What is the topic for ECSU’s QEP?
The topic for ECSU’s QEP is “Pathway to Success: From the Classroom to Career.”

What is the focus of ECSU’s QEP?
ECSU’s QEP focuses on reimagining and redesigning career service offerings across campus. Our QEP will forge a pathway to success for career readiness by linking classroom experience to practical application. The plan is expected to improve career readiness, with students better prepared for their future careers and/or graduate school. The learning modules under the QEP will equip students with skills that prepare them for their specific career trajectory, using both pedagogic and practical methods, and will ultimately enable them to successfully embark on their respective careers.

What was the process for the identification of a topic for the QEP?
ECSU’s QEP topic was identified through a comprehensive and consultative process. A review of existing data narrowed the search for a topic to three areas:

1. Student engagement.
2. Communications.
3. Student support.

The decision to address career readiness emanated from campus-wide surveys and several university-wide committees, cutting across all constituencies (administrators, faculty, staff, students, and alumni). The results revealed that students desired additional support services to enhance their readiness to obtain a job, pursue a career and/or undertake graduate school upon completion of their program of study.

Does ECSU’s QEP have broad-based support of institutional constituencies?
Yes, the development of ECSU’s QEP was a collaborative effort of several university stakeholders, including administrators, faculty, staff, students, alumni and community partners. In October of 2019, a Planning Committee was established to engage ECSU stakeholders by soliciting their input and feedback via hosted focus group sessions and 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. 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 which had 280 participants, shows that 59% of the respondents selected career readiness as the focus of the QEP. The remaining 41% votes were distributed as follows: 23% selected communication enhancement, while 16% chose student Health and Wellbeing.

What are the QEP’s Goals and Student Learning Outcomes (SLO)?
The QEP has two goals and six related SLOs, namely:
Goal 1: During their participation in the designated career readiness activities, students will be able to appraise pertinent career information and opportunities in support of their career interests and academic programs.

Outcome 1.1 Students will be able to define a set of career interests through their participation in a selected career interest inventory.

Outcome 1.2 Students will be able to summarize their career exploration experiences offered through examples in their Electronic Career Portfolio.

Outcome 1.3 Students will be able to align their academic and career plans during their academic advising experiences.

Goal 2: During their participation in the designated career readiness activities, students will able to develop career readiness skills through structured training-related activities.

Outcome 2.1 Students will be able to show evidence of career preparation level acquired during their participation in common activities, and career readiness training within designated classes.

Outcome 2.2 Students will be able to acquire job skills through job shadowing and experiential learning activities including virtual and in-person exercises or internships tracked by the Career Development Activities in the electronic job portfolio.

Outcome 2.3 Students will be able to evidence career readiness skills through their submission of deliverables related to application processes for employment or graduate school.

Which campus Office will be responsible for implementing the QEP?
ECSU’s QEP is interdivisional and will be housed in the Division of Student Affairs, under the same leadership as the Career Development Center. The Center will be staffed with Career Advisors and an Assistant Director of Employer Relations and Special Projects. There will be a QEP Council that will consist of stakeholders across campus. Implementation of the QEP will be a collaborative effort among the Career Development Center, and academic programs (e.g., deans, chairs, and faculty), and other units under the Division of Student Affairs.

What is the role of 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 assisting students in the areas of resume preparation, interview skills, and job search strategies.

Under the direction of the Director of Career Development and QEP, 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.

What are the benefits to ECSU’s students?
A formalized process and comprehensive plan will encourage student learning in preparation for career readiness upon graduation. By focusing on three core areas: Prepared to Excel (freshmen); Equipped for the Workforce (sophomore & junior); and Inspired to Succeed (senior), the QEP will help
facilitate a seamless transition from the classroom to the workforce. Consistently, and across programs, students are exposed to essential information in preparation for obtaining employment. However, the Career Advisors will develop modules with specific career competencies to strengthen the students’ knowledge and skills. This systematic approach will help students create awareness, identify, reflect upon, and develop the skills needed to enter the workforce and/or graduate school. By the end of the freshmen year, students will understand the correlation between what they are learning in the classroom and how that translates to preparation for a career. In addition, by the end of the senior year, students will develop a career plan with goals and specific blueprints for their future. The Career Advisors will work to integrate career preparation throughout the undergraduate experience, ensuring that all students receive critical exposure to issues and exercises that promote professional readiness at critical junctures in their studies.

