



Quality Enhancement Plan

*“A Pathway to Success:
From the Classroom to Career”*

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“A Pathway to Success: From the Classroom to Career”

Submitted By

Elizabeth City State University

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Table of Contents

I. Executive Summary.....3

II. QEP Development Process4

III. Identification of QEP Topic9

IV. Desired Student Learning Outcomes11

V. Literature Review and Best Practices.....12

VI. Actions to be Implemented.....21

VII. Implementation Timelines26

VIII. Organization Structure29

IX. Resources30

X. Assessment.....32

Conclusion57

Bibliography58

Appendix I - Planning Committee Composition63

Appendix II for QEP Infographic64

Appendix III - Summary Results of QEP Topic Vote by Participating Constituents65

Appendix IV - Composition of the Development Committee.....66

Appendix V - ECSU Mission Statement67

Appendix VI - ECSU 2020-2025 Strategic Plan Goals68

Appendix VII - Current Career Readiness Activities Per Program70

Appendix VIII – Organizational Chart77

Appendix IX - Personnel Job Descriptions.....78

Appendix X – Rubrics for Tasks81

I. Executive Summary

Elizabeth City State University's (ECSU) Quality Enhancement Plan (QEP) entitled "Pathway to Success: From the Classroom to Career" will focus on enhancing career readiness as students matriculate through their academic programs and proceed to future careers and/or graduate school. The QEP is geared towards forging a pathway to success via a formalized and systematic process, linking classroom experience to practical application, in ways that incentivize student learning in preparation for career readiness upon graduation. This plan was developed through an all-inclusive, systematic, and logical process, commencing with topic selection and culminating in the development of the final plan document, an exercise spanning over a two-year period.

The process began with the identification and collection of existing data, followed by a methodical review of the data, which led ECSU to focus on three core areas in its topic selection search. These three core areas: Post-Baccalaureate Preparation, Personal Health and Wellness, and Communications, were subjected to university-wide debate and analysis with input from relevant stakeholders, including students, faculty, staff, alumni, administrators, and Board of Trustees members. This all-inclusive consultative exercise resulted in the selection of a QEP topic for ECSU with relevant and appropriate stakeholder buy-in and ownership. With the completion of the topic selection process, the QEP Development Committee was fully activated and tasked with the responsibility of developing the plan.

The QEP is geared towards the achievement and realization of two overarching goals and six targeted outcomes:

Goal 1: To prepare and empower students with the capacity to identify their individual career goals. The targeted student learning outcomes aligned with this goal will contribute to a student's capacity to rationally identify their individual career interests; a student's capability to explore career information/opportunities and a student's competency to appropriately align their academic programs with their career interests.

Goal 2: To equip students with career readiness skills. The targeted student learning outcomes aligned with this goal will lead to a student population that is fully engaged in activities that introduces them to the working environment (workplace culture); a student population with appropriate skills required/needed for future careers; and a student population with verifiable experiential experiences.

The QEP, which is to be implemented over a 5-year period, will redesign career services and have a tremendous impact on the success of ECSU students. In order to accomplish the goals of the QEP, ECSU will hire a full-time QEP director and three career advisors, who will develop and implement career readiness modules across campus at each level (freshmen, sophomore, junior, and senior). ECSU's leadership has demonstrated its commitment to achieving the goals of the QEP by committing the sum of \$1,656,509 over the five-year period.

II. QEP Development Process

ECSU followed an all-inclusive, systematic, and logical planning process to develop the QEP. This process spanned a two-year period, under the direction and oversight of the Provost and Vice Chancellor for Academic Affairs.

Background

In Fall 2018, the foundation for ECSU's QEP began with a comprehensive diagnostic review of data that was identified and collated through the collaborative efforts of the Division of Academic Affairs and the Office of Institutional Effectiveness, Research, and Assessment. The Provost/Vice Chancellor for Academic Affairs appointed the Interim Associate Vice Chancellor for Academic Affairs as the Project Chair and charged her with the responsibility of overseeing the QEP development process.

The table below provides a snapshot of the QEP development process.

Table 1: QEP Development Process

<ul style="list-style-type: none"> • Identification and Collection of Data • Review of Student Success Needs 	2018
<ul style="list-style-type: none"> • Existing Data Reviewed; Trends Identified. • Data Grouped into Related Themes • Related Themes Refined into QEP Topic Areas 	August – October 2019
<ul style="list-style-type: none"> • Topic Areas Presented to QEP Planning Committee 	October 2019
<ul style="list-style-type: none"> • Planning Committee Confirms Topic Areas for Vote 	October 2019
<ul style="list-style-type: none"> • Solicitation Forums with Stakeholders (Students, Faculty, Administrators, Staff, Alumni and Board of Trustee Members) 	November 2019
<ul style="list-style-type: none"> • Vote on Topic by all Stakeholders (Students, Faculty, Administrators, Staff, Alumni and Board of Trustee members) 	December 2019

<ul style="list-style-type: none"> • QEP Topic Sent to Development Committee • Development Committee Convenes • Subcommittees Assigned 	January 2020
<ul style="list-style-type: none"> • Blackboard Shell Created to Upload all Documents Relevant to the Creation of the QEP • Literature Review Presented to the Team • Developed Goals and Student Learning Outcomes 	February 2020
<ul style="list-style-type: none"> • Subcommittees Presented their Information to be Incorporated in the QEP. 	February 2020
<ul style="list-style-type: none"> • Electronic Communication Within the Subcommittees • Update – Meeting with Interim Associate Vice Chancellor for Academic Affairs • Electronic Communication and Updates to the Entire QEP Implementation Team 	March 2020
<ul style="list-style-type: none"> • First Draft Submitted to the Director of the Reaffirmation process at ECSU 	April 2020
<ul style="list-style-type: none"> • Submission of QEP to SACSCOC VP for Advisory Visit 	May 2020
<ul style="list-style-type: none"> • Feedback from SACSCOC VP 	June 2020
<ul style="list-style-type: none"> • Refinement of QEP Plan Framework 	July 2020–January 2021
<ul style="list-style-type: none"> • Meeting with University Marketing to Brand QEP 	January 15, 2021
<ul style="list-style-type: none"> • Presentation of QEP Plan to the entire ECSU community during Spring Faculty/Staff Institute 	January 19, 2021

• Branding of QEP	January-February 2021
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Between August and October 2019, the collated data was reviewed, and relevant trends were explored and extrapolated regarding student learning and/or success. This data was beneficial in

creating a profile of students who attend ECSU, a small Historical Black University (HBCU) in a rural community with a significant number of first-generation college students. Below are the five sources of data reviewed and a summation of the analysis:

1. College Student Inventory 2018;
2. ECSU Class of 2022 Profile;
3. ECSU Student Retention Report;
4. ECSU Foundations of Excellence Recommendations Phase Three, Year 2020+; and
5. National Association of Colleges and Employers, 2019 Student Survey Report, Executive Summary.

College Student Inventory 2018 Summary

The College Student Inventory is designed to provide information on the aggregate data available from the cohort of students who have completed the College Student Inventory (CSI). The summary contains three parts: a demographic data overview and two sections: a) basic statistical summaries and b) student assistance requests.

Section A

Provides a statistical summary of ECSU student responses beginning with a report of the means for all the major CSI scales. Because these data are in the form of percentiles based on a national sample (by type of institution), the University can readily determine how ECSU students compare to the national norm (which is 50th percentile for each scale). Also included are: 1) the percentage of students who meet the risk threshold of 80th percentile or higher for dropout proneness, overall risk, predicted academic difficulty and educational stress and 2) the percentage of students who are in the 65th percentile or higher for the receptivity scales.

Section B

Focuses on the students and their requests for assistance and include two main data types:

1) mean scores and percentage of students requesting assistance by type of request and 2) the order of assistance requests by the highest percentage to lowest. Students were provided 25 pre-selected categories of assistance related to academic and student services. A total of 313 ECSU students completed the survey. The QEP data review focused on Section B above. Table 2 below lists the top 10 responses with means and percentages:

Table 2: College Inventory Top Ten Responses

Responses	Mean	Percentage
1. Get help with study habits	6.80	73%
2. Discuss the qualifications for careers	6.81	73%
3. Get help in selecting an academic program	6.80	72%
4. Get help with exam skills	6.74	70%

5. Discuss job market for college graduates	6.56	66%
6. Get help with basic math skills	6.36	65%
7. Get help in selecting a career	6.43	64%
8. Get help in obtaining a scholarship	6.35	64%
9. Discuss advantages/disadvantages of careers	6.42	63%
10. Get help with writing skills	6.30	61%

ECSU Class of 2022 Profile

The ECSU Class of 2022 Profile indicated that 602 new students entered the university in Fall 2018: 418 new freshmen and 184 transfer students. The data, although not specifically stated, presumes graduation within four years. There were slightly more males than females, 58.5% and 41.5% respectively. The data indicated a clear transition towards diversity with increasing enrollments of White, Hispanic, and other races.

ECSU experienced the highest percentage of White and Hispanic first-time enrolled or transferring students in its history. 294 (17.5%) White students and 68 (4.1%) Hispanic students are included in the Class of 2022 Profile. Combined with the non-black 2022 class enrollment totals 362 (21.6%), the profile indicates that ECSU is undergoing the most significant demographic change in its history.

ECSU Student Retention Report

The Office of Institutional Research at ECSU analyzed the retention rates of students entering Elizabeth City State University between 2008 and 2016. Academic, institutional, and demographic factors that significantly influenced retention rates at Elizabeth City State University were identified. A regression/correlation analysis was used, and it provided predictors of retention as well as developed three sets of parameters to further analyze the data:

- 1) Factors identified in literature reviews known to affect retention.
- 2) Student geographic residence and housing type.
- 3) Student demographics based on gender, enrollment status, and athletic designation.

Students with a GPA in the range of 0-1.99 were least retained at 39% and were evenly spread through the geographic regions and by gender. Seventy-one percent (71%) of students who left the university were Pell grant recipients. Undeclared majors and Special Education majors had the lowest retention rates. The difference between the *retention* of on-campus and commuter students was statistically significant, with on-campus student retention average at 68% and commuter student retention average at 52%, with a difference of 16%. The 21-county area in Northeastern North Carolina (NENC) and the NC Tier counties differences were not statistically significant, with an average of 61% for NENC and 63% for NC Tier counties. Retention of athletes who received Pell grants was a statistically significant variable. The averages are 75% with a full Pell grant and 56% without any Pell grant. The difference in retention of student athletes and non-athletes overall, regardless of Pell grant receipt status was statistically significant with athletes' retention at an average of 73% and non-athletes' retention at 65%. At exit interviews, participating students indicated that the primary reason for leaving ECSU ranged from 'personal' (61%), the highest, to financial (11%) or job (6%), the lowest.

ECSU Foundations of Excellence Recommendations - Phase Three, Year 2020+

ECSU partnered with the John N. Gardner Institute in 2017 to launch Foundations of Excellence. The Foundations of Excellence process was a campus-based task force aimed at improving the first-year experience. The work of the task force began with a campus audit of the first-year experience and continued with a nine-month process of evaluation using nine (9) Foundational Dimensions and related performance indicators which culminated in the development of a strategic action plan for campus improvement.

Results of the Foundations of Excellence review provided recommendations to the ECSU Administration, the ECSU Board of Trustees, and the UNC System Office. The top three recommendations, derived from the highest per phase were ranked as:

- 1) Student engagement (16)
- 2) Communications (15)
- 3) Policy and process (12) and Student support (12)

National Association of Colleges and Employers - 2019 Student Survey Report, Executive Summary

The 2019 Student Survey Report, published annually since 2007, discusses the attitudes, behaviors, and outcomes of undergraduate and graduate college students across the United States with a focus on seniors graduating by June 30, 2019. Included in the report are:

- Students use of the career center;
- Students' perceptions of their career readiness;
- Students' plans for after graduation;
- How students searched for jobs, including their use of social media for this purpose;
- Students' job preferences related to benefits and work environment.

In addition, this report includes in-depth analysis of the impact of students' internships on these aspects of their transition from college to work. Data collection began February 13, 2019 and concluded on May 1, 2019. A total of 22,371 students responded. Students were from the colleges and universities who were NACE members at the time of the survey. By class: 4,118 freshmen; 3,642 sophomores; 5,049 juniors; 6,475 seniors; 2,384 master's students; and 516 doctoral students responded to the survey. 3,952 graduating seniors participated and were the focus of the report. The results included, as stated by NACE:

- Students with a paid internship received nearly 50 percent more job offers than those who had either an unpaid internship or no internship.
- Paid interns are much more likely to have accepted a full-time offer by the time of this survey than are unpaid interns or never interns. In fact, 39.1 percent of paid interns had already accepted an offer, compared to 14.8 percent of unpaid interns and 13.1 percent of never interns.
- Students who end up as paid interns were much more likely to visit the career center in their freshman year than those who end up as unpaid or never interns. Slightly more than half of paid interns used the career center, compared to 40 percent of unpaid interns and 35.8 percent of never interns.
- Most paid and unpaid interns reported that their internships improved their professionalism, teamwork, communication, and critical thinking/problem-solving skills.
- Career centers should reach out to marginalized groups and strongly encourage them to make use of helpful services, especially assistance in obtaining internships and/or co-ops.

III. Identification of QEP Topic

ECSU used the methodical review of existing data as described above to determine three core areas in its topic selection search. These three core areas were: Post-Baccalaureate Preparation; Personal, Health and Wellness; and Communications. With the topic search narrowed, the Provost introduced the QEP concept to the ECSU University Community during the Fall 2019 Faculty and Staff Institute, then the Interim Associate Vice Chancellor for Academic Affairs constituted a Planning Committee for the project. The Planning Committee, also chaired by the Interim Associate Vice Chancellor for Academic Affairs, comprised of ten (10) members drawn from across campus and representative of its diversity (See Appendix I for Planning Committee Composition on p. 63). The Planning Committee was charged with:

- Providing leadership in the selection of a QEP Topic
- Explaining the nature and purpose of the QEP
- Providing an overview of the QEP process, addressing questions and concerns to the ECSU Community through meetings and open forums
- Soliciting input and feedback from the ECSU Community
- Identifying a QEP topic through an all-inclusive process that includes voting by ECSU stakeholders.

After the three core areas of focus were presented to the QEP Planning Committee in October of 2019, the Planning Committee engaged ECSU stakeholders by soliciting their input and feedback by hosting focus groups and distributing surveys. The Committee convened two faculty forums (on November 8th and 12th, 2019), two student forums (November 7th and 19th, 2019), presented at departmental meetings (November 26, 2019), one staff forum (November 26, 2019) and recorded a video presentation that was sent to alumni on December 5th, 2019. The Provost presented the QEP concept to the Board of Trustees on December 16, 2019. During the convened sessions, the Planning Committee provided an overview of the QEP planning process, addressed questions and concerns, and solicited input. Upon completion and analysis of data received from the input/feedback solicitation phase, three potential topics for the QEP emerged (See Appendix II for Infographic p.64). Between November and December of 2019, the three topics were sent via survey to constituents for a vote (students, faculty, staff, alumni, and Board of Trustees).

The above-described stakeholder engagement and solicitation exercise resulted in the selection of 'Career Readiness' as the University's QEP topic. Results of the Quality Enhancement Plan Survey in which 280 people participated, shows that 59% of the respondents selected career readiness as the focus of QEP for the next five years. The remaining 41% votes were distributed as follows: 23% selected communication enhancement while 16% chose student Health and Wellbeing (See Appendix III for a Summary Results of QEP Topic Vote by Participating Constituents on p. 65).

The selected QEP topic was presented at the Spring 2020 Faculty/Staff Institute and volunteers were solicited to serve on the QEP Development Committee and participate in developing the framework of the plan. The assignment entailed designing a 5-year plan that includes QEP's goals, students learning outcomes, organizational structure, budget/resources, assessment, and timelines. The student-learning outcomes developed would be assessed every semester using direct and indirect measures, in addition to formative assessment for measuring success as well as summative assessment for measuring the overall success of the plan.

The QEP Development Committee included volunteers, appointed members from academic and non-academic departments and the Student Government President (See Appendix IV for Composition of the Development Committee on p. 66). The Interim Associate Vice Chancellor for Academic Affairs and the SACSCOC Director of Reaffirmation oversaw the Development Committee. The Development Committee's first meeting was held on January 2020. At that meeting, subcommittees were constituted to develop the framework of the QEP. The subcommittees were: Student learning Outcomes; Literature

Review; Identifying the Actions to be Implemented; Timeline for Implementation; Organizational Structure, Resources/Budget, and Assessment.

Topic Alignment with the Mission, Institutional Priorities and Strategic Planning

ECSU's Quality Enhancement Plan topic, 'Pathway to Success: From the Classroom to Career' is intended to prepare and equip students for the contemporary job market. This appropriately aligns with ECSU's mission, which partly states, "It serves the needs and aspirations of individuals and society; producing graduates for leadership roles and life-long learning." Implementation of the QEP topic will improve career readiness as students matriculate through their academic programs and proceed to graduation and their future careers and/or graduate school. This will further give credence to the portion of ECSU's mission "to promote economic, social, and environmental progress for the people of northeastern North Carolina, the state, and the nation." (See Appendix V for ECSU Mission Statement on p. 67).

In addition to the QEP topic aligning with ECSU's mission, it also aligns with the University's Strategic Plan (2020-2025). Goal 1 Academic Excellence, Objective 1.2 states that ECSU will "Promote an academic environment centered on student success." Objective 1.4 states that ECSU will "Expand our academic program offerings, services, and learning opportunities to align with community demand and meet the needs of employers. The QEP will address career readiness through services provided by the Career Development Center. These efforts to prepare students from the classroom to the workforce will further support ECSU's Vision Statement to "attract and retain a diverse and highly qualified faculty that will educate and lead our students to become productive members of a global and increasingly interdependent society." Guided by our Mission Statement and goals in the Strategic Plan, the ECSU's QEP is designed to positively impact student success (See Appendix VI for ECSU 2020-2025 Strategic Plan Goals on p. 68).

Rationale for Topic

Currently, the Career Development Center is staffed with only an Interim Director and one part-time employee, Internship Coordinator. They are responsible for providing career readiness services to the entire student body. Some of the services that the Center provided over the academic year, Fall 2019 – Spring 2020 as of March 2020 include:

- Office visits: August 14, 2019-March 16, 2020 (123 students)
- Contacts/Messaging sent through E4U:
 - Fall Semester: (87 messages)
 - Spring Semester as of 3/19/2020 (95 messages)
- Career Fairs: Fall (35 vendors) and Spring (36 vendors)
- Professional Development Workshops: Held twice a month (1st and 3rd Tuesday of the month)

The Career Development Center continues to strive to meet the needs of the students. The Career Development Center served less than 10% of the student body during the 2019-2020 academic year. Additionally, with new personnel resources, they will be able to serve more students. Currently, with only 1.5 personnel for an entire operation, there is obvious lack of capacity to do more.

According to the National Association of Colleges and Employers (NACE), career centers play a significant role in preparing students for entering the workforce. In addition, NACE cites data from a Gallop poll that reinforces the need for college career centers and how they significantly impact the likelihood of graduates to obtain employment. Specifically, "college graduates who visit their college career centers are not only more likely to obtain full-time jobs than their peers who do not use this service (67 percent versus 59 percent) they are also more likely to find their jobs more fulfilling. In fact, students who had good career-services experiences were also more likely to have good jobs waiting for them upon graduation. But despite these impressive statistics, only about half of students visit their college career centers during their undergraduate years" (National Association of Colleges and Employers, 2017- [Nearly 86 Percent of Class of 2017 Visited Career Center \(naceweb.org\)](#)). Career centers are typically located on college campuses and

designed to assist students to develop job readiness skills such as honing interpersonal/soft skills, developing career goals, locating jobs and/or graduate schools, establishing networking opportunities etc.

The QEP will be structured to become a partner with the Career Development Center. The academic programs will continue to provide the training and preparation for the profession/major. However, with the rigor and demands of teaching and meeting the academic challenges of students, faculty do not have the additional time required to fully address career readiness needs. The QEP will address specific topics that are not consistently covered by faculty in the classroom, thus providing students with access to the services and resources that are needed to transition from academic to professional life.

Currently, ECSU focuses on career readiness primarily at the program level as each discipline provides individualized activities for students specific to their career areas (See Appendix VII for Current Career Readiness Activities Per Program on pp. 70-75). In addition, the Career Develop Center Sponsors University annual campus wide activities that introduce students to careers and graduate school. These activities have been instrumental in creating networking opportunities and exposing students to career opportunities in their chosen disciplines and graduate schools. However, ECSU needs a formalized process and a comprehensive plan with targeted outcomes to measure students' career readiness preparedness upon graduation. The QEP will standardize career readiness across campus. Also, the QEP will integrate career preparation throughout the undergraduate experience, ensuring that all students receive critical exposure to issues and exercises promoting professional readiness at key junctures in their undergraduate experience.

