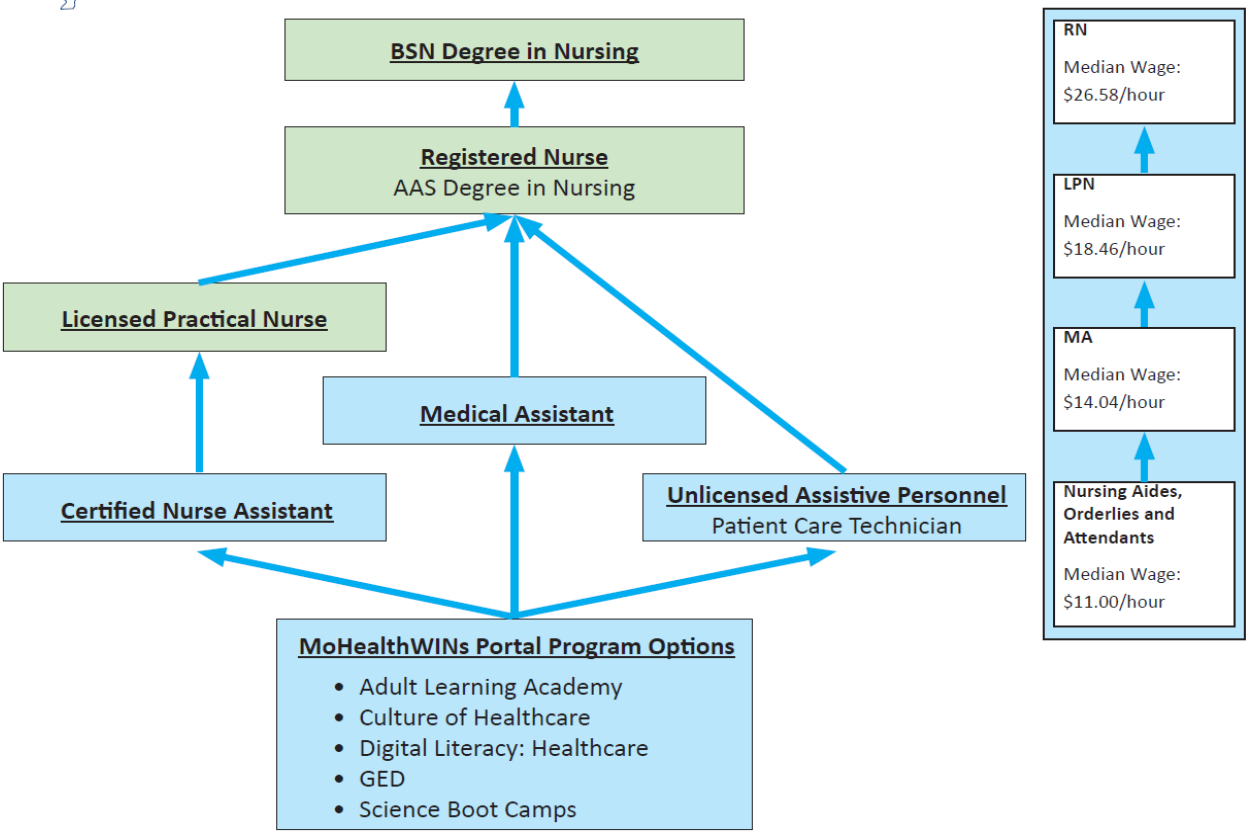
Healthcare Settings

Hospitals and out-patient facilities mandate that a criminal background check and/or drug screening check be conducted prior to placement in a clinical or field setting and as part of an employer's screening process. Students not passing these checks may not be eligible for hire.

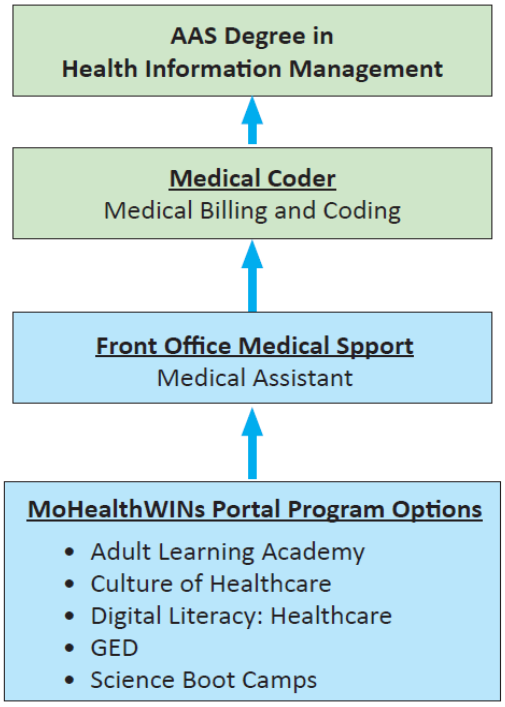
☐ **Class Starts** _____ **End Date** _____ **Outcome** _____

Notes:

