

## MoSTEMWINS Portal Program Questionnaire

### Overview

1. Briefly outline or describe the components of your portal programs.  
**See attached short description of the MoWINS Portal program.**
2. Is the portal part of programs of study or is it an independent enrollment step?  
**The MoWINS Portal is an independent program of study.**
3. Which college department manages the portal; i.e., student services, academic services, workforce development, other?  
**The MoWINS Portal program is managed within the Workforce Solutions Group division.**
4. How many contact hours do students invest in completing the portal requirements or options?  
**Variable, with the exception of the STEM Readiness - Health Science/Life Science component, the courses within the MoWINS Portal are self-paced.**

### Access/Enrollment

1. Describe the enrollment steps required for entry into your MoSTEMWINS portal program.  
**See attached MoWINS Intake Process Flow and MoWINS Portal Process Flow diagrams.**
2. Who accesses the portal?  
**All MoWINS students**
3. Do you lose potential students because of the portal step?  
**Yes**
4. Is the portal required or optional for entry into career programs or courses?  
**It is required for all students seeking entry into one of the MoWINS workforce training programs with the exception of incumbent community health workers.**
5. Describe any additional information you feel is pertinent regarding access and enrollment.

### Orientation to Career/Industry

1. What resources or methods are used to orient students to STEM related careers?  
**The Adult Learning Academy curriculum is contextualized to each of the MoWINS career pathways; the STEM Readiness courses introduce students to technical language and activities designed to strengthen relevant skills prior to entry into a workforce technical training program; the Career Assessment, Planning and Readiness course provides a series of career preparation workshops and each student meets one-on-one with a career pathway coach to map their assessments, career goals and identified training needs into an individual career blueprint and e-portfolio.**
2. Do students meet individually with an advisor, group orientation meetings, tours, etc.?  
**Students attend an initial information session, group orientations for each MoWINS Portal course, and meet one-on-one with their assigned career pathway coach throughout their time in both the MoWINS Portal program and their workforce training program.**
3. Describe any additional information you feel is pertinent regarding orientation to the career and/or industry.  
**The career pathway coach provides industry specific resume building workshops, shares current labor market information with students, and assists with job placement.**

### Academic Skill Assessment/Developmental Education

1. Are academic skills assessed? And if so, what resources or methods are used to do so?  
**ACCUPLACER ® and WorkKeys ® assessments are required prior to enrollment in the MoWINS Portal.**
2. How do you support students who don't meet minimum academic requirements for their program of interest?

<p>Students who do not meet minimum academic requirements are enrolled in the Adult Learning Academy.</p> <p>3. Describe any additional information you feel is pertinent regarding refining assessment, transforming developmental education and/or support services.</p> <p><b>Evidence-based analysis of the Adult Learning Academy outcomes indicates that developmental education students perform better in a self-paced, contextualized, technology-enabled (not online) environment within an intrusive student support model where the instructors, educational assistants, and the career pathway coach work as a team.</b></p>
<p><b>Outcomes</b></p> <p>1. Has the portal accelerated entry, improved/increased student success and completion? <b>Yes</b></p> <p>2. Are there data or indications the portal has improved employment attainment? <b>Yes</b></p> <p>3. Are there plans to expand the portal model or continue it after MoSTEMWINs grant funding ends? <b>There are no definite plans; leadership have indicated interest in sustaining components of the program including the ALA but there are no concrete sustainability plans.</b></p> <p>4. Describe any additional information you feel is pertinent regarding program outcomes. <b>The MoWINS Portal program has been validated as a best practice by the U.S. Department of Education's <i>Supporting Student Success</i> project.</b></p>
<p><b>SWOT Analysis</b></p> <ul style="list-style-type: none"> <li>• What are the <b>strengths</b> of your portal program/s? <ul style="list-style-type: none"> <li>○ Increased success rates</li> <li>○ Reduced time-to-completion</li> <li>○ Contextualization increases relevance to students</li> <li>○ Lower costs compared to traditional developmental education</li> </ul> </li> <li>• What are its <b>weaknesses</b>? <ul style="list-style-type: none"> <li>○ Non-credit limits opportunities for student aid</li> </ul> </li> <li>• What are the <b>opportunities</b> for enhancement or growth? <ul style="list-style-type: none"> <li>○ MO state mandate to revise developmental education</li> <li>○ Budget shortfall may increase interest in a lower cost program</li> <li>○ Evidence of efficacy</li> </ul> </li> <li>• What are the <b>threats</b> to its sustainability or efficacy? <ul style="list-style-type: none"> <li>○ Significant leadership turnover at institution</li> <li>○ Fulltime faculty resistance to change</li> <li>○ Budget shortfall may limit opportunities for innovation</li> </ul> </li> </ul>

