

MoHealthWINS Portal Review

Career Guidance Components of Three Programs:

East Central College - Transitions

North Central Missouri College - Skills Enrichment

St. Louis Community College - Adult Learning Academy

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Numerous studies have indicated that students who have academic skills essential for college-level work and clear career goals are more likely to complete their college programs and obtain work in their targeted occupational field. As part of the their MoHealthWINs grant-funded programming, three colleges opted to enhance or develop career guidance components to complement academic skill development in a concerted effort to increase their adult students' chances of success. The following is a review of the career guidance components of East Central College's Transitions program, North Central Missouri College's Skills Enhancement/Career Readiness program and St. Louis Community College's Adult Learning Academy and Culture of Healthcare course. Best practices are noted as are suggestions for program enhancements. The final section contains a table of the three colleges' practices and strategies that reflect National Career Development Guidelines as developed by the National Career Development Association.

East Central College: Transitions Portal Review

According to ACT, being "work ready" means one has acquired at minimum the foundational skills for a specific occupation as determined through a job analysis or occupational profile (ACT, 2013). *Career* and work readiness, however, suggests a student has gained both the cognitive and the non-cognitive skills needed to enter their selected industries. A key strength of East Central College's Transitions program is that it incorporates both sets of skills in its curriculum.

ECC: Talent and Interest Exploration

East Central College (ECC) uses the Missouri Connections website to evaluate student interests and skills when they enter the Transitions program. Students are also directed to several online resources such as MERIC and O*Net where they research various aspects of potential

careers. While talent and interest exploration are invaluable, ECC students then benefit from the opportunity to meet with a Career Transitions Coordinator to discuss their results and findings. These discussions are particularly beneficial to the adult students in the program. Further still, the use of reflective writing within the course, post-discussion, is an innovative way to increase cognitive skills such as critical thinking as well as non-cognitive skills such as evaluation of emotion and communication.

One possible enhancement would be to initiate some preliminary goal-setting as part of the exploration and discussion. These early goals could then be refined during the discussion of motivation, stress management, and self-talk that occurs later in the program. Setting goals pertaining to strengths and talents is one way to increase self-esteem and subsequent motivation among students who may be struggling emotionally. As noted by ECC staff, many students participating in the Transitions program have unique emotional needs.

ECC: Career Exploration and Academic Linking

Research suggests a national best practice is for educators to assist students in linking their academics and career goals. ECC's Career Blue Print helps students do this. Within the Transitions curriculum, students complete two career exploration assignments and several others geared toward creating their personal Career Blue Print. Through these assignments students learn about their fields of interest and then create pathways to reach their goals. Opportunities for guidance from the Career Transitions Coordinator and/or the Career Services Program Director enrich both activities.

ECC staff have crafted a program that takes into account student challenges with motivation and, for many, knowing when or how to ask for help. One possible opportunity for program improvement would be to strongly encourage or even mandate meeting with the Career

Attachment 3: MoHealthWINS Curriculum Review of Portal Career Guidance Components

Transitions Coordinator or other capable staff to review exploration findings and the development of the Blue Print. While limited staffing might make this enhancement difficult, adopting an advising syllabus with guided questions that all students have to answer could help. It could help standardize the student experience and aid in providing consistency in the event of staff turnover. Such instruments are being used by many colleges across the country.

Another strength of East Central's Transitions program is the emphasis on soft skills which are imperative for students to be work-ready. Industry leaders, in recent years, have emphasized the need for students to be able to problem solve, have good communication skills, be dependable, and have a sense of responsibility. The ECC Transitions program intertwines these skills throughout the course curriculum besides dedicating three one-hour sessions to them. Even better, they are assessed within other academic programs.

