Explore TO Complete

**Polk State College
Quality Enhancement Plan
On-Site Review: October 27-29, 2020**

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Executive Summary

The goal of Polk State College's Quality Enhancement Plan (QEP), *Explore to Complete,* is to increase completion by engaging students in intentional curricular and co-curricular career exploration and planning activities to ensure they develop a career goal and select an appropriate academic pathway. The QEP supports the next phase in the College's ongoing guided pathways initiative. The QEP also supports the goals and objectives of the College's 2017-2022 Strategic Plan, *SOAR 2022,* which seeks to increase student retention, completion, and job placement.

The QEP topic was identified through ongoing, comprehensive planning and evaluation processes and has broad-based support of institutional constituencies. A 40-member Topic Selection Committee reviewed data generated by ongoing institutional research and effectiveness processes and conducted multiple surveys to gain feedback from faculty, staff, students, and alumni. Based on this work, the Committee developed a final topic proposal, which focused on using career exploration and planning to help students get and stay on a path in order to increase completion rates.

Explore to Complete is designed to accomplish three student learning outcomes (SLO):
- SLO 1: Students will develop a career goal and a plan for achieving it that is based on their personal interests, aptitudes, and abilities.
- SLO 2: Students will utilize their career plan to select and complete curricular requirements and co-curricular activities.
- SLO 3: Students will demonstrate proficiency in NACE competencies for career readiness through applied and/or experiential activities.

The student learning outcomes are intended to be achieved throughout a student's educational journey in order to maintain engagement. This ensures that students get and stay on a path, prepare for their future career, and complete their degree in a timely manner.

The action plan was developed based on a comprehensive review of the literature related to career exploration and planning themes. Best and promising practices were identified that could be implemented in order to accomplish the QEP program goal and help students achieve the learning outcomes. The result is a seven-step action plan:
1. Implement a career assessment that students complete during the onboarding process.
2. Develop an online career exploration and planning resource center.
3. Redesign the career exploration and planning unit in SLS 1122 First-Year Seminar.
4. Develop toolkits for faculty to incorporate career-based assignments into courses across the curriculum.
5. Expand student clubs and organizations based on individual Pathways and career fields.
6. Create additional and enhance existing opportunities for experiential learning.
7. Create a career readiness badging program.

The actions in the plan represent new initiatives and enhancements to existing strategies. The College has developed a timeline that implements the action plan over a period of several years. The College has identified and committed the human, physical, and financial resources necessary to sustain the QEP and ensure its successful implementation. Lastly, the College has developed a comprehensive plan to assess the success and impact of the QEP. The College will measure attainment of student learning outcomes and program effectiveness using a combination of formative and summative, direct and indirect, and qualitative and quantitative assessment measures.

Chapter 1
**Topic Selection and
Plan Development**

Chapter 1: Topic Selection and Plan Development

Polk State College's Quality Enhancement Plan (QEP), *Explore to Complete,* seeks to engage students in intentional curricular and co-curricular career exploration and planning activities. The purpose is to help students develop a career goal so they can get and stay on an academic pathway in order to persist and complete. The QEP supports Polk State's mission as an open-access institution by increasing the number of students who are able to obtain quality, affordable degrees, certificates, and workforce training.

The QEP topic was identified through ongoing, comprehensive planning and evaluation processes and has broad-based support of institutional constituencies. Similarly, the program goal, student learning outcomes, and actions to be implemented were developed in collaboration with a wide range of College stakeholders. The plan supports the College's guided pathways initiative, which is designed to achieve the retention, completion, and job placement goals outlined in the College's 2017-2022 Strategic Plan, *SOAR 2022.*

Identification of the Topic

In August 2018 the College formed a QEP Topic Selection Committee (TSC) (see Appendix A) to identify a topic for the College's next QEP. The TSC began its work by completing a structured data review activity. The Committee examined four sources of data generated by ongoing institutional research and effectiveness processes. First, the Committee reviewed data from the College's FactBook. Published annually, the FactBook provides detailed information regarding enrollment trends and student demographics. Second, the Committee reviewed retention, completion, and state performance data. This included retention and completion data disaggregated by a number of factors, including race/ethnicity, gender, Pell grant status, and participation in dual enrollment. This also included state-level data showing the performance of Polk State students who transfer to the State University System. Third, the Committee reviewed data from the College's First Year Experience (FYE) program. FYE data focused on first-time-in-college (FTIC) students and provided multiple metrics including retention, average GPA, and credits earned. Lastly, the Committee reviewed the results of the College's 2016 administrations of the Community College Survey of Student Engagement (CCSSE) and the Survey of Entering Student Engagement (SENSE). The CCSSE is administered to a sample of currently enrolled students and is designed to measure student engagement. The SENSE is administered during the fall semester to first-time-in-college (FTIC) students to provide a snapshot of their behaviors and activities during their first experiences at the College.

The data review activity revealed that increasing student completion is the College's greatest opportunity related to improving student learning and success. The Committee also identified a need to address equity of outcomes. Specifically, the Committee observed that the completion rate of African American males is significantly lower than the overall completion rate as well as the completion rate of other race/ethnicity groups. The Committee also identified a need to enhance the intentional career exploration and planning activities and resources available to students. This was based on results from the CCSSE and SENSE. CCSSE results revealed that 40.3% of students reported never speaking to an advisor or faculty member about their career plans, while only 20.3% of students reported doing so often or very often. Similarly, 51.3% of students reported rarely or never using career planning services available at the College. On the SENSE, which surveys students during their first semester at the College, 54.2% of students reported not knowing that the College offered career counseling services. Additionally, 83.6% of

new students reported never using career exploration or planning services during their first three weeks at the College.

Based on this data, as well as multiple brainstorming discussions, the TSC identified eight broad topic areas for further exploration:

1. 360-Degree Engagement
2. Accurate and Consistent Communication
3. Career Planning and Readiness
4. College Readiness Skills
5. Digital and Information Literacy
6. Goal Setting and Planning
7. Retention and Completion
8. Soft Skills

The TSC then conducted a survey (see Appendix B) of faculty and Student Services staff to learn more about perceived skill gaps, obstacles encountered by students, and resources necessary to improve student success. Using these results, the Committee narrowed the list of broad topic areas to six and developed an operational definition for each:

- <u>360-Degree Engagement and Communication</u>: Ensuring that students, faculty, staff, and the community are actively engaged with the College and with one another and are receiving timely, accurate communication
- <u>Career Planning and Readiness</u>: Discovering a career path, identifying personal strengths and weaknesses, and obtaining the competencies necessary to enter the workforce
- <u>College Mindset</u>: The academic and personal skills necessary to set and achieve appropriate and attainable goals and succeed in college
- <u>Digital and Information Literacy</u>: The ability to identify, find, evaluate, and use information effectively using digital platforms
- <u>Getting and Staying on a Path</u>: Helping students choose and enter an academic pathway aligned with career or transfer goals and providing the necessary supports to ensure successful completion
- <u>Soft Skills</u>: The skills needed to successfully communicate and work with others, solve problems, and think critically

The Committee conducted two surveys to gather additional feedback about each of the six broad topic areas. First, graduates from the spring 2018 and fall 2018 semesters were asked about their experiences during their time at the College (see Appendix C). Students were asked to rate their level of agreement with a series of statements designed to align with the six broad topic areas. Results from this survey are presented in Table 1. The three statements with the highest levels of disagreement were those that related to Getting and Staying on a Path and Career Planning and Readiness.

Table 1 – Graduate Survey Results

Item	Mean Response*
I learned skills related to communication, problem solving, and critical thinking. (Soft Skills)	1.45
I learned how to identify, find, and evaluate information using the Internet. (Digital and Information Literacy)	1.57
I obtained the skills necessary to enter my chosen career. (Career Planning and Readiness)	1.75
I felt academically prepared during my first semester at Polk State College. (College Mindset)	1.87
I received accurate and timely communication from the College. (360-Degree Engagement and Communication)	1.91
I felt connected to the College. (360-Degree Engagement and Communication)	2.21
I feel the College cared about my success and provided support to ensure I graduated. (Getting and Staying on a Path)	2.27
I was provided with a clear map of how to graduate when I first started Polk State College. (Getting and Staying on a Path)	**2.42**
I received help choosing an academic program based on my career or transfer goals. (Getting and Staying on a Path)	**2.48**
I received help discovering a career path. (Career Planning and Readiness)	**2.78**

* 1 = Strongly Agree; 2 = Somewhat Agree; 3 = Neither Agree nor Disagree; 4 = Somewhat Disagree; 5 = Strongly Disagree

Second, faculty and Student Services staff were again surveyed (see Appendix D) and asked to provide their feedback on the six broad topic areas. Respondents were asked to identify the two topics that they believed to be of greatest concern as those relate to improving student success at the College. The results are illustrated in Figure 1. College Mindset was the most frequently selected topic followed by Getting and Staying on a Path and Soft Skills, which were tied for the second most frequently selected topic.

Figure 1 – Broad Topic Areas Survey Results, Areas of Greatest Concern

Please select the two topics that you believe to be of greatest concern as those relate to improving student success at Polk State College.
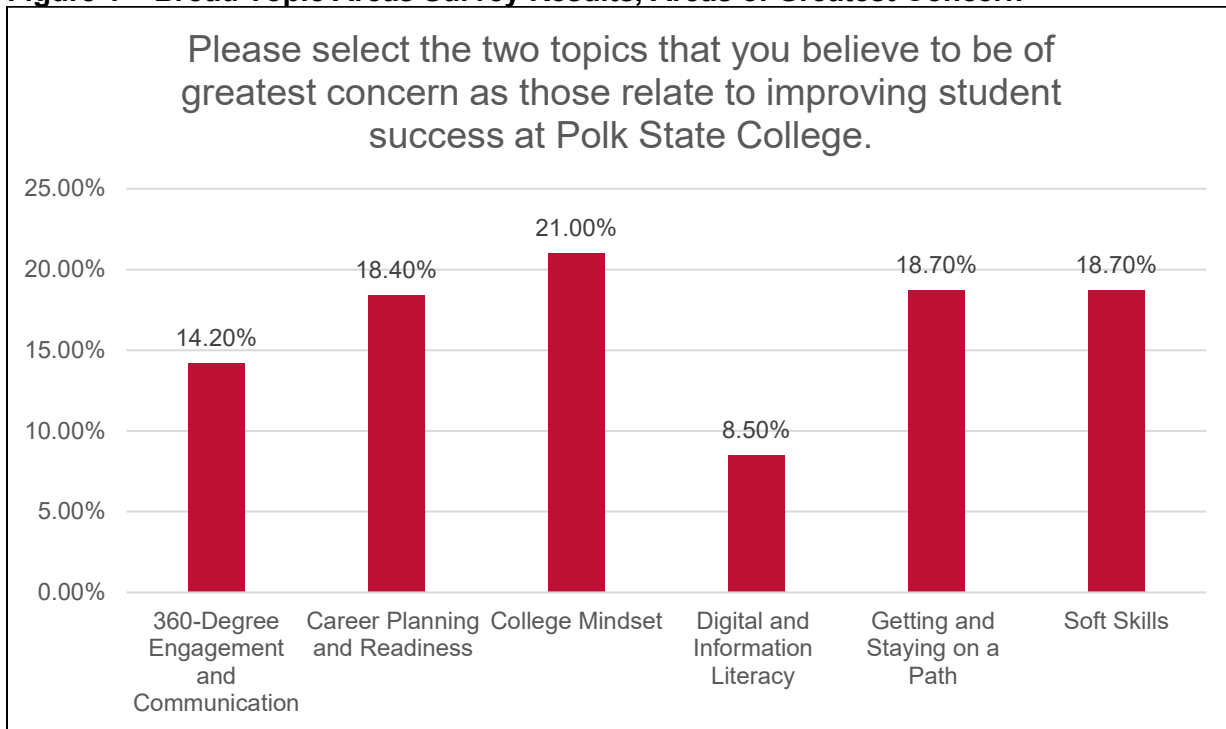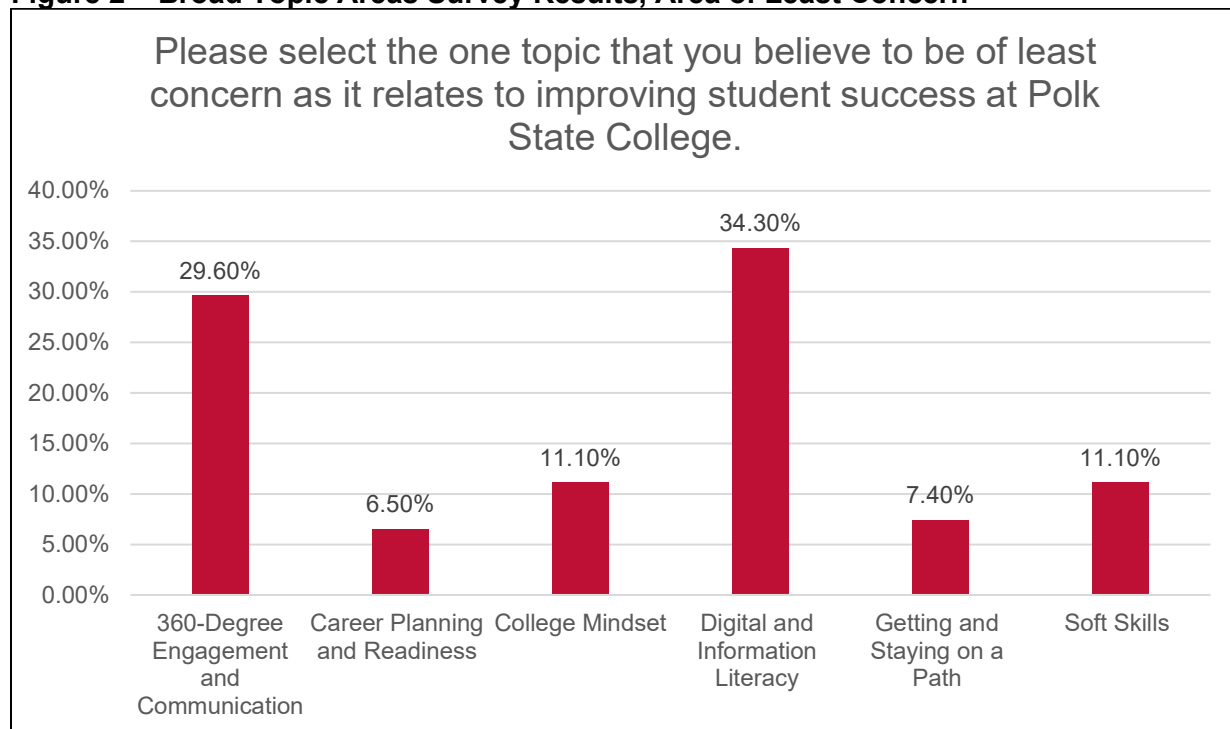
Respondents were then asked to rank these topics by selecting one as the area of greatest concern and one as the area of second greatest concern. The results are presented in Table 2. Soft Skills was ranked as the area of greatest concern while Getting and Staying on a Path was ranked as the area of second greatest concern.

Table 2 – Broad Topic Areas Survey Results, Areas of Greatest Concern Rankings

Topic Area	Average Rank
Soft Skills	1.19
Getting and Staying on a Path	1.32
College Mindset	1.5
360-Degree Engagement and Communication	1.67
Digital and Information Literacy	1.69
Career Planning and Readiness	1.74

Respondents were also asked to select the topic that they believed to be of least concern. The results are illustrated in Figure 2. Digital and Information Literacy was most frequently selected as the area of least concern followed by 360-Degree Engagement and Communication.