IV. Desired Student Learning Outcomes

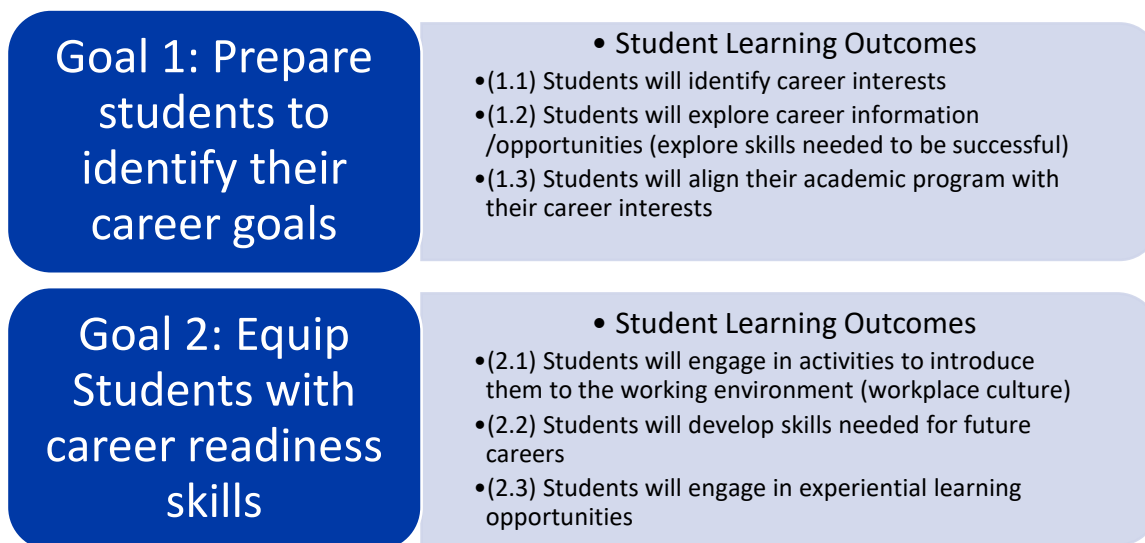
A compilation of the results of a University-wide survey indicated that the focus of the QEP should be centered around career readiness and development. The overarching objective of the QEP is to equip students with skills that will enhance their career readiness and capabilities, using both pedagogic and practical methods. To further this overarching objective, the plan is segmented and aligned with students' classification as they matriculate through their academic programs as captured below.

- **Prepared to Excel (Freshmen)**
- **Equipped for the Workforce (Sophomores and Juniors)**
- **Inspired to Succeed (Seniors)**

The QEP will enhance students' career readiness by addressing exploration, preparation, and development of knowledge and skills for entering the workforce and/or graduate school upon exiting the University. ECSU's QEP will focus on career readiness at all levels. Modules (tasks/activities) will be developed to teach and enhance students' knowledge and skills regarding entering a professional career.

This plan articulates two main goals, with three specific and measurable student learning outcomes subsumed under, and aligned to each goal, as shown below.

Figure 1:1



Advising Framework

The Goals and Student Learning Outcomes will be actualized through a collaborative process which includes career and academic advising from both Career and Faculty Advisors. Currently each student on campus is assigned an academic advisor based on the identified major and/or rank. All freshmen receive academic advising by University Studies and are transferred to advisors within their major at the end of the freshman year.

Upon implementation of the QEP, each student will be assigned both a career and academic advisor. Advising and engagement with students are critical to successfully obtaining and achieving the student learning outcomes. The career advisors will be an integral part of the QEP. The career advisors will meet with students to discuss the modules (tasks/activities/assignments) for each rank (freshman, sophomore, junior, and senior). In addition, the academic (faculty) advisors will continue in the role of meeting with students for registration to address the Plan of Study (curriculum) for the major, all required courses for the degree, selection of elective courses to enhance the knowledge for the major and professional development, and identification of requirements for minors, certification/license, and graduate school.

Upon implementation of the QEP and hiring of the career advisors, formal training sessions will be held to discuss the integration of services. Faculty will be fully informed about career advising, the role of the career advisors, the continued role of the Career Development Center, and best practices to ensure continuity of services for students.

V. Literature Review and Best Practices

ECSU's current Strategic Plan (2020-2025) entitled, "Forging Our Future," maintains that "ECSU is where leaders are created. Leaders who are courageous, resilient, and empowered. Our strategic plan is built with integrity and compassion, supporting our students, faculty and staff as we develop the innovators, entrepreneurs, pioneers, and creators of tomorrow." ECSU's pursuit of career readiness as the QEP topic further establishes the ECSU's dedication to cultivating graduates who are prepared and eager to begin working in their respective professions.

The QEP, "Pathway to Success: From the Classroom to Career" focuses on three elements of career readiness: Exploration, Preparation, and Development. These three areas lead students to a path to success. ECSU developed the motto "Come to Discover, Leave to Conquer" in 2016. Although that motto has changed, it

has become the perfect lead-in to the QEP framework.

“**Come to Explore, Leave to Lead**” aligns with the goals of the QEP, which include the following:

- Goal 1: Prepare students to identify their career goals.
- Goal 2: Equip students with career readiness skill.

ECSU has identified, through surveys of students, faculty, and staff, the need for a more integrative approach to preparing students for professional careers. This originated in response to research data indicating the need for post-secondary education to address economic development of local communities. The QEP will enhance students’ employability skills and promote career-readiness through a variety of initiatives and programming. This examination will begin by first defining the major focus areas for the QEP: career exploration, career preparation, and career development through the lens of the motto, “Come to Explore, Leave to Lead.” To further develop this framework of “Pathway to Success: From the Classroom to Career,” the idea of “Come to Explore, Leave to Lead” can be realized in three phases: Prepared to Excel (Exploration), Equipped for the Workforce (Preparation), and Inspired to Succeed (Development).

ECSU envisions that the **Pathway to Success** program will ground students in the culture of ECSU and further define the University’s idea of what Viking Pride really means. Students who embody the competencies identified through the QEP will not only exhibit what it means to be a Viking at ECSU, but they will also be fully equipped for the workforce upon graduation from the institution. Thus, the QEP topic aligns with ECSU’s mission which states, “Our mission is to promote economic, social, and environmental progress for the people of northeastern North Carolina, the state, and the nation.”

The careful and deliberate implementation of the Exploration, Preparation, and Development will equip ECSU students with the career readiness they need to successfully join the workforce. The literature review that follows further establishes the ways in which best practices may be accomplished by ECSU.

PREPARED TO EXCEL (Freshmen)

Career Exploration

Esters (2008) explains that career exploration refers to all the activities that individuals engage in for the purpose of promoting career development, choice, or adjustment. The purpose of career exploration is to collect and analyze career-related information to enhance an individual’s career management process.

Much of the conversation about career exploration focuses on the importance of identifying our skills, but we often do not take the time to think about our core values and how they connect to our skills, argues Laura N. Schram (2016). Identifying and placing core values at the center of the career exploration process can help students make more meaningful connections between skills and career interests. There are several benefits of career exploration, according to America’s Promise Alliance (n.d), which maintains that:

- Career exploration experiences and opportunities can improve academic performance.
- Career exploration opportunities improve the attitudes of young people about their career possibilities, motivating them to persevere.
- Career exploration improves students’ knowledge of career options, encouraging them to develop and work toward goals during the critical years when they are also beginning to venture beyond the orbit of their parents.
- With a better understanding of the working world, young people can more easily envision how they fit successfully into that world. Knowing the preparation, they will need for specific careers, participants also become better able to set realistic goals for themselves and pursue them.

In education, career exploration is the process of researching, evaluating, and learning about modern work opportunities and how students can pursue the careers of their choice (Zook, 2019). Career Exploration is

simply learning about various occupations and their "fit" with your unique career preferences, e.g., the skills, interests and values you want satisfied by your career (Career Clarity: Career Exploration, n.d.). Students will be prepared to excel by implementing the following strategies: personal goal setting, problem solving/critical thinking, community engagement, and self-management. These four areas represent the qualities that provide a foundation for success in college and lead students to begin their journey to college readiness through a steep self-evaluation process, career exploration, and the development of critical thinking and self-management skills.

Personal Goal Setting and the New College Student

Personal goal setting is necessary for students entering the academic world to realize their path to success. Students are encouraged to select goals that are realistic to achieve (Purdue University, 2019). Working toward something that is impossible to accomplish can hurt progress and self-confidence. One way to start is to break attainable goals into mini goals that are measurable, so students can monitor their progress and adjust strategies, as necessary. When goal setting, it is often important to think about SMART Goals, which are: Specific, Measurable, Attainable, Relevant, and Time-bound.

College students have a great deal more time on their hands and freedom to decide how to spend it than high school students. Without having goals and a plan of action to accomplish those goals, it is very easy to waste time and end up not accomplishing much. College campuses have an overwhelming number of opportunities and options. Without goals to focus their attention, students can easily get lost and become overcommitted or completely overwhelmed. Goals help students focus their energies into the opportunities that are most productive and enjoyable for them. College academic requirements are difficult and demanding. To complete the academic requirements to earn a college degree, students must consistently and deliberately set goals. College classes are difficult and require much more commitment than high school classes. Without clear goals, most students will not succeed academically (Stepp Program- Planning for Academic Success).

At ECSU, the introduction of the E-portfolio will play an integral part in collecting data throughout the students' matriculation. Students will be able to reflect greatly on their goals throughout this process. Additionally, students complete many projects and assignments through the First Year Experience (FYE) Program and UNIV 110/120 Freshman Seminar courses that provide students with the opportunity to set both personal and professional goals for their life, which include completing a career interest survey and the development of a Personal Mission Statement and a Personal Development Plan (PDP). In addition, they will complete an assignment in the Occupational Outlook Handbook related to their identified major. By completing this assignment, students will obtain information regarding their specific future occupation, educational and training requirements, salary, duties, outlook for employment, etc. Lastly, during the freshmen year, students will have the opportunity to participate in a Major Fusion event to engage with faculty from their chosen major and a mentoring experience to interact with a professional in their chosen discipline.

Problem Solving and Critical Thinking

Problem solving and critical thinking skills are among the most important soft skills identified for career readiness. These skills must be integrated into the academic learning curriculum as well as the career center for students to fully comprehend the connection of solid, foundational skills and career success. ECSU's General Education Program emphasizes problem-solving as a foundational skill addressed through its critical thinking competency as well as other GE competencies. Problem solving is the process of designing, evaluating, and implementing a workable strategy to achieve a goal. Those competent in this: recognize constraints, generate a set of alternative courses of action, evaluate alternatives using a set of criteria, select and implement the most effective solution, and monitor the actual outcomes of that solution.

Critical thinking comprehensively explores issues, ideas, knowledge, evidence, and values before accepting or formulating an opinion or conclusion. Those competent in this: recognize there may be more than one

valid point of view, evaluate an issue or problem based on multiple perspectives, while accounting for personal biases, and identify when information is missing or if there is a problem prior to coming to conclusions and making decisions.

As identified through student assessments in the first year through senior year, students struggle greatly with critical thinking and problem-solving skills. One way that this can be managed and addressed is through career-focused initiatives both in the classroom and career services. Extracurricular experiences and surely employer/student interactions can also broaden students' perspective of the development of problem solving and critical thinking skills.

Critical thinking has been approached from three distinct schools: cognitive/ psychological, educational, and philosophical. Although the three schools have different thoughts and approaches to defining critical thinking, there exist areas for agreement. First, researchers of critical thinking typically agree on the specific abilities encompassed by the definition, which include:

- analyzing arguments, claims, or evidence;
- making inferences using inductive or deductive reasoning;
- judging or evaluating; and
- making decisions or solving problems.

Other abilities or behaviors identified as relevant to critical thinking include:

asking and answering questions for clarification;

- defining terms;
- identifying assumptions;
- interpreting and explaining;
- reasoning verbally, especially in relation to concepts of likelihood and uncertainty;
- predicting; and
- seeing both sides of an issue.

Most researchers also agree that in addition to skills or abilities, critical thinking also involves dispositions (Facione, 1990). As early as 1985, researchers working in the area of critical thinking recognized that the *ability* to think critically is distinct from the *disposition* to do so (Ennis, 1985). Empirical evidence appears to confirm the notion that critical thinking abilities and dispositions are, in fact, separate entities (Facione, 2000). These dispositions have variously been cast as attitudes or habits of mind. Facione (2000) defines critical thinking dispositions as “consistent internal motivations to act toward or respond to persons, events, or circumstances in habitual, yet potentially malleable ways” (64). Researchers tend to identify similar sets of dispositions as relevant to critical thinking. For example, the most cited critical thinking dispositions include:

- open-mindedness;
- fair-mindedness;
- the propensity to seek reason;
- inquisitiveness;
- the desire to be well-informed;
- flexibility; and
- respect for, and willingness to entertain, others' viewpoints.

During the first year, students have the opportunity to sharpen their problem solving and critical thinking skills tremendously through experiences in the classroom and outside of the classroom. Assignments in FYE and the academic programs that are geared toward self-reflection and critical thinking, problem solving, and project-based approaches will strongly develop these skills.

Community Engagement

Bowman, et al., (2010) writes that college students are expected to receive numerous benefits from higher education, including academic knowledge and skills, personal growth, and awareness of the world. Increasingly, colleges and universities have emphasized that undergraduate education can and should help students develop ethically, examine social challenges, and discern a sense of purpose in life (as cited in Colby, Ehrlich, Beaumont, & Stephens, 2003; Sullivan & Rosin, 2008) (Bowman, et al., 2010). A developing research literature examines the potential for volunteer engagement during college to promote personal development and social concern. Brandenberger (as cited in 1998, 2005) provides a theoretical framework, examining the developmental implications of service learning and pedagogies of experience, while Eyler and Giles (as cited in 1999) and Hart, Matsuba, and Atkins (as cited in 2008) outline relevant empirical findings.

Engagement during young adulthood, whether through direct volunteer service or service-learning, has been shown to predict identity development (Youniss & Yates, 1997), moral development (Boss, 1994), feelings of personal or political efficacy (Reeb, Katsuyama, Sammon, & Yoder, 1998), and civic responsibility (Ehrlich, 2000).

Community engagement is particularly important at ECSU. The Viking Volunteers portal provides students, staff, and faculty with opportunities to volunteer for a variety of ECSU partners and on-campus partners as well. Through the service-learning experience during the first-year, students are given the chance to explore volunteer opportunities and reflect on those experiences in the final class project.

Self-Management

Self-management or time management is one of those skills that college students are taught repeatedly but can still use refreshers throughout the college experience. Students find that as situations change, they must adjust their disposition to be successful. Time management is important, but even more important may be the ability for self-management or priority management. The difficulty is not always in getting organized and coming up with a plan to get everything done, it is in making sure that you stick to the plan. Students often fall prey to the three big enemies of self-management – procrastination, interruptions, and distractions (Nelson, 2014).

According to Transforming Education ([Introduction to Self-Management Handout Final CC.pdf \(transformingeducation.org\)](#)) “Self-management, which is also referred to as “self-control” or “self-regulation,” is the ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, delaying gratification, motivating oneself, and setting and working towards personal and academic goals. Students with strong self-management skills arrive to class prepared, pay attention, follow directions, allow others to speak without interruption, and work independently with focus. Self-control in children as young as age 5 can predict important life outcomes such as high school completion, physical health, income, single parenthood, substance dependence, and criminal involvement.”

For self-management skills, part of the Prepared to Excel phase requires students to really focus on the concepts of procrastination, interruptions, and distractions as qualities to avoid in order to be successful at self-management. The concept can be further reinforced in the second phase, Equipped for the Workforce.

EQUIPPED FOR THE WORKFORCE (Sophomore & Junior)

Equipped for the Workforce Career Preparation

A considerable body of literature explores the career preparation of college students. Preparing students for workforce readiness should be a priority of higher education. Americans currently question the investment of college due to high student loans and limited job opportunities (Ciarocco, 2018; as cited in Public

Agenda, 2016). The American public is becoming uncertain about the value of college. A stronger emphasis on career preparation within the undergraduate curricula may help positively sway public opinion (Ciarocco 2018). As Strapp, Drapela, Henderson, Nasciemento, and Roscoe (2018) suggested, college students believe higher education is the pathway for better jobs and career training. These issues are influencing their college decisions, with career opportunities playing a greater role in the college selection process than ever before (Eagan et al., 2015).

As John Dewey wrote in his 1938 book, *Experience and Education*, “‘Preparation’ is a treacherous idea.” Dewey (1938) challenges a central assumption that rests at the core insight of this volume: Is applied learning simply just *learning*? In the labor market, employers of new graduates are also prioritizing skills and abilities associated with innovation, such as insightful problem-solving skills and imaginative risk taking (Selznick, 2019). The question of how college can develop innovators is also explored. Selznick says that this question is intimately tied to forms of applied learning, as curricular and co-curricular practices designed to promote innovation usually demand engaged learning experiences (Wagner, 2012). Maria Ferguson (2020) asserts that this year’s annual PDK (Phi Delta Kappa, professional journal for educators) Poll on the Public’s Attitudes Toward the Public Schools, unfolded in somewhat more predictable fashion, showing that Americans continue to hold some familiar, long-standing attitudes about their schools and the state of public education.

In order to be equipped for the workforce, students must demonstrate their knowledge of and competence with the following skills: communication, technical application, global/intercultural fluency, teamwork/collaboration, and professionalism/productivity.

Communication Skills

According to Koerner (2018), communication refers to intentionally engaging with an audience to inform, persuade, or entertain. Students with strong communication skills:

- Consider relationships with the audience, and the social and political context in which one communicates, as well as the needs, goals, and motivations of all involved.
- Have proficiency in, knowledge of, and competence with the means of communication (including relevant language and technical skills).
- Ensure that communication is functional and clear.

As a NACE career competency, communication skills include the ability to “articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of an organization. A solid set of communication skills has repetitively been identified by NACE and other career-readiness organizations as one of the most sought-after workplace skills. Therefore, as an important component of this phase, communication skills must be approached in a strategic and measurable manner. Communication skills are components of generic skills that have been identified as a focus at the universities (Kementerian Pengajian Tinggi Malaysia, 2006). Communication skills are important especially during the process of seeking a job. Students, unfortunately, often realize early in their career that they have not honed solid communication skills—written, oral, speaking, listening, and non-verbal as well.

Often, graduates are tested on their communication during their job interviews. Therefore, universities and faculties have to ensure that students are equipped with the ability to communicate clearly. Communication skills can be developed in ENGL 102/103 Composition classes, SPCH 314: Public Speaking, as well as through student organizations, and papers and projects across curricula. Successful dress and presentation skills are also important communication skills initiatives to consider. Skills obtained at ECSU in this area can be realized across phases; however, the focus is on phase two in terms of the key, measurable initiatives, such as career fairs and cultural and diversity activities.

Technical Application

NACE Career Resources and Alleghany University describe technical application as the ability to “stay current on industry trends by reading new research, following companies on LinkedIn, attending, or participating in annual conferences, or using onetonline.org to learn about technical skills needed for thousands of jobs” (NACE Career Resources). During Phase 2 of the college journey, students will be exposed to current trends and best practices in their field of study by their faculty as well as through purposeful interactions with the Career Center.

Technical application can also be thought of as those discipline-specific skills necessary for career growth or career development. These skills require the specific knowledge and capabilities that are crucial for a student to progress academically and professionally in their chosen field. Different disciplines can require very different skillsets. Examples include the following: laboratory procedures for a chemistry course, statistical analysis for a psychology course, design software for a design course, lesson planning for a teaching course, a discipline-specific referencing system, and cannulation in a medical course. Career readiness lab modules will also be useful in developing students’ technical application by tying classroom knowledge to solid, attainable workplace skills.

Global/Intercultural Fluency

NACE defines this component of career preparation as an individual’s capacity to “value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates, openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals’ differences” (NACE Career Readiness for the New College Graduates). True progress in this area does not rest solely within a classroom or textbook; it exists best within experience. Fortunately, as a college student, there are numerous opportunities to hone skills in this area. At ECSU, students can: apply for the International Studies Program; join causes and efforts through student engagement; or take a foreign language course (learning about the culture of a group or part of the world can be achieved through this as well).

The General Education curricula, humanities courses, attendance of and completion of reflective assignments for cultural events on campus and participation in student organizations also allow students to develop these skills.

Teamwork/Collaboration

Teamwork builds and maintains collaborative relationships based on the needs, abilities, and goals of each member of a group. A student who has strong teamwork/collaboration skills should: understand their own roles and responsibilities within a group, and how they may change in differing situations; be able to influence others without necessarily holding a formal position of authority and have the willingness to take action; leverage the strengths of the group to achieve a shared vision or objective; and effectively acknowledge and manage conflict toward solutions.