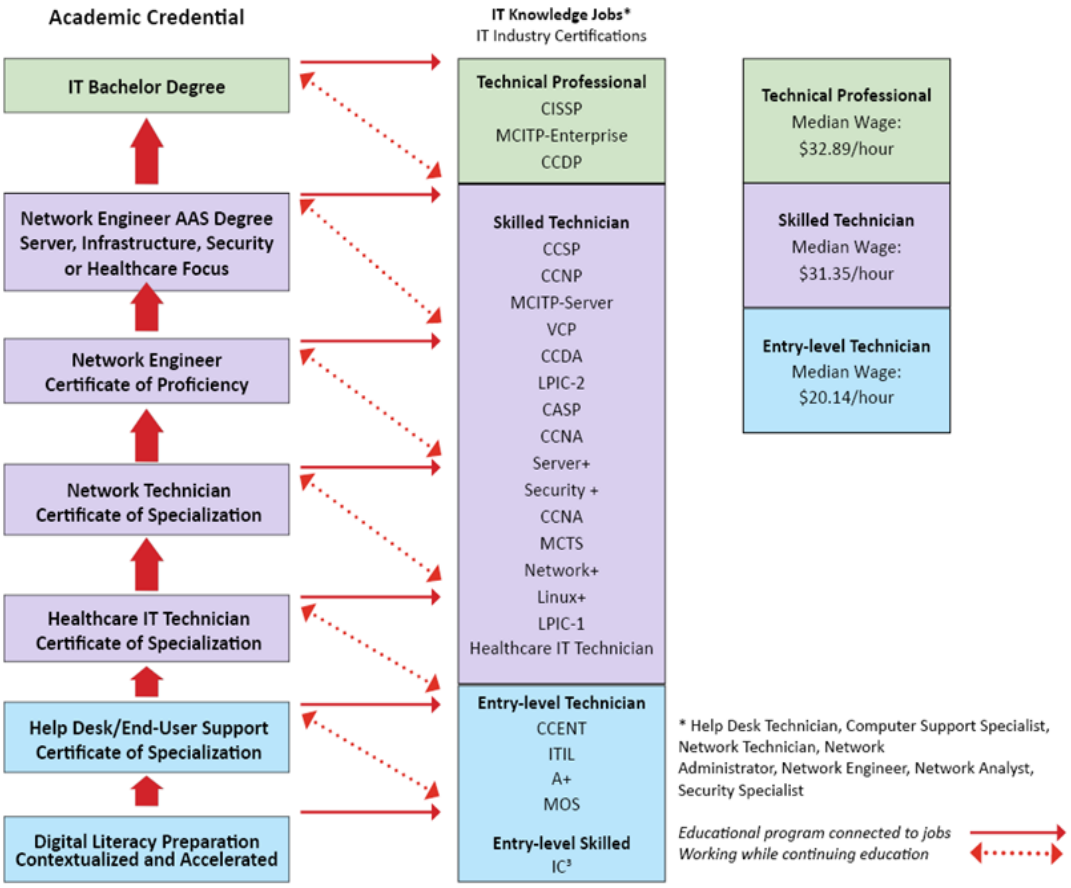
Sample Therapeutic Pathway



Sample Health Informatics Pathway



Sample Informatics Pathway



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

St. Louis Community College

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MO HEALTH WINS.org

St. Louis Community College Programs

Locate your program pathway and click the link to view the St. Louis Community College certificate or degree program, course requirements and other pertinent information.

	Allied Health - Workforce Training
Non-Credit	Certified Nurse Assistant Patient Care Technician Medical Assistant

	Allied Health	Information Technology	
		Health Information Management	Network Engineering
Credit	Clinical Laboratory Technology AAS Dental Assisting CP Dental Hygiene AAS Diagnostic Medical Sonography CP Dietetic Technology AAS Emergency Medical Technology CP CS Funeral Directing CS Funeral Service Education AAS Nursing AAS Occupational Therapy Assistant AAS Paramedic Technology AAS Physical Therapist Assistant AAS Radiologic Technology AAS Respiratory Therapy AAS Surgical Technology CP	Medical Billing and Coding CP Health Information Technology AAS	IT Help Desk/End User Support CS Healthcare IT Technician Network Engineering AAS CP

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APPENDIX C

MoHealthWINs Portal Review

Rubric for Developmental Education Component

Parameter	Possible Demonstration: Methodology	Possible Demonstration: Tools
1. Assessment of student learning: what methods are you using to assess student learning?	How were these methods chosen /developed? How and when assessment methods/tools are used in the context of your program? Are they communicated to students?	Placement exams, program outcomes, course and assignment-level objectives.

Students place into the Adult Learning Academy: Pre-Algebra and Adult Learning Academy: Elementary Algebra MoHealthWINs Portal courses according to their scores on the ACT Compass college placement exam. For the sake of consistency, ALA enrollment is based on the same cutoff scores as used by the St. Louis Community College district for enrollment in the developmental education credit-based courses.

Initially, it was expected that students would pretest as they entered each module, but this process proved cumbersome and redundant. By the time students completed the first module, they tended to develop a fairly accurate understanding of their own abilities and deficits, so pretests were not necessary after the first module. The initial pretest helps the instructional team guide the student to needed videos and worksheets and to eliminate instructional activities covering topics already mastered.

Each module has a list of objectives, stated both on Blackboard and on the first page for that module in the workbook.

Students assess their own understanding as they work their way through workbook materials, with answer keys available both on paper and on Blackboard. As questions arise, they work one-on-one or in small group workshops with an educational assistant or instructor.

When students complete their workbook materials and think they might be ready for a module test, they review using a PowerPoint set of “flashcards” found on Blackboard.

Students determine for themselves when they are ready to take a module test. They are given a paper-and-pencil test, generally with 20 questions, and unlimited time to complete the test. Immediately upon completion of a test, they sit down with an educational assistant or instructor, who grades it with them. Students must score at least 75% on a test to move on. If they do not achieve this score, the teacher reviews with them and may assign them more practice or a video to watch. When students feel ready, they re-test with another version of the test.

When students have successfully passed all module tests, they re-take the original Compass test. Because post-Compass testing is not required of students completing credit developmental education courses at STLCC, ALA completers re-take Compass solely to assess the program itself. We do not hold a student back if their Compass score has not improved. Overall, the second Compass score is significantly higher than the first with a mean improvement of 16 points.

Demonstration Tools: Pretest for Unit 1 in ALA: Pre-Algebra and Module 1 in ALA: Elementary Algebra; Unit Objectives for ALA: Pre-Algebra; Module Objectives for ALA: Elementary Algebra; Syllabus for each course; Sample test for each course; a sample set of review flashcards.

Parameter	Possible Demonstration: Methodology	Possible Demonstration: Tools
2. Please provide examples of the types of evidence of student learning that you are collecting.	Surveys, CATs, pre/post exams, online program data collection.	Rather than send *many* examples, please send examples that represent the breadth of the collection methods you are using.

Evidence of student learning was also included in the response to Parameter 1 and in the documents uploaded under Parameter 1.

Just as the Compass assessment determines placement into the College's MTH:020 and MTH:030 credit-based courses, Compass is used to place students into the MoHealthWINs' Adult Learning Academy Pre-Algebra and Elementary Algebra courses. Students take a pretest to identify gaps and to help the students determine what to focus on in the first module. Students self-assess by means of workbook materials, online exercises in Khan Academy, and PowerPoint flashcards. Students decide, based on their own self-assessment, when to take the paper-and-pencil test for each module.

The instructional team keeps track of how many tests students have taken, and their scores on those tests. Passing scores are recorded in Blackboard. Students also record their test scores on a data sheet at the beginning of their workbook.

Each week, the lead ALA math instructor updates a Progress Report and sends the report to the entire ALA instructional team, to the career pathway coaches, and to the academic lead.

Demonstration Tool: Sample Progress Report with Identification Deleted

MoHealthWINs Portal Review

Rubric for Developmental Education Component

Parameter	Possible Demonstration: Methodology	Possible Demonstration: Tools
3. In what ways does your program meet the needs of individual students?	Please describe methods. How were they chosen /developed? How and when are they used in the context of your program?	Examples of assignments which demonstrate a variety of learning styles. Discuss the degree to which coursework is self-paced.