Finally, the career focus component of the Transitions program puts special emphasis on resume development, networking skills, cover letter creation, and interview preparation. The STAR (situation, task, action, results) format utilized is a strength. Providing opportunities for students to work within a classroom setting to write their resumes, create cover letters, learn valuable networking skills, and learn how to communicate their strengths and talents succinctly and effectively is a clear asset of the Transitions program. One recommendation is to include soft skills in subsequent curriculum to ensure students build upon the skills they began to hone thanks to the Transitions program. Non-cognitive skills are not learned in a day nor can they be refined in three weeks. They must be acquired over time and consistently reinforced both through curriculum and other aspects of the learning environment.

ECC: Goal Setting and Self-Efficacy

The recognition of the emotional state of the students participating in the Transitions program is astute. The intentional design of workshops and lecture sessions on self-motivation, stress management, and self-talk not only build self-efficacy skills but also give students the tools needed to deal with stress in the work place.

Goal setting can be another great tool used in building a student's self-efficacy, helping them become better prepared for interviews, and enriching their portfolios and/or resumes. As noted in the section on Talent and Interest Exploration, goal-setting could be utilized within the Transitions program as early as the initial intake to help students create a preliminary path that acknowledges any weaknesses and identifies way to build upon all strengths. The ability to set goals is an important skill for students to develop, both for academic and career-preparation purposes. It is evident that ECC intentionally included goal setting and planning in the Transition's program. The only recommendation for this aspect of the program pertains to the ten-year timeline which could be daunting for some students. It might be as beneficial to have students set both long-term and short-term goals and have them assign their own timelines in a backwards design; i.e., establish the primary goal first, from that identify pathway options with sub-goals along the way.

ECC:Technology

East Central College recognizes the student population it serves and has designed the Transitions program to accommodate it. Including digital literacy is a programmatic strength since it is critical for student success in an online environment. It is increasingly essential that educators assess and address the basic digital literacy of all who enroll in our programs.

Incorporating Khan Academy and other free online resources is an innovative way to expand the learning environment.

ECC: Policies

The policies outlining the Transitions Gateway and Credit sessions seem to work well. While considerable information is covered in the Gateway sessions, the three-week timeframe is undoubtedly more “doable” both from a college resource and student standpoint. Ideally career readiness initiatives would not stop after the Transitions program, and students would have multiple opportunities to continue to work with a coordinator or an advisor until they are employed.

ECC: Summary and Recommendations

It is evident that ECC is aware of the needs of its target population and has been intentional in the design of its Transitions program. The program has several strengths, including a focus on stress management and other emotional needs of their students, the incorporation of soft skill development and the inclusion of writing assignments to help students strategically plan pathways to meet their goals.

A few recommendations for improvement include the development of a syllabus to standardize career exploration and Blue Print development and a check-in process post-Transitions program to refine the soft skills and continue their development. Inserting various accountability measures, either peer-to-peer or staff/faculty-to-student, would increase student goal attainment. A peer-to-peer model would provide additional student connections which could play a role in persistence while a staff/faculty model would encourage invaluable mentoring relationships. Another possible twist to the addition of accountability measures would be the inclusion of community partners acting in a mentor capacity. This type of relationship

would help deepen student knowledge of their career fields, broaden networking connections, and strengthen communication skills.

East Central College's Transitions program is evolutionary. ECC has been cognizant of the population it serves and, without a doubt, will continue to develop its program in the best interests of its students.

North Central Community College: Skills Enrichment Portal Review

The American Association of Community Colleges emphasizes that community colleges are integral community resources especially when they operate as a catalyst for economic development by providing a skilled workforce. The colleges participating in the Department of Labor MoHealthWINs TAACT grant recognize this. North Central Missouri College (NCMC) has chosen to direct a portion of its grant funds to develop innovative and transformative skill development and career readiness programming that promises to increase student entry and success in high-demand healthcare occupations. NCMC's Career Readiness component of its Skills Enrichment program enables students to explore their talents, interests, innate skills, strengths, values and needs and then links this information to career guidance requisite academic skill development. Additionally, it assists students in the development of soft skills, self-efficacy, goal attainment, resumes and interview skills.