Efforts in this component of “Equipped for the Workforce” in Career Preparation involve assignments completed during the freshman, sophomore, junior, and even senior years that require students to come out of their comfort zones. Teamwork requires students to communicate well with others. Students must also seek to understand the viewpoints of others in a collaborative relationship. Courses such as UNIV 120 Freshman Seminar emphasizes this heavily through Covey’s *7 Habits of Highly Effective College Students* text and other academic programs, as well as career and social engagement efforts further described in the QEP. For example, service learning and community engagement initiatives involve teamwork and collaboration and can be measured through students’ level of involvement in these programs.

Professionalism/Productivity

According to the Virginia Tech Career Development Services, through the Professionalism/Productivity component, students demonstrate qualities such as integrity, resilience, accountability, and ethical behavior. It also includes the ability to take initiative, maintain effective work habits (prioritize, plan, and manage work) to produce high quality results, and project a professional presence

(<https://career.vt.edu/develop/Professionalism.html>).

No matter the industry – whether it is customer service, an office job, construction, or a trade – all these jobs have one thing in common: in order to succeed and move ahead, employees need to demonstrate professionalism. Professionalism does not mean wearing a suit or carrying a briefcase; rather, it means conducting oneself with responsibility, integrity, accountability, and excellence. It means communicating effectively and appropriately and always finding a way to be productive (*U.S. Department of Labor, 2016*).

As with several other components of this phase, Professionalism/Productivity requires students to integrate other skills—responsibility, ethics, team-oriented skills, and use strong communication, interpersonal, and problem-solving skills. Each of the aforementioned skills lead to professionalism.

As today’s labor market becomes more and more competitive, jobseekers will need to continually find ways to stand out from the crowd. There are few things an employer values more than employees who carry out their duties in a professional manner. Professionalism is not one thing: it is a combination of qualities. A professional employee arrives on time for work and manages time effectively. Professional workers take responsibility for their own behavior and work effectively with others. High quality work standards, honesty, and integrity are also part of the package. Professional employees look clean, neat, and dress appropriately for the job. Communicating effectively and appropriately for the workplace is also an essential part of professionalism (2016).

ECSU students will demonstrate professionalism throughout their experiences in the academic programs. An integrated approach to developing this career preparation competency will allow faculty, advisors, and career center staff to challenge students to become professionals, especially during the sophomore and junior year initiatives, such as career fairs, professional dress-up days, presentations, group projects, community engagement, and other experiences.

INSPIRED TO SUCCEED (Senior)

Career Development

The work at the Central Office of Academic Affairs of the City University of New York (CUNY) epitomizes the “career development” approach. Since 2014, CUNY has been developing and expanding programs that empower students to experience meaningful work and career exploration opportunities (NACE, 2018). The ultimate goal of these initiatives was to build CUNY into an institution focused on academic excellence and career competitiveness. Faculty were shown the NACE career readiness competencies and told, “This is what we want to do more of, and this is what employers and leaders say our students need to be equipped with...” (2018). In early 2018, the CUNY Office of Continuing Education and Workforce Programs issued a request for proposals (RFP) to the 25 CUNY campuses to submit ideas for stronger implementation of programs designed to position CUNY students for early and sustained career success. Among the strategies developed at CUNY were the following:

- 1) Intentional employer engagement with a focus on varied sectors.
- 2) Increased hands-on learning for students.
- 3) Industry-informed academic programs and courses.
- 4) System-wide infrastructure and assessment.

This approach will also position ECSU to prepare students for sustainable career success through the integration of the Pathway to Success: From the Classroom to Career framework discussed throughout the literature. This final area of the model, Career Development, combines many of the skills developed in the previous two phases, but provides students with culminating experiences to reflect on and evaluate their accomplishments.

Students who are inspired to succeed will learn to utilize the following in this phase: career management, self-efficacy/reflection, and leadership skills.

Career Management

Career Management is the active engagement in the process of exploring possible careers, gaining meaningful experience, and building skills that help one excel after college and lead to employment or other successful post-graduation outcomes. Students with strong Career Management skills should: understand their values, interests, identity, personality, skills, strengths, and core career competencies; and be able to articulate how those characteristics, combined with and shaped by a liberal arts education, lead to career success. The senior capstone course, field experiences, engagement with Career Services, attendance at job and career fairs, and participation in internships will allow students to complete this phase.

Leadership

Students leverage the strengths of others to achieve common goals and use interpersonal skills to coach and develop others in the leadership component. Leadership skills are multifaceted and can include skills related to communication and collaboration. Overall, leadership may be defined as involving “initiative, building consensus, innovating new strategies, and implementing policies and programs in collaboration with or under the direction of others (Koerner, 2018).” This is extremely important, but students may not consistently utilize this skill across the disciplines. Students enrolled in Business Administration, for example, will most likely acquire leadership skills through the program. This is the case with many other programs, but leadership skills attainment will now be an institutional competency that every student will need in order to be competitive in their chosen field.

Group projects, student organizations, work study, internships, and other initiatives will allow students to hone their leadership skills.

Self-Efficacy and Reflection

The concept of self-efficacy was originated by Albert Bandura of Stanford University and has become one of the major variables used in understanding and facilitating individual career development and is also becoming important in the study of organizational and team effectiveness. As originally proposed, self-efficacy expectations refer to a person’s beliefs concerning his or her ability to successfully perform a given task or behavior. These efficacy beliefs are behaviorally specific rather than general. The concept of self-efficacy must therefore have a behavioral referent to be meaningful (Career Research).

Self-efficacy expectations are postulated to have at least three important behavioral consequences:

(1) approach versus avoidance behavior, (2) quality of performance of behaviors in the target domain, and (3) persistence in the face of obstacles or disconfirming experiences. More specifically, low self-efficacy expectations regarding a behavior or behavioral domain are postulated to lead to avoidance of those behaviors, poorer performance, and a tendency to give up when faced with discouragement or failure.

This phase will allow students to focus on their efficacy and reflect back on their experiences that have brought them to this point of their career journey. Each of the components: goal setting, self-management, problem solving/critical thinking, community engagement, communication, technical application, global/intercultural fluency, teamwork/collaboration, professionalism/productivity, career management, and leadership will be a part of this process. The E-portfolio is key in the self-efficacy and reflection component.

E-portfolios in Higher Education

In 2016, based upon proliferating research examining the efficacy of E-portfolios, AAC&U added E-portfolios to its list of High-Impact Practices (HIPs). As noted in the [International Journal of ePortfolio](#), "Key milestones leading to AAC&U's decision include: the publication ten years ago of the *Handbook of Research on ePortfolios*; research performed by many campuses through the

Inter/National Coalition for Electronic Portfolio Research; as well as associated publications; the launch in 2011 and the sustained publication since then of the peer-reviewed *International Journal of ePortfolio*; and in January 2016, the publication of research resulting from the Connect to Learning (C2L) project.”

According to Fallowfield, Urtel, Swinford, Angermeier, and Plopper (2019), electronic portfolios (E-portfolios) are rightfully positioned as a high-impact practice in higher education (as cited in Watson, Kuh, Rhodes, Penny Light, & Chen, 2016). In fact, over 50% of all colleges and universities in the United States employ some form of an E-portfolio (2019).

VI. Actions to be Implemented

The QEP will facilitate a seamless transition from the classroom to the workforce while addressing career readiness at each level: freshman, sophomore, junior and senior. With the implementation of the QEP, students will receive a comprehensive plan for career readiness linked to best practices and NACE competencies. The QEP will forge partnerships with faculty and other agencies and programs across campus: Career Development Center, faculty in all programs, University Studies, Distance Education Office, University Honors College, Office of International Programs, International Week Committee, PACE Center, Alumni Affairs, Undergraduate Research Week Committee, and other centers on campus.

The Pathway to Success: From the Classroom to Career Program will address competencies for career readiness at the four levels of matriculation. The activities with specific implementation timelines will be divided by the following categories: Prepared to Excel, Equipped for the Workforce, and Inspired to Succeed.

Table 3: Actions to Achieve Goals and Student Learning Outcomes

To achieve the desired student learning outcomes, specific tasks will be completed.

GOAL 1: Prepare Students to Identify Their Career Goals	
Outcome 1.1: Students will Identify Career Interests Prepared to Excel – (Career Exploration – Freshmen)	
Tasks	Assessment
1.1.1: Career Interest Survey and a Reflective Paper	Participation rates for career readiness inventory. A Common Rubric will be used to assess a sample of reflective papers included in portfolio.
1.1.2: Occupational Outlook Handbook Assignment	A Common Rubric will be used to assess a sample of the assignment included in portfolio.
Outcome 1.2: Students will Explore Career Information/Opportunities (Explore Skills needed to be Successful) Prepared to Excel (Career Exploration – Freshmen)	

1.2.1 Mentoring Experiences (Informational Interviews and/or Shadowing) and a Reflective Paper	A Common Rubric will be used to assess a sample of the reflective papers included in portfolio.
1.2.2: Participate in Major Fusion Event	Survey a sample of students regarding their experience at the Major Fusion Event.
Outcome 1.3: Students will Align Their Academic Program with Their Career Interests Equipped for the Workforce (Preparation for Career Readiness – Sophomores and Juniors)	
1.3.1 Create an Academic Pathway Plan (Plan of Study)	Survey a sample of students regarding their academic advising experience.
1.3.2 Create a Career Plan	Survey a sample of students regarding their career advising experience.
GOAL 2: Equip Students with Career Readiness Skills.	
Outcome 2.1: Students will Engage in Activities to Introduce them to the Working Environment (Workplace Culture) Equipped for the Workforce (Preparation for Career Readiness – Sophomores and Juniors)	
Tasks	Assessment
2.1.1 Create a Professional Profile	Participation rates for completion of the professional profile and electronic signature. A Common Rubric will be used to assess a sample of the resumes and cover letters included in e- portfolio.
2.1.2 Participate in Career Fairs	Survey a sample of students regarding their experience at the career fairs.
2.1.3 Participate in cultural and diversity activities.	Survey a sample of students regarding their experience at the cultural and diversity activities.
Outcome 2.2: Students will Develop Skills Needed for Future Careers Equipped for the Workforce (Preparation for Career Readiness – Sophomores and Juniors)	
2.2.1 Complete Soft Skills Training	Students will complete the test at the end of the video.
2.2.2 Identify and Participate in Leadership Opportunities	Survey a sample of students regarding their experience participating in leadership opportunities.
Outcome 2.3: Students will Engage in Experiential Learning Inspired to Succeed (Development for Career Readiness – Seniors)	
2.3.1 Participate in Career Fairs	Survey a sample of students regarding their experience at the career fairs.

2.3.2 Participate in Mock Interview	Survey a sample of students regarding their experience in the mock interviews. Students will complete the test at the end of the video.
2.3.3 Complete Employment and Graduate School Applications	A Common Rubric will be used to assess a sample of the employment and graduate school applications included in e-portfolio.
2.3.4 Participate in Experiential Opportunities	A Common Rubric will be used to assess the student’s performance.
2.3.5 Complete Exit Interview	Survey a sample of students regarding their experience in the exit interview.

Figure 6:1 - Partnerships



A central component of this QEP is the hiring of Career Advisors who will play a leadership role in developing modules, teaching career readiness activities, facilitating interactive seminars/activities, and forging the partnerships across campus to ensure students take full advantage of all opportunities afforded them.

Currently, at ECSU, career services are offered in the Career Development Center and manned by two staff. The Career Development Center will continue to operate as an independent entity and provide career services to students. There will be a partnership and collaboration between the Career Development Center and the QEP. Both will provide career readiness services, but the QEP will focus specifically on the tasks identified on the table listed above. The QEP will not duplicate the services of the Center but work in conjunction with the Career Development Center to ensure students are utilizing all career services on campus. For example, the Career Development Center organizes the Career Fairs. The Career Advisors will be instrumental in assisting to identify agencies/companies for all program areas on campus to be invited to the Fair.

ECSU's academic programs are housed within three schools, Humanities & Social Sciences, Education and Business, and Science, Aviation, Health, and Technology. Three Career Advisors will be hired, with one assigned to each school. Students will be assigned a Career Advisor based on their respective majors/departments, within the school. The QEP will not hinder the effectiveness of professors as they continue to serve as experts and prepare their students for careers. The Career Advisors will forge a partnership with Faculty and create activities that complement the academic curriculum and align with best practices for career exploration, preparation, and development. Consistently, across programs, students are exposed to basic information in preparation for obtaining employment. However, the Career Advisors will develop activities with specific career competencies that will strengthen the students' knowledge and skills. This systematic approach will help students to create awareness, identify, reflect upon, and develop the skills that are needed to enter the workforce and/or graduate school. By the end of the freshman year, students will be able to understand the correlation between what they are learning in the classroom and how that translates to preparing for a career. In addition, by the end of the senior year, students will develop a Career Plan with goals and a specific blueprint for their future.

The modules will be uploaded in Blackboard (Bb) by the staff in the Distance Education Office with the specific tasks to be completed to meet the learning objectives. Students will have access to the modules throughout their tenure and multiple opportunities to retake and/or review the content. This will ensure that all activities are accessible to both on and off campus students.

Freshmen students are advised and taught the two seminar courses by University Studies. All freshmen will complete the modules during the two seminar courses. Students enrolled in the face- to-face courses will receive in-person instructions but upload their assignments in Bb. Upper-level students will complete the modules via Bb and have the opportunity for in-person meetings with their assigned Career Advisor. Transfer students will be assigned to a module based upon their classification at the time of admission to the University. However, students will be required to complete all modules (tasks) by the completion of the capstone course.

Students enrolled in On-line Degree Programs will complete the same modules (tasks) as the students at the main campus. The Career Advisors will schedule online workshops/seminars via Zoom, Blackboard Collaborative etc., which has the capacity to let students interact with speakers and ask questions. In addition, the students will have access to all recordings via Bb.

A partnership will be established with the Office of International Programs to maximize the number of students that experience travels abroad. The Director has been instrumental in assisting students to obtain scholarships to travel and study internationally. Similarly, a partnership will be created with the University Honors Program. This program challenges students with high academic potential to graduate at an accelerated rate and provides them with exposure to a wide variety of in-depth academic, social, cultural, and international experiences.

Annually, international faculty plan cultural diversity activities. This partnership with the International Week Committee will focus on students attending the activities and learning the importance of respect for diversity.

The PACE Center is committed to decreasing violence on campus through outreach and advocacy. It promotes awareness of cultural factors that support violence and ways to combat these factors in efforts to change cultural norms on campus related to sexual assault, relationship violence, domestic violence, and stalking. This partnership provides students the opportunity to engage in volunteer opportunities to promote civil engagement.

The Career Advisors will forge a partnership with Alumni Affairs to create a data base from the National Alumni Association for mentors and internship opportunities.

The Career Advisors will partner with the Undergraduate Research Week Committee to provide students with a platform to share their research and other scholarly activities in the form of oral or poster presentations. All undergraduate students have the opportunity to receive mentorship from a faculty member and participate in these activities. Detailed duties and responsibilities of the Career Advisors are discussed under organization structure.

The Career Advisors will forge a partnership with other centers on campus such as the ECSU Office of Community & Economic Engagement (OCEE), the Small Business Technology Development Center (SBTDC) and the Eastern Women's Entrepreneurship Center (EWEC) to provide resources and training such as internships, trainings, and workshops that provide professional development opportunities.

Seminars/Workshops

In addition to the modules in the QEP, the Career Advisors will create seminars/workshops that focus on career readiness. Similarly, Career Advisors will be responsible for identifying and inviting professional speakers to address career related topics. Such forums will be in-person, but content shall also be recorded and uploaded in the Bb shell for ease of reference and access.

The seminars/workshops contemplated here include, but are not limited to:

- What to do Before Changing Your Major or Career
- Interviewing Skills
- Mock Interviews
- Preparing for Graduate School
- Business Etiquette
- Networking
- Communicating Effectively in the Workplace
- Resume Writing
- Conflict Resolution
- Personal Finances: Financial Capability 101
- Time Management
- Continue to Plan the Annual Career and Graduate School Fairs

Database

The Career Advisors will utilize and/or assist to maintain several databases including but not limited to:

- Mentorship – They will identify alumni from each program and create a networking/mentorship relationship for students
- Jobs
- Internships

Individualized Services

Students will be able to schedule one on one appointments with the Career Advisor for advice and guidance. The appointments can be both in-person and virtual, to accommodate on campus and distance learning students.

This QEP has been designed using a holistic and collaborative approach to ensure students have equal academic and professional preparedness upon graduation. ECSU has a strong and vibrant history of providing underprepared first-generation college students with a high quality and cost-effective education. At ECSU, a small HBCU, the academic plans of study are rigorous and well designed to ensure students have the knowledge and skills for their disciplines. In addition, programs make every effort to incorporate career readiness. Appendix VII - Current Career Readiness Activities Per Program on pp. 70-75 shows the career readiness activities for individualized programs. Some are very comprehensive, while others need strengthening. However, this QEP will provide standardized services for all students to have the opportunity to master the competencies employers are seeking from college graduates. The Career Advisors will help students to think critically and make the connection between course work and transitioning as professionals into the workforce.

VII. Implementation Timelines

Table 4: Timeline

Date	Action
Spring (March) 2021	On-site Review of QEP.
Phase One – Preparation and Start-Up	
Summer 2021	The QEP will include preparation during Summer 2021. The first phase of the QEP will involve hiring Career Advisors and uploading all modules/content in Bb.
Phase Two – The QEP will be Fully Implemented	
Academic Year 2021 – 2022	<p>Year 1</p> <p>Students will complete the assigned modules (tasks/activities) based upon their classification.</p> <p>Students will be assigned to Faculty and Career Advisors.</p> <p>Assessment data will be collected at the end of each academic semester and modifications will be made to the modules (tasks/activities) during the summer session prior to the Fall semester of the next academic year.</p>
Academic Year 2022 - 2023	<p>Year 2</p> <p>The QEP will be in Full Operation.</p>

	<p>Based upon assessment data collected and analyzed in Summer 2022, modification, and improvement to the modules (tasks/activities) will be made to ensure their effectiveness in conveying career readiness content to students. Collection of assessment data will be an ongoing process and modifications will be made based on the results of the data collected. Data collection will be centered around student participation in and completion of the modules (tasks/activities) and results of satisfaction surveys and rubrics.</p> <p>Norming sessions will be held to ensure inter-rater reliability.</p>
Academic Year 2023 – 2024	<p>Year 3</p> <p>The QEP will be in complete immersion. Based upon the results of the assessment data collected at the end of year 2, the Career Advisors, University Studies Staff, and Faculty will re-evaluate and revise modules (tasks/activities), as necessary, based on formative assessment results. Also, they will implement the modified modules (tasks/activities) as needed. At the end of each academic year, modifications will be made to the modules (tasks/activities) by the summer prior to the beginning of a new academic year.</p> <p>Norming sessions will be held to ensure inter-rater reliability.</p>
Academic Year 2024 – 2025	<p>Year 4</p> <p>The QEP will be in complete immersion. Based upon the results of the assessment data collected at the end of year 3, the Career Advisors, University Studies Staff, and Faculty will re-evaluate and revise modules (tasks/activities), as necessary, based on formative assessment results. Also, they will implement the modified modules (tasks/activities) as needed. At the end of each academic semester, gather the third-year formative assessment data and revise the modules (tasks/activities) during the summer session prior to the Fall semester of the next academic year based on formative assessment results.</p> <p>Norming sessions will be held to ensure inter-rater reliability.</p>
Phase Three – The QEP is Completed and an Impact Report Submitted	
Academic Year 2025 – 2026	<p>Year 5</p> <p>The impact report is completed and submitted.</p> <p>Complete the data collection and analysis of QEP and submit the 5-year report. An impact report of ECSU’s QEP, based on collected data will be transmitted to SACSCOC as well as the campus community and other constituents.</p>

PHASE ONE

Preparation (Summer 2021)

The first phase of the QEP involves hiring Career Advisors and uploading all modules/content in Bb.

During the Spring Faculty Institute (January 2021), time will be designated for a presentation to the entire ECSU faculty and staff. This will provide another opportunity to ask questions about the structure and function of the QEP. A final overview of the QEP will be presented, with further discussions regarding the collaborative relationship between the Career Advisors and faculty.

Prior to the entrance of the Fall 2021 freshman class, the Career Advisors and University Studies staff will create the modules in Blackboard and review the rubrics for the evaluation of the modules (tasks).

The Career Advisors, University Studies, and Director of Distance Education will meet to ensure that the Blackboard shells are created and are fully functional. The Career Advisors will create modules and activities for upper-level students (sophomores, juniors, and seniors). For the modules in the QEP, University Studies staff and the Career Advisors will meet to ensure all instructors will demonstrate consistency in explaining the modules (tasks/assignments) and use the common scoring rubric, survey, or tests to collect the assessment data.