Adult students come to the ALA with a vast variety of educational experiences and attitudes. All members of the instructional team consider it critical to the learning process to respect and work with these differences.

Each math unit or module includes a set of objectives. It is up to the individual student to use the materials offered to meet the learning objectives. Each unit offers the following ways for students to learn what is necessary for that unit: 1) a list of videos to watch, all accessible through Blackboard or though the internet; 2) a workshop that can be arranged spontaneously, as needed, for small groups of students; 3) worksheets to practice computational skills; 4) online exercises through Khan Academy. Some students choose to watch every video, and then try online exercises to test their understanding. Others choose to try some exercises first, and watch a video only if they struggle with the exercises. Videos can be watched multiple times, or not at all. Students without home internet access tend to use class time to watch videos, while they do paper exercises at home. Others do worksheets at school, where personal assistance is always available. Teachers do not grade worksheets—all answer keys are on Blackboard for students to check, and teachers are available to help when students do not understand their errors.

Many of the ALA students have developed some degree of math anxiety or test anxiety over the course of their lives, and keeping that anxiety from hindering their progress is critical to their success. In a self-paced environment, it is the student who declares herself ready for a test. Test dates are not imposed by teachers. Students have as much time as they need to complete a test, and tests can be re-taken if mastery is not achieved the first time. These factors contribute to a more supportive, less stressful atmosphere, and allow students to work to their potential.

<u>Demonstration Tool:</u> Flowchart for ALA Math

MoHealthWINs Portal Review

Rubric for Developmental Education Component

Parameter	Possible Demonstration: Methodology	Possible Demonstration: Tools
4. In what ways does your course content prepare students for a career at the same time that they are gaining academic skills?	Examples of contextualization and/or integration, development of tech skills related to their career	Represent scaffolding, sequencing in curriculum and/or alignment with other components of the portal.

"When am I ever going to use this?" is not a question voiced in the Adult Learning Academy. Teachers work to contextualize the material for healthcare in every module. Math courses are replete with the dreaded word problem, and ALA: Pre-Algebra and ALA: Elementary Algebra courses are not exceptions. However, each word problem relates directly to how a skill might be used in a healthcare setting. Each unit or module includes several workbook pages entitled, "Healthcare Applications."

In addition, the career pathway coaches shared with the ALA faculty that students were struggling with questions requiring them to read and interpret tables, graphs, charts, and gauges on their WorkKeys tests. ALA faculty responded by incorporating relevant practice into the ALA workbook. Students needing to retake the Applied Mathematics WorkKeys assessment to qualify for a MoHealthWINs workforce training program routinely achieve the necessary score after successful completion of ALA: Pre-Algebra.

Demonstration Tool: Sample applications from Pre-Algebra and Elementary Algebra

Parameter	Possible Demonstration: Methodology	Possible Demonstration: Tools
5. In what ways does your curriculum utilize technology?	Content delivery	Open Education Resources (OERs) Online content provided by a publisher Course management systems

The Adult Learning Academy math courses use videos and online exercises from the open-source sites Khan Academy and occasionally YouTube. All videos and exercises can be accessed directly from these websites, or by clicking on links posted on Blackboard. A list of videos and how to access them is included for each unit in the workbook.

All workbook materials were created by the instructors, and are also found on Blackboard, the College's learning management system.

Demonstration Tools: Video list for a unit in ALA: Pre-Algebra and ALA: Elementary Algebra; ALA: Pre-Algebra Screen Shot

Parameter	Possible Demonstration: Methodology	Possible Demonstration: Tools
6. What are your course policies and how do they address the rather different needs of this teaching environment?	Attendance, rolling admission, grades, mastery	Syllabi, contracts, etc.

With so many of the MoHealthWINs students working part-time, parenting, and struggling with transportation and personal issues, flexibility is a critical component of the ALA. Students can get help with math any weekday between 8:30 am and 4:30 pm. Official ALA Math days are Monday and Wednesday, official ALA Literacy days are Tuesday and Thursday, and on Fridays the space is shared, allowing students to work on whichever subject area they choose. Students who have placed out of Literacy and are only taking Math can also come on Tuesdays and Thursdays. While students are required to spend 4 hours each day in the ALA, those hours are flexible.

Students can "stop out," taking a leave of absence, if necessary, with permission from their coach. We have had students leave and return due to health issues, transportation issues, even delivering babies.

The MoHealthWINs Portal operates year round and does not follow a traditional semester calendar. Students are admitted through a rolling admission process allowing a new cohort of students (usually 6 – 10) to join the ALA every other Friday. Students stay in the ALA: Pre-Algebra course until they have mastered (75% or higher on each test) each unit. The time it takes to complete ranges from 1 week to 9 months, with an average of about 6 weeks.

While numeric grades are recorded on Blackboard, the overall course grades are SC, or Successfully Completed, rather than traditional letter grades.

ALA students are often reminded that the only way to fail is to stop coming. The flexibility of the ALA accommodates students' needs and facilitates successful completion.

Demonstration Tools: Syllabi uploaded in response to Parameter 1; Introduction to ALA: Pre-Algebra Presentation

MoHealthWINs Portal Review

Rubric for Developmental Education Component

Parameter	Possible Demonstration: Methodology	Possible Demonstration: Tools
7. How do the participants of your program communicate and collaborate?	Faculty to student; among faculty, and faculty with other components of the portal.	Use of collaborative online tools (Wiggio, Dropbox, etc.), course management system,

In the Math ALA, announcements through Blackboard and St. Louis Community College e-mail are used to communicate with students. All workbook materials, PowerPoint reviews, answer keys, and links to videos are available on Blackboard, the learning management system for St. Louis Community College.

Each week, student progress is charted and e-mailed to all teachers, coaches, educational assistants and the MoHealthWINs academic lead. Teachers, coaches, and educational assistants also communicate frequently via the college e-mail.

Demonstration Tool: Progress report with names removed; previously included as a demonstration tool for Parameter 2

MoHealthWINs Portal Review

Adult Learning Academy: Math

Parameter	Possible Demonstration: Methodology	Possible Demonstration: Tools
8. Is your program credit or non-credit? If not yet a credit program, is this a goal and what steps are you taking toward it?	Demonstrations of sustainability and replicability	Curricular alignment, examples of replication.

The Math Adult Learning Academy courses are currently non-credit.