Figure 2 – Broad Topic Areas Survey Results, Area of Least Concern

Please select the one topic that you believe to be of least concern as it relates to improving student success at Polk State College.

The Committee compared the results of the graduate survey with the results of the faculty and staff survey. Graduates, faculty, and staff were in agreement that Getting and Staying on a Path was an area of concern. Graduates and faculty and staff were also in agreement that Digital and Information Literacy, although important, was not an area of concern as it relates to improving student success at the College. The groups differed on College Mindset and Soft Skills. While faculty and staff felt these areas to be important, graduates felt that the College prepared them well and provided adequate resources in these areas.

The TSC evaluated each of the broad topic areas using a rubric (see Appendix E) that included a number of criteria including feasibility, availability of resources, ability to measure the outcome, institutional data, support from stakeholders, and potential to increase student success. Based on this evaluation as well as the feedback received from graduates and faculty and staff, it was determined that Getting and Staying on a Path and Career Planning and Readiness were the two broad topic areas that were the most feasible to accomplish, most supported by institutional data, most supported by stakeholder feedback, and most likely to have a positive impact on student learning or success.

Breakout groups were then formed and charged with developing focused topic proposals within each of these two broad topic areas. Groups engaged in brainstorming activities, returned to the institutional data, and reviewed published literature in developing their focused topic proposals. Three focused topic proposals emerged from this process (see Appendix F). The first topic proposal focused on helping students discover potential careers and develop a plan to prepare to enter the workforce. Another topic proposal focused on helping students develop skills necessary for employment. The final topic proposal focused on providing students with the support resources necessary to stay on their chosen academic pathway.

The Committee conducted a survey (see Appendix G) to gain stakeholder feedback on each of the three focused topic proposals. Respondents were asked to evaluate the proposals in terms of feasibility, support for existing goals and initiatives, and ability to increase student success. The first topic proposal which was focused on helping students discover careers and develop a plan for entry into the workforce ranked highest. Based on these results as well as additional discussion, the Committee ranked the proposals. *Topic Proposal #1 – Career Exploration and Planning* was ranked first, *Topic Proposal #3 – Staying on Path* was ranked second, and *Topic Proposal #2 – Skills for Career Readiness* was ranked third. The TSC then developed a final topic proposal (see Appendix H) by combining elements from the focused topic proposals ranked second and third with the focused topic proposal ranked first. This final proposal was presented to and approved by the College President and President's Staff on May 17, 2019.

The QEP supports the College's ongoing guided pathways initiative. The College began work on this initiative in the fall of 2017. Guided pathways is a national movement focused on creating clear, coherent, and educationally relevant academic pathways that align to specific transfer and career goals. A team of administrators and faculty attended the 2017 Student Success Institute hosted by the Center for Community College Student Engagement. The institute helped the team develop a short-term action plan to begin guided pathways work at the College. In the spring of 2018, the team hosted a two-part Student Success Summit. The Summit, which was attended by nearly 100 faculty and staff, began the first phase of implementation of guided pathways as defined by the American Association of Community Colleges: clarify the paths. This phase involved aligning the College's educational programs and transfer intents to eight broad Pathways (see Appendix I) and creating Program Maps. Program Maps are central to the guided pathways initiative. They outline specific academic pathways and provide students with a clear roadmap to completion for the College's degree and certificate programs as well as the most popular university transfer intents.

In the fall of 2019, the College began the next phase of guided pathways work: get students on a path. Students were introduced to Pathways and Program Maps during Pre-Advising sessions held prior to registration as well as during the College's First Flight Freshman Welcome event. Students use Program Maps when registering for classes and developing their educational plans. As students began selecting academic pathways, the Pathways leadership team identified a need for enhanced career exploration and planning resources to be available to students. Currently, many students enter the College undecided as it relates to their career. Their plan is to take some classes and figure it out as they go. This poses a challenge as students must have a clearly identified career goal in order for them to successfully get and stay on an academic pathway. This is because academic pathways are aligned to specific university transfer intents or career goals. If students do not have a career goal, they are unable to select an academic pathway. The QEP responds to this institutional need. It supports the guided pathways initiative by helping students develop career goals, which is essential for them to get and stay on path.

Students who are not on an academic pathway are less likely to persist and complete. Students may lack motivation as they are unable to see how the courses they are taking will lead them to a desirable outcome. When students eventually figure out their career goal and select an academic pathway, they may discover that the courses they have taken do not count and that they have exhausted their financial aid and are unable to pay for the courses they need. Additionally, students may end up selecting academic pathways that do not align well with their interests, aptitudes, and abilities. All of these problems can lead to students stopping out and failing to complete. The QEP supports student completion by helping students get on an appropriate academic pathway from the start of their educational journey.

The QEP also supports the goals and objectives of the College's 2017-2022 Strategic Plan. The Plan consists of three strategic goals: promote retention, support completion, and celebrate achievement. The retention goal seeks to increase student retention by two percentage points by the 2021-2022 academic year. The completion goal seeks to increase the total number of degrees and certificates awarded by 5% by the 2021-2022 academic year. Lastly, the achievement goal seeks to increase the post-graduation job placement and continuing education rate by 2% by the 2021-2022 academic year.

College leadership established these goals based on a review of student success data for the five years prior to the start of the strategic plan. During this period the College's retention rate increased by approximately two percentage points. College leadership felt that increasing the retention rate by another 2 percentage points was an attainable goal for the next strategic plan. Similar rationale was employed when setting the goal for the job placement and continuing education rate. In terms of completion and degrees awarded, the largest increase observed was 5%. College leadership believed that increasing degrees and certificates awarded by 5% was an attainable goal for the next strategic plan.

Broad-Based Support of Institutional Constituencies

During Convocation in August 2018, College President Dr. Angela Garcia Falconetti called for volunteers to serve on the QEP TSC. Convocation serves as the official kickoff to the academic year and is attended by all full-time faculty and staff. When forming the TSC, care was taken to ensure representation from the College's various campuses and centers as well as the College's major functional units, including academic affairs, student services, library and learning resources, and business services. Within academic affairs, individuals were selected to represent the liberal arts and sciences disciplines as well as the College's workforce programs. This resulted in a 40-member TSC comprised of faculty and staff from various locations and departments across the College (see Appendix A).

As was previously discussed, the TSC engaged College stakeholders through the use of surveys and structured discussion activities. Shortly after the Committee concluded its review of institutional data, faculty and staff from across the College were invited to participate in a survey. The survey (see Appendix B) asked respondents to identify perceived skill gaps, challenges and obstacles encountered by students, and resources necessary to improve student success. The results were used by the Committee to develop an initial list of six broad topic areas for the QEP.

College faculty and staff were again surveyed to gain their feedback on the list of broad topic areas. As was previously discussed, the survey (see Appendix D) asked respondents to identify the two topics from the list of six broad topic areas that were of greatest concern as well as strategies related to those topics that could improve learning and success. Respondents were also asked to identify the topic that was of least concern.

The TSC also invited recent graduates to participate in a survey. The graduate survey (see Appendix C) contained a series of statements based on the six broad topic areas and respondents were asked to rate their level of agreement with each. Respondents were also asked to identify what the College did that helped them learn and be successful as well as what the College could have done better to support their learning and success. The results of the faculty and staff survey and the graduate survey helped the Committee narrow the list of broad topic areas from six to two.

Once the TSC developed a series of three focused topic proposals, College stakeholders were invited to participate in a final survey as part of the topic selection process. The survey (see Appendix G) asked respondents to rate each topic proposal in terms of feasibility, support for existing goals and initiatives, and ability to increase student success. Respondents were also asked to identify the elements of each topic proposal that they liked the most as well as those they liked to least.

The TSC chair met with a number of key groups on campus to conduct brainstorming activities. For example, in December 2018 College Administrators met to learn more about the SACSCOC reaffirmation process. As part of this meeting, they were asked to make three recommendations to improve learning and success at the College. This activity was also conducted with the Emerging Leaders Professional Series (ELPS). ELPS participants are nominated by their supervisor to participate in an intensive year-long professional development experience. Participants represent faculty, staff, and administration from across the institution. The results from these activities addressed a number of themes, which were presented to and considered by the Committee as they developed the final QEP topic proposal.

Development of the Action Plan

In the fall of 2019, the College formed a QEP Writing Team (See Appendix J) to develop the program goal and student learning outcomes, conduct a comprehensive review of the literature, create an action plan, develop a timeline for implementation, develop a plan for assessing effectiveness, and prepare the written QEP document for submission to SACSCOC. The team began by focusing on the QEP program goal. In order to develop the goal, the team engaged in a visioning activity. Team members were asked to describe their vision for the College after the successful implementation of the QEP as described in the final topic proposal. A number of themes emerged from this activity:

- Students have an appropriate career goal and know their academic pathway
- Students understand what is required to achieve their career goal
- Career advising is integrated into academic advising
- Career Center resources are robust and widely utilized by students
- Career exploration activities are integrated across the curriculum
- Students are actively engaged in achieving their educational and career plans
- Students leave the College ready to transfer or enter the workforce
- Alumni remain connected to the College and serve as a career exploration resource for current students

In order to develop student learning outcomes, the team brainstormed the student knowledge, skills, behaviors, and values that will be positively impacted by the successful implementation of the QEP. During the topic selection process, the Committee felt strongly that although the focus of the QEP was on career exploration and planning, students should be engaged in related activities throughout their time at the College. There is a tendency to view career exploration and planning as something that occurs solely at the start of a student's educational journey. This is especially true given that the College's impetus for selecting career exploration and planning as a QEP topic was to help students select an academic pathway. However, students should be involved in these activities throughout their college experience in order to promote engagement. This will help students not only to get on an academic pathway but also to stay on a pathway, which leads to increased persistence and completion. Further, by engaging in career planning activities throughout their educational journey, students will be better prepared to enter

the workforce upon graduation. They can connect the skills and concepts learned in their coursework to the skills and competencies needed for employment. As such, the team developed student learning outcomes that are intended to be achieved throughout a student's educational journey. The QEP goal and student learning outcomes are discussed in detail in Chapter 2.

The team then conducted a comprehensive review of the literature related to career exploration and planning themes, including career assessments and inventories, career decision making, career resource centers, career exploration courses, and competencies for career readiness. The team reviewed the literature and identified best and promising practices to help students identify a career goal and develop a plan for achieving it. Strategies were selected based on ability to effectively accomplish the QEP goal and student learning outcomes. The team also examined the feasibility of the strategies and the process for integrating them into existing processes and functions. In order to ensure that students were engaged throughout their educational journey, the team mapped out the selected strategies using a student journey roadmap. This ensured that career exploration and planning activities were strategically placed throughout the student experience from application to graduation.

In order to gain additional feedback on the action plan, the team met with key stakeholders (see Appendix K). They were provided with the QEP goal, student learning outcomes, and action plan and asked to review and provide feedback. The group was asked a series of questions related to the ability of the action plan to achieve the goal and learning outcomes, feasibility of implementation, and the resources required for successful implementation (see Appendix L). The group was also asked to think of ways to assess the effectiveness of the QEP and ideas for building awareness of the QEP among faculty, staff, and students. The team used feedback from this meeting to further enhance and refine the action plan.

Chapter 2
**QEP Program Goal and
Student Learning Outcomes**

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Chapter 2: QEP Program Goal and Student Learning Outcomes

Polk State College's Quality Enhancement Plan (QEP), *Explore to Complete*, seeks to engage students in intentional curricular and co-curricular career exploration and planning activities. The purpose is to help students develop a career goal so they can get and stay on an academic pathway in order to persist and complete. The topic and purpose are reflected in the QEP Program Goal, which conveys what the College intends to achieve after the successful implementation of the plan. The QEP represents the next step in ongoing institutional planning efforts that are designed to improve student outcomes and success. The plan supports the College's guided pathways initiative, which is designed to achieve the retention, completion, and job placement goals outlined in the College's 2017-2022 Strategic Plan.

QEP Program Goal

The goal of *Explore to Complete* is to increase completion by engaging students in intentional curricular and co-curricular career exploration and planning activities to ensure they develop a career goal and select an appropriate academic pathway.

Student Learning Outcomes (SLOs)

The QEP is designed to accomplish three student learning outcomes. The student learning outcomes are intended to be achieved throughout a student's educational journey in order maintain engagement. This will help students get and stay on an academic pathway, which will lead to increased retention and completion. Further, by engaging in career planning activities throughout their educational journey, students will be better prepared to enter the workforce upon graduation. They can connect the concepts learned in coursework to the competencies needed for entry into their chosen career.

SLO 1: Students will develop a career goal and a plan for achieving it that is based on their personal interests, aptitudes, and abilities.

Students will complete a career assessment as part of the onboarding process. The assessment will help students identify their interests, aptitudes, and abilities as they relate to potential careers. The results will be aligned to the College's eight Pathways and students will be directed to explore the Pathways that best match with their results.

During their first semester, students will identify a specific career goal and develop a detailed career plan in SLS 1122 First-Year Seminar or an AS program introductory course. They will be required to conduct research on their prospective career to identify entry-level educational requirements, required skills and experience, job outlook, and potential salary. The plan will include all educational requirements at Polk State and beyond. The plan will also identify co-curricular experiences that will help students prepare for entry into their career, such as internships, networking, or student clubs and organizations.

SLO 2: Students will utilize their career plan to select and complete curricular requirements and co-curricular activities.

Students will utilize their career plan as they progress throughout their educational journey. First, students will use their plan to select and complete coursework. Course selection will be

guided by their academic pathway in support of their career plan. For example, students will select one of the College's two math pathways based on their career plan and academic pathway. Students interested in STEM, health sciences, or business careers will select the algebra pathway, while students interested in communication, public safety, and social and behavioral sciences careers will select the statistics pathway. For elective courses, students will utilize their career plan to select courses that help them build required skills.

Second, students will select co-curricular activities using their career plan. For example, a student's plan may identify that participating in an internship is required for entry into their career. The College will also expand the number of student clubs and organizations based on individual Pathways and career fields as part of the QEP action pan. Students interested in STEM careers may choose to participate in the STEM Club. Students interested in health sciences careers may choose to join the student chapter of a professional organization.

SLO 3: Students will demonstrate proficiency in NACE competencies for career readiness through applied and/or experiential activities.

The National Association of Colleges and Employers (NACE) has identified eight competencies for career readiness: critical thinking/problem solving, oral/written communication, teamwork/collaboration, digital technology, leadership, professionalism/work ethic, career management, and global/intercultural fluency. These competencies represent the skills most commonly sought by employers. They were developed by NACE through collaboration with college career services teams and human resources and staffing professionals.

The College will create a career readiness badging program based on these competencies as part of the QEP action plan. Students will demonstrate proficiency by completing online modules that require them to learn about and apply the competency. Students will also have the opportunity to demonstrate the competencies by completing experiential learning activities, such as internships and job shadowing. Internship supervisors will evaluate students using a rubric based on the NACE competencies

Chapter 3
Literature Review

Chapter 3: Literature Review

Polk State College's Quality Enhancement Plan (QEP), *Explore to Complete*, seeks to engage students in intentional curricular and co-curricular career exploration and planning activities. The purpose is to help students develop a career goal so they can get and stay on an academic pathway in order to persist and complete. As was previously discussed, the topic was identified through ongoing institutional research and effectiveness processes which revealed that increasing completion was the College's greatest opportunity related to improving student success. In addition, the College identified the need for enhanced career exploration activities in order to support the implementation of the guided pathways model.

This literature review seeks to make the connection between guided pathways, completion, and career exploration. It begins with an overview of the research supporting guided pathways as a strategy to increase completion and discussion of the reason career exploration and planning is central to the success of this model. This is followed by a brief overview of how students make decisions regarding their career plans. The final sections provide an overview of strategies and best practices for helping students engage in career exploration and planning.