NCC: Talent and Interest Exploration

Currently, North Central Missouri College is utilizing a broad career path assessment and health-career specific inventory to assist students explore their talents and match their skills in a related field. Further, the program focuses on preparing adult students for either re-entry into the workforce or a career change. The career inventories paired with the MERIC data are strong

Attachment 3: MoHealthWINs Curriculum Review of Portal Career Guidance Components

informational pieces for students upon entry into the program. Students use the information gathered in discussion with MOHealthWINs staff and in writing assignments. Providing career coaching early in the program is especially important and beneficial as it helps students identify job fields that align with their values, innate skills and talents, and promise the desired salary level.

North Central Missouri College allows students to work through the career readiness portion of the program in a self-paced manner. While it is always important to not add *unessential* barriers that delay student access to skill-related coursework, it is also critical to help students begin that coursework with clarity about their interests and thus greater potential for success in their chosen field of study.

The information assessments and inventories as well as the one-on-one consultation with a professional staff member are strengths in NCMC's program. It is evident the college has made an intentional effort to meet the demands of their targeted adult population. The staff with the MoHealthWINs program have a great opportunity to help students reinforce the information they have gathered through the career inventories and their past experiences. One recommendation to strengthen the program is to incorporate an exercise post WorkKeys, Accucess, and career inventories to create a formalized plan for students. This plan is currently under discussion at the college. The plans would go one step further in helping students link their talents and current skills with their aspirations and goals. The plan could include information and guidance to assist students in creating pathways around perceived or anticipated barriers to their goals. For example, if a student who wants to be a nurse is uncomfortable speaking with people he/she does not know, the program could help the student establish that obstacle as a goal and outline college-resource options or assignments that would increase key verbal communication skills.

NCMC: Linking Career Exploration within the Academic Plan

The National Career Development guidelines emphasize the importance of linking one's educational experiences with career goals. Educational research suggests tying a student's career goal with his/her academic plan has a strong impact on completion. If the pathway is unclear, students can often lose motivation, get frustrated and/or distracted, all factors that can contribute to stopping or dropping out. NCMC utilizes its staff and other resources such as MERIC job opportunity reports, resumes, and cover letters to help students develop a clear plan. However, while students receive solid informational pieces for that purpose, there are some opportunities for improvement. Some suggestions are creating an academic plan that includes targeted goals such as specific grades in key classes, certifications, job preparation through internship or job shadowing, and building a strong portfolio, all of which enhance one's resume. Additionally, to help increase the likelihood that students will reach their goals, other structures could be put into place. For instance, students could be partnered with other students, staff, or faculty and thus have someone help hold them accountable to their goals and to deepen the social bond that supports completion.

While not academic skills per se, "soft" or "employability" skills encompass those traits that support success in both the classroom and workplace. The NCMC program uses PowerPoint presentations to provide initial information to students about resumes and job preparation; workshops and mock interviews reinforce that initial learning. However, the acquisition of soft skills is an evolutionary process; these skills need to be discussed and demonstrated repeatedly. Exercises that lead to their acquisition should be refined several times over. The interaction students in the Skills Enrichment program have with NCMC staff that is centered on academic and career goals provides an optimal setting to help students deepen their awareness of essential

soft skills and create plans for improvement. Doing so would underscore their importance; i.e., how they make one a more attractive candidate for employment (National Career Readiness Guidelines).

NCMC: Goal Attainment and Self-Efficacy

Motivation and persistence are two challenges that students face when embarking on education programs for re-entry into the workforce and/or a change of career. While linking career and academic goals in clear pathways and/or success plans aids in increasing students' motivation and self-efficacy, there is more that can be done. Assisting students in good goal development and periodically having them check in regarding meeting goal benchmarks and/or goals themselves, is pertinent in helping build self-efficacy. A key strength of NCMC's program is that meet individually with students to help them build and meet their goals. This work is reflected in workshops and mock interviews intended to increase students' soft skills, i.e. time management, communication, etc. Including a pathway/success plan document encompassing a student's goals and progress would help provide a guide for check-ins and critiques provided by the NCMC MOHealthWINs staff.