The ALA Math instructional team including the Forest Park Math developmental education coordinator and ALA Math lead instructor would like to see a similar program on the credit side, incorporating open-source materials, self-paced, mastery learning, open enrollment, and contextualization. Already, the math department has created a self-paced, computer-based, mastery course combining Pre-Algebra and Algebra. While it is not contextualized, many of its other features are modeled after the ALA.

There are many questions and challenges to replicating the ALA in a semester-based, credit-based environment. If students stay as long as is necessary, how many credits would they earn? How much would they pay? How would financial aid be structured? How much of teachers' contractual load would be credited for this alternative form of delivery? How many Educational Assistants would be needed, and how would they be paid? Would the program be financially viable? Would we have the computer labs necessary to scale the program? Scaling and sustaining successful innovations of the MoHealthWINs program were College goals from the inception. The ALA Math program has exceeded all expectations and with the support and vision of College leadership, the goal of scaling successful innovations, such as the Adult Learning Academy, can be realized.

<u>Demonstration Tools:</u> ALA: Pre-Algebra and ALA: Elementary Algebra learning objectives uploaded in response to Parameter 1 and aligned to the equivalent credit courses, MTH:020 and MTH:030

APPENDIX D

MoHealthWINs Portal Review

Adult Learning Academy: Literacy

Parameter	Possible Demonstration: Methodology	Possible Demonstration: Tools
1. **Assessment of student learning: what methods are you using to assess student learning?**	How were these methods chosen /developed? How and when assessment methods/tools are used in the context of your program? Are they communicated to students?	Placement exams, program outcomes, course and assignment-level objectives.

MHW students place into the Adult Learning Academy: Literacy (also informally identified as ALA-IRW, Integrated Reading and Writing) course according to their Compass test scores. For the sake of consistency, ALA: Literacy applies the same cutoff scores as are used across all campuses of the St. Louis Community College district for placement into developmental education RDG and ENG courses.

The learning outcomes for the ALA – IRW course were developed by a team of reading and writing faculty from across the district. There are six learning units in the course. Each unit is presented as a module in Blackboard, and the first item in each module is a list of the unit objectives.

In Unit A of the IRW course, students take a diagnostic reading test through the Connect Reading program. The information gathered from that diagnostic tool generates a Personalized Learning Plan (PLP) for each student that becomes their individualized, adaptive curriculum to work on throughout the IRW course. After students complete their PLP (usually at the end of their IRW experience), they retake the diagnostic test as a post-assessment. Also in Unit A, students take a 20-question survey about their current understanding and use of reading strategies, and they take the assessment again at the end of the course.

In Unit B of the IRW course, students write a pre on-demand essay, and on their last day of the course, they produce a post on-demand essay. Faculty have saved and scanned both the pre and the post writing samples for all of the completing students to measure their growth in writing.

At the end of each module, students complete an “Exit Slip” that asks them to reflect on their learning in that unit.

Much of the assessment of student learning occurs through the recursive process of students working their assignments, turning them in for feedback, and then working with instructors until mastery is achieved. Detailed instructions and/or rubrics are provided for all class assignments so that students have a clear understanding of how their work will be assessed. Furthermore, instructors and EAs continuously roam the lab and engage in conversation and informal assessment of student learning throughout each day. Finally, at the end of the IRW course, students are assessed on their learning of common medical vocabulary words, and their ability to identify common organizational patterns in writing.

Demonstration Tools: ALA-IRW Portfolio Requirements; ALA-Literacy Unit Themes & Objectives; Unit C Reader's Response Assignment Sheet; Unit C Reader's Response Rubric; Annotations Evaluation Cover Sheet

MoHealthWINs Portal Review

Adult Learning Academy: Literacy

Parameter	Possible Demonstration: Methodology	Possible Demonstration: Tools
2. Please provide examples of the types of evidence of student learning that you are collecting.	Surveys, CATs, pre/post exams, online program data collection.	Rather than send *many* examples, please send examples that represent the breadth of the collection methods you are using.

(Much of this was previously presented under Parameter #1.)

Students place into the ALA-IRW course through their Compass scores. Students also post-Compass upon completion of the ALA.

At the beginning of the IRW experience, students take a diagnostic reading test through the Connect Reading program, the results of which create a Personalized Learning Program for them. Students take the diagnostic test again at the end of the IRW experience as a post-test.

In Unit A, students take a 20-question survey about their current understanding and use of reading strategies, and they take the assessment again at the end of the course.

In Unit B of the IRW course, students write a pre on-demand essay, and on their last day of the course, they produce a post on-demand essay. Faculty have saved and scanned both the pre and the post writing samples for all completing students to measure their growth in writing.

At the end of each module, students complete an "Exit Slip" that asks them to reflect on their learning in that unit.

<u>Demonstration Tools:</u> Survey of Reading Strategies; Unit D Exit Slip

MoHealthWINs Portal Review

Adult Learning Academy: Literacy

Parameter	Possible Demonstration: Methodology	Possible Demonstration: Tools
3. In what ways does your program meet the needs of individual students?	Please describe methods. How were they chosen /developed? How and when are they used in the context of your program?	Examples of assignments which demonstrate a variety of learning styles. Discuss the degree to which coursework is self-paced.

Students work through the ALA-IRW at their own pace following a checklist of units and assignments, which they have in paper form and on Blackboard.

In Unit A of the IRW course, students take a diagnostic reading test through the Connect Reading program, which is web-based reading instruction software developed by McGraw-Hill. The information gathered from that diagnostic tool generates a Personalized Learning Plan (PLP) for each student that becomes their individualized, adaptive curriculum to work on throughout the IRW course. Students work in their PLPs for about 45-60 minutes, three times per week, until they have worked through their curriculum and demonstrated mastery.

In the ALA, most instruction in reading and writing is delivered "just in time." For example, rather than all students receiving direct instruction and practice in the use of commas whether or not they need it, grammar and writing rules, like comma usage, are taught and discussed as specific issues occur in their writing, and students log their own frequent writing mistakes using a personal corrections sheet.

The IRW course is mastery-based, and students learn that both reading and writing are recursive processes. This means that students continue to work on their assignments and papers until they have achieved mastery. The number of revisions and the time it will take to complete an assignment or paper varies by the needs of the individual.

While regular attendance is required, students are allowed to "stop out" from the ALA for a period of time to address personal issues if they make arrangements with their pathways coach. There is no penalty when students return to class after stopping out, and they are able to pick up the curriculum where they left off.