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# St. Louis Community College MoWINS Portal



Prior to entering a MoSTEMWINS workforce training program, participants are required to complete the MoWINS Portal, a pre-employment training program that provides a foundation for success in the workplace and success in post-secondary training. Participants begin by completing a comprehensive series of assessments to identify their strengths, basic skills gaps, and, if seeking a career in health care, fit for a job role providing direct patient care. Assessments include:

1. WorkKeys, a job skills assessment system that includes a series of tests that measure foundational skills in applied mathematics, reading and locating information. Employer partners set the minimum WorkKeys scores, for example, for Medical Assistant and Patient Care Technician participants must score a 4 in Applied Mathematics, 4 in Reading for Information, and 4 in Locating Information.
2. ACCUPLACER, a college placement assessment system that includes a series of tests in mathematics, reading and writing.
3. If seeking entry to a healthcare training program, Health Career Readiness Assessment (HCRA) identifies the individuals who have the behavioral aptitude required for success within a specific healthcare job. Benchmark scores compare each applicant with incumbent healthcare employees. Job success benchmarks are provided for the O'NET job title that aligns to Patient Care Technicians and provides an overall fit score. The HCRA provides an objective assessment of critical healthcare behavioral competencies and assists the MoSTEMWINS intake team to match prospective students with the appropriate career pathway. The required "overall fit" score has been increased to scores in the upper half of average and above average.
4. Digital Literacy, an assessment that evaluates a student's proficiency in navigating a computer system, managing files, using the Internet, and communicating in the workplace via email.

Students work with a career pathway coach who provides career coaching, workplace readiness training, and supportive services while they are in the Portal program. The coach follows the students through their workforce training program. The coach and student complete a career blueprint, a customized career and academic plan. The comprehensive assessments are used by the career pathway coach to identify which Portal courses are required, e.g. if a student tests into developmental education courses through the Compass test or is deficient in math or reading based on WorkKeys, the student will be enrolled in the Adult Learning Academy, a competency-based, contextualized and accelerated basic academic skills program aligned to the competencies in credit developmental education math, English and reading courses. The career pathway coach conducts a series of workshops to prepare students for success in the workplace—work value/work ethics, dependability, reliability, adaptability, teamwork, accountability, attitude, etc.

Students whose assessments indicate a deficiency in digital literacy will complete a series of lessons designed to build skills using information technology and common business applications to convey and retrieve information.

All students complete a STEM Readiness course. Students in a health science/life science program are introduced to basic scientific principles, the scientific method and very introductory topics in biology, chemistry, biochemistry, anatomy, and medical terminology. Students in an information technology/engineering technology program are introduced to the Internet of Everything - the network

# St. Louis Community College MoWINS Portal



of physical objects or "things" embedded with electronics, software, sensors, and network connectivity, which enables these objects to collect and exchange data.

Upon completion of the MoWINS Portal, students are eligible to apply for a post-secondary credit or non-credit workforce training program. Students selected to enter a training program are pre-screened and eligible for hire upon successful completion of the course.



