

Foundation Skills for College and Career Learning Plan

The Foundation Skills for the College and Career Learning Plan (CCLP) can be used to structure college experiences, including course work, employment, internships, on campus activities, volunteer and service learning experiences, and more. The CCLP is a goal setting and assessment tool designed to drive learning and productivity on campus, during internships and on the job. It can be used to structure the goal setting and to track and document the achievement of foundational skills. The CCLP may also be used as a planning document while developing the course of study, career goals, as a teaching tool for opening up conversations with students about the importance of foundation skills, and as an evaluation tool for providing ongoing evaluation and feedback on skill acquisition.

SECTION 1:

Foundation Skills identifies the skills common to college and career success. It is helpful to use this list of foundation skills as a guide when working with the student to develop their goals for the semester.

SECTION 2:

College & Career Characteristics Goal Setting provides an opportunity to identify characteristics specific to the college and work experience and to the student's personal development and transition goals.

SECTION 3:

Progress and Performance Review can be used to structure feedback and goal setting meetings regularly throughout the college and work experience, with the frequency of meetings to be decided by the faculty, staff, or supervisor with the student.

HOW TO USE THE COLLEGE AND CAREER LEARNING PLAN

STEP 1

Student should review the list of skills and characteristics in Section 1 "Foundation Skills" and identify 2-4 skills that they would like to work on in a semester. They should work with their advisors, mentors and coaches to identify both the skills and the environment where they can achieve these skills.

STEP 2

Student should meet with faculty advisor or supervisor to set specific plans for how they will learn that skill. Use Section 2 "College & Career Characteristics Goal Setting" of the CCLP to list those plans.

STEP 3

Student meet with their advisor at least 2 or more times each semester to review performance and progress and set new goals as needed. Students can use Section 3 "Progress and Performance Review" to record their progress. The first review meeting (Review 1) should take place during the first few weeks of the semester to assess the level of achievement and set goals. The next review (Review 2) should be scheduled at that meeting to review progress. Student and advisor should write comments and sign the CLLP at each of the reviews.



SAMPLE FOUNDATION SKILLS FOR COLLEGE AND CAREER LEARNING PLAN

Name: _____ Advisor Name: _____

College: _____ Start Date: _____

Coach/Mentor Name: _____

SECTION 1: SPECIFIC COLLEGE AND CAREER SKILLS







Instructions: With the assistance of a coach, mentor, advisor, review the College and Career Skills that you want to focus on this semester, concentrating on skill areas that relate to your specific course of study and academic or career goals. Select at least 2 goals that you want to work on this semester. You may also add on an additional skill.

Academic and Career Habits

	Skill	Characteristics
	Attendance and punctuality	Maintains current course and work schedules Gets to class and work on time
	Use of resources	Is aware of college supports (e.g., counseling, career, library) Uses tutoring, coaching, mentoring, disability services as needed
	Communication	Communicates clearly and can make others understand their meaning Checks for understanding such as asking clarifying questions Communicates w/ college faculty, supervisors, co-workers, residence hall staff
	Quality of work	Plans ahead to manage assignments Takes or knows how to get class notes Organizes class or work materials Maintains good study and work habits such as completing assignments, seeking help if needed
	Acceptance of direction and constructive criticism	Listens to and evaluates feedback from a variety of sources Changes behavior as a result of assessments or feedback, if necessary Accepts (OR understands) work performance assessments
	Technological know-how	Uses a computer Uses office software (e.g., word processing & spreadsheets) Uses cell phone to make calls Uses mobile device to text peers, co-workers, family as appropriate Uses mobile device to manage and monitor course schedule and assignments Maintains social media accounts Uses on-campus learning management systems








Cultural Know-how

	Skill	Characteristics
	Commitment	Attends class, job, and campus activities Follows through on assigned tasks to completion
	Respect	Adheres to context-specific rules and expectations Demonstrates respect (as defined by culture/community) Manages conflict appropriately
	Flexible attitude (or flexible thinking)	Adapts to new and different perspectives and environments Creates and seeks approaches to problems Can generate alternatives and consider options
	Responsible risk-taking	Considers ethical, safety, and societal factors in making decisions Applies decision-making skills to deal responsibly with daily academic, employment, and social situations
	Interpersonal skills	Maintains reciprocal relationships with friends and peers Manages respectful interactions with professors and employers
	Curiosity	Asks questions Seeks out new information








Balance of Multiple Roles

	Skill	Characteristics
	Persistence	Participates fully in academic task or project from initiation to completion Problem-solves when there are barriers
	Responsibility	Establishes and follows a daily/weekly schedule Discovers key productivity places and times
	Collaboration	Coordinates with study/class/work partners Contributes to group assignments Performs a variety of roles within a group
	Independence	Completes familiar tasks at school or work without assistance Navigates resources
	Engagement	Participates in a variety of organizations and/or groups (on or off campus? Related to interests?) Is motivated to learn Demonstrates initiative in learning Demonstrates initiative in getting involved in activities



Self-Direction

	Skill	Characteristics
	Communicates needs	Asks for help, asks for clarification Uses campus and community resources
	Anticipates needs	Recognizes personal support needs Uses external supports as needed Learns from experiences Anticipates problems or challenges Takes initiative to solve problems
	Advocates for own needs	Knows of and uses campus and workplace resources Speaks up for self Expresses desires Articulates accommodation needs Requests accommodations when necessary
	Accesses health care	Schedules preventative and emergency appointments Manages prescription medication Uses campus fitness centers
	Manages personal finances	Deposits and withdraws funds (ATM, checking account) Pays bills on time Budgets funds effectively



SECTION 2: SPECIFIC COLLEGE AND CAREER SKILLS GOAL SETTING

Instructions: Choose the specific College and Career Skills that you want to focus on this semester, concentrating on skill areas that relate to your specific course of study and academic or career goals. With the help of a coach, mentor or supervisor, list those skills and identify how you will learn the characteristics associated with this skill. You may want to explain where you will learn this skill at either the college or in the workplace.

Specific College or Career Skills	How and where you will learn this skill
Skill #1	
Skill #2	
Skill #3	
Skill #4	



SECTION 3: EVALUATION OF PERFORMANCE AND PROGRESS

Instructions: Please meet with your advisor at least 2 or more times each semester to review performance and progress and set new goals as needed. The first review meeting (Review 1) should take place during the first few weeks of the semester to assess your level of achievement and set goals. The next review (Review 2) should be scheduled at that meeting to review progress.

Specific College or Career Skills From Section 1	Goals
<p>Skill #1</p> <p>Review #1 Date:</p> <p>Review #2 Date:</p>	
<p>Skill #2</p> <p>Review #1 Date:</p> <p>Review #2 Date:</p>	
<p>Skill #3</p> <p>Review #1 Date:</p> <p>Review #2 Date:</p>	
<p>Skill #4</p> <p>Review #1 Date:</p> <p>Review #2 Date:</p>	



COMMENTS AND SIGNATURES

REVIEW #1

Student Signature _____ Date _____

Advisor Signature _____ Date _____

Coach/Mentor Signature _____ Date _____

REVIEW #2

Student Signature _____ Date _____

Advisor Signature _____ Date _____

Coach/Mentor Signature _____ Date _____