Will the QEP be accessible to all students?
Student will have multiple points to access the benefits and to achieve the goals of career readiness through the Pathways to Success. The Thematic Expectations and Targeted Students image illustrates the expected implementation of the QEP expectations according to students’ academic classification.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Outcome</th>
<th>Pathway to Success</th>
<th>Thematic Expectations</th>
<th>Targeted Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1</td>
<td>Prepared to Excel</td>
<td>Career Exploration</td>
<td>Freshmen</td>
</tr>
<tr>
<td>1</td>
<td>1.2</td>
<td>Prepared to Excel</td>
<td>Career Exploration</td>
<td>Freshmen</td>
</tr>
<tr>
<td>1</td>
<td>1.3</td>
<td>Equipped for the Workforce</td>
<td>Preparation for Career Readiness</td>
<td>Sophomores and Juniors</td>
</tr>
<tr>
<td>2</td>
<td>2.1</td>
<td>Equipped for the Workforce</td>
<td>Preparation for Career Readiness</td>
<td>Sophomores and Juniors</td>
</tr>
<tr>
<td>2</td>
<td>2.2</td>
<td>Equipped for the Workforce</td>
<td>Preparation for Career Readiness</td>
<td>Sophomores and Juniors</td>
</tr>
<tr>
<td>2</td>
<td>2.3</td>
<td>Inspired to Succeed</td>
<td>Development for Career Readiness</td>
<td>Seniors</td>
</tr>
</tbody>
</table>

During the implementation of the QEP, ECSU staff will be able to collect evidence of student participation in a variety of programs, services, and activities representative of the pathways. Our Pathways to Success, offers a non-exhaustive glimpse of the NACE career competencies, some examples of the thematic expectations, and common activities to meet the attributes linked to each pathway.

Students will be presented a variety of Common Career Activities to gain and build career competencies.
<table>
<thead>
<tr>
<th>Pathway to Success</th>
<th>NACE Career Competencies</th>
<th>Examples of Thematic Expectations</th>
<th>Common Career Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared to Excel</td>
<td>Career and Self Development</td>
<td>• Personal Goal Setting and the New College Student</td>
<td>Seminars</td>
</tr>
<tr>
<td></td>
<td>Communication</td>
<td>• Networking events</td>
<td>Workshops</td>
</tr>
<tr>
<td></td>
<td>Critical Thinking</td>
<td>• Problem Solving</td>
<td>Mentorship Jobs</td>
</tr>
<tr>
<td></td>
<td>Teamwork</td>
<td>• Community Engagement</td>
<td></td>
</tr>
</tbody>
</table>

**Theme: Career Exploration**

**Equipped for the Workforce**

<table>
<thead>
<tr>
<th>Communication</th>
<th>Equity and Inclusion</th>
<th>Theme: Preparation for Career Readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Diversity seminars</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Student engagement activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• International awareness events</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Global and Intercultural Fluency</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Soft skill development series</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Alumni engagement interactions</td>
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<tr>
<td></td>
<td></td>
<td>• Recruitment events</td>
</tr>
<tr>
<td></td>
<td>Leadership</td>
<td>• Student leader certification</td>
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<tr>
<td></td>
<td></td>
<td>• Community advocacy engagement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Participation in student and community organization</td>
</tr>
<tr>
<td></td>
<td>Technology</td>
<td>• Digital literacy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Virtual Learning Modules</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Personal Accountability Seminars</td>
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<tr>
<td></td>
<td></td>
<td>• Handshake application</td>
</tr>
</tbody>
</table>

**Theme: Development for Career Readiness**

<table>
<thead>
<tr>
<th>Career and Self Development</th>
<th>Inspired to Succeed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism</td>
<td></td>
</tr>
</tbody>
</table>

• Career management
• Enrollment in capstone course across majors
• Self-Efficacy and Reflection
• Active engagement in job seeking efforts
• Participation in the job market through internships and practicums
• Engagement in mentorship initiatives
What is the assessment process for the QEP?
The student learning outcomes will be assessed based on the implementation actions and target benchmarks. The University Studies staff (first-year students only) and the Career Advisors and faculty will be responsible for administering assignments, scoring rubrics and surveys, and monitoring the completion of the tests linked to the modules. An Assessment Coordinator will oversee data collection and analysis.

What is the timeline for implementation of the QEP?
The QEP will be implemented over a five-year period.

<table>
<thead>
<tr>
<th>Estimated Time and Actions</th>
<th>Evidence</th>
</tr>
</thead>
</table>
| **Summer Faculty Training (July 2021)**       | • Agenda  
• Meeting minutes  
• PowerPoint presentation  
• Roster of attending faculty and staff |
| • Training on the role of pilot faculty and staff on flex lessons and assessment documents  
• Presentation of QEP Administrative Plan and basics | |
| **Summer 2021**                               | • Director and advisors hired  
• Screen shots  
• Sample of Facilitator’s Guides |
| • Hiring of QEP staff  
• Hiring of career advisors  
• Training to faculty and staff on the nature, structure, and function of the QEP (August University Conference)  
• Creation of career-readiness modules (Flex Lessons and Career Development Workshops) | |
| **End of Summer 2021**                         | • Agendas  
• Meeting minutes  
• Bb shells completed |
| • Meeting between Career Advisors, Office of Student Success, Director of Distance Education, and key Student Affairs staff  
• Uploading of Flex Lesson content in Bb | |
| **Before the start of Fall 2021**              | • Rubrics for reviews  
• Agendas and minutes  
• Images and Sample of Marketing materials and messages (Social Media)  
• Attendance rosters |
| • Marketing of QEP  
• Review of adopted rubrics  
• Verification of uploaded resources  
• Meeting of QEP Council  
• Quarterly Meeting of Employer Relations Council | |
Year One - Pilot (See Appendix K, Pilot Implementation Plan) 2021-2022, Fall Semester