Guided Pathways and Career Exploration

Over the past several years, the guided pathways model has gained increasing attention as a way to improve the completion rates of community college students. The guided pathways model is an alternative approach to what Bailey et al. (2015) describe as the "cafeteria model" that is employed by most community colleges. In the cafeteria model, students select courses and co-curricular experiences from an abundance of options with little consideration for how these choices relate to one another or help them to achieve their goals (Deil-Amen & Rosenbaum, 2003). In contrast, the guided pathways model presents both coursework and co-curricular options in the context of structured program maps that simplify the decision-making process and provide students with a clear plan for the completion of their academic pathway (Bailey et al., 2015; Jenkins & Choo, 2014). These pathways are designed to prepare students for specific careers or university transfer intents (Bailey et al., 2015; Jenkins & Cho, 2013).

The guided pathways model has been shown to increase student completion rates (Jenkins, Brown, et al., 2018) including within the community college setting (Hope, 2017). The model seeks to improve equity of outcomes by ensuring that all students have access to program maps and enhanced student support services (American Association of Community Colleges, 2017; Johnstone & Karandjeff, 2017). Fulton (2017) notes that the model promotes timely completion by encouraging or requiring students to select a program and follow a plan or map that has been designed around a specific timeline. Program maps motivate students as they can easily see what they have already accomplished as well as what additional requirements they have yet to complete (Jenkins, Brown, et al., 2018). Furthermore, research shows that students respond positively to the structure and support associated with the guided pathways model (Fink, 2017). In addition to improving student completion rates, equity of outcomes, and time to degree, implementation of guided pathways also improves institutional efficiency. Program maps allow colleges and universities to better predict course schedules and provide support services targeted by pathways or programs (Jenkins, Brown, et al., 2018).

In the guided pathways model, students have a structured and orderly path that consists of required courses applicable to their academic pathway. Students get on this structured and orderly path only if they are able to identify the best pathway for themselves as early as

possible. This early decision can save students time, money, and motivation. However, students cannot make this critical decision without participating in career exploration activities. Jenkins, Lahr, et al. (2018) emphasize that career exploration is essential to a successful guided pathways model. Because pathways are linked to specific careers and university transfer intents, students can select an appropriate pathway only if they have a clear career goal. In order to effectively use program maps, career decisions cannot be postponed until the final semesters before graduation. Dey and Cruzvergara (2014) argue that career decisions should begin when students enter their first semester, and the entire college experience should be grounded in building the career knowledge and networked relationships to make them successful after graduation.

Not only do career exploration activities assist in the selection of a pathway, but these activities have other positive impacts on college students. Students often enter postsecondary institutions with unrealistic plans for achieving academic, career, and life goals. Those who lack a clear plan remain in school longer than necessary, do not take advantage of curricular and co-curricular activities, and may drop out (Gore & Metz, 2008). Even students who are decided about their career choice may need assistance and resources for confirming, clarifying, or implementing that decision (Gore & Metz, 2008). Career exploration and planning is especially important for community college students, who are more likely to be the first in their family to attend college. First-generation college students, including those whose parents either did not attend college or attended but did not complete a bachelor's degree, need additional support in order to decide on a career and select an academic pathway. This population tends to possess unrealistic career goals, feel uncomfortable with the collegiate environment, lack study skills, and be balancing work and school (Maietta, 2016). Additionally, Tate et al. (2015) argue that first generation college students lack opportunities to leverage career networks through their parents. As a result, this population benefits from targeted advising (Maietta, 2016).

Career Decision Making

In order to design effective career exploration and planning activities, colleges must understand how students go about making career decisions. Two frameworks provide institutions with insights on this process. Students are neither free-agents capable of making any choice, nor are they pre-determined towards a career based on socioeconomics (Hodkinson & Sparkes, 1997). They engage in a complicated process that Hodkinson and Sparkes (1997) label "careership" (p. 39). In this framework, students choose a career by using one of three processes. The first process is a pragmatic approach. Students make career decisions based on information that is familiar and comfortable, based on opportunity (both through networking and timing), and based on selecting just one option. The second process is the result of education, which involves not only teachers but also employers, parents, and mentors. Each student is affected by the information he or she receives, and some students are privileged by more useful information than others. The third process is based on the idea of "turning points" (p. 39), which are times when students are transformed, changing from previous beliefs and desires and adopting new ones. Examples of turning points include structural events, such as leaving compulsory education and enrolling in college.

Gordon's (2019) 3-I Process provides institutions with a career-advising framework to assist students in the career exploration and decision-making process. Within this model, students go through three phases. In the first phase students inquire about their career choices. They explore possible careers with vague ideas and no definitive plans for preparing and entering those careers. In the second phase, the inform phase, students are making progress toward selecting a career while considering alternatives and considering the advantages and disadvantages of the career choice. In the integration phase, the final phase, students are satisfied with their career choice while still considering the consequences of that selection (Gordon, 2019).

In addition to these two frameworks, colleges and universities should consider other factors that contribute to student career decision making. Botti and McGill (2006) note the importance of ownership of outcomes when an individual makes a choice. When individuals make a decision, they accept credit for positive outcomes and assign self-blame for negative outcomes based on that decision. However, making choices without information reduces individuals' sense of ownership, and in a similar fashion, makes them feel less responsible for outcomes (Botti & McGill). Students' tolerance for ambiguity is another important factor. According to Kopko et al. (2018), students with a low tolerance for ambiguity will rely more heavily on an advisor's advice. These students will also resent being asked to do independent research on career or transfer interests, are less likely to question an advisor's choices, and will often not correct an advisor when they disagree or feel uncomfortable with the advice. On the other end of the spectrum, students with a high tolerance for ambiguity prefer being given information, including program maps, career reports, and college websites rather than advice. These students are also more proactive in seeking out contradictory information that they then synthesize and enjoy operating independently without frequent advising sessions (Kopko et al., 2018).

These frameworks and decision-making considerations provide colleges and universities an understanding of how students progress toward career choices. Additionally, student choices are impacted by ownership, social networks, and feelings of ambiguity. Together, this information can help institutions identify initiatives to assist students in exploring possible careers, selecting a career, aligning that career choice to an academic pathway, and acquiring skills required for entry into that career. Studies show that career assessments as well as career planning centers can assist students in this process. Incorporating career-oriented components into first year experience and general education courses are also promising solutions. Opportunities for experiential learning, such as participating in internships and earning micro-credentials, allow students to explore their careers and develop skills desirable in the workplace.

Together these career exploration and planning activities assist students in developing a career goal, getting on an academic pathway, and preparing for entry into the workforce.

Career Assessments

Holland (1973; 1997) establishes that students' interests directly correlate with academic performance. That is, the more interest a student has in a subject or topic, the more likely he or she is to perform well in that coursework. By completing career assessments, students can evaluate and reflect on their interests and strengths and then match those traits and interests to academic major and career options (Metz, 2005). Career assessments provide an opportunity for institutions to help students align their interests, values, and aptitudes with career goals and, consequently, academic coursework and pathways. Career assessments can also help students consider new career options, narrow their focus to particular careers, or confirm an existing career choice.

Several studies highlight the impact of career assessments on the student experience. In particular, career assessments coupled with interpretation and feedback have been shown to positively impact student self-efficacy. In one study, undergraduate students in an orientation course who completed a career inventory and received group feedback exhibited higher levels of career decision-making self-efficacy (Luzzo & Day, 1999). Another study found that a career assessment combined with interpretation tools was effective in enhancing self-efficacy about career decision making (Uffelman et al., 2004). A student's level of self-efficacy is of particular importance as it correlates to achievement and educational aspirations among community college students (Gregor et al., 2020).

Online Career-Planning Centers

On-campus career-planning centers are often used by institutions of higher education to assist students in exploring, identifying, and securing careers. With an increase in online support services, online career centers provide an opportunity to reach students in multiple formats outside of traditional business hours. Leonard (2008) argues that in this digital age, advising services, including career exploration and planning services, should be delivered in a virtual space since students spend a great deal of time in the online environment. Hudson and Klein-Collins (2018) also support online career centers, stating that remote centers cater to the needs of adult and working learners since these students are unlikely to be able to utilize on-campus services during traditional business hours. Additionally, providing career advising in both the face-to-face and online environments tailors services to the different learning styles and personalities of students (Leonard, 2008). In addition to adapting to the diverse needs of students, online career-planning centers are also shown to be an efficient use of resources. Research shows that online career advising can provide quality service while utilizing fewer resources, which allows staff to focus on higher-level issues rather than information that students could have easily found online (Herndon, 2011; Dey & Cruzvergara 2014). Delivering career content online also provides an opportunity to compile widely dispersed information into a central point and identify redundancies in both information and services (Herndon, 2011). Identifying these redundancies can assist the institution's student services in selecting and emphasizing the most up-to-date and valuable tools (Herndon, 2011).

The content housed in an online career planning center should come together to create a "hub of connectivity" (Dey & Cruzvergara, 2014, p. 10). Margolin, Miller, and Rosenbaum (2012) argue that online advising should focus on both usability and transparency. If information is not easily found, students may make decisions that negatively impact their college experience,

including academic planning and financial aid. Such advice establishes the need for face-to-face advisors who can answer student questions as they explore online resources and technical personnel to maintain the system (Herndon, 2011; Gore et al., 2006; Bettinger & Baker, 2014). Other researchers (Kalamkarian & Karp, 2017; Whiston, Sexton, & Lasoff, 1998) also advocate for a blend of online and face-to-face service. Herndon (2011) cautions that students may not know that their career research is leading them down an unhelpful path if they do not know the right questions to ask. Providing both face-to-face and online career advising and services can help mitigate these issues.

Career Planning in First-Year Seminar Courses

Historically, the first year of college has been defined as a critical period for retention and persistence (Barefoot, 2000; Driscoll, 2007; Tinto, 1975, 1993). Not only is it the time in which the largest percentage of students drop out (Barefoot, 2004), but a successful first year has been linked to long-term retention and graduation rates (Alexander & Gardner, 2009; Astin, 1975; Barefoot, 2000; Driscoll, 2007; Upcraft et al., 1989). In the first year of college, new students are in a transitional period (Cuseo, 2002; Upcraft et al., 2005) creating new lives as college students while also feeling insecure about the decision to attend college (Chickering & Schlossberg, 1995). Integration into the college community, experiences during the first year of enrollment, and level of commitment to college impact student retention (Astin, 1975, 1993, 1999; Tinto, 1975, 1993). First-year seminar courses have been shown to be effective in supporting students during this critical period (O'Gara et al., 2009; Schnell & Doetkott, 2003; Zeidenberg et al., 2007).

Since career decisions should begin when students enter their first semester and their college experience should be grounded in building the career knowledge and networked relationships to make them successful after graduation (Dey & Cruzvergara, 2014), first-year seminar courses provide an opportunity to explore careers, integrate academic planning with career planning, and develop skills that can be used throughout college and in the workforce. Multiple studies, including those by Harrington (2018) and Stebleton and Diamond (2018), emphasize the importance of embedding career exploration work in first-year courses and seminars. Upcraft et al. (1989) define successful first-year seminars as those that contribute to a student's career and lifestyle while Griffin et al. (2008) establish that best practices include integrating career and major exploration as well as self-reflection into first-year seminars. Specifically, first-year seminar courses that include an assessment of personality types and related careers, career exploration, and educational planning improved persistence rates and academic confidence (Fralick, 2008). In Fralick's (2008) study, over half of students who came into a first-year seminar course undecided about a career felt the course helped them make a career choice.

Career Exploration Across the Curriculum

Incorporating career planning components in coursework throughout the curriculum provides additional opportunities for students to assess their career decision, integrate their academic and career plans, and develop skills for the workforce. Braxton et al., (2007) state that both advisors and teachers should "embrace concern" for career development while Lagowski and Vik (1995) state that faculty as mentors is a best practice in helping students make decisions about their career paths. Career information should be incorporated into general education courses as well as required program courses (Perry et al., 1999), particularly at community colleges (Nora, 1987). In order to achieve this, studies recommend that faculty embed career exploration concepts into their standard coursework rather than relying solely on career centers to lead student career exploration (Logue et al., 2019; Okker, 2014). In the classroom, faculty should demonstrate how the subject matter relates to careers (Bean, 1982) using real-world applications (Polinsky, 2002-2003).

Co-Curricular Opportunities for Career Exploration

In addition to being linked to long-term persistence and retention (Astin 1975, 1993, 1999), participation in activities outside the classroom provides opportunities for career exploration and student development. Several studies establish that participating in extracurricular activities and organizations assists in career planning and develops skills desirable in the workplace. In one study, students who participated in college organizations reported greater levels of psychosocial development in areas of establishing and clarifying purpose, educational involvement, career planning, life management and cultural participation (Foubert & Grainger, 2006). Additionally, the impact of this participation had "powerful effects" on development early in the students' college experience, while joining or leading an organization had more impact than simply attending organization meetings (p. 177).

Participating in organizations or clubs also impacts skill development in college students. Williams and Winston (1985) state that students who participate in organized activities "have a heightened awareness of the world of work and of their personal skills and limitations as

workers" (p. 55). These activities also improve critical thinking skills by allowing students to apply what they've learned in the classroom (Gellin, 2003). In addition to skill development, these activities have been shown to increase marketability and academic performance, including grade point average (Dunkel, Bray & Wofford, 1989).

Developing Career Competencies Through Experiential Learning and Badging Programs

The National Association of Colleges and Employers (NACE) (2019) argues that although career readiness has long been identified as an area of concern by higher education and labor market leaders, it has remained largely undefined. To solve this problem, NACE assembled a task force consisting of representatives from college career services teams and human resources and staffing professionals to define the essential competencies for career readiness. The task force identified eight competencies for career readiness: critical thinking/problem solving, oral/written communication, teamwork/collaboration, digital technology, leadership, professionalism/work ethic, career management, global/intercultural fluency (NACE, 2019). NACE (2019) argues that defining the competencies required for career readiness allows colleges to design strategies to help students develop these skills and prepare students for the world of work. Two such strategies that have proven to be effective in helping students develop career competencies include experiential learning and badging programs.

Experiential learning or experiential education, which includes community service, internships, cooperative education, study abroad, and service-learning, not only builds problem-solving skills, knowledge, and ability, but also leads to jobs after graduation (Aldas et al., 2010; Freeland, 2009). Furthermore, Aldas et al. (2010) found that students identified internships as the single most meaningful experience in their college careers. Specifically, internships and other work experiences have been shown to develop skills such as decision making, group processing, and teamwork that have been classified as desirable in the workplace (Kuh, 1995). In order to develop these skills, internships must have certain components. O'Neill (2010) identifies six criteria for internships to develop entry-level competencies. Internships must require great effort, provide students with feedback, help students engage across differences, facilitate application and testing of academic content, help students build substantive relationships, and provide opportunities for reflection.