NCMC: Policies and Practices

The Career Readiness program has set entry and exit dates to better track MOHealthWINs student progress. This significantly enhances the self-paced program because it allows staff and students to establish mutually agreeable completion deadlines. This exercise alone helps build soft skills, such as time management and engaging in face-to-face communication to problem solve. The college recognizes several key needs of its MoHealthWINs population and is working to meet them through its Skills Enrichment program.

NCMC: Overall Summary and Recommendations

North Central Missouri College set forth goals to target adult career preparation. The policies and processes that have been put into place are supportive and effective. They could be made even more robust by formalizing practices that are most likely already occurring at the one-on-one student/staff level.

The creation of a formal pathway/success plan would be a valuable addition. The success plan could include information from WorkKeys, Accucess, career inventories, and other resources. Developed in conjunction with a staff member, the success plan would address areas of weakness, goals, ways to meet goals, points of check-in, and benchmarks of progress. Additionally, it would further encourage a student to focus on and strengthen soft skills such as communication, critical thinking, problem solving, and collaboration.

A Cadillac option would be to use the plans as a basis for establishing student-industry mentor relationships, thus reaping rewards for students and the college alike. Students would benefit from coaching from mentors in their desired field who could help them identify and understand the personal values and traits and academic skills that are critical to their targeted occupational choices. These relationships could deepen the students' commitment to completion. The college would benefit from continuously refreshed information about the technical and personal skills needed in the workplace – and a ready supply of industry representatives to assist with mock interviews.

As noted in NCMC's materials, it could be useful to review the Skills Enrichment course timeframe. Clearly there is a benefit to more time to clarify academic and career goals, build motivation and refine soft skills prior to enrolling in for-credit courses. However, the pros must be weighed against the cons, in other words, the consequences on recruitment to programs,

enrollment in for-credit courses and students' needs to prepare for paid work quickly. Students want to get started with skill acquisition. Unfortunately many don't understand that beginning that skill development journey armed with greater self and career clarity and with stronger soft or employability skills will increase their chances of successful completion and ultimately of getting the job they want.

In summary, a promising framework to provide students with the skills needed to re-enter the workforce successfully is in place. The inclusion of a pathway/success plan that includes mentoring opportunities and additional emphasis on soft skill development would enhance the students' experience in the program.

St. Louis Community College Career Guidance Portal Review

St. Louis Community College (STLCC) has used a portion of its MoHealthWINs funding to provide adult-friendly career readiness by transforming traditional classroom and student services structures. Its innovative program intertwines high-touch and high-technology practices throughout its portal components thereby implementing a competency-based, intrusive, technology-enabled, and self-paced learning experience that allows students to identify and meet their career and academic goals.

STLCC: Talent and Interest Exploration

ACT (2011) noted that, "There is a new reality for both workforce developers and education/training providers: that a significant segment of today's labor force does not have the requisite skills demanded by employers," (p.3). In an effort to address this reality, talent exploration, career exploration and development, and academic linking must be a part of any effective workforce preparation program. STLCC has developed a comprehensive set of

assessments and inventories to assist their students in the talent and career exploration process. The college has paired self-reported inventories with professional coaching in an effective and beneficial manner. Students have the opportunity to work with a Career Coach and participate in inventories that assess their strengths relative to their career interests through a developmental process.

One strength of STLCC's Career Guidance component is the emphasis placed on the development of soft skills. As has been noted by ACT, the National Career Development Association, and others, many students who matriculate through postsecondary education do not have the soft skills desired by employers. STLCC's intentional effort to have students meet with a coach and identify their strengths and weaknesses related to competency levels essential to success in their desired fields is beneficial to both the student as a prospective worker and the community partner as an employer. The program's Blue Print process helps students prepare for their future career goals by assessing their skills and knowledge and empowering them to make step-structured educational choices toward employability. It provides students with an opportunity early in the developmental process to identify goals around their individual strengths and weakness. Establishing goals early on helps increase self-efficacy and motivates students to complete their selected programs of study.