<u>Demonstration Tools:</u> ALA-IRW Assignments Master Checklist; Corrections Sheet

MoHealthWINs Portal Review

Adult Learning Academy: Literacy

Parameter	Possible Demonstration: Methodology	Possible Demonstration: Tools
4. In what ways does your course content prepare students for a career at the same time that they are gaining academic skills?	Examples of contextualization and/or integration, development of tech skills related to their career	Represent scaffolding, sequencing in curriculum and/or alignment with other components of the portal.

The ALA-Literacy course readings and assignments are contextualized around the theme of healthcare. In this way, the students are gaining important background information about the healthcare industry as they work to build their foundational skills in reading and writing. Further, students learn and practice the professionalism that will be expected in the workplace as they compose e-mails and send attachments to their instructors.

In Unit A, students begin a vocabulary assignment designed to introduce them to terminology commonly found in healthcare environments. As they progress through the units, students add new words to the list in what we call their "personal glossary." These new words are terms that were unfamiliar to the students as they read articles and other texts in each unit. In addition to building their vocabularies, this assignment also develops digital literacy in requiring students to practice using common web and word processing skills as they copy and paste definitions from an online dictionary into a table created in Word.

To complete assignments in reading comprehension, annotation, and composition, students read and respond to healthcare-related articles including, among others:

- "Patient as Center of HealthCare Universe: A Closer Look at Patient-Centered Care"
- "Confidentiality and Privacy in the 'Techno-World' of the Internet"
- "Typhoid Mary: The Most Dangerous Woman in America"
- "Should Flu Shots for Health Professionals Be Required?"

In Unit E, students conduct an interview with someone currently working in a health field. To complete this assignment, students must research the job of their interviewee, compose interview questions, and demonstrate professionalism in requesting and scheduling the interview via email. After the interview, the students write an essay about what they learned using the APA style, which prepares them for future academic writing.

Finally, as a capstone experience, students create a public service announcement in the form of a video about a health topic of their choice. To create this video, students must research their topic, including searching for resources using academic databases. Students learn to use the web tool animoto.com to assemble and format their research into a persuasive PSA that demonstrates their learning and educates the public.

Demonstration Tools: Unit A Medical Vocabulary & Personal Glossary assignment sheet; screenshot of Unit A Vocabulary Assignment from Blackboard; Unit E Interview Assignment Sheet; screenshot of Unit E Interview Assignment from Blackboard

MoHealthWINs Portal Review

Adult Learning Academy: Literacy

Parameter	Possible Demonstration: Methodology	Possible Demonstration: Tools
5. In what ways does your curriculum utilize technology?	Content delivery	Open Education Resources (OERs) Online content provided by a publisher Course management systems

The ALA-Literacy course employs technology is many ways. First, the course materials are organized and delivered to students via Blackboard. The main curriculum is organized into modules. Within each module, students can access overviews of the units, downloadable reading selections, assignment sheets, and rubrics. In our Learning Resources area of the Blackboard site (and sometimes within the modules), students can access instructional screencasts and videos, both from open sources and created by ALA: Literacy instructors.

In late October, 2013, the ALA-Literacy course began offering instruction and practice in foundational reading skills via *Connect Reading 2.0*, a web-based, adaptive software created by McGraw-Hill that fully integrates with Blackboard. Connect Reading creates a personalized learning plan (PLP) for each student based on the student's performance on a diagnostic test. Students generally work in their PLP three times a week for about 45-60 minutes per session.

ALA-Literacy students communicate with instructors on a regular basis via e-mail, particularly to send and receive assignments and to notify about attendance issues. Students are required to use MS Word to compose their written work, and complete other assignments. Instructors in the ALA help students create accounts in Dropbox, a free web application that allows students to organize, save, and share their class documents in the cloud. Further, students learn to use a web program called Animoto.com to produce a public service announcement in the form of a video as their final project.

ALA-Literacy instructors communicate with each other, post and collaborate on documents, and share a calendar using the web-based collaboration tool Wiggio.com.

Attached Demonstration Tools: Connect Reading 2.0 http://connect.customer.mcgraw-hill.com/products/connect-reading-2-0/ ; screenshot of ALA-IRW Blackboard site: Start Here page; screenshot of ALA-IRW Blackboard site: Curriculum modules; screenshot of ALA-IRW Blackboard site: Summary assignment

MoHealthWINs Portal Review

Adult Learning Academy: Literacy

Parameter	Possible Demonstration: Methodology	Possible Demonstration: Tools
6. What are your course policies and how do they address the rather different needs of this teaching environment?	Attendance, rolling admission, grades, mastery	Syllabi, contracts, etc.

The Adult Learning Academy is an integrated, accelerated, self-paced, mastery-based course. Students enrolled in both the math and literacy sections are required to attend the ALA for a minimum of four hours a day, five days a week. Students work on math on Mondays and Wednesdays; they work on literacy on Tuesdays and Thursdays; and they work on either or both on Fridays. This immersion approach imitates the five-day work-week that many students will encounter on the job and gives them an opportunity to problem-solve barriers to regular attendance.

Acceleration in the ALA-Literacy course occurs primarily through the integration and collapsing of the reading and writing developmental sequences. In other words, students have the opportunity to take one course that meets the competencies of four developmental education courses: RDG:020, RDG:030, ENG:020, and ENG:030. Students who successfully complete the ALA-Literacy course have the same academic standing as students who have passed or tested out of developmental English and reading at STLCC.

"Self-paced" delivery as implemented in the ALA means that students work on the curriculum at their own pace and according to their individual needs. "Mastery based" means that students continue to work on an assignment until they have achieved mastery, rather than being assigned a static grade. These two features of the ALA also contribute to the opportunity for acceleration: Students who need less instruction and/or need to write fewer revisions on their written work are able to move through and complete the course more quickly.

Students who cannot attend class for a day or two are required to notify their coaches and/or instructors in a professional manner, as they would do on a job. A student who has personal or work-related issues that interfere with their attendance on a more extended basis may discuss with their coach "stopping out" of the program for a period of time. Students who stop out and then return to the ALA are able to pick up the course where they left off without any penalty.

Attached Demonstration Tools: ALA: Literacy syllabus; ALA attendance policy

MoHealthWINs Portal Review

Adult Learning Academy: Literacy

Parameter	Possible Demonstration: Methodology	Possible Demonstration: Tools
7. How do the participants of your program communicate and collaborate?	Faculty to student; among faculty, and faculty with other components of the portal.	Use of collaborative online tools (Wiggio, Dropbox, etc.), course management system,

ALA: Literacy faculty and students communicate face-to-face and one-on-one or in small groups in the classroom. Students receive individualized direct instruction on a daily basis. Students also communicate with instructors via email to submit assignments and send notifications about attendance issues.