Badging programs provide another opportunity to incentivize students to develop workforce skills and have been shown to positively impact student performance and satisfaction. From the gaming environment, badges work through completion logic (McDaniel & Fanfarelli 2016) which can be applied to digital badges in education. In the academic setting, badges have been shown not only to impact intrinsic motivation of learners (Dicheva et al. 2015) but also provide extrinsic motivation (Alaswad & Nadolny, 2015). In their study, Fanfarelli and McDaniel (2017) note a correlation between the number of badges earned and the global intrinsic motivation in the class, along with significant correlation between final grade and student satisfaction. Alternatively, studies show that students who do not achieve badges reported stress and loss of motivation (Yildirim et al., 2016). Other studies (Abramovich et al., 2013) show that badges improve interest in the badging topic and that student characteristics can impact level or participation in the badging program. Badging programs have other favorable outcomes, including assisting students in goal setting (Cheng et al., 2018), providing students with timely feedback (Besser & Newby, 2019) and even improving student retention (Mah, 2016). Kehoe and Goudzwaard (2015) caution that digital badges in academics are only as good as the archive of artifacts that allow a student to successfully earn a badge. Devedzic and Jovanovic (2015) similarly state the importance of directly linking a digital badge with an artifact such as a video or essay that demonstrates completion. In addition, care should be taken to ensure that

badging programs are challenging, useful, flexible, and voluntary in order to optimize student engagement (Coleman, 2018).

Summary

The guided pathways model represents a promising strategy for improving student completion and moving away from the "cafeteria model" that has been employed by community colleges for decades. In the Pathways model, students are provided with program maps that give them a clear roadmap to the completion of their academic pathway. Research has shown that students who have a clear, coherent, and educationally relevant pathway are more likely to persist and complete. However, students must engage in the process of career exploration and planning in order to develop a career goal and select a pathway.

In addition to aiding students in pathway selection, career exploration and planning offers additional benefits. Students who have a clear goal are more likely to persist and complete. Career exploration and planning is especially important for community college students who are more likely to be the first in their family to attend college. First generation students lack the benefit of exploring careers through their parents' professional networks.

A number of strategies have been identified to engage students in meaningful career exploration and planning. Career assessments allow students to identify their strengths and interests and match those with academic and career options. Incorporating career exploration and planning into first-year seminar courses helps to ensure that students are on the right pathway early in their academic journey. Similarly, embedding career planning into courses across the curriculum provides students with additional opportunities to assess their career goal

and develop skills necessary for their chosen field. Experiential learning activities such as internships and service learning provide students with opportunities to build skills and frequently lead to jobs after graduation. Badging programs to build workforce skills keep students motivated through the prospect of earning badges and sharing these with their student colleagues as well as future employers.

Chapter 4
Actions to be Implemented

Chapter 4: Actions to be Implemented

Polk State College's QEP, *Explore to Complete*, is a five-year plan that will engage students in intentional curricular and co-curricular career exploration and planning activities. The purpose is to help students develop a career goal so they can get and stay on an academic pathway in order to persist and complete. The action plan was developed based on a comprehensive review of the literature related to career exploration and planning themes. Best and promising practices were identified that could be implemented in order to accomplish the QEP program goal and help students achieve the learning outcomes. Each of the actions to be implemented introduces specific activities for students to complete. Table 3 provides an overview of actions to be implemented, student activities, and organizational responsibility.

Table 3 – Action Plan and Student Activities

Action	Student Activities	Responsibility
1. Implement a career assessment that students complete during the onboarding process.	• Students complete a career assessment before registering for classes. • Students select a Pathway and register for Pre-Advising and First Flight based on the results of the assessment.	• Career Assessment Sub-Committee selects a career assessment instrument. • Student Services staff develop Pathway-based Pre-Advising sessions. • Student Success Advisors discuss career assessment results with students.
2. Develop an online career exploration and planning resource center.	• Students utilize the online career center to research careers of interest and develop their career plan. • Students access the center to explore experiential learning opportunities, develop a resume, and prepare for job interviews.	• Online Career Center Sub-Committee develops the online career exploration and planning resource center. • Career Development Services, Internship and Experiential Learning, and Learning Technology collaborate in the development of the center.
3. Redesign the career exploration and planning unit in SLS 1122 First-Year Seminar.	• Students reflect on their results from the career assessment and research careers of interest. • Students develop a detailed career plan that outlines the steps needed to enter their chosen career.	• First-Year Seminar Committee redesigns the career exploration and planning unit. • Faculty from AS programs collaborate in the redevelopment of the unit.

Action	Student Activities	Responsibility
4. Develop toolkits for faculty to incorporate career-based assignments into courses across the curriculum.	• Students in AS programs that utilize the career exploration and planning toolkit research careers of interest and develop a detailed career plan. • Students in courses that utilize toolkits complete activities related to their career plan and assignments to build proficiency in NACE competencies.	• First-Year Seminar Committee develops a toolkit for non-limited access AS programs to incorporate career exploration and planning into introductory courses. • Toolkit Sub-Committee and faculty champions develop toolkits for use in general education courses. • Badging Program Sub-Committee develops toolkits to incorporate NACE competencies into courses across the curriculum.
5. Expand student clubs and organizations based on individual Pathways and career fields.	• Students join organizations based on their Pathway in order to connect with peers who have similar career goals. • Students join chapters of professional associations for networking and professional development.	• Student Activities and Leadership Office (SALO) works with faculty and staff to develop Pathway-based organizations and student chapters of professional associations. • Faculty and staff serve as advisors for career-based clubs and organizations.
6. Create additional and enhance existing opportunities for experiential learning.	• Students complete internships and experiential learning activities. • Students connect with alumni and engage with virtual resources to learn more about careers.	• Coordinator of Internship and Experiential Learning works with faculty and staff to develop additional experiential learning opportunities. • Business and industry partners will be engaged to create additional internship opportunities for students.
7. Create a career readiness badging program.	• Students complete activities in classes utilizing NACE competency toolkits to build proficiency in the competencies. • Students complete activities to earn badges based on NACE competencies.	• Badging Program Sub-Committee develops badging program activities. • Faculty use toolkits to connect existing learning outcomes to NACE competencies.

While several of the activities will be open to all students, the QEP will specifically target first-time-in-college (FTIC) students as they are in greatest need of support in order to persist and complete. In addition, the QEP is designed to engage students in career exploration and planning activities as they move through their educational journey from application to graduation. These activities are designed to be completed in sequence. FTIC students will be exposed to the full range of activities and will experience them in the intended order. Figure 3 provides a visual representation of how students will experience the QEP.

Figure 3 – QEP Activities Throughout the Student Experience
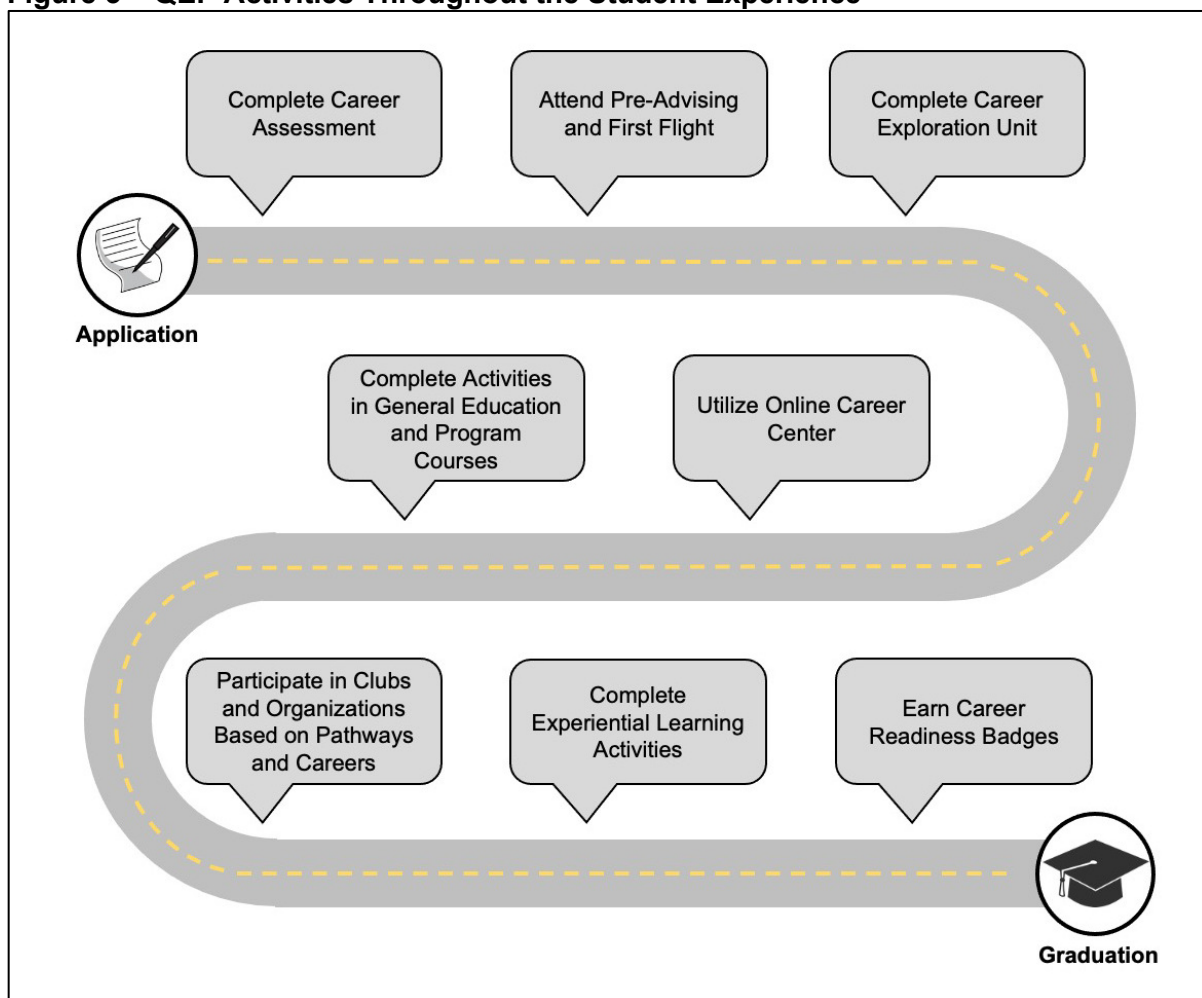
Several actions in the plan represent new strategies and initiatives that will be implemented. New strategies include requiring all students to complete a career assessment, creating faculty toolkits, and developing a career readiness badging program. Other actions in the plan enhance and improve existing strategies. For example, the College currently offers SLS 1122 First-Year Seminar for all FTIC AA-degree-seeking students. The course includes a unit on career exploration. This unit will be redesigned as part of the QEP in order to complement the other initiatives. The College currently has physical Career Centers on each of its campuses as well as a host of online resources. The online career exploration and planning resource center will compile all of these resources in one easily accessible location and provide instruction to students related to career exploration and planning.

The QEP Steering Committee will be responsible for ensuring the successful implementation of the action plan. To accomplish this, the Committee will collaborate with a number of College departments and stakeholders, including Academic Advising, First Year Experience faculty and staff, Career Services and Development staff, and faculty from across the curriculum. In addition, several sub-committees will be created for purposes of implementing specific portions of the action plan. The QEP organizational structure and details regarding responsibilities are discussed in Chapter 6. As it represents a comprehensive plan, the actions will be implemented over a period of several years. The implementation timeline is discussed in more detail in Chapter 5. The remainder of this chapter provides detailed discussion of the actions to be implemented.

1. Implement a Career Assessment that Students Complete During the Onboarding Process

Students will complete an online career assessment during the onboarding process. The career assessment will help students identify their interests, aptitudes, and abilities as they relate to potential careers. Students will be provided with detailed information regarding their results. The results of the career assessment will also be aligned to the College's eight Pathways. Students will be shown the Pathway or Pathways that best match with the results of their assessment. This will direct students to a Pathway and help them begin thinking about their specific program or transfer intent. Students will complete the career assessment after completing the required online College orientation. Additional information will be added to orientation regarding the career assessment as well as the other career exploration and planning activities that will be implemented as part of the QEP. This will introduce students to the QEP and begin to develop their understanding of the importance of career exploration and planning.

Students will use the results of the assessment to register for Pre-Advising. Pre-Advising is a group advising session that introduces students to academic advising, Pathways, and educational planning. Students complete Pre-Advising prior to registering for their first semester of classes. Currently, all Pre-Advising sessions follow the same syllabus and cover the same content. As part of this initiative, Pre-Advising sessions will be redesigned to focus on specific clusters of Pathways. The eight Pathways will be grouped based on related career fields and similar mathematics requirements. For example, one Pre-Advising session may cover the Health Sciences and STEM Pathways as students interested in the healthcare field may ultimately end up pursuing a program in either Pathway. The programs and transfer intents in these Pathways also have similar mathematics requirements. A Pre-Advising session will also be created for students who remain undecided. After completing the career assessment, students will be presented with date and time options for Pre-Advising sessions for the Pathways that align with their results as well as the undecided session.

In addition, the results of the career assessment will be used for the College's First Flight Freshman Welcome Event. First Flight consists of a general session followed by Pathway breakout sessions. Currently, students select a breakout session of interest during the registration process. Many students are unsure how to select a Pathway session and pick randomly from the available sessions. As part of this initiative, the breakout sessions will be redesigned to mirror those created for Pre-Advising. Students will be directed to the Pathway breakout session based on the results of their career assessment. They will also have the option to attend a breakout session for undecided students.

Student Success Advisors will discuss the results of the career assessment with students as part of the required one-on-one advising session that takes place during the first semester. This

will allow advisors to talk about specific academic pathways as they relate to careers. Advisors can assure that students have developed an educational plan that aligns with both their academic pathway and career goal. Advisors will receive training on the career assessment instrument as well as professional development related to career counseling. Advisors who complete training will receive a digital badge on their directory page on the College website. This will incentivize the completion of training and raise awareness for the QEP.

2. Develop an Online Career Exploration and Planning Resource Center

Currently, the College has physical Career Centers on its Lakeland and Winter Haven Campuses. In addition, the College subscribes to a number of online services that assist students with career exploration and planning. However, these resources are underutilized. Many students are unable to visit the Career Centers due to their class load, work schedules, and family commitments. Online resources are underutilized as students don't know how to access them or are unaware that they exist.

The online career exploration and planning resource center will serve as a hub and will provide students with a single place to access all of the College's career resources. The center will also provide instruction regarding career exploration and planning. The center will be hosted in the Canvas learning management system and students will be able to access it from a link on the navigation bar in all courses. The center will be organized around topics related to the career exploration and planning process. Topics will include taking assessments and inventories, researching prospective careers, setting goals, participating in experiential learning, searching for jobs, writing resumes and cover letters, and preparing for job interviews. Instruction will be provided for each of these topics and students will be linked to relevant resources. For example, in the researching prospective careers section students will learn how to research job outlook, find salary information, and use tools such as Emsi's Career Coach, the Career Transitions database, and the Salem Careers databases. In the experiential learning section, students will learn about the importance of experiential learning and gain information regarding available opportunities. They will be linked to Handshake, which serves as the College's online internship posting and application system.

The center will also host live webinars and on-demand videos related to career exploration and planning topics. Webinars will be hosted by the College's Career Development Services Coordinators as well as guest speakers from local businesses. Videos will be created using college alumni and professionals in the local community to provide an overview of their career field. The center will provide additional information regarding the physical career centers, and it will allow students the opportunity to connect with a Career Development Services Coordinator for additional help and resources. In addition, the career readiness badging program that will be detailed later in this chapter will be housed in the center.

3. Redesign the Career Exploration and Planning Unit in SLS 1122 First-Year Seminar

The College requires all first-time-in-college AA-degree-seeking students to take SLS 1122 First-Year Seminar during their first semester at the College. The course helps students acclimate to the College, integrate into the campus community, and achieve academic success through the exploration of college resources, self-reliant strategies, and critical thinking. The course currently includes a unit on career exploration and planning, which introduces students to resources for researching and learning more about careers.