All Blackboard shells will be developed and populated with all current students enrolled at the University, and modules, activities, and rubrics will be developed.

At the end of Summer 2021, the Career Advisors, University Studies, and Director of Distance Education will meet to address any arising issues.

PHASE TWO:

Year One: Full Implementation of QEP (Fall 2021 – Spring 2022)

All Blackboard shells will be uploaded with the modules (tasks/activities) and rubrics and populated with all current students enrolled at the University.

August/Fall 2021 the QEP will be fully “rolled out” to all students

- Modules/activities for Freshmen will be facilitated by University Studies in UNIV 110 and 120.
- Modules/activities for Sophomores and Juniors will be facilitated by the Career Advisors during the Fall and Spring semesters.
- Modules/activities for Seniors will be facilitated by the Career Advisors and Faculty in the Capstone courses during the Fall and Spring semesters.
- Norming sessions will be held to ensure inter-rater reliability in the Fall and Spring semesters.
- Other annual activities (e.g., Career and Graduate School Fairs) will continue to be held in the Fall and Spring semesters.
- A series of workshops/seminars will be introduced in stages over the five-year period. All will be recorded, uploaded in Blackboard, and accessible to students.

In Fall 2021, during New Student Orientation, students will be administered the Career Interest Survey. The results will be reviewed with students in the seminar class, UNIV 110 – Freshmen Seminar I. In addition, the structured activities will help students make informed decisions to solidify a major by the end of the Freshmen year.

At the end of each academic semester, Career Advisors and University Studies staff will meet with the Assessment Coordinator to review the assessment data, discuss continuous improvement, and make instructional adjustments based on their findings. Specifically, they will discuss changes and/or refinements needed in the course syllabi, modules/tasks/assignments, and scoring rubrics in order to best meet the needs of the students.

YEAR TWO:

QEP in Full Operation (July 2022-May 2023)

Students will continue to participate in the modules (tasks/assignments) as outlined in year one (listed above).

- At the end of each academic semester, the Career Advisors and University Studies staff will meet to discuss the assessment data and continuous improvement. Modifications to the modules will be made to ensure effectiveness in conveying career readiness content to students. Also, norming sessions will be held to ensure inter-rater reliability on the reflective papers and scored rubrics. Additionally, workshops/seminars will continue to be presented across campus.

At the end of the first year, assessment data will be collected, and modifications will be made based on the results. Specifically, and of paramount importance will be student participation in the modules/activities and other campus wide activities (career and graduate school fairs and workshops/seminars) and results of satisfaction surveys from students.

YEAR THREE:

Complete Immersion (July 2023-May 2024)

The Career Advisors will continue to modify and improve the modules and activities to ensure their effectiveness in conveying career readiness content to students. Also, norming sessions will continue to ensure inter-rater reliability on the reflective papers and scored rubrics. Additionally, workshops/seminars will continue to be presented across campus.

Assessment data will continue to be collected and modifications will be made based on the results. Student participation in the modules/activities and other campus wide activities (career and graduate school fairs and workshops/seminars) and results of satisfaction surveys from students will be of paramount importance.

YEAR FOUR:

Continued Immersion (July 2024-May 2025)

The QEP intervention strategies to equip students with career readiness skills will continue, with modules/assignments at each level, data collection, and analysis of assessment results to determine further changes that need to be made in the QEP to make it a successful tool for positively impacting students' career readiness skills.

YEAR FIVE:

Assessment Report (July 2025-May 2026)

The QEP intervention strategies to equip students with career readiness skills will continue as outlined for year four. A progress report of ECSU's QEP will be based upon data collected over the five (5) year period and will be reported to SACSCOC as well as the campus community and other constituents.

VIII. Organization Structure

ECSU's QEP is interdivisional and will be housed in the Division of Academic Affairs. The current Career Development Center will be staffed with Career Advisors and an Advisory Committee consisting of stakeholders across campus. Implementation of the QEP will be a collaborative effort among the Career Development Center, University Studies, and academic programs (e.g., deans, chairs, and faculty). See Appendix VIII for Organizational Chart on p. 77.

Personnel

- QEP Director.
- QEP Faculty Coordinator (Current Faculty member with supplemental Pay).
- Three Career Advisors (New Positions).
- Assessment Coordinator (Faculty Supplement).

QEP Director

The QEP Director will oversee the daily operations to implement the QEP, supervise the three career advisors, monitor the progress of the students completing the tasks/activities, assist with collecting and compiling data, and writing annual reports for internal use and the five-year report.

QEP Faculty Coordinator

The QEP Faculty Coordinator will be a faculty member with financial compensation. The QEP Faculty Coordinator will work closely with the Career Advisors and University Studies staff, as well as the Assessment Coordinator to monitor the planning and action steps to ensure that the QEP goals and student learning outcomes are met in a timely manner, and to review data collection for each academic semester.

Assessment Coordinator

The Assessment Coordinator will collect and analyze data that will be used for continuous improvement. A faculty member with assessment credentials will receive a supplement to serve as the QEP assessment coordinator.

Career Advisors

The Career Advisors will be responsible for providing career readiness services to students across campus in collaboration with faculty and other partners. Their duties will include conducting career advisement sessions for students; educating students on job search skills and industry trends to better prepare them for employment and assist students in resume preparation, interview skills, and job search strategies. Advisors will assist in organizing job fairs, career awareness programs, and other career specific workshops and events. Additionally, advisors will maintain regular contact with employers for potential job opportunities and link qualified students with employers. They will also assist students in career placement activities and respond to student questions pertaining to career development, exploration, and placement procedures. This position will create a networking/mentorship relationship between alumni and students (See Appendix IX for Personnel Job Descriptions on p. 77).

IX. Resources

ECSU is committed to the successful implementation of the QEP, “Pathway to Success: From the Classroom to Career.” As stated in the executive summary, the Chancellor and the Vice Chancellor/Provost for Academic Affairs have committed the sum of \$1,656,509 from Title III funds over a five-year period to finance the infrastructure and resources needed to implement the QEP. Resources include hiring career advisors and support staff. A detailed budget outlining total costs for personnel is captured below. The expected annual university costs will approximately range from \$201,228 to \$331,518. The Career Development Center is fully operational, and the Career Advisors will be assigned to existing offices in the three Schools. Therefore, office space and equipment are already accounted for at the current locations.

Table 5: Resources**Quality Enhancement Projected Budget Plan**

Projected Annual Salaries					
Personnel	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Director of Career Service and QEP	\$40,000	\$80,000	\$80,000	\$80,000	\$80,000
Faculty Coordinator for Career and QEP	\$5,000	\$5,000	5,000	5,000	5,000
Assessment Coordinator (Faculty Supplement)	\$1,500	\$3,000	\$3,000	\$3,000	\$3,000
Career Advisors (3) \$45,000 each	\$67,500	\$135,000	\$135,000	\$135,000	\$135,000
Total Salaries	\$114,000	\$223,000	\$223,000	\$223,000	\$223,000
Projected Annual Fringe Benefits – 31% + \$6,388 Medical					
Fringe Benefits	\$41,728	\$75,518	\$75,518	\$75,518	\$75,518
Fringe + Salaries	\$155,728	\$298,518	\$298,518	\$298,518	\$298,518
Projected Activity Expenses					
Description	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Professional Development	\$5,000	\$6,000	\$6,000	\$6,000	\$6,000
Supplies	\$2,500	\$4,000	\$4,500	\$5,000	\$5,000
Equipment	\$20,000	\$4,000	\$4,000	\$4,000	\$4,000
Consultants/Speakers	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
Advertising/Print Materials	\$3,500	\$2,500	\$2,500	\$2,000	\$2,000
Software (E-Portfolio/Career Readiness)	\$7,000	\$6,000	\$6,500	\$5,000	\$5,000
Student Support (Travel to Graduate Schools/Organizational Meetings – Meals)	\$5,000	\$6,500	\$7,000	\$7,000	\$7,000
Total Projected Activity Expenses	\$45,500	\$31,500	\$33,000	\$31,500	\$31,500
Total Annual Budget	\$201,228	\$330,018	\$331,518	\$330,018	\$330,018

X. Assessment

ECSU's QEP has three areas: Prepared to Excel, Equipped for the Workforce, and Inspired to Succeed. Below are the goals and three related student learning outcomes. The University Studies staff, Career Advisors, and Capstone Faculty will have the responsibility to administer assignments, score rubrics, and monitor the completion of the tests linked to the videos. The Director will oversee the daily activities at the Career Development Center. The QEP Director will oversee the implementation of the QEP. The Assessment Coordinator will oversee the data collection and analysis.

Table 6: Goals and Student Learning Outcomes

GOAL 1: Prepare Students to Identify their Career Goals						
Outcome 1.1: Students will Identify Career Interests Prepared to Excel (Career Exploration – Freshmen)						
TASKS	DESCRIPTION	NACE COMPETENCY	RESPONSIBLE PARTIES	RESOURCES	CRITERIA FOR SUCCESS	ASSESSMENT
1.1.1 Super Strong Assessment (career interest survey) Reflective Paper	Students will participate in the Super Strong Assessment and write a reflective paper.	Career Management Written Communication Critical Thinking	University Studies Staff	Super Strong Assessment E-Portfolio	At least 75% of all freshmen will complete the survey. At least 50% of students will show a proficiency-level to express their career	Participation rates for career readiness inventory. A Common Rubric will be used to assess a sample of reflective papers included in the e-portfolio.

					interest by scoring at least 70% on the reflective paper.	
1.1.2 Occupational Outlook Handbook assignment	Students will complete a written assignment in the Occupational Outlook Handbook related to their specific career interests based on the SuperStrong Assessment (career interest survey).	Written Communication Digital Technology Critical Thinking	University Studies Staff	Occupational Outlook Handbook E-Portfolio	At least 50% of students will show a proficiency-level to identify their career interests by scoring at least 70% on the assignment.	A Common Rubric will be used to assess a sample of the assignment included in the e-portfolio.
Outcome 1.2: Students will Explore Career Information/Opportunities (explore skills needed to be successful) Prepared to Excel (Career Exploration – Freshmen)						
TASKS	DESCRIPTION	NACE COMPETENCY	RESPONSIBLE PARTIES	RESOURCES	CRITERIA FOR SUCCESS	ASSESSMENT
1.2.1 Mentoring Experiences (Informational Interviews)	Students will determine the skills needed to be successful in their chosen	Oral/Written Communication	University Studies	E-Portfolio	At least 50% of students will show a proficiency-level to express	A Common Rubric will be used to assess a sample of reflective papers included in e-portfolio.

<p>and/or Shadowing) Reflective Paper</p>	<p>career by interacting with professionals in the field through mentoring experiences (informational interviews and shadowing). Write a reflective paper on their experiences and an overview of the key skills identified by the professional.</p>	<p>Professionalism Career Management Teamwork/Collaboration Professionalism/Work Ethic Critical Thinking</p>			<p>their knowledge and key skill by scoring at least 70% on the reflective paper.</p>	
<p>1.2.2 Participate in the Major Fusion Event</p>	<p>Students will attend the Major Fusion event, meet, and interact with faculty, obtain information regarding career opportunities related to their major.</p>	<p>Oral Communication Digital Technology Teamwork/Collaboration Career Management</p>	<p>University Studies Staff Faculty from Major Career Advisors</p>	<p>E-Portfolio Qualtrics</p>	<p>At least 75% of all freshmen will participate in the event. At least 75% of the students participating in the event will agree/strongly agree that the event provided helpful information</p>	<p>Survey a sample of students regarding their experience at the Major Fusion Event. Both Quantitative and Qualitative sections on the survey</p>

					<p>regarding their major.</p> <p>At least 75% of the students participating in the event will supply a reason why the Major Fusion Activity was helpful.</p>	
<p>Outcome 1.3: Students Will Align their Academic Program with their Career Interests Equipped for the Workforce (Preparation for Career Readiness – Sophomores and Juniors)</p>						
TASKS	DESCRIPTION	NACE COMPETENCY	RESPONSIBLE PARTIES	RESOURCES	CRITERIA FOR SUCCESS	ASSESSMENT
1.3.1 Create an Academic Pathway Plan (Plan of Study)	<p>Students will develop the most appropriate academic pathway based on their career interests.</p> <p>Students will identify key major elective courses.</p>	Career Management	Academic and Career Advisors	<p>E-portfolio</p> <p>E4U (documentation during academic and career advising meetings)</p> <p>NSSE</p> <p>Qualtrics</p>	At least 75% of the students participating in the academic advising experience will agree/strongly agree that it was helpful to create an Academic Pathway Plan.	<p>Survey a sample of students regarding their academic advising experience.</p> <p>Both Quantitative and Qualitative sections on the survey</p> <p>NSSE – Questions: #3. d & 13.b</p>

					At least 75% of the students participating in the academic advising experience will supply a reason why creating an Academic Pathway Plan was helpful.	
1.3.2 Create a Career Plan	Students will create a career plan in the sophomore year and review, revise, and update the career plan in the junior year with their career advisors.	Career Management	Academic and Career Advisors	E-portfolio E4U (documentation during academic and career advising meetings)	At least 75% of the students participating in the career advising experience will agree/strongly agree that it was helpful to create a Career Plan. At least 75% of the students participating in the career advising experience will supply a reason why creating a Career Plan was helpful.	Survey a sample of students regarding their career advising experience. Both Quantitative and Qualitative sections on the survey NSSE – Questions: #3. a

GOAL 2: Equip Students with Career Readiness Skills

**Outcome 2.1: Students will engage in activities to introduce them to the working environment (workplace culture)
Equipped for the Workforce
(Preparation for Career Readiness – Sophomores and Juniors)**

TASKS	DESCRIPTION	NACE COMPETENCY	RESPONSIBLE PARTIES	RESOURCES	CRITERIA FOR SUCCESS	ASSESSMENT
2.1.1 Create a Professional Profile	<p>Students will create a professional profile and an email/electronic signature in the sophomore year.</p> <p>Students will create a resume and cover letter by the junior year.</p>	<p>Written Communication</p> <p>Digital Technology</p> <p>Professionalism</p> <p>Career Management</p>	Academic and Career Advisors	<p>E-portfolio</p> <p>LinkedIn</p> <p>Handshake</p> <p>LinkedIn Learning</p>	<p>At least 75% of all sophomores will complete a professional profile and an email signature</p> <p>At least 50% of student will show a proficiency-level to create a cover letter and resume scoring at least 70% on the rubric.</p>	<p>Participation rates for completion of the professional profile and electronic signature.</p> <p>A Common Rubric will be used to assess a sample of the resumes and cover letters included in e-portfolio.</p>

<p>2.1.2 Participate in Career Fairs</p>	<p>Students will attend Career Fairs on campus to network with employers.</p>	<p>Professionalism/ Work Ethic Career Management Teamwork/Collab oration</p>	<p>Career Services Office Career Advisors</p>	<p>E-portfolio Qualtrics</p>	<p>At least 50% of all sophomore and juniors participating in the Career Fairs will agree/strongly agree that it was a positive experience. At least 50% of the students participating in the Career Fairs will supply a reason why it was a positive experience.</p>	<p>Survey a sample of students regarding their experience at the career fairs. Both Quantitative and Qualitative sections on the survey</p>
<p>2.1.3 Participate in cultural and diversity activities.</p>	<p>Students will attend cultural fairs, diversity events at the PACE Center, International Week, and explore international internships.</p>	<p>Global/Multi-cultural fluency Global/Intercultural Fluency Professionalism/ Work Ethic</p>	<p>Career Services Office Career Advisors Director of PACE Center International Faculty</p>	<p>E-portfolio NSSE Qualtrics</p>	<p>At least 50% of all students participating in the cultural and diversity activities will agree/strongly agree that it was a positive experience.</p>	<p>Survey a sample of students regarding their experience at the cultural and diversity activities. Both Quantitative and Qualitative sections on the survey NSSE – Question: #11. d & 13.b</p>

			Director of International Programs		At least 50% of the students participating in the cultural and diversity activities will supply a reason why it was a positive experience.	
Outcome 2.2: Students will Develop Skills Needed for Future Careers Equipped for the Workforce (Preparation for Career Readiness – Sophomores and Juniors)						
TASKS	DESCRIPTION	NACE COMPETENCY	RESPONSIBLE PARTIES	RESOURCES	CRITERIA FOR SUCCESS	ASSESSMENT
2.2.1 Complete Soft Skills Training	Students will complete soft skill training sessions/online modules.	Professionalism/ Work Ethic Career Management	Academic and Career Advisors	E-portfolio LinkedIn Learning	At least 50% of students will show a proficiency by scoring at least 70% on the tests at the end of the video.	Students will complete the test at the end of the video.
2.2.2 Identify and Participate in Leadership Opportunities	Students will be exposed to leadership opportunities on campus (e.g., clubs/organization and Student	Teamwork/Collaboration Leadership	Academic and Career Advisors Student Affairs Director of Honor's College	E-portfolio NSSE Qualtrics	At least 50% of all students participating in the leadership activities will agree/strongly agree that it	Survey a sample of students regarding their experience participating in leadership opportunities. Both Quantitative and

	Government Association) Students will be encouraged to participate in opportunities to enhance their interpersonal skills and develop leadership qualities necessary for their career goals and personal interest.				was a positive experience. At least 50% of the students participating in the leadership activities will supply a reason why it was a positive experience.	Qualitative sections on the survey NSSE – Questions: #11. b
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**Outcome 2.3: Students will Engage in Experiential Experiences Inspired to Succeed
(Development for Career Readiness – Seniors)**

TASKS	DESCRIPTION	NACE COMPETENCY	RESPONSIBLE PARTIES	RESOURCES	CRITERIA FOR SUCCESS	ASSESSMENT
2.3.1 Participate in Career Fairs	Students will attend Career Fairs on campus and be prepared to apply and interview with employers.	Professionalism/ Work Ethic Career Management Teamwork/ Collaboration	Career Services Office Career Advisors	E-portfolio Qualtrics	At least 50% of all seniors participating in the Career Fairs will agree/strongly agree that it	Survey a sample of students regarding their experience at the career fairs. Both Quantitative and Qualitative sections on the survey

					<p>was a positive experience.</p> <p>At least 50% of the students participating in the Career Fairs will supply a reason why it was a positive experience.</p>	
2.3.2 Participate in Mock Interview	Students will engage in interviews with professionals in their major.	<p>Oral Communication</p> <p>Professionalism/ Work Ethic</p> <p>Career Management</p> <p>Teamwork/ Collaboration</p>	<p>Career Advisors</p> <p>Capstone Faculty</p>	<p>E-portfolio</p> <p>Qualtrics</p> <p>LinkedIn Learning</p>	<p>At least 50% of all seniors participating in the mock interviews will agree/strongly agree that it was a positive experience.</p> <p>At least 50% of the students participating in the mock interviews will supply a reason why it was a positive experience.</p>	<p>Survey a sample of students regarding their experience in the mock interviews.</p> <p>Both Quantitative and Qualitative sections on the survey</p>

	Students will review videos regarding professional interviewing skills.				At least 50% of student will show a proficiency by scoring at least 70% on the tests at the end of the video.	Students will complete the test at the end of the video.
2.3.3 Complete Employment and Graduate School Applications	Students will complete at least one employment and graduate school application in their major.	Professionalism/ Work Ethic Career Management Written Communication Critical Thinking Digital Technology	Career Advisors	E-portfolio	At least 50% of students will show a proficiency-level to create an employment and graduate school application scoring at least 70% on the rubric.	A Common Rubric will be used to assess a sample of the employment and graduate school applications included in e-portfolio.
2.3.4 Participate in Experiential Opportunities	Students will engage in experiential opportunities aligned with	Oral/Written Communications Digital Technology	Career Advisors	E-portfolio	At least 50% of students will show a proficiency-level in an	A Common Rubric will be used to assess the student's performance.

	their career goals (Internships, Undergraduate Research, Work Study, and/or Service Learning/Volunteer Opportunities)	<p>Critical Thinking</p> <p>Leadership</p> <p>Professionalism/ Work Ethic Career</p> <p>Management</p> <p>Teamwork/Collaboration</p> <p>Global/Multi-cultural fluency</p> <p>Global/Intercultural Fluency</p>			experiential opportunity scoring at least 70% on the rubric.	
2.3.5 Complete Exit Interview	Students will complete the Exit Interview.	<p>Written Communications</p> <p>Digital Technology</p> <p>Critical Thinking</p>	<p>Career Advisors</p> <p>Capstone Faculty</p>	<p>E-Portfolio</p> <p>Qualtrics</p> <p>ECSU Pre-Graduation Survey</p>	<p>At least 50% of all seniors participating in the exit interview will agree/strongly agree that it was a positive experience.</p> <p>At least 50% of the students participating in the exit interview will</p>	<p>Survey a sample of students regarding their experience in the exit interview.</p> <p>Both Quantitative and Qualitative sections on the survey.</p>

					supply a reason why it was a positive experience.	
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Below is the description of the modules (tasks) from the Assessment Table.