ALA: Literacy instructors and EAs communicate in person on a regular basis, including bi-weekly staff meetings. The instructional team uses the web-based collaboration tool Wiggio.com to post announcements and documents, collaborate on projects, and share a calendar. The cloud storage application Dropbox.com is used to organize and share all of the ALA: Literacy course documents.

ALA instructors communicate with each other and with other MoHealthWINs faculty and staff over the phone and via email.

Demonstration Tools: screenshot of Wiggio.com; screenshot of Dropbox.com

MoHealthWINs Portal Review

Adult Learning Academy: Literacy

Parameter	Possible Demonstration: Methodology	Possible Demonstration: Tools
8. Is your program credit or non-credit? If not yet a credit program, is this a goal and what steps are you taking toward it?	Demonstrations of sustainability and replicability	Curricular alignment, examples of replication.

The ALA: Literacy course is currently offered as a non-credit course requirement of the MoHealthWINs Portal. Students who successfully complete the ALA requirements are encouraged to use the College's Credit for Prior Learning policy and procedures to document their eligibility and preparation for college-level courses. The ALA: Literacy faculty submitted a proposal to the College's Vice-Chancellor, Academic Affairs, to collaborate during summer 2014 in a cross-district work group of reading and writing faculty from the Florissant Valley, Forest Park and Meramec campuses to create an accelerated, contextualized, integrated, competency-based framework for a credit-based literacy course built on the lessons learned and data gathered from the ALA: Literacy experience. Like the ALA: Literacy course, the proposed credit-based course would accelerate the student experience by collapsing and integrating traditional developmental reading and writing courses into one contextualized, competency-based literacy course. The faculty members are hoping to pilot two sections of the redesigned course during the fall 2014 semester.

Demonstration Tools: New Directions for the Adult Learning Academy: Literacy

APPENDIX E

MoHealthWINs Portal Review

Rubric for **Career Guidance Component**

Parameter	Possible Demonstration: Methodology	Possible Demonstration: Tools
1. What methods are you using to explore talents, interests, strengths and innate skills as well as individual values and needs?	How were these methods chosen/developed? When and how are they used in the context of your program?	Diagnostics Portfolios Discussion/development of skills Writing/reflection assignments

Comprehensive assessment is a key component of the STLCC MoHealthWINs Portal program. Assessment is targeted to both occupational and academic skills as the program objectives of the Portal are twofold: career readiness and college readiness. Please refer to the STLCC Portal Overview, page 2, for an explanation of the assessment tools used to aid students in the exploration of their unique talents, interests, strengths and skills.

During the Career Blueprint (attached to the Portal Overview as Appendix A) process the career pathway coach reviews with students their interest in healthcare and their educational and occupational goals, likes/dislikes, accomplishments and academic and employment backgrounds. The coach helps the student select a pathway that matches her likes and interests and together they develop a plan for the student to work toward and stack credentials within the chosen career pathway. In addition, the student and coach collaboratively review the Administrative Score Summary and Individual Feedback Report from the Health Career Readiness Assessment (HCRA). The score summary shows a student's "fit" to the tasks or duties of specific job roles such as patient care and overall fit for the functional categories and occupations in the healthcare industry. Students are able to assess their strengths relative to their career goals and to work with their coach to determine a MoHealthWINs program of study which allows progression on the student's chosen career pathway (e.g. C.N.A. to R.N. or C.N.A. to respiratory therapist). The Individual Feedback Report lists, in order from highest to lowest, the nine competencies critical to the chosen healthcare occupation. The coach and student review the student's strengths and weaknesses in relation to resume and job development.

In addition to the Blueprinting process, students benefit from contextualization of the Adult Learning Academy (ALA) and Digital Literacy for Healthcare curricula. Instructional materials have been contextualized to the healthcare occupational sector, for example, all of the ALA: Math word problems are based on a healthcare scenario and the ALA: Literacy readings are healthcare related. Students in the ALA: Literacy course are required to interview a healthcare professional. The Culture of Healthcare course, validated by a group of healthcare subject matter experts, includes a module devoted to the roles of healthcare professionals.

Demonstration Tools: Career Blueprint, HCRA Individual Feedback Report, HCRA O*NET Job Fit Profile, HCRA Score Summary, Screen Shot of Culture of Healthcare Module 3 Learning Objectives and Page Topics

Parameter	Possible Demonstration: Methodology	Possible Demonstration: Tools
2. How do students explore careers?	Rather than send many examples, please describe the tools students use to identify career priorities and their overall career path and how they access information about different career options.	

In addition to those tools (Blueprint, HCRA, Culture of Healthcare) previously described in the response to Parameter 1, the career pathway coaches share with students the labor market reports regularly distributed by MERIC. Career exploration online resources have been collaboratively compiled and are regularly updated by the career pathway coaches and the Adult Learning Academy, Culture of Healthcare, and Digital Literacy for Healthcare instructional teams. These resources are shared with students and are used to help students make informed choices about careers and their career pathway. The coaches also provide informational networking tips to students and encourage them to meet with individuals in the healthcare field.

Demonstration Tools: Career Exploration Online Resources, Sample MERIC Labor Market Report

MoHealthWINs Portal Review

Rubric for **Career Guidance Component**

Parameter	Possible Demonstration: Methodology	Possible Demonstration: Tools
3. In what ways does career guidance link to or reinforce efforts to strengthen academic skills?	Describe any contextualization and/or integration that demonstrate essential levels of academic and tech skills preparedness	Learning activities from specific career-goal programs Worksheets Lab assignments

All activities in the Adult Learning Academy and all assignments in Digital Literacy for Healthcare are contextualized to healthcare. In ALA: Literacy, required readings and corresponding writing assignments are relevant to the healthcare field, students are required to conduct an interview with a healthcare professional and the capstone project involves creation of a healthcare public service announcement. The ALA: Math courses, Pre-Algebra and Elementary Algebra, have contextualized all of the word problems to healthcare scenarios. Students strengthen their literacy skills by completing the online lessons and activities in the Culture of Healthcare course.

Demonstration Tools: Culture of Healthcare Syllabus, ALA: Literacy Interview Assignment, ALA: Pre-Algebra Healthcare Applications, ALA: Literacy Public Service Announcement Assignment

MoHealthWINs Portal Review

Rubric for **Career Guidance Component**

Parameter	Possible Demonstration: Methodology	Possible Demonstration: Tools
4. How do you link career exploration to an academic plan?	What tools are students using to backwards design their career map?	College catalog Program information material Industry standards Certification exam topics Resume writing

The St. Louis Community College MoHealthWINs Portal Overview document includes a comprehensive explanation of the Blueprint tool and the process used by the career pathway coaches during a blueprinting session. The blueprint tool is included as Appendix B.