The SLS 1122 faculty will redesign the unit to utilize the results of the career assessment that students complete during the onboarding process. This will help to ensure that students reflect on their results in a meaningful way. Students will conduct research on careers of interest using the tools in the online career resource center. Students will research entry-level educational requirements, required skills, job outlook, and potential salary. A new graded assignment will be introduced which will require students to develop a detailed career plan. Their plan will include all educational requirements at Polk State and beyond as well as co-curricular activities, such as job shadowing, networking, and internships. The timing of the delivery of the career exploration and planning unit will also be adjusted. Currently, the unit is delivered toward the end of the course. The redesigned unit will be delivered closer to the beginning of the course. This will better support the overall purpose of helping students develop a career goal in order to select an academic pathway. As part of this initiative, SLS 1122 faculty will receive professional development regarding effective career coaching. Faculty who complete training will receive a digital badge on their directory page on the College website.

4. Develop Toolkits for Faculty to Incorporate Career-Based Assignments into Courses Across the Curriculum

To support career exploration and planning across the curriculum, a series of toolkits will be created for faculty to use to incorporate career-related topics into their classes. The toolkits will be housed in the Canvas learning management system to support easy access and integration. Faculty will be able to access toolkit elements in the Canvas Commons and easily import them into their courses. The toolkits will contain a variety of lecture materials, class activities, assignments, and class discussion guides.

Three types of toolkits will be created. First, a toolkit will be created for non-limited access AS programs to incorporate the career exploration and planning unit from SLS 1122 into their introductory courses. Only AA-degree-seeking students are required to take SLS 1122 during their first semester. This is because AS programs already include a maximum number of credit hours consisting of required general education and program courses. The content can be customized for specific fields of study. Integrating career exploration and planning into AS program introductory courses will ensure that all students develop a career plan.

Second, toolkits will be created to help general education faculty incorporate career exploration and planning topics into their classes. For example, English faculty could ask students to write a reflective paper regarding their career assessment results and their career plan. Mathematics faculty could ask students to research how math is used in their chosen career field. Economics faculty could incorporate a class discussion about how career choices impact household budgets and consumer behaviors. These toolkits will be created by the Toolkit Sub-Committee and faculty champions who will be recruited from various general education disciplines. Lastly, toolkits will be created to help faculty incorporate NACE competencies into their courses. NACE competencies serve as the foundation for a badging program that will be created as part of the QEP. This will be discussed in more detail later in this chapter.

Faculty will be eligible to apply for mini grants for implementing the toolkits into their courses. The mini grants will serve as an incentive for faculty to use the toolkits. The mini grants can be used to cover materials and resources to support the integration as well as provide compensation for course development work. The College will also host a series of lunch and learn sessions to introduce faculty to the toolkits and provide instruction for how to use them in their classes. In addition, faculty will be provided with professional development opportunities regarding the importance of career exploration and planning, ways to have career conversations with students, and the connection between career planning and student success. Faculty who complete professional development will receive a digital badge on their directory page on the College website. This will encourage and incentivize faculty to complete professional development and promote awareness of the QEP.

5. Expand Student Clubs and Organizations Based on Individual Pathways and Career Fields

The College's Student Activities and Leadership Office (SALO) currently supports numerous student clubs, organizations, and activities that focus on a wide variety of topics and interests, including careers and fields of study. In order to support career exploration and planning in all aspects of the student experience, additional clubs and organizations will be developed based on Pathways and careers. This will allow more students the opportunity to join an organization that aligns with their field of study or career goal. Student chapters of professional associations that align with College programs will be established. These associations allow for students to learn more about their chosen career field as well as provide them with networking and professional development opportunities. The College currently offers the STEM Club for students interested in careers in science, technology, math, and engineering fields. Additional student organizations will be created so that each of the College's eight Pathways is represented. This will allow students in like programs and with similar interests to connect and develop a sense of community. SALO currently promotes student clubs and organizations during a Club Rush event held during the second week of the semester. As part of this initiative, SALO will host a special career-focused club event later in the semester to recruit students and emphasize the importance of career planning.

6. Create Additional and Enhance Existing Opportunities for Experiential Learning

Experiential learning opportunities help students develop the skills and competencies necessary for entry into their chosen career. They also provide networking opportunities that allow students to build connections that are beneficial as they search for employment. The College currently has an internship program for interested students. Although all students benefit from experiential learning, many are not able to participate in traditional internships. A significant percentage of the College's students are non-traditional and work full- or part-time jobs while attending school.

In order to increase the number experiential learning opportunities for students, the College will focus on three actions. First, working in partnership with local business and industry, more internship opportunities will be created that align to the academic pathways offered at the College. Of particular focus will be programs that prepare students for a broad range of careers, such as business administration and computer systems. This will allow more students to participate in experiential learning and prepare for their future careers.

Second, in order to create opportunities for students not able to participate in internships, College alumni will be asked to serve as mentors for current students. Students will be connected with alumni based on their career plan. This will allow students to learn more about their chosen career field and provide for opportunities such as job shadowing. Additionally, alumni will be recruited to create short videos for the online career exploration and planning resource center in which they will discuss important information related to beginning careers in their fields.

Lastly, faculty will be encouraged to incorporate more community-based and service-learning projects into their classes. The College has an established community-based learning program that provides tools, resources, and support for faculty. Additional experiential learning opportunities, such as virtual job shadowing, will also be explored to maximize the number of students who are able to participate.

7. Create a Career Readiness Badging Program

In addition to completing educational requirements, students must build the necessary skills and competencies to be able to enter their chosen career. Students must also explain to prospective employers how their coursework and experiential learning opportunities have helped them build these skills. In order to prepare students, a career readiness badging program will be created that is based on the career readiness competencies outlined by the National Association of Colleges and Employers (NACE). The competencies were developed by NACE through collaboration with college career services teams and human resources and staffing professionals.

The program will focus on eight competencies: critical thinking/problem solving, oral/written communication, teamwork/collaboration, digital technology, leadership, professionalism/work ethic, career management, and global/intercultural fluency. Students will complete modules in Canvas for each of the competencies. The modules will contain instruction regarding the competency as well as activities that require students to apply the competency. Work completed and compiled as part of these activities will be saved in an e-portfolio. Upon completing the module, students will be issued a digital badge through the Badgr platform. Badgr serves as a transcript for digital badges and micro-credentials. The platform allows students to share the badges they have earned externally with colleagues and prospective employers on platforms such as LinkedIn, Twitter, and Facebook.

As was previously discussed, toolkits will be created to help faculty integrate the NACE competencies into their courses. As the NACE competencies are already taught in courses across the curriculum, the toolkits will help faculty connect these competencies to existing course learning outcomes and assignments. This will help students better understand how the content in their courses is preparing them for their future career. In addition to helping students build employment skills, the program will help motivate students to stay on path. Research has shown that badging and micro-credentialing serves to motivate students.

Chapter 5
Implementation Timeline

Chapter 5: Implementation Timeline

Polk State College's QEP, *Explore to Complete,* is a comprehensive five-year plan that will engage students in intentional curricular and co-curricular career exploration and planning activities. The purpose is to help students develop a career goal so they can get and stay on an academic pathway in order to persist and complete. The actions in the plan represent new initiatives and enhancements to existing strategies. As it is a comprehensive plan impacting all areas of the student experience, the actions will be implemented over a period of several years. Table 4 provides a timeline of tasks required for successful implementation of the QEP.

Table 4 – QEP Implementation Timeline

Area	Tasks
Year 0 – Fall 2020	
Marketing	• Launch marketing plan to introduce *Explore to Complete* to the College community.
Career Assessment	• Pilot career assessment instruments with current students. • Develop the Pre-Advising session for undecided students.
Online Career Center	• Begin development of the online career center.
Assessment	• Begin collecting baseline data for selected assessment measures.
Year 0 – Spring 2021	
Career Assessment	• Select a career assessment instrument and pilot with new students who are onboarding for 12-week classes. • Pilot the Pre-Advising session for undecided students with new students who are onboarding for 12-week classes. • Provide professional development for advisors on career assessment instrument and career counseling. • Revise the online College orientation to include information about the QEP and career exploration and planning.
Career Exploration and Planning Unit	• Begin redesign of the SLS 1122 career exploration and planning unit.
Year 1 – Fall 2021	
Career Assessment	• Launch the career assessment instrument for all new students as part of the onboarding process. • Begin the Pre-advising session for all new undecided students.
Career Exploration and Planning Unit	• Pilot the redesigned career unit in multiple sections of SLS 1122 and AS introductory courses.
Online Career Center	• Launch the online career center.
Toolkits for Faculty	• Begin developing toolkits for general education courses and faculty.
Student Clubs and Organizations	• Begin establishing new career-based student clubs and organizations.
Badging Program	• Begin development of the badging program.
Assessment	• Collect fall semester assessment data.

Year 1 – Spring 2022	
Career Assessment	• Develop the Pathway-based Pre-Advising sessions.
Career Exploration and Planning Unit	• Make changes to the SLS 1122 career exploration unit based on results of the fall pilot. • Provide professional development for SLS 1122 faculty.
Toolkits for Faculty	• Make toolkits for general education courses available to faculty. • Provide the career exploration and planning unit to AS program directors and faculty. • Develop toolkits based on NACE competencies. • Launch mini grant program for faculty.
Experiential Learning	• Recruit alumni to serve as mentors.
Assessment	• Collect spring semester and annual assessment data. • Review assessment data and make changes and updates for the next academic year.
Year 2 – Fall 2022	
Career Assessment	• Launch the Pathway-based Pre-Advising sessions for students onboarding for fall. • Begin using the results of the career assessment to direct students to a Pathway breakout session at First Flight.
Toolkits for Faculty	• Make the NACE competency toolkits available to faculty. • Begin offering professional development sessions for faculty.
Badging Program	• Launch the badging program.
Experiential Learning	• Launch the alumni mentoring and shadowing program.
Assessment	• Collect fall semester assessment data.
Year 2 – Spring 2023	
Assessment	• Collect spring semester and annual assessment data. • Review assessment data and make changes and updates for the next academic year.
Year 3 – Fall 2023	
Assessment	• Collect fall semester assessment data.
Year 3 – Spring 2024	
Assessment	• Collect spring semester and annual assessment data. • Review assessment data and make changes and updates for the next academic year.
Year 4 – Fall 2024	
Assessment	• Collect fall semester assessment data.
Year 4 – Spring 2025	
Assessment	• Collect spring semester and annual assessment data. • Review assessment data and make changes and updates for the next academic year.
Reporting	• Begin writing the QEP Impact Report.
Year 5 – Fall 2025	
Assessment	• Collect fall semester assessment data.
Reporting	• Submit the QEP Impact Report to SACSCOC in September 2025.

Year 6 – Spring 2026	
Assessment	• Collect spring semester and annual assessment data. • Review assessment data and make changes and updates for the next academic year.
QEP Conclusion	• Conclude QEP at the end of the 2025-2026 academic year.

As the QEP action plan will be implemented over a period of several years, not all of the activities will be available to the first cohort of students. As implementation of the action plan progresses, additional activities will be available to students. Table 5 provides an overview of the core activities available to each cohort of students.

Table 5 – QEP Activities Available by Cohort

Activity	Cohort 1 2021-2022	Cohort 2 2022-2023	Cohorts 3, 4, 5 2023-2026
Career Assessment	Yes	Yes	Yes
Pathway Pre-Advising	Available for Undecided Students	Yes	Yes
Online Career Center	Yes	Yes	Yes
Career Exploration and Planning Unit	Available to Students in Selected Sections of SLS 1122	Yes	Yes
Career-Based Assignments in Courses Across the Curriculum	No	Available in Limited General Education Classes	Yes
Career-Based Student Clubs and Organizations	No	Yes	Yes
Expanded Experiential Learning Opportunities	No	Yes	Yes
Badging Program	No	Yes	Yes

Chapter 6
Organizational Structure

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Chapter 6: Organizational Structure

Polk State College's QEP, *Explore to Complete,* is a five-year plan that will engage students in intentional curricular and co-curricular career exploration and planning activities so they can get and stay on an academic pathway in order to persist and complete. These activities are designed to take place throughout the student experience. As such, the QEP will impact a number of areas of the College. Successful implementation of the plan requires participation from a broad range of institutional stakeholders, including Academic Advising, First Year Experience faculty and staff, faculty from various academic disciplines, Career Services and Development, Learning Technology, and Information Technology. As illustrated in Figure 4, the College has developed an organizational structure to coordinate the efforts of these stakeholders and ensure the timely and successful implementation of *Explore to Complete*.

QEP activities will be coordinated and overseen by a QEP Steering Committee. The Committee will have primary responsibility for ensuring that all QEP actions are implemented in accordance with the implementation timeline. As the QEP impacts both Academic Affairs and Student Services, the Committee will be led by a faculty co-chair and a Student Services co-chair. These individuals will serve as champions for the QEP in their respective units.

A number of sub-committees and offices will report to the QEP Steering Committee for purposes of implementing specific portions of the action plan. As was previously discussed, QEP actions represent both new initiatives and enhancements to existing strategies. New initiatives will be directed by new sub-committees that will be created. These sub-committees will consist of members from the QEP Steering Committee as well as additional faculty and staff. This will maximize involvement and participation in the QEP. The Career Assessment Sub-Committee will be responsible for implementing the career assessment instrument as part of the student onboarding process. The Online Career Center Sub-Committee will develop the online career exploration and planning resource center. The Toolkit Sub-Committee will consist of QEP Steering Committee members and faculty champions who will develop the faculty toolkits. The Badging Program Sub-Committee will create the career readiness badging program. An Assessment Sub-Committee will also be created to work in collaboration with the Office of Institutional Effectiveness, Accreditation, and Research (IEAR) to coordinate assessment activities and to compile, analyze and disseminate assessment results.

Enhancements to existing strategies will be directed by the committees and offices responsible for those strategies. The existing First-Year Seminar Committee will redesign the career exploration and planning unit in SLS 1122 and work with AS program faculty to adapt this for inclusion in AS program introductory courses. The Student Activities and Leadership Office (SALO) will work with faculty and staff to develop additional career-based student clubs and organizations. The Coordinator of Internship and Experiential Learning will have responsibility for identifying new internship opportunities, promoting community-based learning, and creating the alumni mentor program.

Each of the sub-committees and offices with primary responsibility for a specific portion of the action plan will collaborate with other offices and stakeholders as appropriate. For example, the Career Assessment Sub-Committee will be responsible for implementing the career assessment instrument and the planned changes to the College orientation, Pre-Advising, and First Flight. This will require collaboration with Student Services deans, advisors, First-Year Seminar faculty, the Director of Student Enrollment, Information Technology, and Learning Technology. These collaborative relationships are represented by dotted lines on the organizational chart.

