

How is the process for developing a Skills-based Education Plan, advocated in *Career Choices and Changes*, different from those taught in traditional **College Success** courses?

1. First the learner chooses a **career focus** by working through a comprehensive and *meaningful* guidance process in Chapters 1 to 7.
2. They continue the planning process for developing their **10-year plan** in Chapters 8 to 10.
3. In Chapters 11 to 15, they learn how to develop a **Skills-Based Education Plan** that will prepare them to successfully transition to employment with the skills, attitudes and aptitudes required to be competitive in today's workforce.

Traditional	Progressive
Majors-based Education Plan	Skills-based Education Plan
Courses taken are based on the graduation requirements of a “declared” major	Courses taken are based not only on a major but also on the skills required for a <i>chosen</i> career path
Institutional-directed learning	Student-directed learning
Four-year education plan	10-year career and education plan that is updated throughout a lifetime.
Goal: To graduate from college or trade school.	Goal: To graduate from college or trade school with the skills for a chosen career path
College courses taken for credit toward a degree in a major	In addition, student uses diverse learning settings and learning tools; some for “credit” and others not. The skills learned are transferable to a chosen career.
Academic-department centric	Interdisciplinary
Subject-based learning	Project-based learning
The <i>Study Skills</i> taught focus on excelling in an academic setting	In addition, the <i>Study Skills</i> taught focus on life-long learning strategies for the self-directed learner applicable to college and workforce settings
The college or system is responsible for the development of the learning plans based on the requirement of the major.	In addition, the student is responsible for development of their own learning plans based on their chosen career.
Result: A general education plan which may or may not have meaning to the student and therefore impact the motivation to follow through.	Result: A personalized education plan that is meaningful to the student who will therefore take ownership in the outcome.
Potential: Without career goals or a clear understanding of the importance of a good education to their life satisfaction, the student is at higher risk of dropping out.	Potential: With a 10-year career focus and lifestyle plan, the student understands consequences of dropping out and is more likely to persist and graduate.
Result: Student enters a workforce that demands skills the student may not have.	Result: Student has the opportunity to develop the skills required for their chosen career, by following their Skills-based Education Plan.
Potential: Under-employment due to lack of skills	Potential: Can compete for jobs in their chosen career field because they have the necessary skills.