Included in each student's career blueprint document is program information about each step in their MoHealthWINs pathway. A student in the therapeutic pathway interested in the MoHealthWINs CNA program of study whose career goal is to become a Registered Nurse would receive information outlining each step along a possible nursing pathway; e.g. documents describing the MoHealthWINs Portal program, Certified Nursing Assistant training, Licensed Practical Nurse training, and an RN Bridge program brochure including admissions requirements. During coaching sessions, the coaches share the current labor market information and refer students to a variety of the online resources previously identified in response to Parameter 1.

Students in the informatics pathway discuss the IT certifications and tools that are attainable through the MoHealthWINs programs that lead to marketable skills in the healthcare industry. The coach and student review current labor market information and pull job descriptions for the entry-level and mid-level jobs aligned to IT credentials available through the MoHealthWINs training programs. The informatics career pathway coach discusses the skills, knowledge and abilities required for particular jobs and the relevancy of certifications such as IC^3, CompTIA A+, CompTIA Security+, EXIN ITIL, CompTIA Healthcare IT Technician and the Certified Associate in Health Information and Management Systems in attaining IT employment upon successful completion of the MoHealthWINs program. The informatics coach also emphasizes the importance of continuing education to advance within the IT field and explains how the IT credentials stack into other IT-related programs such as the Network Engineering certificate and degree programs.

Students receive assistance from the career pathway coaches with resume development and are required to submit a draft resume to the coach. Coaches provide feedback and work with the students to revise the resume, when necessary, prior to uploading the final version to the Optimal Resume e-portfolio. Students who go directly from the Portal to a MoHealthWINs workforce training program participate in a formal resume development workshop as part of the workforce training program; however, students who exit upon successful completion of the Portal program receive the same information in a less formal coaching session.

Demonstration Tools: STLCC Portal Overview, Career Blueprint Tool, Resume Development Workshop Outline

MoHealthWINs Portal Review

Rubric for **Career Guidance Component**

Parameter	Possible Demonstration: Methodology	Possible Demonstration: Tools
5. How does your program help students set goals and build self-efficacy?	What tools are used to strengthen essential employability skills?	Mock interviews Work place do's and don'ts Leadership activities Meeting goals and following through

Career pathway coaches work with their students to identify personal goals and to establish a timeframe for completing Portal requirements. The self-paced format of the Portal courses allows students to learn and progress at their own speed and requires students to take responsibility for their own progress. Successful students learn to be self-motivated and to take initiative; students only fail if they give up and stop attending.

Portal students who need assistance with time-management and/or study skills and Portal students experiencing test anxiety are offered the opportunity to participate in a workshop offered through the College's Academic Support Center. Students selected to transition from the Portal to either PCT or CNA classes attend a Time Management and Study Skills workshop one week prior to beginning training.

Coaches meet periodically with students to review progress and the faculty members delivering the MoHealthWINs Portal courses (Adult Learning Academy, Culture of Healthcare, and Digital Literacy for Healthcare) send weekly progress reports documenting each student's progress and attendance. Coaches contact students in jeopardy of falling behind and provide the students encouragement and assistance in correcting behaviors that impede achievement of their personal career and academic goals. When necessary, coaches identify internal and external resources to help students address common barriers to retention. The regular communication between the coaches and instructors creates a collaborative framework in which to provide intrusive services to assist students in reaching their goals.

Mock interviews are scheduled to coincide with the completion of workforce training programs.

Demonstration Tools: ALA: Math Progress Report, Sample Encouragement Letter

MoHealthWINs Portal Review

Rubric for **Career Guidance Component**

Parameter	Possible Demonstration: Methodology	Possible Demonstration: Tools
6. In what ways does your program incorporate technology?	How does the program help students develop essential digital literacy?	Online portfolios Email communications Digital assignments

The St. Louis Community College MoHealthWINs Portal infuses technology in each of the courses and incorporates technology-enabled learning strategies to enable open and rolling enrollment processes and to accelerate course delivery. The Portal program includes a combination of hybrid and online courses that use Blackboard, the College's Learning Management System. Students complete a keyboarding assessment early in their Portal experience, and, when necessary, complete an online tutorial to build the essential keyboarding skills necessary to successfully use technology in the classroom and on the job.

All Portal students receive credentials for the Optimal Resume Career and Talent Suite of web-based applications. Optimal Resume includes resume services and a broad range of career applications designed to elevate job readiness skills. Students are encouraged to use the e-Portfolio capabilities of Optimal Resume to store writing samples including cover letters and interview thank you notes and to showcase classroom projects that demonstrate academic and occupational skills. The coach uploads credentials and certificates to the student's portfolio as the student moves through the Portal and subsequent MoHealthWINs workforce training programs. The coach shows students how to use the features of Optimal Resume to build a resume and works with the student to develop a resume ready for employer review. When the resume is completed, students submit their resumes for review through the Optimal Resume internal review center.

ALA: Math links to Khan Academy videos and other open educational resources through the Blackboard Learning Management System. Students choose to access the material through a variety of resources including online videos, workbook, or small group work sessions. ALA: Math uses a flipped classroom delivery model which is heavily dependent on the availability of computers and online resources including Blackboard. As students improve their math skills, they are also gaining confidence in using computer-based technology and navigating web sites.

ALA: Literacy uses the web-based software applications Connect Reading and Connect Integrated Reading and Writing to create continually adaptive individualized personal learning plans. ALA: Literacy is comprised of five units, all contextualized to healthcare. Unit C includes readings and assignments about the shift toward a dominance of technology in healthcare delivery and the role of technology in healthcare. As the ALA capstone project, students use the Animoto application to create a public service announcement video which is presented to classmates on their last day in the ALA and uploaded to the Optimal Resume e-Portfolio.

In recognition of the transition to electronic health records and the shift toward technology-dependent processes in the delivery of healthcare, all MoHealthWINs Portal students take the Digital Literacy for Healthcare course. Digital Literacy includes units in computer fundamentals, key applications, and Internet and communications and requires students to demonstrate the knowledge and skills to safely and accurately interface with hospital and physician office health information systems. Digital Literacy students are introduced to the IC^3 digital literacy certification, take IC^3 practice exams and are encouraged to prepare for the IC^3 credential.