Figure 4 – QEP Organizational Chart
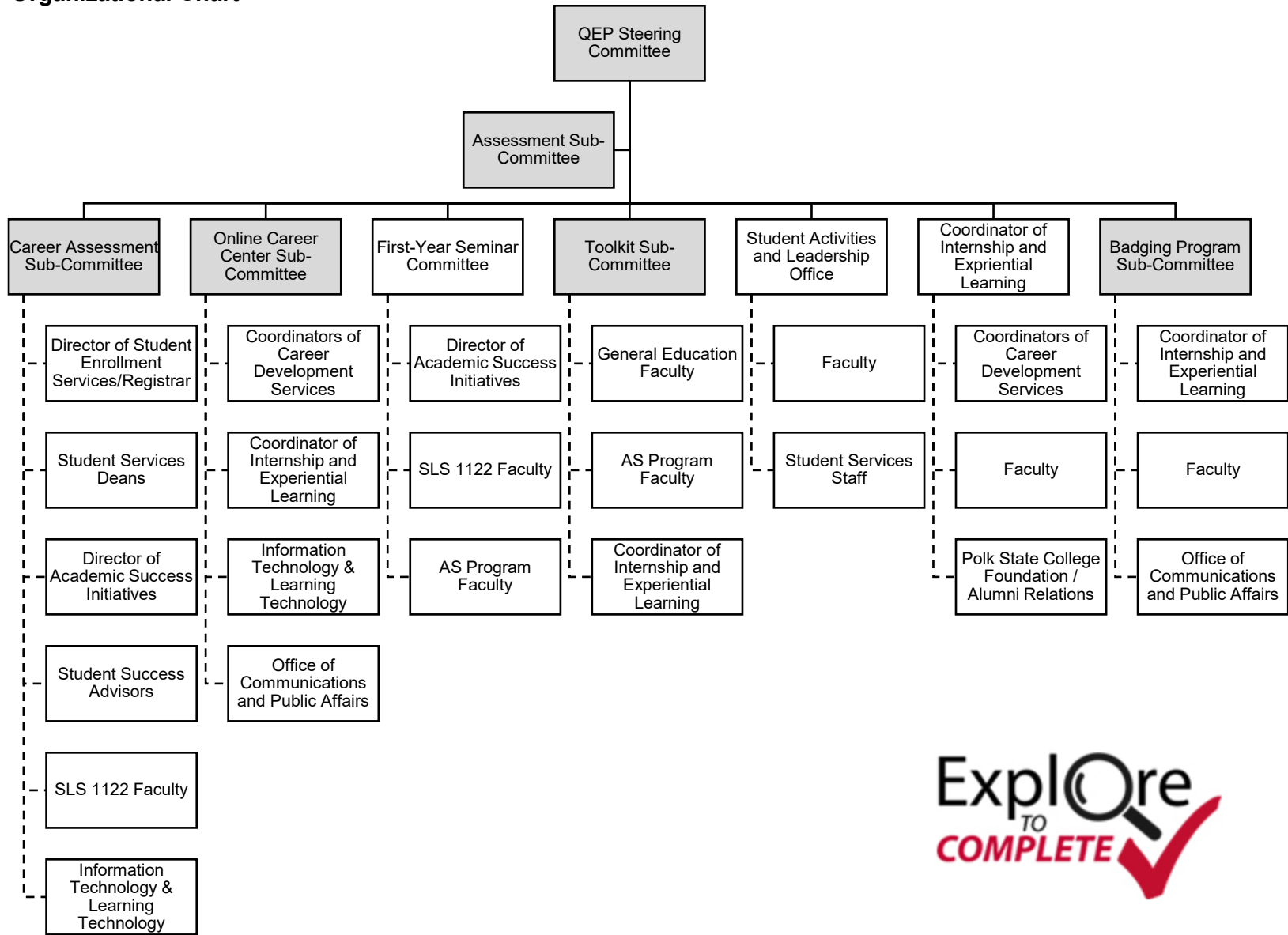
Notes:
1. Dotted lines indicate a collaborative relationship.
2. Shaded boxes represent new committees that will be formed as part of the QEP implementation.

Chapter 7
**Resources and Capacity
to Support Implementation**

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Chapter 7: Resources and Capacity to Support Implementation

Polk State College has the institutional capacity and has committed human, physical, and financial resources to ensure the successful implementation of the QEP. Implementation of the plan will utilize a number of existing human and physical resources. Existing committees and departments will take the lead to implement the parts of the action plan that seek to improve or enhance services for which they are responsible. The SLS 1122 First-Year Seminar course is overseen by a faculty committee that is responsible for developing courses, training faculty, and collecting and reviewing assessment data. This committee will be responsible for the redesign of the career exploration and planning unit in the SLS 1122 course. The Student Activities and Leadership Office will be responsible for working with faculty and staff to develop student chapters of professional associations and clubs based on Pathways.

The College currently employs two Career Development Services Coordinators who manage the physical Career Centers on each campus. They will play a key role in the development of the online career exploration and planning resource center which will be housed in the College's existing Canvas learning management system. The College also has technology resources to ensure the successful development of the online resource center. The College employs a Director of Learning Technology and two Instructional Technologists. The College also runs multiple Teaching and Learning Innovation Centers (TLIC), which provide the staff and tools for creating technology resources. The TLICs will be utilized to create dynamic content for the online resource center. The instructional technology staff and the TLICs will also be utilized for creation of the toolkits for faculty. As was previously discussed, much of the content in the online career resource center will be existing career resources that the College already subscribes to. These resources include Emsi's Career Coach, the Handshake job and internship posting platform, and the Career Transitions database.

Within the past year, the College doubled the number of Student Success Advisors it employs. This enhanced advising capacity will support redevelopment of Pre-Advising as well as more deeply integrating career coaching into academic advising. Advisors will be able to spend time discussing the results of career assessments with students and ensuring alignment between their career goals, educational plans, and academic pathways.

The College has adequate facilities to support the QEP. As was previously mentioned, the College maintains two physical career centers on the Lakeland and Winter Haven Campuses. These career centers will support the QEP initiatives. It is anticipated that their usage will increase as more students focus on career exploration and planning. The physical career centers will allow students to get additional help or utilize additional resources as they develop their career plan and use the online career center. Part of the QEP action plan involves redesigning Pre-Advising to focus on Pathways. The College maintains dedicated computer labs on each campus to support and host Pre-Advising sessions. These physical resources will continue to be maintained and enhanced throughout the duration of the QEP.

The College has also committed sufficient financial resources to support implementation of the QEP. The proposed QEP Program Budget is presented in Table 6. The budget is adequate to sustain the QEP activities and reach the desired student population.

Table 6 – QEP Program Budget

Budget Category	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Salary and Benefits						
QEP Faculty Co-Chair & QEP Director	$55,765.19	$55,765.19	$55,765.19	$55,765.19	$55,765.19	$55,765.19
QEP Student Services Co-Chair	$10,200.96	$10,200.96	$10,200.96	$10,200.96	$10,200.96	$10,200.96
Faculty Champion Stipends	-	$13,601.28	$13,601.28	-	-	-
Operating Expenses						
Professional Development	$5,000.00	$5,000.00	$5,000.00	$5,000.00	$5,000.00	$5,000.00
Conference Travel	-	$7,500.00	$7,500.00	$7,500.00	$7,500.00	$7,500.00
Mini Grant Program	-	$10,000.00	$10,000.00	$5,000.00	$5,000.00	-
CCSSE/SENSE Fees	-	$9,500.00	$9,500.00	$9,500.00	$9,500.00	$9,500.00
NACE Membership	$5350.00	$5350.00	$5350.00	$5350.00	$5350.00	$5350.00
Educational Materials	$2,500.00	$2,500.00	$2,500.00	$2,500.00	$2,500.00	$2,500.00
Marketing	$7,500.00	$2,500.00	$2,500.00	$2,500.00	$2,500.00	$2,500.00
Software Costs						
Career Assessment Software	$10,000.00	$10,000.00	$10,000.00	$10,000.00	$10,000.00	$10,000.00
Emsi Career Coach	$15,000.00	$15,000.00	$15,000.00	$15,000.00	$15,000.00	$15,000.00
Handshake	$8,000.00	$8,000.00	$8,000.00	$8,000.00	$8,000.00	$8,000.00
TOTAL	**$121,816.15**	**$149,917.43**	**$149,917.43**	**$131,316.15**	**$131,316.15**	**$126,316.15**

Chapter 8

Assessment Plan

Explore TO COMPLETE

Chapter 8: Assessment Plan

Polk State College has developed a comprehensive plan to assess the successful implementation of *Explore to Complete*. The plan is organized into two parts. The first part is designed to assess achievement of student learning outcomes. The second part is designed to assess overall program effectiveness and the progress the QEP is making towards meeting its intended goal. The plan uses a combination of formative and summative, direct and indirect, and qualitative and quantitative assessment measures. Assessment measures include institutional data such as retention, progression, and completion rates; national surveys such as CCSSE, SENSE, and CCFSSE; participation rates of students, faculty, and staff in QEP program activities; and institutionally designed rubrics applied to artifacts of student work.

For all assessment measures, the College will track data for two cohorts of students each year. The first cohort will consist of first-time-in-college (FTIC) students pursuing an Associate in Arts (AA) degree. The second cohort will consist of FTIC students pursuing a non-limited access Associate in Science degree. Students will be separated into cohorts based on degree type as each group will experience the QEP activities in a slightly different way. AA-degree-seeking students will complete the career exploration and planning unit in SLS 1122 First-Year Seminar, while AS-degree-seeking students will complete the career exploration and planning unit in one of their program's introductory courses. In addition, AA students complete 36 credit hours of general education courses, while AS students complete 18 credit hours. This allows greater opportunity for AA students to complete career assignments that have been embedded into general education courses. Tracking data for these cohorts will allow the College to assess the impact of the different applications of the QEP activities. In addition, this approach aligns with existing institutional research and effectiveness practices which track student success measures by degree type.

The QEP Assessment Sub-Committee in collaboration with the Office of Institutional Effectiveness, Accreditation, and Research (IEAR) will have primary responsibility for coordinating assessment activities and for compiling, analyzing, and disseminating assessment results. Responsibility for administering assessments will be shared by IEAR, faculty, QEP sub-committees, and Student Services staff. Assessment results will be reviewed each semester by the QEP Steering Committee to identify areas that are falling short of established goals and determine necessary adjustments to the action plan or assessment measures. QEP assessment results and recommendations for program improvement will be presented to the Institutional Effectiveness Council (IEC). The IEC serves as the College's overall coordinating body for institutional effectiveness as an ongoing, comprehensive, broad-based and institutionally integrated system for assessment and evaluation. The IEC will have the opportunity to make additional recommendations for program improvement. This process also allows for recommendations to be made regarding the need for additional human, physical, and financial resources necessary to sustain the QEP. These recommendations will be presented to the College's Planning and Budget Council. The council is responsible for reviewing annual planning objectives and developing the College's budget priorities. This process will promote continuous improvement and ensure the successful implementation of the QEP.

Assessment of Student Learning Outcomes

Explore to Complete is designed to achieve three student learning outcomes (SLO). Students who successfully achieve the outcomes will have identified a career goal, developed a plan for achieving their career goal, utilized their career plan to select and complete coursework and co-

curricular activities, and demonstrated proficiency in NACE competencies for career readiness through applied and experiential activities. Assessment of SLOs seeks to determine whether the QEP is having the intended impact on student knowledge, skills, and behaviors. Table 7 details the planned assessment methods for each SLO as well as the criteria for success, assessment frequency, and responsibility for administering the assessment. The table is followed by a detailed description of each assessment method, analysis of baseline data, and explanation of the established criteria for success.

Table 7 – Student Learning Outcome Assessment

Outcome Statement	Assessment Method	Criteria for Success	Frequency	Responsible Party
SLO 1: Students will develop a career goal and a plan for achieving it that is based on their personal interests, aptitudes, and abilities.	Rubric applied to career plans developed by students in SLS 1122 or AS program introductory course.	75% of students will achieve a satisfactory rating on all rubric criteria.	Fall and Spring Semesters	SLS 1122 and AS Program Faculty
	Career planning survey administered to students after First Flight.	80% of students will indicate that they gained information that will help them develop a career goal.	Fall and Spring Semesters	Director of Academic Success Initiatives
	Number of students earning the Career Management badge.	20% of students will earn the career management badge.	Annually	Badging Program Sub-Committee
	Number of AA students with a declared transfer institution and major.	85% of AA-degree-seeking students will have a declared transfer institution and major.	Annually	IEAR
SLO 2: Students will utilize their career plan to select and complete curricular	Number of students attempting college-level math and English courses.	85% of FTIC students will attempt a math and English course during their first year.	Fall and Spring Semesters	IEAR

Outcome Statement	Assessment Method	Criteria for Success	Frequency	Responsible Party
requirements and co-curricular activities.	Analysis of student educational plans and transcripts.	85% of students will have an educational plan aligned with their program map and will complete courses according to their plan.	Annually	QEP Assessment Sub-Committee
	Participation rate of students in career clubs and organizations.	15% of students will participate in career clubs and organizations.	Fall and Spring Semesters	SALO
	Participation rate of students in experiential learning.	Number of students participating in experiential learning will increase by 20%.	Fall and Spring Semesters	Coordinator of Internship and Experiential Learning
SLO 3: Students will demonstrate proficiency in NACE competencies for career readiness through applied and experiential activities.	Rubric applied to badging program activities.	75% of students will achieve a satisfactory rating on all rubric criteria.	Fall and Spring Semesters	Badging Program Sub-Committee
	Number of students completing the badging program.	10% of students will complete the badging program.	Annually	Badging Program Sub-Committee
	Rubric completed by internship supervisors.	75% of students will achieve a satisfactory rating on all rubric criteria.	Fall and Spring Semesters	Coordinator of Internship and Experiential Learning

Student Learning Outcome Assessment Methods

SLO 1: Students will develop a career goal and a plan for achieving it that is based on their personal interests, aptitudes, and abilities.

Rubric applied to career plan. Students will prepare a detailed career plan as part of the career exploration and planning unit in SLS 1122 First-Year Seminar and in introductory courses in non-limited access AS programs. The plan will include all educational requirements at the College and beyond as well as experiential learning activities, such as job shadowing, networking, and internships necessary for the student to enter their chosen career. Faculty will develop a common rubric to assess student career plans, and inter-rater reliability training will

be conducted to ensure consistent scoring. The rubric scores will serve as a direct measure of student achievement of SLO 1.

As this represents a new assignment and assessment, there is no baseline data. Baseline data will be collected when the career planning and exploration unit is piloted. The established criterion for success is 75% of students will achieve a satisfactory rating on all rubric criteria. This goal is based on the percentage of students who successfully complete one of the existing major assignments in SLS 1122.

Career planning survey. As part of the QEP action plan, students entering the College will complete a career assessment and be presented with Pathways that best match with the results of their assessment. Students will use these results to register for Pre-Advising and breakout sessions at the College's First Flight Freshman Welcome Event. Students will complete a short survey after they have participated in these experiences. The survey will ask students to self-assess whether they gained information that will help them to develop a career goal. This serves as an indirect measure of student achievement of SLO 2. The survey results will be provided to faculty teaching SLS 1122 and AS program introductory courses. This will provide faculty with baseline data that can be used to adapt instruction in the career exploration and planning unit.

The criterion for success is 80% of students will indicate they gained information that will help them develop a career goal. This goal is consistent with those set for other student surveys deployed at the College.

Number of students earning the career management badge. Part of the QEP action plan involves implementing a career readiness badging program based on NACE competencies for career readiness. The first badge in the program is the Career Management badge. The knowledge and skills students must demonstrate to earn this badge align with SLO 1 and the instruction, activities, and assignments in the career exploration and planning unit.

The established criterion for success is 20% of each FTIC cohort will earn the career management badge. This goal is consistent with the completion rate of existing co-curricular activities designed to be completed by FTIC students during their first year. During the fall 2019 semester, the College served 1,715 FTIC students. This goal represents approximately 350 students from each cohort completing the career management badge.

Number of AA students with a declared transfer institution and major. Approximately 40% of the College's students are pursuing an Associate of Arts (AA) degree, which is designed to prepare students for transfer to a bachelor's degree program at a state college or university. Students who have developed a career goal and a plan for achieving it will have identified a transfer institution and major. This allows them to select appropriate general education and elective courses based on transfer requirements. The College will track the number of students who have identified a transfer institution and major as a measure of achievement of SLO 1.