The integration of writing and reflection assignments paired with diagnostics and discussion allows students to develop multiple modes of communication as well as critical thinking. Further, the development of a portfolio in which students highlight their goals, strengths, skills and work experience is a national best practice. Pairing assignments and other tools with the Blue Print/Gap Analysis is an excellent way to remediate skill gaps and/or

weaknesses as well as build upon strengths. The personal coach-student manner in which this process is conducted is helpful in building connections with and for students.

STLCC: Career Exploration and Academic Linking

As already mentioned, the one-on-one interaction with the Career Coach follows national best practices, and it is highly beneficial to the students. STLCC has made online resources such as O*Net and MERIC information available to students to explore and research. Additionally, the Career Coaches discuss the information with the students, and the information is intertwined within the Blueprint. The research, discussion, and application of the occupational insights gained helps students acquire a deeper awareness about -- and appreciation for -- their career choices as they simultaneously develop needed skills.

STLCC Career Coaches are providing students with networking tips and opportunities to meet with professionals in their fields of interest. Should personnel resources allow, STLCC's program could build out this experience by including a shadowing component/mentoring opportunity to give students even stronger connections to their fields and build their soft skills as they engage with community partners in a meaningful way. Additionally, it could further increase student motivation and persistence.

STLCC has provided an excellent opportunity for students to engage in career exploration and learn needed career readiness skills in an academic environment. Through their Culture of Health Care course (reviewed below) and Blue Print process, students have the opportunity to discover their interests and skills, explore their careers, and link this information back to their academic plan all the while improving important academic skills such as math, writing and critical thinking.

Attachment 3: MoHealthWINs Curriculum Review of Portal Career Guidance Components

Important components of both career and academic development include exercises geared toward creating a plan to meet one's ultimate goals (i.e., a Blueprint), preparing a resume, writing a strong cover letter, and being able to verbalize one's accomplishments. The combination of the Blueprint and the Resume Development Workshop allow students to learn the process for creating pathways to their goals as well as how to capture their prospective goal attainment and achievements on a resume. Again, the resources provided by STLCC are in line with national best practices. Of particular note are the one-on-one coaching provided by the staff to refine a student's resume and the use of Optimal Resume to guide resume development.

STLCC: Goal Setting and Self-Efficacy

The portal at STLCC is self-paced, meaning that the students have the opportunity to work with their Career Coach to establish goals, pathways, and timelines individually as they are ready. Students also benefit from skill building focuses pertaining to time and stress/anxiety management. STLCC has done an excellent job in the creation of resources and opportunities for students; however, students who are not self-motivated may need additional support.

As is evident in recent literature, and noted by STLCC, students fail when they give up and stop attending. Efforts to establish personal connections, the staff's appreciation for the unique barriers STLCC's MoHealthWINs population faces, and the collaborative communication among staff, faculty, and students are among the notable retention strategies STLCC has in place. Other strategies that could enhance the program further include a mentoring and/or accountability program, such as a peer-peer model established in a class, possibly Culture of Healthcare, or through the Career Coach. The program's use of "Encouragement Letters" and Progress Reports are two other strategies that mirror national best practices. A note of consideration is when these resources are used: ideally students would receive feedback prior to

the midpoint of the class, possibly as early as the quarter point, so they have the opportunity to modify their behavior early on. Additionally, feedback should occur often in order to consistently reinforce positive behavior and correct negative actions or mannerisms.

STLCC: Technology

The infusion of technology is evident throughout STLCC's Career Guidance Portal. By using resources and tools such as Optimal Resume, Blackboard, and Khan Academy, students are building valuable digital literacy skills that will inevitably be used in other academic settings and more than likely in the workplace. The acclimation to a technological environment is pertinent to students embarking on careers in healthcare where they will encounter multiple uses of electronic files and increasingly sophisticated electronic and computer-driven medical equipment. Students will gain valuable transferrable skills from any and all exposure to technology.