- Facilitation of modules for Freshmen by Office of Student Success in UNIV 110 and 120 courses and in General Education
- Facilitation of modules for Sophomores and Juniors and Seniors by career advisors and responsible faculty in targeted pilot courses
- Training on rubric norming and administration
- Execution of common activities (e.g., Career and Graduate School Fairs)
- Meeting of QEP Council
- Review procedures and concerns
- Discuss continuous improvement
- Instructional adjustments: review of course syllabi, modules, tasks, assignments, and scoring rubrics

Year One - Pilot (See Appendix K, Pilot Implementation Plan) 2021-2022, Spring Semester

- Expansion of pilot to additional sections of courses
- Facilitation of modules for seniors by career advisors and faculty in the Capstone courses
- Spring career development series, and graduate school events
- Review of assessment data
- Modifications to the modules
- Monitoring of impact on students
- Meeting of QEP Council
- Quarterly Meeting of Employer Relations Council
- Completion of the first draft of the QEP Impact Report
- Feedback from university stakeholders

Year Two 2022-2023, Fall Semester

- Common Activities and workshop series
- Meeting between career advisors, designated faculty, and Office of Student Success
- Review of assessment data
- Training on rubric norming and administration
- Expansion across discipline QEP course designation
- Modifications to the modules
- Monitoring of impact on students
- Faculty Institute – Introduce Career-Readiness component in faculty evaluation

Year Two 2022-2023, Spring Semester

- Common Activities and workshop series
- Sample of Faculty Evaluation tool
- Career Development event flyers
Facilitation of modules for seniors by career advisors and faculty in the Capstone Course
Spring career development series, and graduate school events
Review of assessment data
Modifications to the modules
Monitoring of impact on students
Meeting of QEP Council
Quarterly Meeting of Employer Relations Council
Completion of the second draft of the QEP Impact Report
Feedback from university stakeholders

Year Three 2023-2024, Fall Semester
Common Activities and workshop series
Meeting between career advisors and Office of Student Success
Faculty and staff training
Review of assessment data
Modifications to the modules
Monitoring of impact on students
Data disaggregation by targeted groups
Review of student satisfaction surveys
Quarterly Meeting of Employer Relations Council

Year Three 2023-2024, Spring Semester
Spring career development series, and graduate school events
Review of assessment data
Modifications to the modules
Monitoring of impact on students
Meeting of QEP Council
Quarterly Meeting of Employer Relations Council
Implementation of Faculty Recognition Award
Completion of the third draft of the QEP Impact Report
Feedback from university stakeholders

Year Four 2024-2025, Fall Semester
Meeting of QEP Council
Meeting between career advisors and Office of Student Success
Faculty and staff training
Review of assessment data
Modifications to the modules
Monitoring of impact on students
Common Activities and workshop series
Review of student satisfaction surveys

Year Three 2023-2024, Fall Semester
Syllabi
Course rosters
Assignments
Review of data in newly designated courses
Sample of Career Development workshop schedules and marketing
Dissemination of the second draft with university leadership and other stakeholders

Year Three 2023-2024, Spring Semester
Syllabi
Course rosters
Assignments
Agendas from special population sessions such as living learning communities, housing, student leadership, etc.

Year Four 2024-2025, Fall Semester
Sample of Nomination tool
List of Award Nominees
Career Development event flyers and marketing
Dissemination of the third draft with university leadership and other stakeholders

Year Four 2024-2025, Fall Semester
Agenda and meeting minutes
Syllabi
Course rosters
Assignments
End of Internship evaluations for target programs
• Review of employer feedback from high-visibility internships

Year Four  2024-2025, Spring Semester

• Spring career development series, and graduate school events
• Review of assessment data
• Modifications to the modules
• Monitoring of impact on students
• Meeting of QEP Council
• Quarterly Meeting of Employer Relations Council
• Faculty Recognition Award
• Completion of the fourth draft of the QEP Impact Report
• Feedback from university stakeholders
• Sample of Nomination tool
• List of Award Nominees
• Career Development event flyers and marketing
• Dissemination of the fourth draft with university leadership and other stakeholders

Year Five  2025-2026, Fall Semester

• Meeting between career advisors and Office of Student Success
• Review of assessment data
• Modifications to the modules
• Monitoring of impact on students
• Data disaggregation by targeted groups
• Review of student satisfaction surveys
• Review of employer feedback from high-visibility internships
• Institutionalization of the QEP activities
• Curriculum development and review
• Approval of Career-Readiness course
• Syllabi
• Course rosters
• Assignments
• Agendas from special population sessions such as living learning communities, housing, student leadership, etc.
• End of Internship evaluations for target programs
• Agendas and meeting minutes

Year Five. 2025-2026, Spring Semester

• Update to Course Catalog for Fall 2026
• Selection of instructors for Career-Readiness Course and related Training
• Final impact report
• Coordination of the submission of the final impact report with the Office of the Chancellor
• Review of data
• Screenshot of Course Catalog
• List of approved instructors
• Training Schedule