- Each student learning outcome has an indirect and direct method of assessment.
- Norming sessions for inter-rater reliability will be held for all reflective papers and assignments.
- The e-portfolio will include a collection of evidence in an electronic format that highlights student learning and development throughout their tenure at ECSU. The intent is that students will have an electronic format of samples of their work, which allows them to post documents, graphics and audio files, and videos that showcase the career competencies they are acquiring. All the required tasks on the Assessment Table will be included in the e-portfolio.
- Currently ECSU utilizes E4U for faculty and staff to document interactions with student to include academic advising. The faculty and career advisors will continue to use this platform to document all communication and updates to the Plan of Study and Career Plan.

Prepared to Excel (Career Exploration - Freshmen)

At the Freshmen level, the focus for students is *Prepared to Excel*. Currently, University Studies facilitates all services for the freshmen (e.g., orientation, two seminar courses, and academic advisement). Therefore, for continuity it seems practical that they should teach the activities for freshmen while collaborating with the Career Advisors. During the freshmen year, students are enrolled in UNIV 110 and 120 – Freshmen Seminar I and II. The two seminar courses help students to navigate the first-year experience and acclimate to the university setting. Therefore, the activities for freshmen will be integrated in these two courses and opportunities created for students to begin exploring careers.

GOAL 1: PREPARE STUDENTS TO IDENTIFY THEIR CAREER GOALS

Outcome 1.1: Students will Identify Career Interests Modules

1.1.1: The SuperStrong[®] Assessment (career interest survey) and Write a Reflective Paper (Fall semester).

Task: The SuperStrong[®] Assessment (career interest survey) will help students to explore which jobs are a good fit for them based on what best suits their interest, personality, abilities, etc. It is imperative that students complete this at the freshmen level to avoid advancing to upper-level courses and determining they are not suited for the chosen major.

The SuperStrong[®] Assessment was implemented in University Studies during Fall 2020. The University Studies advisors and instructors have completed certification on the The SuperStrong[®] Assessment and Student Success Assessment. This assessment will assist students to discover the majors and programs that are best aligned to their interests, strengths, and values, to enable them to create their own educational plans. Through the analytics dashboard, faculty and staff can access timely data to support students at all levels and provide at-risk students with targeted, timely support.

The SuperStrong[®] assessment is derived from the Strong Interest Inventory[®] assessment, one of the most widely used career tools in the world. Developed over 90 years ago and still in use today, the Strong Interest Inventory assessment has helped academic and business organizations develop talent and has guided thousands of people in their search for a rich and fulfilling career. The SuperStrong[®] Assessment helps students discover how their interests translate into academic and professional success.

The SuperStrong[®] results are organized with The Holland Codes (RIASEC) to help users identify majors, work styles and careers that align with their personality types. Dr. John

Holland's theory of personality types and work environments was added to the Strong Interest Inventory assessment in its 1974 revision.

Reflective Paper – Students will write a paper based upon thoughts and reactions to the survey. A common rubric will be used to assess a sample of the papers included in the e-portfolio. The University Studies instructors will read the papers and utilize the common rubric to determine the grade. The University Studies instructors will meet at the mid-term point in the semester for a norming session for inter-rater reliability regarding the scores on the reflective paper. They will randomly select a small number of papers that scored in the A range, B-C range, and D-F range. The instructors will then discuss their grading method and work to develop consistency.

1.1.2: Occupational Outlook Handbook Assignment (Spring semester)

Task: The written assignment in the Occupational Outlook Handbook will allow students to start at the freshmen level, identifying a major that will lead to a clear career path. Specifically, the students will identify the educational requirements, duties, salaries, available jobs, job growth, etc. in their chosen major.

Outcome 1.2: Students will Explore Career Information/Opportunities (explore skills needed to be successful)

1.2.1: Mentoring Experiences and Write a Reflective Paper (Spring semester)

Task: Students complete twelve (12) volunteer hours per academic semester (24 per academic year) in UNIV 110 and 120. During the volunteer experience, students will be linked to a professional from their major and will complete at least one mentoring experience (informational interview and shadow). This will afford students the opportunity to identify the skills needed to be successful in their chosen career. University Studies instructors will collaborate with faculty in the programs across campus and compile a list of volunteer sites for each major.

Reflective Paper – Students will write a paper about their mentoring experience. A common rubric will be used to assess a sample of the papers included in the e-portfolio. The University Studies instructors will read the papers and utilize the common rubric to determine the grade. The University Studies instructors will meet at the mid-term and final grading periods in the semester for a norming session for inter-rater reliability regarding the scores on the reflective paper. They will randomly select a small number of papers that scored in the A range, B-C range, and D-F range. The instructors will then discuss their grading method and work to develop consistency.

1.2.2: Participate in Major Fusion

Task: Students will attend the Major Fusion event, meet, and interact with faculty, obtain information regarding career opportunities related to their major.

Survey - A sample of students will be surveyed regarding their experience. Immediately following the event, the survey will be emailed to students. The survey will be a Likert scale along with questions for the students to write-in their response. There will be both quantitative and qualitative sections on the survey.

The Assessment Office will utilize Qualtrics to create a survey and administer it to all freshmen regarding their experience at the Major Fusion Event. A sample of students will be surveyed at the end of the freshmen academic year regarding their experience at the

Major Fusion Event. The survey will be emailed to students. The survey will be a Likert scale along with questions for the student to write-in their response. There will be both quantitative and qualitative sections on the survey.

QEP Targets

Between Fall 2017 and Fall 2019, 83% of students successfully completed UNIV 110 and 120, the first time they enrolled. With the implementation of this QEP, a new baseline will be established as students will have to complete assigned modules and additional assignments. Once data is collected for the first academic year, continuous improvement efforts will be employed, and changes will be made based on the students’ performance.

Table 7: Percentage of Students who Successfully Completed UNIV 110 and 120 (First Time Enrolled)		
Semester	Class	Percentage
Fall 2017	UNIV 110	78%
Spring 2018	UNIV 120	83%
Fall 2018	UNIV 110	86%
Spring 2019	UNIV 120	85%
Fall 2019	UNIV 110	88%

The following targets have been set for this section of the QEP:

- At least 75% of all freshmen will complete the survey.
- At least 50% of students will show a proficiency-level to express their career interest by scoring at least 70% on the reflective paper.
- At least 50% of students will show a proficiency-level to identify their career interests by scoring at least 70% on the assignments.
- 50% of students will show a proficiency-level to express their knowledge and key skill by scoring at least 70% on the reflective paper.
- At least 75% of all freshmen will participate in the event.
- At least 75% of the students participating in the event will agree/strongly agree that the event provided helpful information regarding their major.
- At least 75% of the students participating in the event will supply a reason why the event was helpful.

Equipped for the Workforce (Preparation for Career Readiness - Sophomores and Juniors)

During the sophomore and junior years, students will participate in activities that focus on **Equipping them for the Workforce**. At these levels, the learning emphasis for the students will shift from acquiring fundamental knowledge about occupations, to cultivating their understanding and specific skillsets relevant for their major/profession. Students will formulate a better understanding of career options related to their major and the requirements to enter certain professions. As students enter the career preparation stage in their academic journey, they transition from the guidance of University Studies to receiving career and academic advising and support from their assigned Career and Faculty Advisors.

Outcome 1.3: Students will Align Their Academic Program with Their Career Interests Modules

3.3.1 *Create an Academic Pathway Plan (Plan of Study) (Initiate the Fall semester of the Sophomore year – this is an ongoing process).*

Task: Students will meet with their academic advisors to create a Plan of Study. This will include identifying the required General Education, Related, Core Major, and Elective Courses to complete the degree program. Also, students will explore any minor degree programs of interest and required courses that will fulfill the required elective courses.

The National Survey of Student Engagement (NSSE) is utilized to capture the experience of first year students at ECSU. NSSE annually collects information at hundreds of four-year colleges and universities about first year and senior students' participation in programs and activities that institutions provide for their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending college.

NSSE provides participating institutions reports that compare their students' responses with those of students at self-selected groups of comparison institutions. NSSE reported colleges and universities participated in NSSE 2020 and over 1,650 have participated since 2000. NSSE reported 484,242 students responded to NSSE in 2020. Approximately 6 million students have completed the survey since 2000.

The Assessment Office will utilize Qualtrics to create a survey and administer it to all sophomores. A sample of students will be surveyed at the end of the sophomore academic year regarding their experience creating an Academic Plan. The survey will be emailed to students. The survey will be a Likert scale utilizing questions similar to the NSSE along with questions for the student to write-in their response. There will be both quantitative and qualitative sections on the survey. The data will be compared to the first-year response from NSSE.

Table 8: NSSE Survey Questions used to assess 1.3.1 - Create an Academic Pathway Plan (Plan of Study): 3.d and 13.b. (The National Survey of Student Engagement (NSSE) was last administered in Fall 2019)

1.3.1 Create an Academic Pathway Plan (Plan of Study)			
Question 3. d	Category	Score	Percent
Discuss your academic performance with a faculty member	1. Never	10	14
	2. Some	31	39
	3. Often	22	26
	4. Very Often	19	22
	Total participants 82/100 %	Mean Score for ECSU 2.6 based upon National Average	
Question 13. B (Likert Scale)	Category	Score	Percent
Indicate quality of your interactions with the following people at your institution	1. Poor	0	0
	2.	7	9
	3.	6	8
	4.	10	15
Academic Advisor	5.	13	21
	6.	9	14
	7. Excellent	26	34
	8. N/A	0	0
	Total participants 71/100 %	Mean Score for ECSU 5.2 based upon National Average	

1.3.2 Create a Career Plan (Initiate the Spring semester of the Sophomore year – this is an ongoing process).

Task: Students will meet with their career advisors to create a Career Plan, which will list short and long-term career goals and an action plan to achieve them. In addition, students will explore extracurricular interests, research, internships, and other activities that will make them strong candidates for a job or graduate program in their major. Students will create a career plan in the sophomore year and review, revise, and update the career plan in the junior year with their career advisors.

The Assessment Office will utilize Qualtrics to create a survey and administer it to all sophomores. A sample of students will be surveyed at the end of the sophomore academic year regarding their experience creating a Career Plan. The survey will be emailed to students. The survey will be a Likert scale utilizing questions similar to the NSSE along with questions for the student to write-in their response. There will be both quantitative and qualitative sections on the survey. The data will be compared to the first-year response from NSSE.

Table 9: NSSE Survey Questions used to assess 1.3.2 - Create a Career Plan: 3.a.
 (The National Survey of Student Engagement (NSSE) was last administered in Fall 2019)

1.3.2 Create a Career Plan			
Question 3. a	Category	Score	Percent
Talk about career plans with a faculty member.	1. Never	9	11
	2. Some	20	25
	3. Often	27	33
	4. Very Often	26	31
	Total participants 82/100 %	Mean Score for ECSU 2.8 based upon National Average	

GOAL 2: EQUIP STUDENTS WITH CAREER READINESS SKILLS

Outcome 2.1: Students will Engage in Activities to Introduce them to the Working Environment (workplace culture)

Modules

2.1.1 *Create a Professional Profile (Initiate the Fall semester of the Sophomore year – this is an ongoing process) Resume and Cover Letter (Initiate the Spring semester of the Sophomore year and updated each semester)*

Task: Students will create a professional profile on identified social media platforms, specifically LinkedIn to interact with potential employers, networking, identify internships etc. In addition, students will create an electronic signature for emails.

Task: Students will create a resume and cover letter. Students will participate in workshops and review videos regarding resume writing. The workshops will be facilitated by the Career Advisors and the Career Development Center.

Students will enroll in the Handshake software utilized on campus. Handshake reported it partners with more than 1,000 colleges and universities to help students find great jobs. It provides career tips and articles, creating a resume and cover letter and preparing for employment and/or internships.

Students will enroll in LinkedIn and have free access to LinkedIn Learning via license with ECSU and the company. LinkedIn is a social network that focuses on professional networking and career development. LinkedIn reports it is the world's largest professional network on the internet. It can be utilized to identify employment or internships, connect and strengthen professional relationships, and learn the skills needed to succeed in a career. It can be accessed from a desktop, LinkedIn mobile app, mobile web experience, or the LinkedIn Lite Android mobile app.

2.1.2 *Participate in Career Fairs (Both Fall and Spring semesters of the Sophomore and Junior years)*

Task: Students will attend career fairs on campus to network with potential employers. At the Freshmen level, students will attend the event to obtain information and collect business cards regarding employment in their major. At the sophomore and junior levels, students will attend the event and engage with employers. Students will inquire about hiring

opportunities, develop relationships and networking opportunities. At the senior level, students will attend the event and present potential employers with a resume and cover letter.

The Assessment Office will utilize Qualtrics to create a survey and administer it to all sophomores and juniors. A sample of students will be surveyed at the end of the sophomore and junior academic year regarding their experience at the Career Fair. The survey will be emailed to students. The survey will be a Likert scale along with questions for the student to write-in their response. There will be both quantitative and qualitative sections on the survey.

The Career Development Center reported the annual attendance at the career fairs is approximately 500 students.

2.1.3 Participate in Cultural and Diversity Activities (Both Fall and Spring semesters of the Sophomore and Junior years)

Task: Students will attend cultural fairs, diversity events at the PACE Center, and International Week to broaden their knowledge and experiences regarding diversity. Also, students will explore international internship opportunities to gain firsthand experience of global travel. Students will utilize this knowledge to be successful in a multicultural workplace.

The Assessment Office will utilize Qualtrics to create a survey and administer it to all sophomores and juniors. A sample of students will be surveyed at the end of the sophomore and junior academic year regarding their participation in Cultural and Diversity Activities. The survey will be emailed to students. The survey will be a Likert scale along with questions for the student to write-in their response. There will be both quantitative and qualitative sections on the survey.

Outcome 2.2: Students will Develop Skills Needed for Future Careers Modules

2.2.1 Complete Soft Skills Training (Fall and Spring semesters of the Junior year)

Task: Students will complete soft skill training sessions/online modules. Soft skills are essential. They are interpersonal skills required to succeed in the workplace such as: getting along well with colleagues and clients, demonstrating a pleasant attitude and demeanor, being flexible, being motivated and being a self-starter, and knowing appropriate manners and protocol in the workplace. Soft skills differ from hard skills. Hard skills are considered technical skills acquired through completing the undergraduate degree and required for the job. Soft skills are less tangible and often harder to learn.

Test – LinkedIn Learning is a website offering video courses taught by industry experts in software, creative, and business skills. It is a subsidiary of LinkedIn. At the end of the video, students will be directed to a test. Students will enroll in LinkedIn and have free access to LinkedIn Learning via license with ECSU and the company. LinkedIn is a social network that focuses on professional networking and

career development. LinkedIn reports it is the world's largest professional network on the internet. It can be utilized to identify employment or internships, connect, and strengthen professional relationships, and learn the skills needed to succeed in a career. It can be accessed from a desktop, LinkedIn mobile app, mobile web experience, or the LinkedIn Lite Android mobile app.

2.2.2 Identify and Participate in Leadership Opportunities (Both Fall and Spring semesters of the Sophomore and Junior years)

Task: Students will identify the clubs and organizations for their major and other leadership opportunities on campus and identify the requirements to become active. Students will be encouraged to participate in opportunities to enhance their interpersonal skills and develop leadership qualities necessary for their career goals and personal interest.

The Assessment Office will utilize Qualtrics to create a survey and administer it to all sophomores and juniors. A sample of students will be surveyed at the end of the sophomore and junior academic years regarding their experience participating in Leadership Opportunities. The survey will be emailed to students. The survey will be a Likert scale utilizing questions similar to the NSSE along with questions for the student to write-in their response. There will be both quantitative and qualitative sections on the survey.

Table 10: NSSE Survey Questions used to assess 2.2.2 Identify and Participate in Leadership Opportunities:11. b. (The National Survey of Student Engagement (NSSE) was last administered in Fall 2019)

2.2.2 Identify and Participate in Leadership Opportunities): 11.b			
Question 11. b	Category	Score	Percent
Hold a formal leadership roll in a student organization or group	1. Have not decided	20	27
	2. Do not plan to do	11	17
	3. Plan to do	32	45
	4. Done or in process	8	11
	Total participants 71/100 %	Mean Score for ECSU 11% based upon National Average	

QEP Targets

According to Fadulu (2018), fewer than 20% of undergraduate students reach out to their school's career centers for advice on finding jobs or finding and applying to graduate programs. The targets for the QEP will be based upon those projections and limited baseline data accessible to the University at this time. The implementation of the QEP will be a new process for both ECSU and student body. Therefore, based upon the national trend that students tend not to take advantage of career centers, the target score will be set with the anticipation of annual incremental increases based on assessment outcomes at the end of each academic year.

The following targets have been set for this section of the QEP:

- At least 75% of the students that participated in the academic advising experience will agree/strongly agree that it was helpful to create an Academic Pathway Plan.
- At least 75% of the students participating in the academic advising experience will supply a reason why creating an Academic Pathway Plan was helpful.
- At least 75% of the students that participated in the career advising experience will agree/strongly agree that it was helpful to create a Career Plan.
- At least 75% of the students participating in the career advising experience will supply a reason why creating a Career Plan was helpful.
- At least 75% of all sophomores will complete a professional profile and an email signature.
- At least 50% of student will show a proficiency-level to create a cover letter and resume scoring at least 70% on the rubric.
- At least 50% of all sophomore and juniors that participated in the Career Fairs will agree/strongly agree that it was a positive experience.
- At least 50% of the students participating in the career fairs will supply a reason why it was a positive experience.
- At least 50% of all students that participated in the cultural and diversity activities will agree/strongly agree that it was a positive experience.
- At least 50% of the students participating in the cultural and diversity activities will supply a reason why it was a positive experience.
- At least 50% of student will show a proficiency by scoring at least 70% on the tests at the end of the video.
- At least 50% of all students that participated in the leadership activities will agree/strongly agree that it was a positive experience.
- At least 50% of the students participating in the leadership activities will supply a reason why it was a positive experience.

Inspired to Succeed (Development for Career Readiness – Seniors)

During the senior year, students will participate in activities that *Inspire Students to Succeed*. This is the culminating phase and consists of the students demonstrating their mastery of course content through practical application of their knowledge, values, and skills in hands-on learning opportunities. Students will participate in structured, real time learning experiences (e.g., an internship or interactive activities in a capstone or senior level course). Students will engage in experiential learning opportunities in both classroom settings, and other designated learning environments.

Outcome 2.3: Students will Engage in Experiential Experiences

Modules

2.3.1 Participate in Career Fairs (Both Fall and Spring semesters of the Senior year)

Task: Students will attend career fairs on campus to network with potential employers. At the Freshmen level, students will attend the event to obtain information and collect business cards regarding employment in their major. At the sophomore and junior levels, students will attend the event and engage with

employers. Students will inquire about hiring opportunities, develop relationships and networking opportunities. At the senior level, students will attend the event and present potential employers with a resume and cover letter.

The Assessment Office will utilize Qualtrics to create a survey and administer it to all seniors. A sample of students will be surveyed at the end of the senior academic year regarding their experience at the Career Fair. The survey will be emailed to students. The survey will be a Likert scale along with questions for the student to write-in their response. There will be both quantitative and qualitative sections on the survey.

The Career Development Center reported the annual attendance at the career fairs is approximately 500 students.

2.3.2 Participate in Mock Interviews (Both Fall and Spring semesters of the Senior year)

Task: Students will have the opportunity to practice the skills for professional interviewing and receive feedback from faculty and other professionals in the local community. The Career Advisor and capstone faculty will coordinate the interviews. Also, students will review videos regarding professional interviewing skills.

The Assessment Office will utilize Qualtrics to create a survey and administer it to all seniors. A sample of students will be surveyed at the end of the senior academic year regarding their experience in a mock interview. The survey will be emailed to students. The survey will be a Likert scale along with questions for the student to write-in their response. There will be both quantitative and qualitative sections on the survey.

2.3.3 Complete Employment and Graduate School Applications (Both Fall and Spring semesters of the Senior year)

Task: Students will complete at least one employment and graduate school application in their major. During the Senior year, students will identify a potential job and graduate school and receive assistance completing the applications.

In Spring 2020, graduating seniors were administered the ECSU Pre-Graduation Survey. They were asked to identify their plans after graduation. A total of 110 students were surveyed and all students replied to this question. 56 students (51.85%) reported they completed an internship while enrolled at ECSU.