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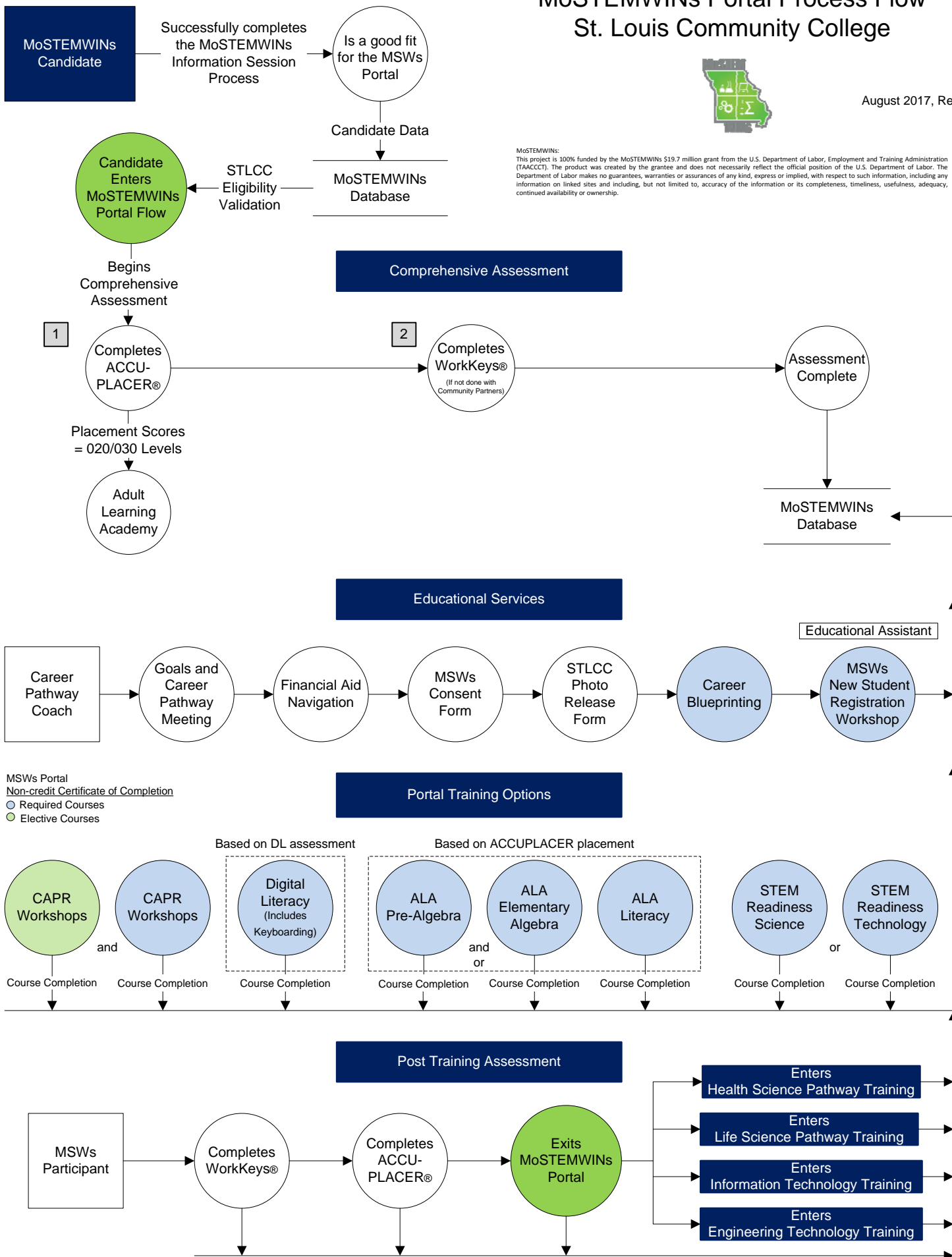
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# MoSTEMWINs Portal Process Flow St. Louis Community College



