

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 be 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 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?

Students 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.

Pathways to Success with Thematic Expectations and Targeted Students

Goal	Outcome	Pathway to Success	Thematic Expectations	Targeted Students
1	1.1	Prepared to Excel	Career Exploration	Freshmen
1	1.2	Prepared to Excel	Career Exploration	Freshmen
1	1.3	Equipped for the Workforce	Preparation for Career Readiness	Sophomores and Juniors
2	2.1	Equipped for the Workforce	Preparation for Career Readiness	Sophomores and Juniors
2	2.2	Equipped for the Workforce	Preparation for Career Readiness	Sophomores and Juniors
2	2.3	Inspired to Succeed	Development for Career Readiness	Seniors

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.

Pathway to Success	NACE Career Competencies	Examples of Thematic Expectations	Common Career Activities
Prepared to Excel		Theme: Career Exploration	Seminars
	Career and Self Development	<ul style="list-style-type: none"> Personal Goal Setting and the New College Student 	Workshops
	Communication	<ul style="list-style-type: none"> Networking events 	Mentorship Jobs
	Critical Thinking	<ul style="list-style-type: none"> Problem Solving Individual career plan 	
	Teamwork	<ul style="list-style-type: none"> Community Engagement 	
Equipped for the Workforce		Theme: Preparation for Career Readiness	
	Equity and Inclusion	<ul style="list-style-type: none"> Diversity seminars Student engagement activities International awareness events Global and Intercultural Fluency 	Internships
			Specialized Services
	Communication	<ul style="list-style-type: none"> Soft skill development series Alumni engagement interactions Recruitment events 	
	Leadership	<ul style="list-style-type: none"> Student leader certification Community advocacy engagement Participation in student and community organization 	
	Technology	<ul style="list-style-type: none"> Digital literacy Virtual Learning Modules Personal Accountability Seminars Handshake application 	
		Theme: Development for Career Readiness	
Inspired to Succeed	Career and Self Development	<ul style="list-style-type: none"> Career management Enrollment in capstone course across majors Self-Efficacy and Reflection 	
	Professionalism	<ul style="list-style-type: none"> Active engagement in job seeking efforts Participation in the job market through internships and practicums Engagement in mentorship initiatives 	

Technology

- Completion of e-portfolios
- Management of digital footprint activities

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.

Estimated Time and Actions	Evidence
Summer Faculty Training (July 2021)	
<ul style="list-style-type: none">• Training on the role of pilot faculty and staff on flex lessons and assessment documents• Presentation of QEP Administrative Plan and basics	<ul style="list-style-type: none">• Agenda• Meeting minutes• PowerPoint presentation• Roster of attending faculty and staff
Summer 2021	
<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• Director and advisors hired• Screen shots• Sample of Facilitator's Guides
End of Summer 2021	
<ul style="list-style-type: none">• Meeting between Career Advisors, Office of Student Success, Director of Distance Education, and key Student Affairs staff• Uploading of Flex Lesson content in Bb	<ul style="list-style-type: none">• Agendas• Meeting minutes• Bb shells completed
Before the start of Fall 2021	
<ul style="list-style-type: none">• Marketing of QEP• Review of adopted rubrics• Verification of uploaded resources• Meeting of QEP Council• Quarterly Meeting of Employer Relations Council	<ul style="list-style-type: none">• Rubrics for reviews• Agendas and minutes• Images and Sample of Marketing materials and messages (Social Media)• Attendance rosters

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
- Syllabi
- Course rosters
- Assignments
- Attendance at the training sessions
- Agenda and meeting minutes

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
- Rosters
- Post-Event Evaluations
- Samples of Special Project recruiting events
- Council meeting minutes
- Dissemination of the first draft with university leadership and other 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
- Syllabi
- Course rosters
- Assignments
- Review of data in newly designated courses
- Faculty Institute Agenda and minutes
- Sample of Career Development workshop schedules and marketing

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
- 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, 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
- Syllabi
- Course rosters
- Assignments
- Agendas from special population sessions such as living learning communities, housing, student leadership, etc.

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
- 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

- 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
- 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