Table 11: Spring 2020 ECSU Pre-Graduation Survey Results

ECSU Pre-Graduation Survey – Spring 2020			
Question 8	Category	Score	Percent
What are your post-graduation plans?	Plan Full-Time Employment	49	44.55
	Plan Further Education	36	32.73
	Undecided	16	14.55
	Other	9	8.18
	Total Participants 110 100%		
ECSU Pre-Graduation Survey – Spring 2020			
Question 9	Category	Score	Percent
What is your current employment status?	Accepted a Position	19	38
	Refused Offer	0	0
	Considering Positions One or More	8	16
	Currently Searching	17	34
	Beginning Graduation Search After	2	4
	Not Currently Employed at this Time	4	8
	Total Participants 50 45.45%		
ECSU Pre-Graduation Survey – Spring 2020			
Question 11	Category	Score	Percent
What is your graduate school status?	Accepted Graduate/Professional School	9	25.71
	Accepted and Deferred	2	5.71
	Seeking Graduate School	21	60
	Undecided	3	8.57
	Total Participants 35 31.82%		

2.3.1 Participate in Experiential Opportunities

Task: Students will engage in experiential opportunities aligned with their career goals (Internships, Undergraduate Research, Work Study, and/or Service Learning/Volunteer Opportunities).

In Spring 2020, graduating seniors were administered the ECSU Pre-Graduation Survey. They were asked if they completed an internship. A total of 110 students were surveyed and of the 108 respondents, 56 students (51.85%) reported they completed an internship while enrolled at ECSU.

2.3.2 Complete Exit Interview

Task: Students will complete an Exit Interview and share their opinion and satisfaction with the career readiness services on campus. The survey will be administered while enrolled in the capstone course.

The Assessment Office will utilize Qualtrics to create a survey and administer it to all seniors. A sample of students will be surveyed at the end of the senior academic year regarding their satisfaction with the career readiness services offered on campus. The survey will be emailed to students.

Annually, graduating seniors complete an exit interview. They will continue to utilize the ECSU Pre-Graduation Survey.

QEP Targets

As stated above, according to Fadulu (2018), fewer than 20% of undergraduate students reach out to their school's career centers for advice on finding jobs or finding and applying to graduate programs. The targets for the QEP will be based upon those projections. The implementation of the QEP will be a new process for both ECSU and the student body. Therefore, based on the national trend that students tend not to take advantage of career centers, the target score will be set with the anticipation of annual incremental increases based upon assessment outcomes at the end of each academic year.

The following targets have been set for this section of the QEP:

- At least 50% of all seniors that participated in the Career Fairs will agree/strongly agree that it was a positive experience.
- At least 50% of the students participating in the Career Fairs will supply a reason why it was a positive experience.
- At least 50% of all seniors that participated in the Mock Interviews will agree/strongly agree that it was a positive experience.
- At least 50% of the students participating in the mock interviews will supply a reason why it was a positive experience.
- At least 50% of students will show a proficiency by scoring at least 70% on the tests at the end of the video.
- At least 50% of students will show a proficiency-level to create an employment and graduate school application scoring at least 70% on the rubric.
- At least 50% of students will show a proficiency-level in an experiential opportunity, scoring at least 70% on the rubric.
- At least 50% of all seniors that participated in the Exit Interview will agree/strongly agree that it was a positive experience.
- At least 50% of the students participating in the exit interview will supply a reason why it was a positive experience.

According to Dey and Cruzvergara (2014), over the last several decades the paradigm for career services has shifted (e.g., 1900s - 1920s – vocational guidance; 1920s - 1940s – teachers' guidance; 1940s - 1970s – job placement; 1970s - 1980s – career counseling; 1990s - 2000s – professional networking; 2000s - connected communities; and lastly the emerging trend is further transformation of career services at the University level). “Each paradigm shift in the delivery of

career guidance in higher education was connected to changes in economic, political, social, generational, and cultural norms.”

Conclusion

ECSU is a small HBCU in rural Northeastern North Carolina. The current student population as of Fall 2020 is 2,002. The QEP is designed to meet the needs of all of our students: traditional, non-traditional, on-campus and distance education, as well as address other needs based on diversity (age), learning style, special accommodations, etc. The QEP will utilize the knowledge and best practices from past models while integrating current and emerging trends to ensure a comprehensive and holistic approach.

ECSU will explore beyond the “traditional transactional model” and develop a unique learning experience for our students based upon their needs. Additionally, by cultivating the various skillsets of the students, this ensures they are ready to enter the workforce. As cited by Dey and Cruzvergara (2014), traditional services such as “careercounseling, resume assistance, and career fairs” continue to be useful to assist students in the process of obtaining employment. In addition, stronger emphasis has to be placed on “building connections through partnerships, experiential learning, mentoring, and developing career communities of learners and networkers that will engage students and alumni for a lifetime.” Lastly, the authors promote the use of technology (e.g., “extensive amounts of information easily accessible on the web and through mobile devices).

The design of ECSU’s QEP aligns with current best practices for career services.

- With the modules being online, they are accessible to everyone.
- The traditional 18 year old student entering ECSU in Fall 2021, a post-millennial, Generation Z (Linksters) has been connected to technology since birth according to Meagan Johnson, a generational expert. Thus, he/she should be comfortable with completing the modules online.
- The non-traditional learner will have opportunities to meet in-person with the Career Advisors for additional assistance and support.
- The QEP addresses traditional career services while also addressing current and emerging trends.
- The in-person activities with other students, alumni, community partners, employers, etc. create community connections and mentorship.

The modules (tasks, activities, and assignments) and measures are consistent with literature regarding the appropriate career readiness services that should be offered at colleges and universities. The competencies measured align with NACE. Lastly, the online method of instruction and taking tests or some other measure after the completion of each section is a standard/best practice for student assessment. This practice has been used at both the collegiate level and for professional development in many different professions.

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XI: Appendices

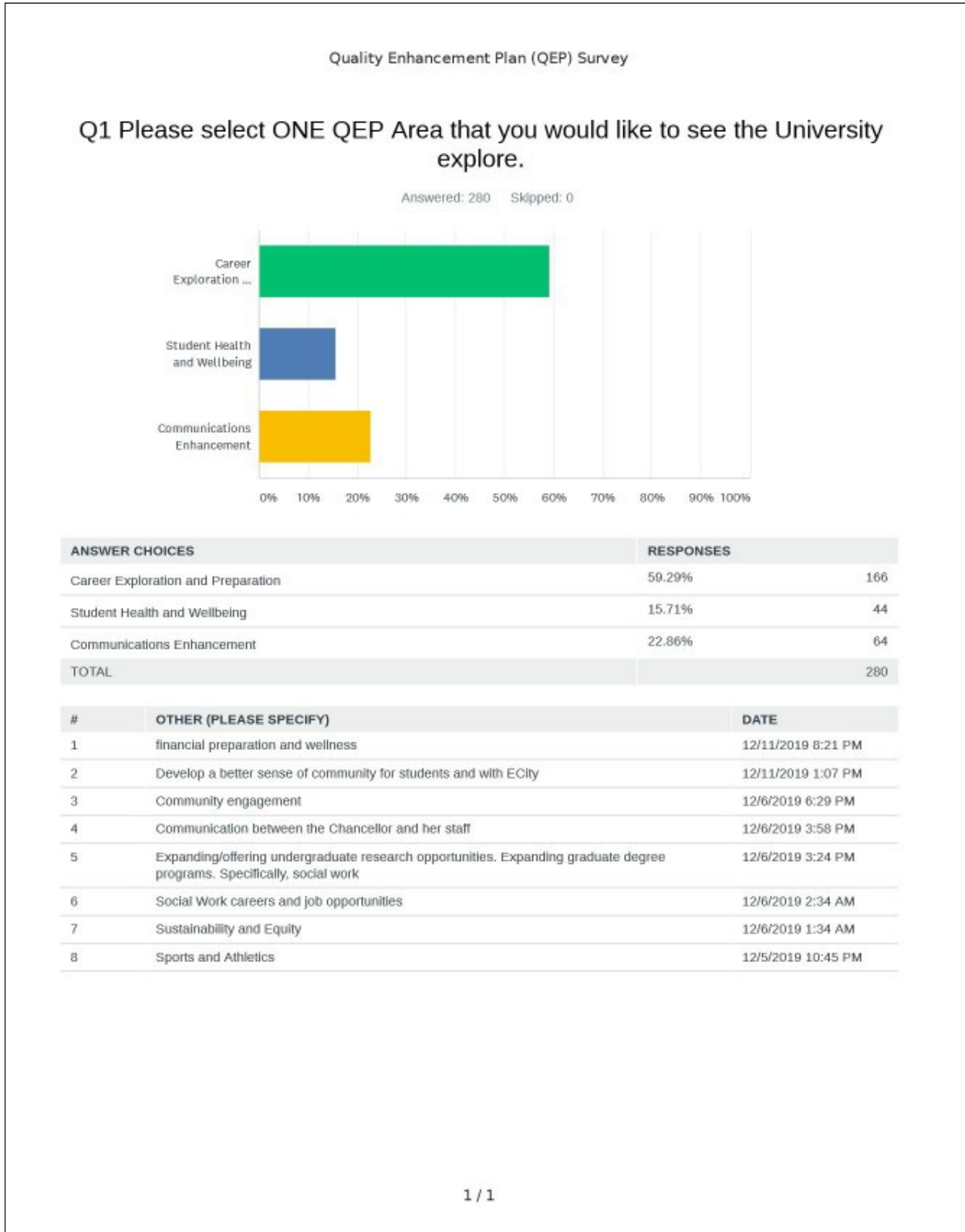
Appendix I - Planning Committee Composition

Dr. Gloria Payne – Interim Associate Vice Chancellor Academic Affairs
Dr. Dorothy Kersha-Aerga – Director SACSCOC Reaffirmation
Dr. Lloyd Mitchell – Associate Professor, Physical Education/Kinesiology
Mr. Douglas Jackson – Associate Professor, Music & Visual Arts
Dr. Malcolm Dcosta – Assistant Professor, Mathematics and Computer Science
Dr. Adam McKee – Assistant Professor, /Chairperson of English & Digital Media
Mr. Brian Jordan – Social Research Assistant, Office of Institutional Research
Mr. Antonio Rook – Lecturer, Mathematics & Computer Science
Dr. Sheila Williams – Assistant Professor/Chairperson of Education, Psychology & Health
Dr. Melissa Stuckey – Assistant Professor, Social Sciences
Mr. Emmanuel Butts – President Student Government Association

Appendix II for QEP Infographic



Appendix III - Summary Results of QEP Topic Vote by Participating Constituents



Appendix IV - Composition of the Development Committee

Dr. Gloria Payne – Interim Associate Vice Chancellor Academic Affairs
Dr. Kim Downing – Associate Professor, Social Work Program
Dr. Dorothy Kersha Aerga – Director SACSCOC Reaffirmation
Dr. Kinsley Nwala –Professor, Business Administration
Dr. Lloyd Mitchell – Associate Professor, Physical Education/Kinesiology Professor
Mr. Douglas Jackson – Assistant Professor, Music & Visual Arts
Dr. Tina Craddock – Assistant Professor Criminal Justice
Dr. Jeffrey Rousch – Professor, Natural Sciences
Dr. Dipendra Sengupta – Professor, Mathematics & Computer Sciences Dr.
Dr. Karra Shimabukuro – Assistant Professor, English & Digital Media
Ms. Yolanda Carcana – Director Career Services
Ms. Cynthia Horne - Librarian, Library
Ms. Maenecia Cole – Academic Advisor, Student Services
Ms. Jenna Miller – Lecturer, English & Digital Media
Dr. Tarsha Roger – Department of University Studeis Chair
Mr. Michael Twiddy – Director for the local Small Business and Technology Development Center
Dr. Nichole Lewis – Dean of Students, Division of Student Affair
Dr. Fred Okanda – Director, Office of Institutional Effectiveness, Research, and Assessment
Mr. Jimmy Chambers – President Student Government Association

Appendix V - ECSU Mission Statement

ABOUT ECSU

Mission Statement

As a constituent institution of The University of North Carolina System, Elizabeth City State University offers baccalaureate, professional, and master's degrees for a diverse student body. Our mission is to promote economic, social, and environmental progress for the people of northeastern North Carolina, the state, and the nation.

We achieve our commitment to the highest quality education by maintaining a rigorous focus on academic excellence through liberal arts programs and using innovative and flexible technology-based instruction models to enhance our signature areas: integrating technology with education, improving human health and wellness, and advancing the natural and aviation sciences.

Through teaching, research, and community engagement, the institution's rich heritage and its current multicultural student-centered focus provide a firm foundation for its endeavors. It serves the needs and aspirations of individuals and society, producing graduates for leadership roles and life-long learning.

Appendix VI - ECSU 2020-2025 Strategic Plan Goals

ECSU STRATEGIC PLAN 2020-2025

Elizabeth City State University's strategic plan for 2020-2025, Forging Our Future, focuses on how to best utilize our strengths to serve our students in providing access to a high-quality, affordable education at North Carolina's premier institution.

ECSU is where leaders are created. Leaders who are courageous, resilient, and empowered. Our strategic plan is built with integrity and compassion, supporting our students, faculty and staff as we develop the innovators, entrepreneurs, pioneers, and creators of tomorrow.

Our 2020-2025 plan was intentionally developed with a vision for our collective future. Our high-quality academic programs align with community demands, meet employer needs, enhance our region and state, and drive economic development to guarantee the future success and sustainability of ECSU.

We live to serve our students. Viking Pride is not just about the institution – it is about the people. People who serve humanity with a passion for life-long learning and strive for excellence as the standard. This plan supports your purpose in life.

We are a proud family, and together, we will continue our legacy of success!

MISSION, VISION, VALUES

Mission

As a constituent institution of The University of North Carolina, Elizabeth City State University offers baccalaureate, professional, and master's degrees for a diverse student body. Our mission is to promote economic, social, and environmental progress for the people of northeastern North Carolina, the state, and the nation.

We achieve our commitment to the highest quality education by maintaining a rigorous focus on academic excellence through liberal arts programs and using innovative and flexible technology-based instruction models to enhance our signature areas: integrating technology with education, improving human health and wellness, and advancing the natural and aviation sciences.

Through teaching, research, and community engagement, the institution's rich heritage and its current multicultural student-centered focus provide a firm foundation for its endeavors. It serves the needs and aspirations of individuals and society; producing graduates for leadership roles and life-long learning.

Vision

Elizabeth City State University will be a premier public institution and a leading partner for economic, social, and environmental progress. We will be a destination institution that develops leaders who will make a positive difference now and in the future.

Values

Accountability – Administration, faculty, staff, and students will be responsible and transparent in their actions

Commitment – Dedication to our students, community, and advancing the university will be our priority

Excellence – Unparalleled teaching, learning, and service to the university and community will be our measure for success

Collaboration – Teamwork and partnerships with our stakeholders will be utilized to achieve common goals

Inclusion – Diverse viewpoints, experiences, and backgrounds will be respected and welcomed

GOALS AND OBJECTIVES

GOAL 1 / ACADEMIC EXCELLENCE

Provide high-quality academic programs steeped in experiential learning that fully utilize our strengths as a university and enhance our region

OBJECTIVES

- 1.1 Implement real-life and applied research into the curriculum
- 1.2 Promote an academic environment centered on student success
- 1.3 Invest in faculty development to maximize excellence in teaching, research, and service
- 1.4 Expand our academic program offerings, services, and learning opportunities to align with community demand and meet the needs of employers
- 1.5 Expand the national prominence of our aviation program
- 1.6 Collaborate with regional K-12 local education agencies to enhance education and preparation quality and deliver best-practices

GOAL 2 / STUDENT EXPERIENCE

Create transformative experiences for our students that support academic outcomes and build Viking spirit

OBJECTIVES

- 2.1 Prepare students for life through robust co-curricular and extra-curricular campus activities
- 2.2 Enhance the on-campus living experience
- 2.3 Enhance the off-campus life experience
- 2.4 Ensure student services align with student needs and expectations
- 2.5 Build a competitive athletic program that develops our student athletes into well-rounded leaders as well as brings recognition and pride to the university
- 2.6 Cultivate and promote our unique Viking culture and pride
- 2.7 Ensure our campus is diverse and inclusive for all students

GOAL 3 / SUSTAINABLE GROWTH

Maximize our potential through improved enrollment processes and investment in recruitment, retention, and completion efforts

OBJECTIVES

- 3.1 Identify strategic opportunities for sustainable growth in new student population
- 3.2 Maximize retention, persistence, and graduation rates
- 3.3 Improve enrollment management practices and processes

GOAL 4 / INSTITUTIONAL ADVANCEMENT

Promote and progress the institution through the engagement of our students, alumni, and other stakeholders

OBJECTIVES

- 4.1 Cultivate and promote a campus-wide culture of service and giving to the university
- 4.2 Engage all alumni in meaningful and strategic ways
- 4.3 Implement an effective marketing and communication plan to increase visibility and promote successes
- 4.4 Redesign our fund development philosophy and infrastructure to enable transformative giving to the university
- 4.5 Prioritize engagement with the community and region to support development

GOAL 5 / OPERATIONAL EXCELLENCE

Ensure sound and efficient university operations and enhance our customer service quality and delivery

OBJECTIVES

- 5.1 Review and streamline business processes to improve efficiency
- 5.2 Establish a university-wide culture of excellent customer service
- 5.3 Leverage technology to support growth
- 5.4 Develop and maintain facilities that support academic growth and regional advancement
- 5.5 Attract and retain talented faculty, staff, and administrators

GOAL 6 / REGIONAL DEVELOPMENT

Secure our position as a catalyst in regional economic, social, and environmental development and facilitate collaboration with industry and government to improve our region

OBJECTIVES

- 6.1 Build partnerships with government and industry to drive economic development
- 6.2 Promote and support faculty applied research and consulting
- 6.3 Grow community-based experiences and develop opportunities for community involvement

Appendix VII - Current Career Readiness Activities Per Program

ECSU Academic Programs	Current Activities to Enhance Career Readiness
School of Humanities & Social Sciences	
Department of Social Sciences	
Criminal Justice	<ul style="list-style-type: none"> • Visits from career professionals from local/state law enforcement agencies, court professionals, and victims services advocates • Encourage summer internships • Service learning activities • Club trips to local jails, prisons, and courts • Weekly emails regarding job and internship opportunities
Homeland Security	<ul style="list-style-type: none"> • Provide access to career webinars • Encourage internships • Weekly emails regarding job and internship opportunities
Interdisciplinary Studies	<ul style="list-style-type: none"> • Learning activities in both INDS 300 and INDS 400 that ask students to relate their coursework and the program outcomes to their professional goals and plans
History	<ul style="list-style-type: none"> • Workshops/panels on “What To Do With a History Degree?” and visits from grad programs (e.g., ODU, ECU, NCCU< Howard University, etc.) • In-class (HIST 200) and club-based C.V., letter writing workshops/assignments • Visits from career professionals in the National Park Services, State/Government Agencies, and private industries • Study abroad opportunities and encourage summer internships • Attend career webinars • Service learning activities
Department of English & Digital Media	
English	N/A
Digital Media	<ul style="list-style-type: none"> • Professional portfolio submission required of all majors • All majors mount a senior show of their original work • All majors complete an internship (ART 406)
Department of Music & Visual Arts	
Graphic Design	N/A
Music	<ul style="list-style-type: none"> • Capstone required in all curricula: staging a performance or project

	<ul style="list-style-type: none"> • Masterclasses held each semester featuring nationally recognized professional musicians
School of Education and Business	
Department of Business, Accounting and Sport Management	
Accounting	<ul style="list-style-type: none"> • Interview a CPA assignment. • Mandatory Internship of 150 hours; • Professional Dress Day (Thursday); • Community-based undergraduate research. • Guest Speakers and Young Alumni visits in class. • Leadership Opportunities – Clubs & Organizations. • Accounting Data Analytics training (such as Excel, financial analysis,) • Group projects in research and presentation • Relevant Specialized software and database Opportunities • Problem-based Learning projects
Business Administration	<ul style="list-style-type: none"> • Case Analysis, Research Project, Excel project, Financial Analysis • Mandatory Internship of 150 Hours • Community based Research • Use of Specialized Software • Database Project • Product Creation/Business Plan • Young Alumni Day • Guest Speakers in Class Lectures • Leadership Opportunities in Clubs & Organizations (Enactus, Viking Finance Club, Entrepreneurship Club) • Beta Gama Sigma induction • University Research Week participation • Problem-based Learning projects
Sport Management	<ul style="list-style-type: none"> • PESH 110 students conduct an interview with an industry professional • Service-learning project with Downtown Elizabeth City in PESH 110 • Guest speakers from industry or professionals • PESH 110, PESH 310, and PESH 416 students create a LinkedIn page, develop a professional resume, and write a professional cover letter • PESH 416, and PESH 310 students register with the ECSU Career Services • PESH 310 requires practicum with field work experience of 200 hours and PESH 416 is a required Internship requiring 400 hours of work experience.