STLCC: Policies and Practices

The MOHealthWINs program at STLCC does not operate on a semester calendar. Further, all portal courses are self-paced and competency-based. The combination of these programmatic structures is particularly important for the adult population served. The flexibility empowers students who may be experiencing anxiety about returning to "school" and allows a student to work through a rich decision-making process before tackling a significant course load.

STLCC staff have identified class attendance and subsequent portal completion as two areas that could be improved, this despite the considerable resources already provided to students who wish to complete their program. Time on task is essential to all learning and thus the portal's attendance policies are in the student's best interest. The support and encouragement students receive when it is apparent that they are struggling is a best practice in intrusive

advising (NACADA). Further, the collaboration between faculty, coaches, and educational assistants is remarkable. In conclusion, while persistence through the portal may be a challenge due to the attendance policies, there is significant support to help students meet the challenge.

STLCC: Overall Summary and Recommendations

It is evident from the information provided that St. Louis Community College has intentionally structured its portal curriculum and policies around national best practices. The college has recognized that the populations it serves face multiple barriers to reach education and career goals. Subsequently, STLCC has put multiple success and retention strategies in place, especially those pertaining to career exploration and development.

STLCC has designed the Career Guidance Portal to help student discover their interests, refine their strengths, remedy their weakness, and improve their soft skills. The collaboration among faculty, staff, and students is evident, and the established parameters, such as letters of encouragement and/or meetings with a Career Coach, are truly student-centered and best practice.

The program at STLCC has many examples of best practices that help students link their academic and career goals. These should be replicated across the multi-campus district and, ideally, in colleges throughout Missouri.

St. Louis Portal Culture of Healthcare Portal Component Review

Career exploration, i.e. gathering information and researching a field of interest, is an important process in career development. **Culture of Healthcare** is an innovative course that helps students build their foundational skills while simultaneously explore their interest in

healthcare occupations. The course is self- and computer-based making it accessible to adult students who are often juggling multiple priorities.

One of the first courses students encounter when they enroll at STLCC, **Culture of Healthcare** introduces specific career field information and provides an overview of the several unique aspects of the healthcare industry. The course syllabus explains how students will be able to meet challenging academic expectations with support from instructors and teaching assistants and be able to access open labs. The course is structured to both strengthen students' basic academic skills and acclimate them to the academic environment.

A potential challenge for **Culture of Healthcare** is student motivation and persistence. For many adult students, returning to school after a prolonged absence can be difficult, and they may do so without a clear understanding of the time and energy required. However, thanks to various aspects of the Career Guidance portal and this course itself, students can benefit from significant support if they truly desire to complete their education. One opportunity to enhance the program would be to introduce a peer-to-peer or student- to- mentor component to further increase a student's connections and accountability.

Overall, the course exposes students to their career field of interest and gives them an optimum way to strengthen foundational skills in a contextualized format. Thanks to structured support from instructors, teaching assistants and career coaches and ample lab time, students are afforded every opportunity to succeed if they so desire.

MoHealthWINs Career Guidance Best Practices and Strategies		
Area/Developmental Domain	Practices and Strategies	National Guidelines
Talent and Interest Exploration	Self-assessment tools that measure innate skills, strengths, weaknesses, etc. (Including non-cognitive, soft skills)	NCDG: Personal Social Development Goal 1: Develop understanding of self to build and maintain a positive self-concept. Goal 2: Develop positive interpersonal skills. Goal 3: Integrate growth and change into your career development
	One-on-one Coaching to help refine strengths and identify weaknesses.	
Career Exploration	Relating skills and interests to possible career paths through one-on-one coaching, research, writing assignments, and reflection.	NCDG: Personal Social Development Goal 1: Develop understanding of self to build and maintain a positive self-concept. NCDG Career Management Domain Goal 2: Use a process of decision-making as one component of career development. Goal 3: Use accurate, current and unbiased career information during career planning and management NCDG Educational Achievement and Lifelong Learning Domain Goal 1: Attain educational achievement and performance levels needed to reach your personal and career goals.
	One-on-one meetings with Career Coaches to discuss research conducted by the student regarding occupational insights.	
	Research, writing, and/or reflection assignments linking talents and interests to career exploration. <ul style="list-style-type: none"> - Specifically, the uses of resources such as ONet and MERIC data to inform career choices. - The identification of skills and values needed in each career choice and the career pathway. 	
Academic Linking	Creation of degree pathways, such as a Career Blue Print, with the incorporation of occupational skills and soft skills.	NCDG: Personal Social Development Goal 1: Develop understanding of self to build and maintain a positive self-concept. Goal 2: Develop positive interpersonal skills. Goal 3: Integrate growth and change into your career development NCDG Career Management
	Goal Establishment in the areas of personal and social growth, academic growth, and career goals.	
	One-on-One Check Ins with Coach/coordinator to establish progress or goal completion.	