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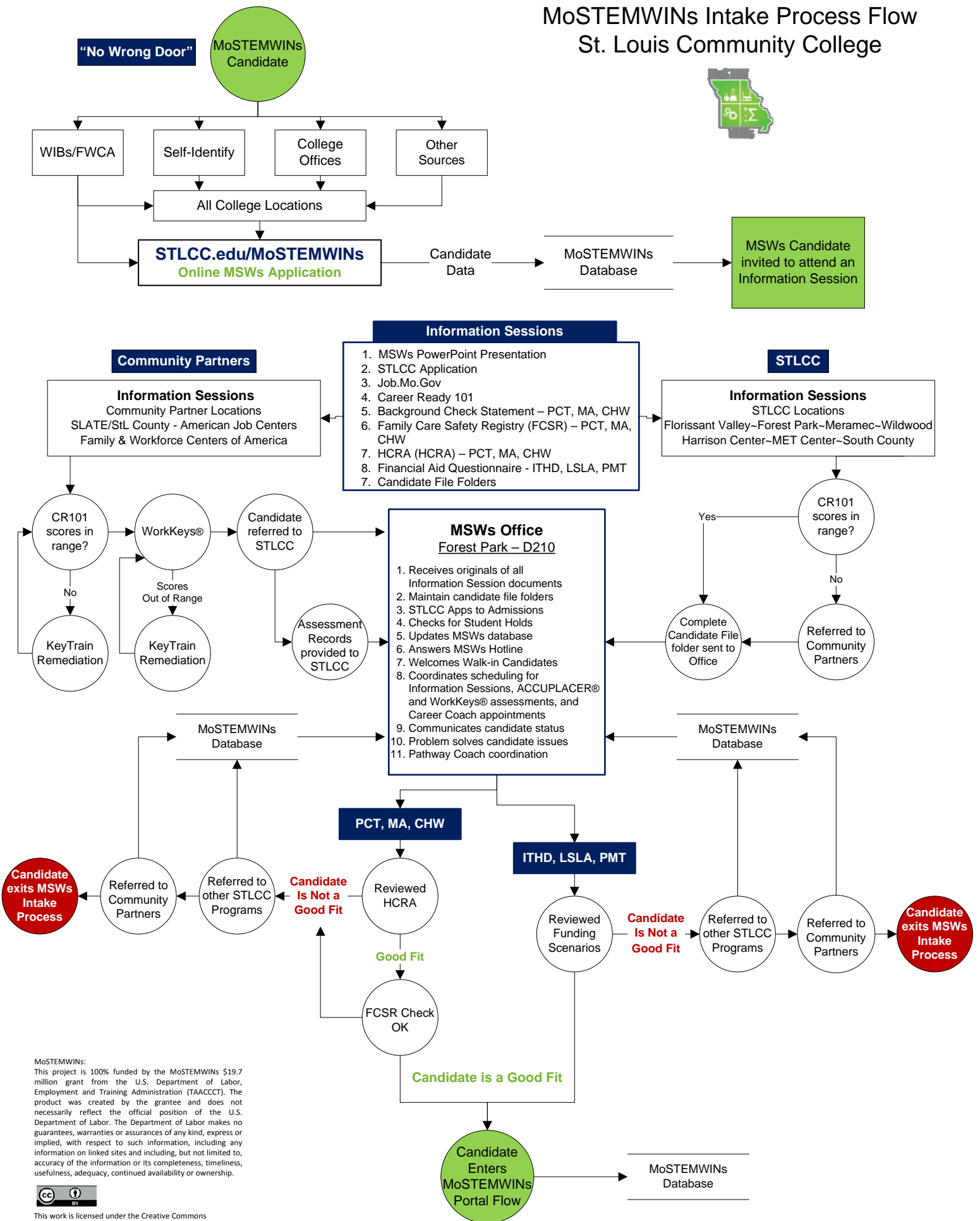
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**MSWs Portal**  
Non-credit Certificate of Completion  
● Required Courses  
● Elective Courses



# MoSTEMWINS Intake Process Flow St. Louis Community College



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