	<ul style="list-style-type: none">• PESH 210 and PESH 211 case studies• PESH 300 students complete 2 sport company's financial analyses.• PESH 313 students complete an analysis of mega sporting events.• PESH 410 students complete a leadership analysis project.• PESH 413 students complete a facility review project.
Department of Education	
	<ul style="list-style-type: none">•

<p>Elementary Education</p>	<ul style="list-style-type: none"> • Field Experience Hours (15) and Clinical I Hours (130) • Clinical II (Student Teaching (75 days- 562.5 hours) • Program Entry Interview • Exit Interview • Student North Carolina Association of Education (SNCAE) • Teacher Education Club • American Education Week (Activities- Guest Speakers, Panel Discussions, Writing Competitions) • Professional Development Opportunities • Guest Speakers (Principals, Superintendents, Psychologists, Teachers, Instructional Coaches) • Teacher Career Fair (annually) • Student Meetings • Key Assignments- School Leadership Project, Impact on Student Learning Project, Unit Plan, Document of Learning • edTPA Portfolio • Licensure Exam Requirements
<p>Birth-Kindergarten</p>	<ul style="list-style-type: none"> • Field Experience Hours (15) and Clinical I Hours (100) • Clinical II (Student Teaching (75 days- 562.5 hours) • Program Entry Interview • Exit Interview • Student North Carolina Association of Education (SNCAE) • Teacher Education Club • American Education Week (Activities- Guest Speakers, Panel Discussions, Writing Competitions) • Professional Development Opportunities • Guest Speakers (Principals, Superintendents, Psychologists, Teachers, Instructional Coaches) • Teacher Career Fair (annually) • Student Meetings

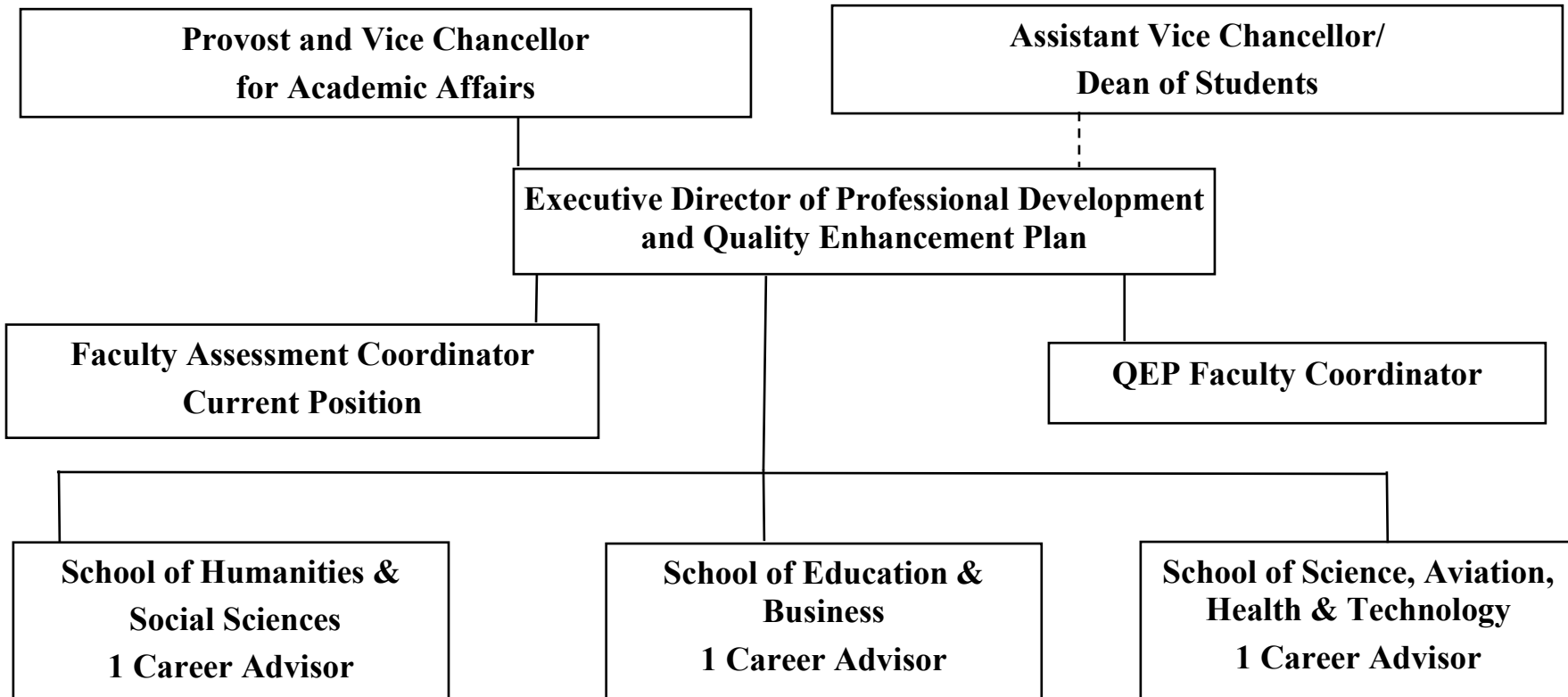
	<ul style="list-style-type: none"> • Key Assignments- School Leadership Project, Impact on Student Learning Project, Unit Plan, Document of Learning • edTPA Portfolio • Licensure Exam Requirements
Special Education	<ul style="list-style-type: none"> • Field Experience Hours (15) and Clinical I Hours (120) • Clinical II (Student Teaching (75 days- 562.5 hours) • Program Entry Interview • Exit Interview • Student North Carolina Association of Education (SNCAE) • Teacher Education Club • American Education Week (Activities- Guest Speakers, Panel Discussions, Writing Competitions) • Professional Development Opportunities • Guest Speakers (Principals, Superintendents, Psychologists, Teachers, Instructional Coaches) • Teacher Career Fair (annually) • Student Meetings • Key Assignments- School Leadership Project, Impact on Student Learning Project, Unit Plan, Document of Learning • edTPA Portfolio • Licensure Exam Requirements
School of Science, Aviation, Health, and Technology	
Department of Health and Human Studies	
Kinesiology	<ul style="list-style-type: none"> • Hands on research experience in multiple classes • Field Experiences = 300 hours or Student Teaching 75 days • Kinesiology and Health Club • Taking students to Conferences and Workshops • Hosting workshops on campus • Bringing in Guest Speakers/ Virtual Guest Speakers
Psychology	<ul style="list-style-type: none"> • Hands-on research experience • Students have opportunity to complete a practicum • Guest speakers • Psychology Club

	<ul style="list-style-type: none"> • Psi Chi Honors Society for networking opportunities • Support to attend Psychology-related conferences
Social Work	<ul style="list-style-type: none"> • In-Person Interview with a social worker at the human services agency assignment; • Service Learning Hours (in a 200 & 300 level course); • Professional Dress Day (300 level course); • National Social Work Month activities (alumni panel, social workers as plenary speakers, and other interactive activities); • Guest Speakers in class lectures; • Leadership Opportunities – Clubs & Organizations, NASW Liaison; • Study Abroad Opportunities • NASW-NC Advocacy Day (Raleigh, NC) • Video: On Any Given Day, Social Workers Help (Highlight the different areas of Social Work Practice - in a 200 level course)
Pharmaceutical Science	<ul style="list-style-type: none"> • Internship Opportunities • Capstone course brings professionals to talk about career opportunities • Field experience to shadow professionals
Department of Natural Sciences	
Biology	<ul style="list-style-type: none"> • Undergraduate research experience • Participation in conferences • Field trips to industry • Field experience to shadow professionals • Guest speakers and Alumni during Research Week
Chemistry	<ul style="list-style-type: none"> • Same as Biology
Sustainability Studies	<ul style="list-style-type: none"> • N/A
Department of Mathematics, Computer Science, & Engineering Technology	
Computer Science	<ul style="list-style-type: none"> • Internship • Lecture series • Guest speakers in different math courses • Guest speakers during Research Week
Engineering Technology	<ul style="list-style-type: none"> • Internship opportunities • Technology Club • Industrial Advisory Board • Certified Technical Professional prep and testing • Assistance for PE licensure exam
Mathematics	<ul style="list-style-type: none"> • Same as Computer Science

Department of Aviation and Emergency Management	
Aviation Science	<ul style="list-style-type: none"> • Internship • Engaged in activities related to Women in Aviation International Chapter • Student attendance at University Aviation Association Policy Seminar • Field Trips to aviation-related operations • Guest speakers from aviation industry • Transition to Aviation Industry Course • Aviation Advisory Board
Emergency Management	<ul style="list-style-type: none"> • FEMA certification • Industry-specific training • Table-top exercises simulating real-world scenarios • Presentation and interaction with Guest Speakers
Unmanned Aircraft	<ul style="list-style-type: none"> • Same as Aviation

Pathway to Success: From the Classroom to Career

Organizational Chart



Appendix IX - Personnel Job Descriptions

Elizabeth City State University
Executive Director of Professional Development and Quality Enhancement Plan (QEP)
6086-0000-0000-
Position Description

Primary Purpose of Organizational Unit:

The Career Development Center's primary mission is to provide a wide range of career related services and resources to prepare students with career exploration and job preparation for internships, employment opportunities, graduate and professional schools. The Executive Director of Professional Development and Quality Enhancement Plan will lead the University's Quality Enhancement Plan (QEP) which is focused on career readiness. The Career Development Center will intersect with Academic Affairs to cultivate a collaborative and student-centered approach to engaging students in career development programs beginning in their first year at the University and extending through their final year. The Executive Director will cultivate strategic partnerships with employers, faculty, and alumni to obtain employment and mentoring opportunities for students. In collaboration with Deans of schools and department chairs, the Executive Director will plan and tailor career programs for specific majors. Even further, the Executive Director will stay on the cutting edge of new technology and utilize existing technology to enhance career preparation and job search skills while also conducting assessments to measure students' needs, satisfaction, and employment status.

Primary Function of Position:

The Executive Director will provide a collaborative student-centered focus to engage students in Career programs early and often from the freshmen year to the senior year. The primary function of the position will include the following:

- Cultivate strategic partnerships with employers, faculty, alumni, and parents to obtain employment and mentoring opportunities for students.
- Collaborate with the Deans of the respective Schools and academic departments to plan and tailor career programs for their majors.
- Utilize technology to enhance career preparation and job search.
- Conduct assessments to measure students' needs and satisfaction of career services.

Position Reports to:

Provost and the Assistant Vice Chancellor/Dean of Students

Immediate Subordinates:

Coordinator, Internship and Engagement
Career Services Advisor

Responsibilities:

- To serve as administrative head of the Career Center and the University's QEP by overseeing its budget and personnel, developing its career-related programs, policies, and procedures, and implementing all services rendered.
- Provide instructional/educational programs to assist students with career/occupational exploration, self-analysis, goal setting, leadership development and related areas.
- Facilitate a wide range of career planning topics in formal classes, group and individual counseling sessions, seminars/workshops, clubs/organizations, and local agencies.
- Plan and coordinate career and graduate school fairs, business expos, etc. for the University.
- Assist students with resume writing, interview techniques, job search strategies, to prepare and enhance skills required to enter the world of work.

- Collaborate and develop relationships with academic departments and key personnel to connect students with employment and graduate school opportunities.
- Build relationships and establish collaborations with a full range of internal and external colleagues and constituencies to advance student employment.
- Provide individual and group career consulting to ECSU students (undergraduate and graduate) and alumni.
- Design Career Development Center marketing strategies that will encourage students to use services (in partnership with University Communications and Marketing)
- Partner with the Office of Financial Aid and Office of Human Resources for maintaining job opportunities on campus and within the local community.
- Research, evaluate, maintain, and purchase updated career library resources which cover all areas of the career planning experience (e.g., majors, occupations, graduate schools, employers, job search techniques, part-time and full-time listings, internships, co-ops, etc.) for students.
- Maintain the Career Development Center website and to ensure on-going access to a variety of career related online resources.
- Conduct research by surveying, analyzing, and interpreting information collected on alumni one year after graduation (e.g., employment status, continued educational status, attitudes about their educational experience while attending Elizabeth City State University).
- Actively participate in professional organizations for continued professional development and networking experience.
- Cultivate a full range of prospective employers (for profit, government, not-for-profit, and contract agencies) to promote opportunities for ECSU students.
- Demonstrate an understanding and appreciation for adult learners and other diverse populations with specific strategies for engaging them in the career development process.
- Demonstrate the effective use of technology to engage all students; specific knowledge of the effective use of social media to reach various student populations.
- Cultivate shadowing experiences, internships, and cooperative education with prospective employers.
- Gather and maintain data on the progress and activities of the Career Development Center and QEP.
- Provide coordination and lead on Handshake and other career and graduate school software/databases.
- To serve as a major resource person for University students, alumni, faculty, student support staff, and members of the local community.
- Represent the University on various committees.
- Provide input, analysis and information as needed on special projects.

Knowledge, Skills and Abilities

Thorough understanding of and commitment to the goals and responsibilities of providing career development expertise while also leveraging relationships in academic departments to further students' career development opportunities. Nationwide professional contacts in both the university and employment sectors. Strong written and verbal communications skills. Effective organizational and management skills. Demonstrated public relations/marketing abilities to be used on behalf of the university as a whole and the career development center specifically. Must be able to effectively direct existing, comprehensive career services programs, and to develop new ones on his/her own initiative. Dependability, creativity, good judgment, professionalism, dedication to sound principles of student development as evidenced through the maintenance of affiliation in national and/or regional career development professional associations.

Qualifications:

Doctorate or Master's degree from an accredited institution in higher education, business, management, counseling or related field. A minimum of five (5) years of experience in career planning and employment work. Experience in program development, supervision and evaluation, and budgeting. Demonstrated ability to cultivate strong partnerships with employers, which have contributed to successful student outcomes. Excellent communication skills and leadership ability and be dedicated to the National Association of Colleges and Employer's principles and practices of career planning, employment, and recruitment.

Career Services Advisor

6086-0000-0000- Position Description

Primary Purpose of Organizational Unit

The Career Development Center assists in making sure that students are prepared to enter the workforce by offering workshops and resume preparation to enhance and increase the likelihood of students being offered and accepting gainful employment. These services help students develop their professional capabilities and build upon their strengths as they prepare for employment in the global workplace. “Offering a World of Opportunities”, we help students reach their personal and professional career goals.

Primary Function of Position

The Career Services Advisor (CSA) will provide professional career development and support to students in the School of Education and Business; School of Humanities and Social Sciences; and School of Science, Aviation, Health and Technology. The CSA will work closely with academic program coordinators, department chairs, and deans to design effective strategies to prepare students for life through robust co-curricular and extra-curricular campus activities. The CSA will forge partnerships with faculty and create modules that complement the academic curriculum and align with best practices for career exploration, preparation, and development.

Position Reports to

Executive Director of Professional Development and Quality Enhancement Plan (QEP)

Responsibilities

1. Create seminars/workshops that focus on career readiness.
2. Assist in the development of discipline specific databases for mentorship, jobs, and internships.
3. Educate students on job search skills and industry trends to better prepare them for employment.
4. Help students in resume preparation, interview skills, and job search strategies.
5. Attend local career fairs and other networking events to generate new employment opportunities for students.
6. Create a networking/mentorship relationship between alumni and students.
7. Develop and implement a tracking mechanism to determine effectiveness of career activities for students.
8. Administer surveys and other assessment instruments to demonstrate workforce readiness.

Qualifications:

Possess a Master’s Degree with at least 5 years of experience in higher education, workforce development, business related field or equivalent combination of experience and training with required knowledge, skills and abilities. Individual must possess a strong commitment to helping underserved populations. Experience in managing projects with a diverse of stakeholders is mandatory.

Appendix X – Rubrics for Tasks**1.1.1 Career Interest Survey (Reflective Paper Rubric) (1-2 pages)**

For this task, you will write a reflective paper based upon your thoughts and reactions to the survey. Based upon the survey: Do you feel it accurately captured your career interest? Were the results consistent with your perceptions about an appropriate major/career choice? What are your feelings about the results? Will the results impact or change your chosen major?

Student _____

Assessment Areas	Possible Points	Points Earned
Do you feel it accurately captured your career interest?	20	
Were the results consistent with your perceptions about an appropriate major/career choice?	20	
What are your feelings about the results?	20	
Will the results impact or change your chosen major?	20	
Writing Skills/Grammar	20	
Total	100	

1.1.2 Occupational Outlook Handbook assignment (1-2 pages)

For this task, you will complete an assignment utilizing the Occupational Outlook Handbook to answer the following questions: What is your major? What are the educational requirements to obtain employment for this major (is this this degree employable at the bachelor's level)? What are the job duties for this degree? What is the salary for an entry level position? What is the projected job availability over the next 4 years (job growth – increase or decrease in jobs)?

Student _____

Assessment Areas	Possible Points	Points Earned
What is your major?	5	
What are the educational requirements to obtain employment for this major (is this this degree employable at the bachelor's level)?	20	
What are the job duties for this degree?	20	
What is the salary for an entry level position?	20	

What is the projected job availability over the next 4 years (job growth – increase or decrease in jobs)?	20	
Writing Skills/Grammar	15	
Total	100	

1.2.1 Mentoring Experiences (Informational Interviews and/or Shadowing) (1-2 pages)

For this task, you will write a reflective paper based upon your experience conducting an informational interview or shadowing a professional in your discipline. Based upon your experience address the following: Who did you interview or shadow? (Name, Position, and Agency/Company) What information did you obtain regarding your major/career area? Was the information learned consistent with your expectations for this major? (Why or Why not)

Student _____

Assessment Areas	Possible Points	Points Earned
What is your major?	5	
Who did you interview or shadow? (Name, Position, and Agency/Company)	5	
What information did you obtain regarding your major/career area?	40	
Was was the information learned consistent with your expectations for this major? (Why or Why not)	35	
Writing Skills/Grammar	15	
Total	100	

1.2.2 Participate in the Major Fusion Event Survey - Major Fusion Event

5 – Strongly Agree	4 – Somewhat Agree	3 – Agree	2 – Somewhat Disagree	1 – Strongly Disagree
---------------------------	---------------------------	------------------	------------------------------	------------------------------

Please score your satisfaction with the Major Fusion Event based upon the following statements.

- | | | | | | |
|--|---|---|---|---|---|
| 1. I was able to easily connect to the Major Fusion Event. | 5 | 4 | 3 | 2 | 1 |
| 2. The Major Fusion Event was well organized. | 5 | 4 | 3 | 2 | 1 |
| 3. The Major Fusion Event provided helpful information regarding my major. | 5 | 4 | 3 | 2 | 1 |
| 4. I was able to meet and interact with faculty. | 5 | 4 | 3 | 2 | 1 |
| 5. I obtained information about the requirements to obtain a degree in my major. | 5 | 4 | 3 | 2 | 1 |

6. I learned about career opportunities for my major. 5 4 3 2 1

1. What was the most beneficial aspect of the Major Fusion Event?

2. Name one thing you learned from the Major Fusion Event.

1.3.1 Create an Academic Pathway Plan (Plan of Study)

Each program has a standard academic plan that will be reviewed with their majors. Students will be assessed based upon specific questions from the NSSE and a qualitative survey will also be administered. (see the results from the NSSE administered Fall 2019)

Survey – Academic Pathway Plan

5 – Strongly Agree	4 – Somewhat Agree	3 - Agree	2 – Somewhat Disagree	1 – Strongly Disagree
---------------------------	---------------------------	------------------	------------------------------	------------------------------

Please score your satisfaction with the Academic Pathway Plan based upon the following statements.