During the 2019-2020 academic year, 79.4% of AA-degree-seeking students had a declared transfer institution and transfer major. While this represents a significant number of students, 20.6% or 1,182 students were pursuing a transfer degree and had not yet identified what institution they wanted to transfer to or what major they wanted to pursue. The established criterion for success is 85% of AA students will have a transfer institution and major. This represents an approximately 10% increase in the number of AA students with a declared transfer institution and major.

SLO 2: Students will utilize their career plan to select and complete curricular requirements and co-curricular activities.

Number of students attempting college-level math and English courses. Students who complete a college-level math and English course during their first year are more likely to persist and complete. Tracking the number of students who complete these courses during their first year provides a measure of how well students are progressing toward their degree. In addition, the QEP is designed to help students get and stay on an academic pathway that is aligned with their career goal. The College's Program Maps for all academic pathways include math and English in the first year. Measuring the number of students who attempt math and English during their first year provides a direct measure of how well students are utilizing their career plan to select and complete curricular requirements.

Baseline data for the number of students attempting math during the first year is provided in Table 8. For the fall 2019 cohort, 58.2% of students attempted math during their first year and 35.8% successfully completed it. Baseline data for English is provided in Table 9. For ENC 1101, 76.3% of students attempted the course during their first year and 56.8% successfully completed it. The criterion for success is 85% of FTIC students will attempt a math and English course during their first year. This goal is consistent with the goals established for students with an identified AA transfer intent and number of students with an educational plan and transcripts aligned with their program map.

Table 8 – FTIC Students Attempting MAT 1033, MAT 1100 or Higher (2019 Cohort)

Credits Earned	% of Cohort
Pass	35.8%
Fail	22.4%
Did Not Attempt	41.8%

Table 9 – FTIC Students Attempting ENC 1101 (2019 Cohort)

Credits Earned	% of Cohort
Pass	56.8%
Fail	19.5%
Did Not Attempt	23.7%

Analysis of student educational plans and transcripts. As part of Pre-Advising and SLS 1122 First-Year Seminar, students are asked to develop an educational plan. Educational plans represent a student's personalized plan for completing their academic pathway. Students and advisors collaboratively develop educational plans using published Program Maps. The College will measure the extent to which students are utilizing their career plan by selecting a representative sample of completed educational plans and comparing them to transcripts and published Program Maps. The analysis will be conducted using educational plans and transcripts of FTIC students at the end of their first academic year.

Baseline data for this measure will be collected during the pilot year. The established criterion for success is 85% of students will have an educational plan aligned with their program map and will complete courses according to their plan. This is consistent with the goal established for the number of AA students with a declared transfer intent.

Participation rate of students in career clubs and organizations. The College will expand the number of Pathway-based clubs and career-based student organizations as part of the QEP. These organizations will provide students with learning opportunities to supplement their coursework and to help them prepare for their chosen career. Students who are utilizing their career plan to engage in co-curricular activities will participate in these clubs and organizations.

Results from the 2019 administration of the Community College Survey of Student Engagement (CCSSE) revealed that 16.3% of students reported participating in a student organization two or more times during their time at the College. The established criterion for success is 15% of each FTIC cohort will participate in career clubs and organizations.

Participation rate of students in experiential learning. Similar to career clubs and organizations, students who are utilizing their career plan to engage in co-curricular activities will participate in experiential learning. Experiential learning helps students develop career competencies and provides them with important networking opportunities. Additional experiential learning opportunities will be created as part of the QEP action plan. The College will track the number of students who participate in a voluntary experiential learning activity. This includes students who participate in formal internships as well as students who participate in new experiential learning opportunities created by the QEP, such as alumni shadowing and community-based learning. This does not include students who complete required experiential learning, such as clinical experiences and practicums in health sciences programs.

During the 2018-2019 academic year, 131 students participated in voluntary internships supervised by the Office of Internships and Experiential Learning. The established criterion for success is to increase the number of students participating in experiential learning by 20%.

SLO 3: Students will demonstrate proficiency in NACE competencies for career readiness through applied and experiential activities.

Rubric applied to badging program activities. Students will complete activities and assignments to earn career readiness badges based on the eight NACE career readiness competencies: critical thinking/problem solving, oral/written communication, teamwork/collaboration, digital technology, leadership, professionalism/work ethic, career management, and global/intercultural fluency. The final assignment required to earn each badge will be evaluated using a rubric in order to determine level of proficiency of the associated competency. The rubric scores will serve as a direct measure of student achievement of SLO 3.

Baseline data will be collected when the badging program is launched to students. The established criterion for success is 75% of students will achieve a satisfactory rating on all rubric criteria. This is consistent with the goal established for the career plan assignment.

Number of students completing the badging program. The badging program will consist of eight badges that align with the NACE competencies. The College will track the number of students who complete the program and earn all eight badges. Program completers will be tracked by cohort and Pathway. This will allow the College to determine if additional curricular integration is needed within a given Pathway or program of study.

The established criterion for success is 10% of each FTIC cohort will complete the badging program and earn all eight career readiness badges. The goal represents approximately 200 students from each cohort completing the badging program. This goal has been set lower than the goal for student participation in career clubs and organizations, which is appropriate given the work and time commitment required to complete the badging program.

Rubric completed by internship supervisors. Students who participate in internships are expected to demonstrate knowledge of career competencies. Internship supervisors will be asked to complete an institutionally designed evaluation form to provide feedback on student interns. The evaluation form will ask the supervisor to rate a student's level of ability related to each of the eight NACE career competencies. Ratings for these competencies will serve as a direct measure of student achievement of SLO 3. Internship supervisors will also have the opportunity to provide qualitative feedback. This feedback will be analyzed using an open coding method to identify key themes. The feedback will be used to make adjustments to the badging program curriculum and shared with program faculty to assist them in preparing students for the workforce.

Baseline data for this measure will be collected during the pilot year. The criterion for success is 75% of students will achieve a satisfactory rating on all rubric criteria. This goal is consistent with the goals established for the career plan and badging program activities.

Assessment of Program Effectiveness

The goal of Polk State College's QEP is to increase completion by engaging students in intentional curricular and co-curricular career exploration and planning activities to ensure they develop a career goal and select an appropriate academic pathway. Assessment of program effectiveness seeks to determine the overall success of the QEP and ensure that it meets its stated goal. In order to monitor QEP implementation and effectiveness, a series of administrative outcomes (AO) have been identified. Table 10 details the administrative outcomes and the planned assessment methods for each as well as the criteria for success,

assessment frequency, and responsibility for administering the assessment. The table is followed by a detailed description of each assessment method, analysis of baseline data, and explanation of the established criteria for success.

Table 10 – Program Effectiveness Assessment

Outcome Statement	Assessment Method	Criteria for Success	Frequency	Responsible Party
AO1: Number of students achieving program completion benchmarks will increase.	Number of students achieving 25% benchmark within 1 year, 50% within 2 years, and 75% within 3 years.	35% of students will achieve the 25% benchmark within 1 year, 50% benchmark within 2 years, and 75% benchmark within 3 years.	Annually	IEAR
AO2: Fall-to-fall retention rate will increase.	Fall-to-fall retention rate for full- and part-time FTIC students.	Retention rate will increase by 2 percentage points.	Annually	IEAR
AO3: Excess hours earned will decrease.	Average excess hours earned by students.	Average excess hours earned will decrease.	Annually	IEAR
AO4: Student completion rate will increase.	Student completion rate at 150% of time.	Completion rate will increase by 2 percentage points.	Annually	IEAR
AO5: Students will complete a career assessment as part of the onboarding process.	Number of students completing career assessment instrument.	100% of FTIC students will complete a career assessment instrument as part of the onboarding process.	Fall and Spring Semesters	QEP Assessment Sub-Committee
AO6: Students will report increased engagement with career services.	Results from selected CCSSE items. (see Table 12)	Mean responses will exceed large College benchmark group and will increase over prior administrations.	Every Other Year	IEAR and Faculty

Outcome Statement	Assessment Method	Criteria for Success	Frequency	Responsible Party
	Results selected SENSE items. (see Table 13)	Mean responses will exceed large College benchmark group and will increase over prior administrations.	Every Other Year	IEAR and Faculty
AO7: Faculty and staff will report increased student engagement with career services.	Results from selected CCFSSE items. (see Table 14)	Mean responses will exceed cohort and will increase over prior administrations.	Every Other Year	IEAR and Faculty
	Survey administered to Student Services staff.	Mean responses will increase over prior administrations.	Every Other Year	QEP Assessment Sub-Committee
AO8: Faculty will use toolkits to incorporate career activities into their classes.	Number of faculty using toolkits.	100% of non-limited access AS programs will use the career exploration and planning toolkit. 25% of general education course sections will use a toolkit. 25% of course sections will use a toolkit for incorporating NACE competencies.	Fall and Spring Semesters	QEP Assessment Sub-Committee
AO9: Faculty and staff will participate in professional development.	Number of faculty and staff attending professional development.	Faculty from a majority of programs and disciplines will attend professional development events.	Fall and Spring Semesters	QEP Assessment Sub-Committee

Outcome Statement	Assessment Method	Criteria for Success	Frequency	Responsible Party
AO10: Students will utilize the online career exploration and planning resource center.	Number of students who access the online career exploration and planning resource center.	85% of FTIC students will access the online career exploration and planning resource center.	Fall and Spring Semesters	Online Career Center Sub-Committee
	Satisfaction survey administered to students who access the online career exploration and planning resource center.	80% of students will express satisfaction with the online career exploration and planning resource center.	Annually	Online Career Center Sub-Committee
AO11: Students will attend events held by career development services.	Number of students who attend career development events.	Number of students attending career development events will increase by 20%.	Fall and Spring Semesters	Coordinators of Career Development Services
	Satisfaction survey administered to students who attend career development events.	80% of students will express satisfaction with the career development event they attended.	Fall and Spring Semesters	Coordinators of Career Development Services

Program Effectiveness Assessment Methods

Number of students achieving program benchmarks. The goal of the QEP is to increase student completion. As completion rates are a summative measure, the College will use attainment of program benchmarks as a formative measure of program effectiveness. The College tracks three program benchmarks as part of each student's personalized degree audit: 25%, 50%, and 75% of program completion. The College will measure the attainment of these program benchmarks within specified time periods. Attainment of program benchmarks provides a measure of how well students are progressing through their programs and moving toward completion. This measure also allows the College to make adjustments to the action plan in order to better support currently enrolled cohorts.

In order to assess how well students are progressing toward completion within four years or 200% of time, the established criterion for success is 35% of students will achieve the 25% benchmark within one year, 50% benchmark within two years, and 75% benchmark within three years. This is consistent with the QEP and Strategic Plan goals for increasing completion.

Fall-to-fall retention rates. As student retention is related to completion, the College will track the fall-to-fall retention of students. Fall-to-fall retention provides a measure of student persistence and is an indicator of how many students are progressing toward completion.

The fall-to-fall retention rate for the fall 2018 FTIC cohort was 54.7%. The criterion for success is to increase the fall-to-fall retention rate by two percentage points. This goal is consistent with the goal established in the College's 2017-2022 Strategic Plan.

Average excess hours earned. Excess hours represent credit hours earned by students that do not count toward their certificate or degree. Students with excess hours are often students who have had multiple program or transfer intent changes or who have not been following an academic pathway. Excess hours have a negative impact on timely completion. As the QEP is designed to help students develop a career goal and get on an academic pathway within their first semester, average excess hours earned represents a key measure of program effectiveness.

Baseline data for excess hours is provided in Table 11. The data is disaggregated by number of degree changes. Average excess hours for students with no degree changes is 10.6, while average excess hours for students with one degree change is 14.4. Average excess hours increase considerably as the number of degree changes increase. The established criterion for success is to decrease the number of excess hours. It is also anticipated that the number of students with multiple degree changes will decrease as the QEP activities are designed to help students get on the right academic pathway from the start of their educational journey.

Table 11 – Excess Hours for AA Students by Number of Degree Changes

Number of Degree Changes	Number of Students	Average Excess Hours
0	693	10.6
1	373	14.4
2	103	27.2
3	58	37.4
4	24	30.8
5	13	41.3
6	5	56.8
7	2	74.0

Student completion rates. The strategies that will be implemented as part of the QEP action plan are designed to help students develop a career goal and get and stay on an academic pathway in order to increase completion. Completion rates are a key measure of the QEP's effectiveness. As nearly 75% of the College's student population attends part-time, the College will track the three-year (150%) completion rate of students. This measure accounts for the reality of student enrollment patterns while still allowing data to be collected for multiple cohorts during the QEP timeline.

The established criterion for success is to increase completion rates by two percentage points. This aligns with the College's strategic plan goal of increasing the number of completers by 5%. For the fall 2015 first-time, full-time cohort the 150% completion rate was 32.4%.

Number of students completing career assessment. As part of the QEP, all incoming FTIC students will complete a career assessment as part of the student onboarding process.

Completion of the career assessment will be mandatory and will be enforced by making changes to the College's student information system. In order to ensure that these systems are functioning properly, the College will track the number of incoming students who complete the career assessment. As this is intended to be a mandatory step in the onboarding process, the criterion for success is 100% of FTIC students will complete the career assessment.

Results from selected CCSSE items. As was previously discussed, the College administers the Community College Survey of Student Engagement (CCSSE) on a regular basis. The CCSSE is a national survey designed to measure student engagement. The CCSSE is administered to a sample of currently enrolled students. The QEP seeks to ensure that students engage in and understand the importance of career planning and readiness activities as part of the student experience. A number of items on the survey relate to student perception and utilization of career planning and readiness resources. The College will use responses on these items as an external measure of program effectiveness.

Table 12 provides baseline data from the 2019 CCSSE administration for the selected survey items. The table includes Polk State's results along with results from the large college benchmark group. The established criterion for success is mean responses on all items will exceed the large college benchmark group and increase over prior administrations. For the 2019 administration, mean responses exceeded the benchmark group for three of the 12 items.

Table 12 – Mean Responses for Selected CCSSE Items (2019 Administration)

Item	Polk State	Large College
In your experiences at this college during the current school year, how often have you talked about career plans with an instructor or advisor?	2.23	2.17
In your experiences at this college during the current school year, how often have you participated in a community-based project (service-learning activity) as part of a regular course?	1.38	1.36
About how many hours do you spend in a typical 7-day week participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)?	0.41	0.30
How much as your experience at this college contributed to your knowledge, skills, and personal development in acquiring job or work-related knowledge and skills?	2.36	2.41
How much as your experience at this college contributed to your knowledge, skills, and personal development in developing clearer career goals?	2.66	2.66
How much as your experience at this college contributed to your knowledge, skills, and personal development in gaining information about career opportunities?	2.49	2.51
How often do you use career counseling at this college?	0.56	0.61
How often to you use job placement assistance at this college?	0.14	0.16
How satisfied are you with career counseling at this college?	1.19	1.23

Item	Polk State	Large College
How satisfied are you with job placement assistance at this college?	0.88	0.93
How important is career counseling to you at this college?	2.27	2.28
How important is job placement assistance to you at this college?	1.98	2.00

Note: Higher scores indicate higher levels of engagement.

***Results from selected SENSE items*.** The College also administers the Survey of Entering Student Engagement (SENSE) on a regular basis. The SENSE is administered in the fall semester to FTIC students during their first five weeks at the College. The SENSE provides a snapshot of students' behaviors during their first experiences at the College. Students will experience a number of elements of the QEP action plan during their onboarding process. The SENSE contains several items that relate to utilization of career planning resources. The College will use responses on these items as an external measure of program effectiveness.

Table 13 provides baseline data from the 2019 SENSE administration for the selected survey items. The table includes Polk State's results along with results from the large college benchmark group. The established criterion for success is mean responses on all items will exceed the large college benchmark group and increase over prior administrations. For the 2019 administration, mean responses exceeded the benchmark group for five of the six items.