Demonstration Tools: Introducing Optimal Resume Presentation, ALA Literacy Unit C Reading Packet, ALA Public Service Announcement Assignment, Digital Literacy for Healthcare Syllabus, Digital Literacy Unit Checklist

Parameter	Possible Demonstration: Methodology	Possible Demonstration: Tools
7. What are your course policies and how do they address the rather different needs of this teaching environment?	Attendance, rolling admission, grades	Syllabi, contracts, etc.

The MoHealthWINs Portal program includes multiple courses. Career pathway coaches assign each student an initial schedule based on the student's goals, time commitments, and comprehensive assessment results. Students attend an orientation prior to beginning each of the Portal courses and review the course syllabus and the course policies and expectations during the orientation. While each course is a unique learning experience, all of the Portal courses are contextualized to healthcare, competency-based and self-paced. Adult students appreciate the empowerment of this model, frequently complimenting the relevancy of contextualized content in the Adult Learning Academy and the clear expectations of competency-based criteria. The MoHealthWINs Portal operates on a semester-less calendar; if the College is open, the MoHealthWINs Portal is operating. New cohorts begin every two weeks with a rolling admission policy that allows students to begin almost immediately upon completing the MoHealthWINs intake process.

Attendance is the biggest barrier to retention. During the career blueprinting session, coaches emphasize the importance of daily attendance and review the attendance expectations with the students. The Adult Learning Academy attendance policy is well-documented and shared with students at the orientation. Students are required to attend in-person classes three times per week for each of the ALA courses. Students in ALA math and literacy are expected to attend five days per week. Students in math or literacy only are expected to attend class three days per week and to work independently in the lab on the non-classroom days.

Culture of Healthcare and Digital Literacy are hybrid courses with students expected to check in with a member of the instructional team at least once per week. Students falling behind are encouraged to come to the lab on a daily basis to work through the online lessons and to complete quizzes and assignments. Educational assistants are available throughout the day to assist with online course assignments.

Coaches and instructors work together to enforce the attendance policies and coaches help students navigate the life challenges that frequently prevent students from realizing their academic goals. A flexible schedule requiring students to attend a certain number of hours per week as opposed to a strict daily schedule, allowing students to "stop-out" when unexpected life circumstances make attendance impossible combined with the understanding that students are able to

return without penalty, and online/hybrid courses are adult-friendly characteristics of the Portal that allow the College to better meet the needs of adult students.

Demonstration Tools: Adult Learning Academy syllabi (previously referenced ALA: Math Parameter 1; ALA: Literacy Parameter 6), Culture of Healthcare Syllabus (previously referenced Career Guidance Parameter 3), Digital Literacy for Healthcare Syllabus (previously referenced Career Guidance Parameter 6), Adult Learning Academy Attendance Policy (previously referenced ALA: Literacy Parameter 6), Initial Portal Placement Form

Parameter	Possible Demonstration: Methodology	Possible Demonstration: Tools
8. How do the participants of your program communicate and collaborate?	Faculty to student; among faculty, and faculty with other components of the portal.	Use of collaborative online tools (Wiggio, Dropbox, etc.), course management system

Faculty and students communicate regularly through Blackboard and through e-mail. The Adult Learning Academy uses a flipped classroom delivery model requiring students to attend 3-5 days per week to meet with the instructional teams. Students in the Culture of Healthcare and Digital Literacy for Healthcare courses spend the majority of their instructional time in an online classroom and communicate with faculty through email and Blackboard announcements. Culture of Healthcare and Digital Literacy students are encouraged to check-in with a member of the instructional team at least once per week and more frequently if recommended by the coach to address lack of progress in an online course.

The ALA, Culture of Healthcare and Digital Literacy for Healthcare instructional teams meet regularly and share documents through a variety of resources including Wiggio (ALA Literacy), Dropbox (ALA), Blackboard (ALA, CoH, DL), and College e-mail (ALA, CoH, DL). Each instructional team creates a weekly progress report that is sent to the career pathway coaches and the MoHealthWINs academic lead.

Demonstration Tools: Screen shots of Wiggio and Dropbox previously uploaded as demonstration tools for Parameter #7 ALA: Literacy

Parameter	Possible Demonstration: Methodology	Possible Demonstration: Tools
9. Is your program credit or non-credit? If not yet a credit program, is this a goal and what steps are you taking toward it?	Demonstrations of sustainability.	Demonstrations of curricular alignment.

Students who complete the MoHealthWINs Portal program of study receive a St. Louis Community College Certificate of Completion. The credential is documented on the College's official non-credit transcript as a Certificate of Completion, MoHealthWINs Portal program award. Demonstration of competency mastery, through successful course completion or by assessment, is required for the following learning opportunities:

Course Title	Credit Hour Equivalent
CPDV:701 Career Assessment, Planning and Readiness	3 Credit Hours
CPDV:711 Adult Learning Academy: Pre-Algebra	3 Credit Hours
CPDV:712 Adult Learning Academy: Literacy	6 Credit Hours
CPDV:709 Digital Literacy: Healthcare	5 Credit Hours
CPDV:710 Culture of Healthcare	3 Credit Hours

The successful innovations introduced in the MoHealthWINs Portal program are informing implementation of the College's strategic priorities. From its inception, MoHealthWINs was challenged to drive systemic change by piloting adult-friendly alternatives to traditional classroom instruction with simultaneous implementation of intrusive student support services. The combination shows great promise for reducing time to completion and increasing retention. Accelerated, technology-enabled, competency-based, contextualized and self-paced instructional models are employed in the Portal courses. Fulltime faculty from English, Mathematics and Reading redesigned the developmental education experience through the MoHealthWINs Adult Learning Academy and preliminary evidence suggests the effort is worthy of scaling and transitioning as credit offerings.

The ALA: Literacy faculty will be collaborating during summer 2014 in a cross-district work group of reading and writing faculty from the Florissant Valley, Forest Park and Meramec campuses to create an accelerated, contextualized, integrated, competency-based framework for a credit-based literacy course built on the lessons learned and data gathered from the ALA: Literacy experience. Like the ALA: Literacy course, the proposed credit-based course would accelerate the student experience by collapsing and integrating traditional developmental reading and writing courses into one contextualized, competency-based literacy course. The faculty members are hoping to pilot two sections of the redesigned course during the fall 2014 semester.

Scaling of other initiatives, e.g. intrusive student support and contextualization of curriculum are likely to move forward as part of the College's pathways initiative.

Demonstration Tools: New Directions for the Adult Learning Academy: Literacy previously presented as a demonstration tool for ALA: Literacy, Parameter #8