- | | |
|--|-----------|
| 1. I was able to meet with a faculty member in my major for academic advising. | 5 4 3 2 1 |
| 2. I completed a Plan of Study. | 5 4 3 2 1 |
| 3. I understand the requirements to obtain a degree in my major. | 5 4 3 2 1 |
| 4. The academic advising appointment was helpful. | 5 4 3 2 1 |
| 5. The academic advisor was knowledgeable. | 5 4 3 2 1 |

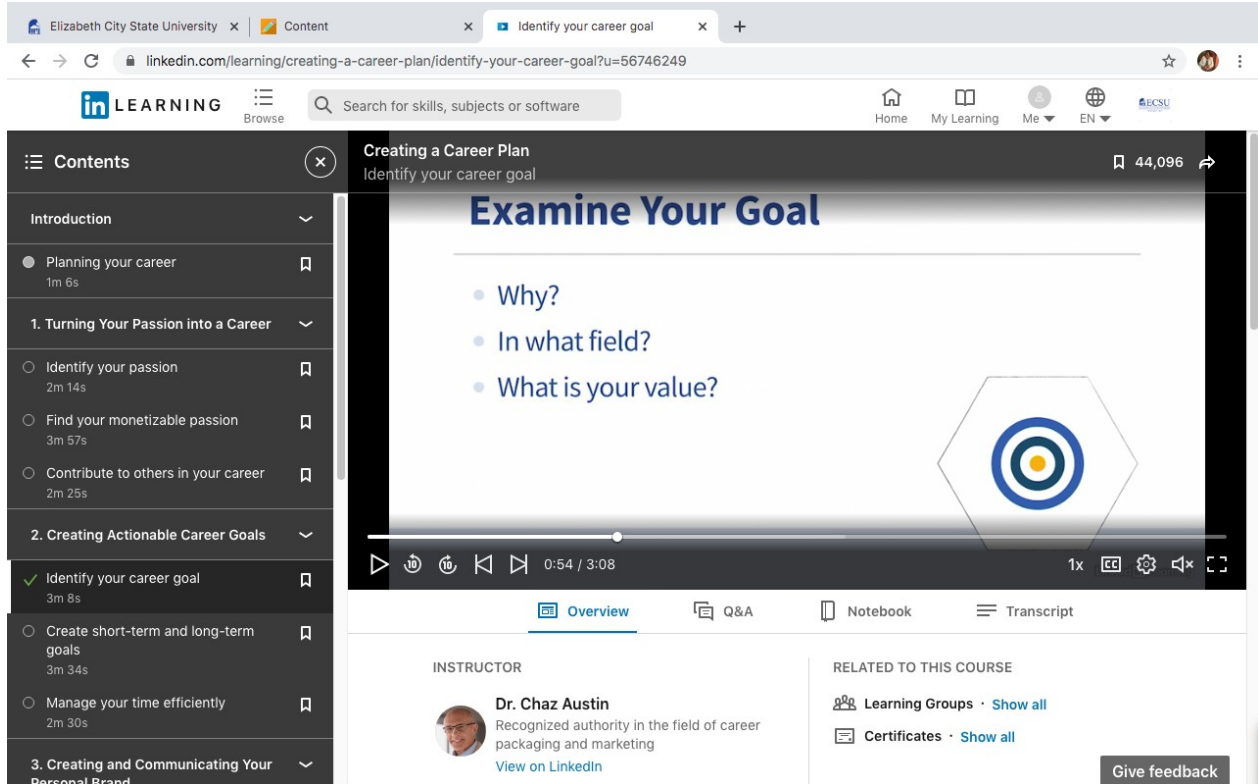
1. What is the purpose of an Academic Plan?

2. Identify one requirement you discussed as part of your Academic Plan.

3. Identify one reason creating an Academic Plan is helpful.

1.3.2 Create a Career Plan

Students will review sample career plans on LinkedIn Learning. Students will be assessed based upon specific questions from the NSSE and a qualitative survey will also be administered. (see the results from the NSSE administered Fall 2019)



Survey – Career Plan

5 – Strongly Agree	4 – Somewhat Agree	3 - Agree	2 – Somewhat Disagree	1 – Strongly Disagree
--------------------	--------------------	-----------	-----------------------	-----------------------

Please score your satisfaction with the Career Plan based upon the following statements.

- | | | | | | |
|---|---|---|---|---|---|
| 1. I was able to meet with a career advisor to discuss my future plans. | 5 | 4 | 3 | 2 | 1 |
| 2. I completed a Career Plan. | 5 | 4 | 3 | 2 | 1 |
| 3. The career advising appointment was helpful. | 5 | 4 | 3 | 2 | 1 |
| 4. The career advisor was knowledgeable. | 5 | 4 | 3 | 2 | 1 |

1. What is the purpose of a Career Plan?

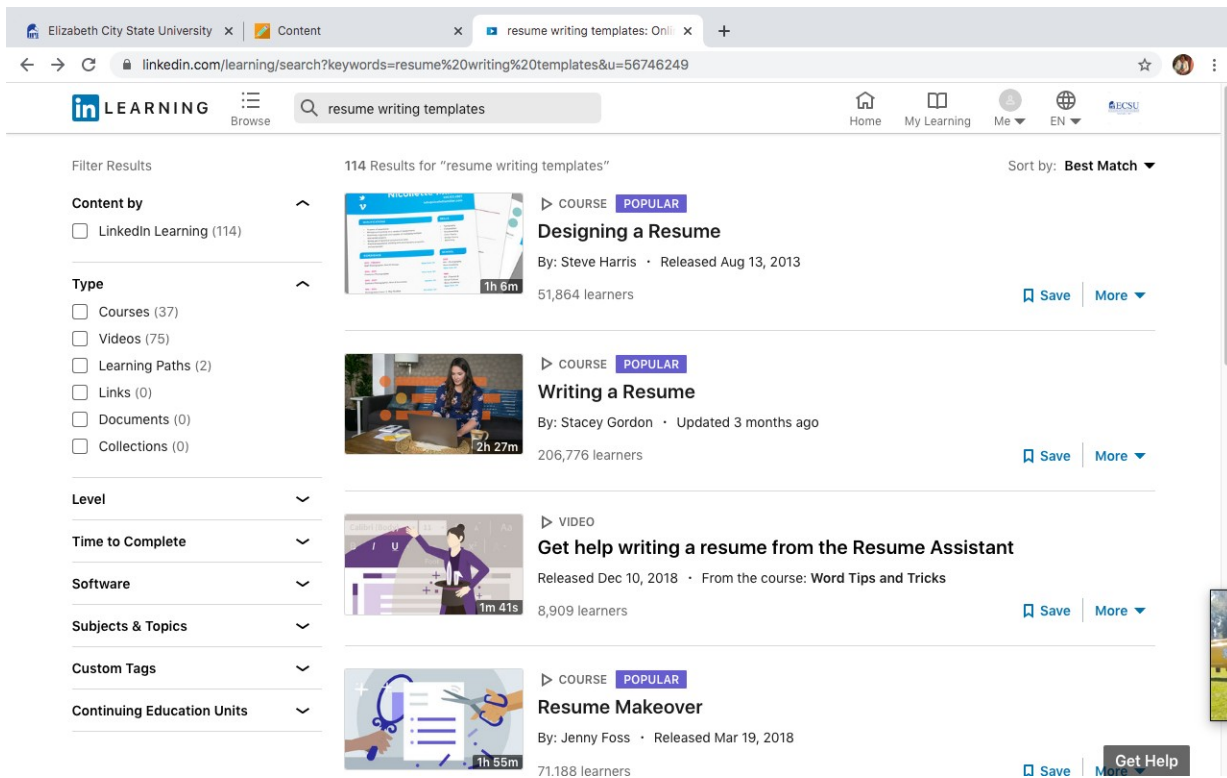
2. Identify one reason creating a Career Plan is helpful.

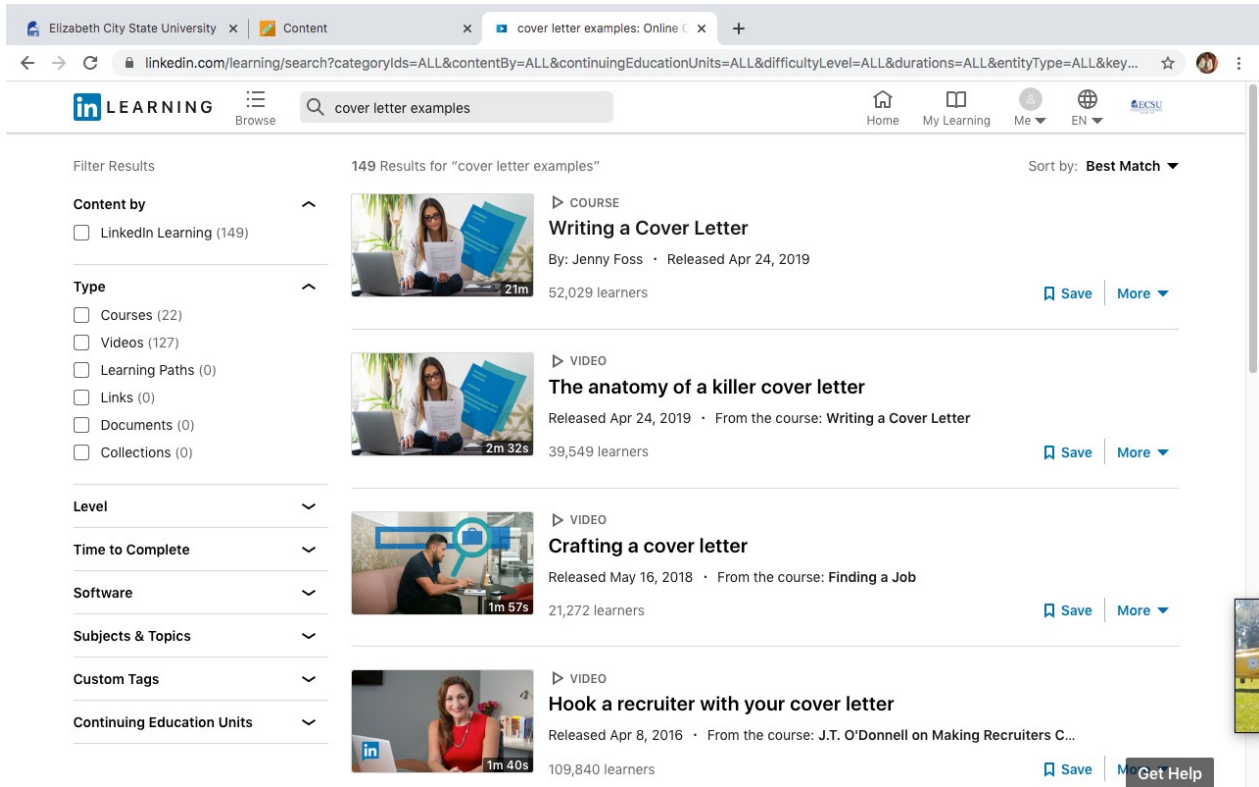
2.1.1 Create a Professional Profile (Create a Resume and Cover Letter)

Students will be provided sample resumes and cover letters from LinkedIn Learning.

Student _____

Assessment Areas	Possible Points	Points Earned
Followed the appropriate format	30	
Provided appropriate content	30	
Writing Skills/Grammar	40	
Total	100	





2.1.2 Participate in Career Fairs Survey – Career Fairs

5 – Strongly Agree	4 – Somewhat Agree	3 - Agree	2 – Somewhat Disagree	1 – Strongly Disagree
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Please score your satisfaction with the Career Fair based upon the following statements.

1. I feel attending the Career Fair was beneficial.	5	4	3	2	1
2. I was able to identify at least one employer for my major.	5	4	3	2	1
3. I was able to network with employers.	5	4	3	2	1
4. I knew how to approach and interact with employers.	5	4	3	2	1

1. What was one benefit of attending the Career Fair?

2. What was one experience you had with a potential employer?

2.1.3 Participate in cultural and diversity activities

Students will attend cultural and diversity activities on campus and complete a survey. Students will be assessed based upon specific questions from the NSSE and a qualitative survey will also be administered. (see the results from the NSSE administered Fall 2019)

Survey – Cultural and Diversity Activities

5 – Strongly Agree	4 – Somewhat Agree	3 - Agree	2 – Somewhat Disagree	1 – Strongly Disagree
---------------------------	---------------------------	------------------	------------------------------	------------------------------

Please score your satisfaction with the Cultural and Diversity activities based upon the following statements.

- | | | | | | |
|--|---|---|---|---|---|
| 1. I feel attending the Cultural and Diversity activities was beneficial. | 5 | 4 | 3 | 2 | 1 |
| 2. I was able to interact with people from a different cultural background. | 5 | 4 | 3 | 2 | 1 |
| 3. I was comfortable being around people from a different cultural background. | 5 | 4 | 3 | 2 | 1 |
| 4. I feel my knowledge about diversity increased after attending this event. | 5 | 4 | 3 | 2 | 1 |

1. What was one benefit of attending the Cultural and Diversity Activities?

2. Share one thing you learned as a result of attending Cultural and Diversity Activities.

2.2.1 Complete Soft Skills Training

Students will view videos via LinkedIn Learning and complete a test.

The screenshot shows a web browser window with the LinkedIn Learning search page. The search query is "soft skills course" and there are 2,174 results. The page is sorted by "Best Match". On the left, there are filter options for Content by (LinkedIn Learning), Type (Courses, Videos, Learning Paths, Links, Documents, Collections), Level, Time to Complete, Software, Subjects & Topics, Custom Tags, and Continuing Education Units. The main content area displays three results:

- Communicating with Confidence**: A course by Jeff Ansell, updated Jul 26, 2019, with 318,662 learners. It is 1h 16m long. Includes "Save" and "More" buttons.
- Soft skills as necessary job skills**: A video released May 23, 2018, from the course "Plan Your Next Play in IT". It is 5m 31s long and has 7s left. Includes "Save" and "More" buttons.
- Improving Your Listening Skills**: A course by Dorie Clark, released Feb 10, 2018, with 229,236 learners. It is 29m long. Includes "Save" and "More" buttons.
- Strategic Thinking**: A course by Dorie Clark, updated 1 month ago, with 934,350 learners. It is 36m long. Includes "Save" and "Get Help" buttons.

2.2.2 Identify and Participate in Leadership Opportunities

Students will identify and participate in leadership opportunities on campus and complete a survey. Students will be assessed based upon specific questions from the NSSE and a qualitative survey will also be administered. (see the results from the NSSE administered Fall 2019)

Survey – Identify and Participate in Leadership Opportunities

5 – Strongly Agree	4 – Somewhat Agree	3 – Agree	2 – Somewhat Disagree	1 – Strongly Disagree
---------------------------	---------------------------	------------------	------------------------------	------------------------------

Please score your satisfaction with the opportunity to participate in leadership positions on campus based upon the following statements.

- | | | | | | |
|---|---|---|---|---|---|
| 1. I am aware of the leadership opportunities on campus. | 5 | 4 | 3 | 2 | 1 |
| 2. I am interested in holding a leadership position in the SGA. | 5 | 4 | 3 | 2 | 1 |
| 3. I am interested in holding a leadership position in a club for my major. | 5 | 4 | 3 | 2 | 1 |
| 5. I was currently serving in a leadership position. | 5 | 4 | 3 | 2 | 1 |

1. What is a benefit of serving in a leadership position on campus?

2. How will participating in leadership opportunities on campus enhance your interpersonal skills?

2.3.2 Participate in Mock Interview
Students will view videos via LinkedIn Learning and complete a test.

This screenshot shows the LinkedIn Learning search results for the query "mock video interviews". The interface includes a search bar at the top with the query and a navigation menu. On the left, there are filter options for "Content by", "Type", "Level", "Time to Complete", "Software", "Subjects & Topics", "Custom Tags", and "Continuing Education Units". The main content area displays four results:

- How to nail a phone or video interview**: A video (3m 59s) released May 26, 2016, from the course "Recovering from a Layoff". It has 7,366 learners.
- A sample mock interview**: A video (5m 6s) released Sep 20, 2019, from the course "Preparing to Interview for a Creative...". It has 1,220 learners.
- The Art of Video Interviews**: A course (3h 14m) by Richard Harrington and Amy DeLouise, released Nov 19, 2013. It has 39,947 learners.
- Video Foundations: Interviews**: A course (1h 55m) by Anthony Q. Artis, released Mar 22, 2013. It has 8,812 learners.

This screenshot shows the LinkedIn Learning search results for the query "mock interviews". The interface is similar to the first screenshot, with a search bar and a left-hand filter menu. The main content area displays four results:

- Mock interview: Good/bad**: A video (6m 30s) released Aug 27, 2015, from the course "Public Relations Foundations: Media...". It has 6,632 learners.
- A sample mock interview**: A video (5m 6s) released Sep 20, 2019, from the course "Preparing to Interview for a Creative...". It has 1,220 learners.
- Mastering Common Interview Questions**: A course (56m) by Valerie Sutton, released Jun 9, 2016. It has 152,967 learners.
- How to Rock an Interview**: A course (28m) by Pete Mockaitis, released Jan 14, 2020. It has 57,289 learners.

Survey – Mock Interview

5 – Strongly Agree	4 – Somewhat Agree	3 - Agree	2 – Somewhat Disagree	1 – Strongly Disagree
---------------------------	---------------------------	------------------	------------------------------	------------------------------

Please score your satisfaction with participating in a Mock Interview based upon the following statements.

- | | | | | | |
|---|---|---|---|---|---|
| 1. I was able to meet with a professional in my major for a mock interview. | 5 | 4 | 3 | 2 | 1 |
| 2. I feel the mock interview will help prepare me for a “real” interview. | 5 | 4 | 3 | 2 | 1 |
| 3. I received helpful feedback after the the mock interview. | 5 | 4 | 3 | 2 | 1 |
| 4. The mock interviewer(s) was knowledgeable. | 5 | 4 | 3 | 2 | 1 |

1. Identify one benefit of participating in the Mock Interview.

2.3.3 Complete Employment and Graduate School Applications

Students will be provided sample employment and graduate school applications from LinkedIn Learning and faculty specific to their majors.

Student _____

Assessment Areas	Possible Points	Points Earned
Followed the appropriate format	30	
Provided appropriate content	30	
Writing Skills/Grammar	40	
Total	100	

The screenshot shows a web browser window with the LinkedIn Learning search results for the query "completing job application". The browser's address bar shows the URL: `linkedin.com/learning/search?categoryIds=ALL&contentBy=ALL&continuingEducationUnits=ALL&difficultyLevel=ALL&duration=ALL&entityType=ALL&key=...`. The LinkedIn Learning logo is in the top left, and the search bar contains the text "completing job application".

On the left side, there is a "Filter Results" sidebar with the following sections:

- Content by**: LinkedIn Learning (246)
- Type**: Courses (68), Videos (176), Learning Paths (2), Links (0), Documents (0), Collections (0)
- Level**: [Dropdown arrow]
- Time to Complete**: [Dropdown arrow]
- Software**: [Dropdown arrow]
- Subjects & Topics**: [Dropdown arrow]
- Custom Tags**: [Dropdown arrow]
- Continuing Education Units**: [Dropdown arrow]

The main content area displays "246 Results for 'completing job application'" and is sorted by "Best Match". The results list includes:

- Completing the application form** (VIDEO): Released May 23, 2018. From the course: Plan Your Next Play in IT. 1,290 learners. Duration: 5m 3s.
- Learning Kubernetes** (COURSE POPULAR): By: Karthik Gaekwad. Updated Jun 8, 2020. 99,941 learners. Duration: 2h 25m.
- How to personalize a job application** (VIDEO): Released May 26, 2016. From the course: Recovering from a Layoff. 6,257 learners. Duration: 3m 57s.
- JNCIA (JN0-102) Cert Prep: 1 Junos Fundamentals (2018)** (COURSE): By: Shyam Raj. Released Jun 19, 2018. 6,709 learners. Duration: 2h 59m.

Each result includes a "Save" button and a "More" dropdown menu. A "Get Help" button is visible at the bottom right of the results area.

2.3.4 Participate in Experiential Opportunities

Students will complete a minimal of 60 credit hours of experiential learning opportunities. The supervisor will complete the rubric regarding their performance.

Student's Name _____

Date _____

Experiential Learning Opportunities	Excellent	Above Avg	Average	Below Avg	Unsatisfactory
Attend to professional roles and boundaries	5	4 – 4.9	3 – 3.9	2 – 2.9	1 – 1.9
Student was able to perform the tasks that were assigned.					
Student asked appropriate questions that were relevant to the tasks.					
Student did not ask or share personal information.					
Student's contact with clients/staff was professional.					
Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; and use supervision	5	4 – 4.9	3 – 3.9	2 – 2.9	1 – 1.9
Student was punctual.					
Student dressed appropriately for the agency and duties (no tennis shoes or jeans regardless of the duties).					
Student used respectful and used professional terminology when communicating.					

Comments:

Supervisor's Name (print) _____

Date _____

Supervisor's Signature _____

Telephone Number _____

2.3.5 Complete Exit Interview

Students will complete the Annual Exit Survey and additional questions will be added to assess their satisfaction with the services. See the Exit Survey results for Fall 2019.

Survey – Exit Interview

5 – Strongly Agree	4 – Somewhat Agree	3 - Agree	2 – Somewhat Disagree	1 – Strongly Disagree
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Please score your satisfaction with the Career Readiness services offered on campus based upon the following statements.

1. I feel the Career Readiness services were beneficial.	5	4	3	2	1
2. I feel the Career Readiness services were assessable.	5	4	3	2	1
3. I feel the Career Advisors were helpful.	5	4	3	2	1
4. I feel the Academic Advisors were helpful.	5	4	3	2	1
5. I feel prepared to enter the workforce.	5	4	3	2	1
6. I have the knowledge to apply for a job.	5	4	3	2	1
7. The experiential learning opportunities prepared me for entering the workforce.	5	4	3	2	1
8. I feel prepared to enter graduate school.	5	4	3	2	1

1. What aspect of the career readiness services was most helpful?

2. What aspect of the career readiness services was least helpful?
