

# Foundational Skills for College and Career Learning Plan

The Foundational 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 foundational skills, and as an evaluation tool for providing ongoing evaluation and feedback on skill acquisition.

## SECTION 1:

Foundational 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 "Foundational 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 FOUNDATIONAL SKILLS FOR COLLEGE AND CAREER LEARNING PLAN

Name: \_\_\_\_\_ Advisor Name: \_\_\_\_\_

Coach/Mentor Name: \_\_\_\_\_ Start Date: \_\_\_\_\_

## SECTION 1: SPECIFIC COLLEGE AND CAREER SKILLS

**Instructions:** 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. With the assistance of a coach, mentor, advisor, select at least 2 goals that you want to work on this semester. You may also add an additional skill.

### Academic and Career Habits

	Skill	Characteristics
	<b>Attendance and punctuality</b>	Maintains current course and work schedules Gets to class and work on time
	<b>Use of resources</b>	Is aware of college supports (e.g., counseling, career, library) Uses tutoring, coaching, mentoring, disability services as needed
	<b>Communication</b>	Communicates clearly and can make others understand their meaning Checks for understanding such as asking clarifying questions Communicates with college faculty, supervisors, co-workers, residence hall staff, peers and classmates. When engaged in class or a conversation, talks on topic. Initiates greetings and conversations with peers and classmates.
	<b>Quality of work</b>	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, and asking for help if needed
	<b>Acceptance of direction and constructive criticism</b>	Responds to valid requests. Listens to and evaluates feedback from peers, instructors, coaches, co-workers, and supervisors Changes behavior as a result of assessments or feedback, if necessary Accepts (OR understands) work performance assessments
	<b>Technological know-how</b>	Follows email etiquette Uses office software (e.g., word processing, spreadsheets, slideshows) Uses cell phone to make calls, text and/or leave messages, as appropriate. Uses mobile device to manage and monitor course schedule, assignments and social activities Maintains social media accounts responsibly Uses on-campus learning management systems








## Cultural Know-how

	Skill	Characteristics
	<b>Commitment</b>	<p>Regularly attends class, job, and campus activities</p> <p>Follows through on assigned tasks to completion</p>
	<b>Respect</b>	<p>Adheres to college, work, and social rules and expectations</p> <p>Demonstrates respect (as defined by culture/community) to peers, instructors, coworkers and supervisors</p> <p>Manages conflict, frustration or disappointment appropriately</p>
	<b>Flexible attitude (or flexible thinking)</b>	<p>Learns the attitudes and expectations of new environments</p> <p>Creates and seeks solutions to problems</p> <p>Can generate alternatives and identify additional solutions</p>
	<b>Responsible risk-taking</b>	<p>Considers ethical, safety, and societal factors in making decisions</p> <p>Applies decision-making skills to deal responsibly with daily academic, employment, and social situations</p>
	<b>Interpersonal skills</b>	<p>Maintains reciprocal relationships with friends and peers</p> <p>Manages respectful interactions with professors and employers, friends and classmates.</p> <p>Engages in assigned group work during class.</p>
	<b>Curiosity</b>	<p>Asks questions</p> <p>Asks or looks for new information</p> <p>Seeks new experiences</p>
	<b>Awareness and use of resources</b>	<p>Uses a range of campus and community resources (e.g., career center, public transportation, health services)</p> <p>Knows how to find information</p>








## Balance of Multiple Roles

	Skill	Characteristics
	<b>Persistence</b>	<p>Participates fully in academic task or project from beginning to end</p> <p>Problem-solves when there are barriers</p>
	<b>Responsibility</b>	<p>Creates and follows a daily/weekly schedule</p> <p>Can list places and times when best able to succeed at a task</p> <p>Can list places and times when least able to succeed at a task</p>
	<b>Collaboration</b>	<p>Coordinates with study/class/work partners</p> <p>Contributes to group assignments</p> <p>Performs a variety of roles within a group</p>
	<b>Independence</b>	<p>Completes familiar tasks at school or work without assistance</p> <p>Able to find and use needed resources</p>
	<b>Engagement</b>	<p>Participates in a variety of organizations and/or groups</p> <p>Is motivated to learn</p> <p>Demonstrates initiative in learning</p> <p>Demonstrates initiative in getting involved in activities</p>



## Self-Direction

	Skill	Characteristics
	<b>Communicates needs</b>	Asks for help, asks for clarification Uses campus and community resources
	<b>Anticipates needs</b>	Recognizes and communicates personal support needs Learns from experiences Identifies possible problems or challenges Takes initiative to solve problems
	<b>Advocates for own needs</b>	Knows of and uses campus and workplace resources Speaks up for self Expresses desires Articulates accommodation needs Requests accommodations when necessary Identifies own achievements Engages in self-reflection, recognizing own improvement and growth.
	<b>Accesses health care</b>	Schedules preventative and necessary medical appointments Manages prescription medication Uses campus fitness centers
	<b>Manages personal finances</b>	Deposits and withdraws funds (ATM, checking account) Pays bills on time Safeguards money from others 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 you will learn this skill
<b>Skill #1</b>	
<b>Skill #2</b>	
<b>Skill #3</b>	
<b>Skill #4</b>	



### 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><b>Skill #1</b></p> <p>Review #1 Date:</p> <p>Review #2 Date:</p>	
<p><b>Skill #2</b></p> <p>Review #1 Date:</p> <p>Review #2 Date:</p>	
<p><b>Skill #3</b></p> <p>Review #1 Date:</p> <p>Review #2 Date:</p>	
<p><b>Skill #4</b></p> <p>Review #1 Date:</p> <p>Review #2 Date:</p>	



## COMMENTS AND SIGNATURES

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### REVIEW #1

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Advisor Signature \_\_\_\_\_ Date \_\_\_\_\_

Coach/Mentor Signature \_\_\_\_\_ Date \_\_\_\_\_

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### REVIEW #2

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Advisor Signature \_\_\_\_\_ Date \_\_\_\_\_

Coach/Mentor Signature \_\_\_\_\_ Date \_\_\_\_\_