Attachment 3: MoHealthWINS Curriculum Review of Portal Career Guidance Components

Academic Linking (Continued)	Resume Workshops <ul style="list-style-type: none"> - Workshop and subsequent resume development. 	Domain Goal 1: Create and manage a career plan that meets your goals. Goal 2: Use a process of decision-making as one component of career development. Goal 3: Use accurate, current and unbiased career information during career planning and management Goal 4: Master academic, occupational and general employability skills in order to obtain, create, and maintain and/or advance your employment. NCDG Educational Achievement and Lifelong Learning Domain Goal 1: Attain educational achievement and performance levels needed to reach your personal and career goals. Goal 2: Participate in ongoing, lifelong learning experiences.
	Cover Letter and/or other writing workshops <ul style="list-style-type: none"> - Workshop and subsequent cover letter drafting. 	
	Contextualized Learning- Integrating career field with academic skills	
	Networking Workshops: Emphasis on soft-skill development <ul style="list-style-type: none"> - Teaching students how to make connections. - Teaching students how to verbalize their transferrable, soft, and occupational skills. 	
Goal Setting and Self Efficacy	Goal Setting and accountability through check-ins with Career Coach and/or coordinators.	NCDG: Personal Social Development Goal 1: Develop understanding of self to build and maintain a positive self-concept. Goal 2: Develop positive interpersonal skills. Goal 3: Integrate growth and change into your career development NCDG Career Management Domain Goal 1: Create and manage a career plan that meets your goals. Goal 2: Use a process of decision-making as one component of career development. Goal 4: Master academic, occupational and general
	Encouragement Letters and Progress Reports	
	Resources to help students overcome barriers	
	Faculty, staff, and student partnerships: Intrusive advising and check-ins on the part of the faculty and staff create a team atmosphere for the student.	
	The structure of talent and skill evaluation paired with a follow-up by a coordinator/coach helps students set realistic goals. Achievement of said goals and improvement of one's weaknesses induces and increased level of self-esteem and subsequently increases self-efficacy.	

Attachment 3: MoHealthWINS Curriculum Review of Portal Career Guidance Components

Goal Setting and Self Efficacy (Continued)		employability skills in order to obtain, create, and maintain and/or advance your employment. NCDG Educational Achievement and Lifelong Learning Domain Goal 1: Attain educational achievement and performance levels needed to reach your personal and career goals.
Technology	Digital Literacy components	NCDG Educational Achievement and Lifelong Learning Domain Goal 1: Attain educational achievement and performance levels needed to reach your personal and career goals. Goal 2: Participate in ongoing, lifelong learning experiences.
	Access to computer labs where assistance can be accessed	
	Academic work, reflections, resumes, writings, etc completed in an online environment.	
	Khan academy and other learning tools	
Policies and Practices	Open entry and open exit	NCDG Career Management Domain Goal 1: Create and manage a career plan that meets your goals. NCDG Educational Achievement and Lifelong Learning Domain Goal 1: Attain educational achievement and performance levels needed to reach your personal and career goals.
	Self-paced work with check-ins from Coach/Coordinator	
	Faculty and staff partnerships to support students.	

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