Table 13 – Mean Responses for Selected SENSE Items (2019 Administration)

Item	Polk State	Large College
Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. An advisor helped me to select a course of study, program, or major.	3.83	3.70
Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. An advisor helped me to set academic goals and to create a plan for achieving them.	3.69	3.34
Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. How often did you use career counseling?	1.29	1.28
Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. How often did you use job placement assistance?	1.08	1.08
Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. How satisfied were you with career counseling?	2.57	2.36
Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. How satisfied were you with job placement assistance?	2.52	2.12

Note: Higher scores indicate higher levels of engagement.

Results from selected CCFSSE items. The College administers the Community College Faculty Survey of Student Engagement (CCFSSE) as part of its administration of the CCSSE. The survey measures faculty perception of students' educational experiences and their teaching practices. Several items on the survey directly relate to faculty perception of career exploration, planning, and readiness. The College will use responses on these items as an external measure of successful implementation of the QEP action plan.

Table 14 provides baseline data from the 2019 CCFSSE administration for the selected survey items. The table includes Polk State's results along with results from the large college benchmark group. The established criterion for success is mean responses on all items will exceed the cohort group and increase over prior administrations. For the 2019 administration, mean responses exceeded the cohort group for six of the 12 items.

Table 14 – Mean Responses for Selected CCFSSE Items (2019 Administration)

Item	Polk State	2019 Cohort
How often do students in your selected course section participate in a community-based project (service learning activity) as part of the course?	1.49	1.44
How often do students in your selected course section talk about career plans with you?	2.55	2.57
About how many hours on average do you think students at this college spend in a typical 7-day week participating in college-sponsored activities?	1.11	1.00
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in acquiring job- or work-related knowledge and skills?	2.81	2.99
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in developing clearer career goals?	2.52	2.51
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in gaining information about career opportunities?	2.40	2.39
How often do you refer students to career counseling?	2.64	2.60
How often do you refer students to job placement assistance?	2.21	2.29
How important do you believe career counseling is to students?	2.79	2.77
How important do you believe job placement assistance is to students?	2.68	2.68
How much do you incorporate the use of career counseling into your selected courses?	2.30	2.32
How much do you incorporate the use of job placement assistance into your selected course section?	1.89	2.04

Note: Higher scores indicate higher levels of engagement.

Survey administered to Student Services staff. The CCFSSE is designed to measure faculty perception of the student experience. The College will also administer an institutionally designed survey to measure Student Services staff perception of the student experience. This is an important measure of program implementation as several elements of the QEP action plan involve advising and student services functions. The survey will be administered to Student Services staff at the same time the CCFFSE is administered to faculty.

Baseline data for this measure will be collected during the pilot year. Similar to the goal established for the CCFSSE survey, the established criterion for success is mean responses will increase over the baseline and prior administrations.

Number of faculty using toolkits. One component of the action plan involves the creation of toolkits. The toolkits are for use by faculty to incorporate career exploration and planning topics into their classes. One toolkit will be created that allows for the career exploration and planning unit from SLS 1122 First-Year Seminar to be incorporated into introductory courses in non-limited access AS degree programs. Currently, only AA-degree-seeking students take the SLS 1122 First-Year Seminar course because AS programs already include a maximum number of credit hours consisting of general education and program courses. The College will track the number of faculty and programs using this toolkit. Additional toolkits will be created to incorporate career-based topics into other courses across the curriculum. The College will track the number of faculty and course sections using these toolkits.

The criteria for success are 100% of non-limited access AS programs will use the career exploration and planning toolkit, 25% of general education course sections will use a toolkit, and 25% of course sections will use a toolkit for incorporating NACE competencies.

Number of faculty and staff attending professional development. Faculty will be provided with professional development opportunities regarding the importance of career exploration and planning and the connection between career planning and student success. This will help faculty understand the importance of career planning and provide tools and resources to incorporate these topics into their classes. The College will track the number of faculty attending these sessions. Participation will also be tracked by program and department.

The criterion for success is faculty from a majority of disciplines and programs will attend professional development events offered as part of the QEP. This will prepare faculty across the curriculum to incorporate career exploration and planning activities into their classes, which will further the goal of engaging students in these activities throughout their educational journey.

Number of students who access the online career exploration and planning center. A key element of the QEP action plan involves the creation of an online career resource and planning center. The center will serve as a hub for all of the College's career resources and will provide instruction regarding career exploration and planning. It will provide students with a single place to access career resources. The College will track the number of students who visit the online career center, the number of visits per student, and the utilization of the various resources included in the center. In addition to serving as a measure of program implementation, this will also allow the College to determine which resources are most utilized by students and which resources need additional instruction in order to help students fully utilize them.

The criterion for success is 85% of FTIC students will access the online career planning and resource center. Students will be required to utilize the online career center in order to complete

the career plan activity in SLS 1122 or their AS program introductory course. This goal is consistent with the goal established for successful completion of the career plan activity.

Career exploration and planning center satisfaction survey. Each year the College will deploy an institutionally designed satisfaction survey to students who have utilized the online career center. The survey will measure student satisfaction related to ease of use, quality of instruction, helpfulness of resources, and effectiveness in helping students develop their career plan. The feedback from this survey will allow the College to make adjustments and changes to the instruction and resources to ensure that the center is meeting the needs of students.

Baseline satisfaction data will be collected when the online career exploration and planning resource center is launched to students. The criterion for success is 80% of students will express satisfaction with the center. This goal is consistent with those set for other surveys developed by and deployed at the College.

Number of students who attend career development events. Each semester the Career Centers on the Lakeland and Winter Haven campuses host a variety of events for students. Events focus on developing resumes, preparing for interviews, and exploring various career fields. As students engage in intentional career exploration and planning activities, the College anticipates that more students will attend these events. Student attendance at career events provide a measure of student engagement in the QEP activities.

Baseline data regarding attendance at career development events will be collected during the pilot year. The established criterion for success is number of students attending career development events will increase by 20%. This goal is consistent with the goal set for student participation in experiential learning.

Career development event satisfaction survey. At the end of each event, students will be invited to complete an institutionally designed satisfaction survey. The survey will measure student satisfaction with the event and provide feedback the College can use to better tailor career development events to meet student needs.

Baseline satisfaction data will be collected during the pilot year. The criterion for success is 80% of students will express satisfaction with the event they attended. This goal is consistent with those set for other surveys developed by and deployed at the College.

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Appendices

Appendices

Appendix A: QEP Topic Selection Committee

Name	Location Represented	Job Title/Role
Bennett, Melissa	Winter Haven Campus	Success Coach
Bennett, Cliff	Lakeland Campus	Director, Network Systems Engineering Technology Program
Benson, Richard	Lakeland Campus	Student Success Advisor
Boyer, Naomi	District	Vice President, Special Projects, Strategic Priorities, and Growth
Butler, Anna	Lakeland Campus	Associate Dean, Academic Affairs
Cason, LaKeysha	Center for Public Safety	User Support Specialist II
Concepcion, Elba	Winter Haven Campus	Administrative Assistant
Costakis, Darlene	Lakeland Campus	Professor, English
DeWitt, William	District	Director of Technology Services
Downing, Meesha	Polk State Gateway to College High School	Assistant Principal
Drake, Dawn	Lakeland Campus	Professor, Psychology
Elneus, Chourine	Winter Haven Campus	Student
Fiorenza, Jennifer	District	Director of Grants Administration
Freitag, Cynthia	Lakeland Campus	Professor, Science
Fynn, John	Winter Haven Campus	Program Specialist, LSAMP
Grullon, Jeannette	Winter Haven Campus	Coordinator of Career Development
Hays, Terrance	Winter Haven Campus	Program Specialist
Hull, Steve	District	Provost/Vice President for Academic Affairs
Igo, Cate	District	Director, First Year Experience
Jernigan, Kristen	Lakeland Campus	E-Learning Librarian
Jones, Lorrie	Winter Haven Campus	Professor, Nursing
Junkins, CR	Winter Haven Campus	Professor, English
Little, Sylvester	Lakeland Campus	Dean, Student Services
Ly, Chris	Winter Haven Campus	Coordinator, Student Activities
McGriff, Von	Lakeland Campus	Professor, College Success
Montgomery, Erin	District	Assistant Controller
Neuman, Nathan	District	Director of Instructional Technology and E-Learning
Nicklaus, Kathy	Lakeland Campus	Professor, Humanities/English
Northern, Orathai	District	District Dean, Workforce Education
Oguntola, Andy	J.D. Alexander Center	Center Director
Painter, Donald	District	Dean, Academic Success
Perkins, Scott	Winter Haven Campus	Professor, Mathematics
Pringle-Brown, Niqui	Winter Haven Campus	Professor, College Success
Rosa, Lisa	Lakeland Campus	Professor, English
Sherwood, Linda	Winter Haven Campus	Transition Specialist, TRiO
Siler, Sherry	Winter Haven Campus	Professor, English
Smelser, Lisa	Lakeland Campus	Professor, Science
Thomas, Kim	Winter Haven Campus	Associate Dean
Thomas, Courtlann	Lakeland Campus	Director, TLCC & Learning Resources
Wagner, Matina	District	Coordinator, Internship and Experiential Learning

Appendix B: Faculty and Student Services Staff Survey

Polk State College is seeking reaffirmation of accreditation with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) in 2021. As part of the reaffirmation process, the College must develop a Quality Enhancement Plan. The QEP is a focused, multi-year plan of action designed to positively impact some element of student success. It focuses on student learning outcomes and/or the environment that supports student learning.

The QEP Topic Selection Committee is currently working to select a topic for Polk State's QEP. The Committee is seeking your input as part of this process. Please take a few minutes to reflect on and answer the questions below.

What is your employee group?
    Administrative
    Career
    Faculty
    Professional Technical

What skill gaps do you perceive inhibit your students' academic success?

What other challenges or obstacles do your students face?

What challenges or obstacles do you face in serving your students?

What do students need in order to be more successful?

How can Polk State College enhance the quality of the overall educational experience?

Appendix C: Graduate Survey

Polk State College is seeking reaffirmation of accreditation with the Southern Association of Colleges and Schools Commission on Colleges. As part of the reaffirmation process, the College must develop a Quality Enhancement Plan. The QEP is a focused, multi-year plan of action designed to increase student success.

We would like to hear more about your experiences at Polk State College. Your feedback will be used as the College works to select a topic for its QEP.

Reflecting on your experiences at Polk State College, please indicate your level of agreement with the statements below.

(Strongly Agree – Somewhat Agree – Neither Agree nor Disagree – Somewhat Disagree – Strongly Disagree)

- I received accurate and timely communication from the College. (360-Degree Engagement and Communication)
- I felt connected to the College. (360-Degree Engagement and Communication)
- I received help discovering a career path. (Career Planning and Readiness)
- I obtained the skills necessary to enter my chosen career. (Career Planning and Readiness)
- I felt academically prepared during my first semester at Polk State College. (College Mindset)
- I learned how to identify, find, and evaluate information using the Internet. (Digital and Information Literacy)
- I learned skills related to communication, problem solving, and critical thinking. (Soft Skills)
- I received help choosing an academic program based on my career or transfer goals. (Getting and Staying on a Path)
- I was provided with a clear map of how to graduate when I first started Polk State College. (Getting and Staying on a Path)
- I feel the College cared about my success and provided support to ensure I graduated. (Getting and Staying on a Path)

What things did the College do that helped you learn and be successful?

What could the College have done to better support your learning and success?

Appendix D: Broad Topic Areas Survey

Please review the broad topic areas that have been identified by the QEP Topic Selection Committee. The Committee will be selecting two or three of these areas to investigate further and develop focused topic ideas for the QEP. The Committee is seeking your input as it works to narrow the list of broad topic areas.

Please select the two topics that you believe to be of greatest concern as it relates to improving student success at Polk State College.

- 360-Degree Engagement and Communication: Ensuring that students, faculty, staff, and the community are actively engaged with the College and with one another and are receiving timely, accurate communication
- Career Planning and Readiness: Discovering a career path, identifying personal strengths and weaknesses, and obtaining the competencies necessary to enter the workforce
- College Mindset: The academic and personal skills necessary to set and achieve appropriate and attainable goals and succeed in college
- Digital and Information Literacy: The ability to identify, find, evaluate, and use information effectively using digital platforms
- Getting and Staying on a Path: Helping students choose and enter an academic pathway aligned with career or transfer goals and providing the necessary supports to ensure successful completion
- Soft Skills: The skills needed to successfully communicate and work with others, solve problems, and think critically

The topics that you identified as being of greatest concern are listed below. Please rank the topics by dragging and dropping with 1 being the area of greatest concern and 2 being the area of second greatest concern.

For each of the topics selected as an area of greatest concern, respondents were asked to answer the following questions.

Why did you identify this topic as an area of greatest concern?

What strategies could Polk State College implement related to this topic in order to improve student learning and success?
Please select the one topic that you believe to be of least concern as it relates to improving student success at Polk State College.

Respondents were presented with the list of broad topic areas that they did not select as areas of greatest concern.

Why did you identify this topic as an area of least concern?

Appendix E: Broad Topic Area Evaluation Rubric

QEP Broad Topic Area Evaluation Worksheet
Answer the questions below for each of the broad topic areas identified.

	360-Degree Communication and Engagement	Career Planning and Readiness	College Mindset	Digital and Information Literacy	Getting and Staying on a Path	Soft Skills
Are potential topics in this area feasible?	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
Can a plan a plan of action based on potential topics in this area be completed in the time allotted?	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
Do potential topics in this area support or enhance existing initiatives?	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
Do we have the resources to complete a plan of action based on potential topics in this area?	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
Can we measure or assess the impact or effectiveness of potential topics in this area?	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
Does our institutional data demonstrate a need for potential topics in this area?	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
Will potential topics in this area help us achieve the goals and objectives of our strategic plan?	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
Does stakeholder feedback support further exploration of this area?	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
Do potential topics in this area have the potential to increase student success?	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
Count the total number of yes responses for each topic area.						

Topic Selection Committee
Focused Topic Proposal #1

Career Exploration and Planning
"Zipline into Your Career"

Students who have a clear, coherent, and educationally-relevant pathway are more likely to persist and complete. In order for students to select and stay on a pathway, they must have a clear and attainable career goal. As such, beginning the career exploration and planning process for all students at the start of their college experience is critical to their success. Currently, many students enter the College undecided as it relates to their career. Their plan is to simply take some classes and figure it out as they go. This can lead to a number of problems for students. First, students may lack motivation as they are unable to see how the courses they are taking will lead them to a desirable outcome. Second, when students eventually figure out their career goal and select the appropriate academic pathway, they may discover that the courses they have taken do not count and that they have exhausted their financial aid and are unable to pay for the courses they need. Lastly, students may end up selecting programs of study that do not align well with their interests, aptitudes, and abilities. All of these problems can lead to students stopping out and failing to complete.

The QEP will aim to provide incoming students with the necessary tools and information they need to discover a career, determine the requirements for entry, and develop a plan to become academically prepared to enter the workforce. Students will complete career assessments in order to discover careers that align with their interests and abilities. High school guidance counselors will be engaged to begin career exploration with prospective students prior to high school graduation. Advisors will discuss career plans with students, including those interested in transferring to a university, and will assist them in selecting an academic pathway based on those plans. Advisors, coaches, and/or mentors will meet with students at specified intervals to revisit their career plans. The career exploration unit in SLS 1122 First-Year Seminar will be enhanced and expanded. The enhanced unit will feature a variety of activities including online career exploration, job visits and shadowing, writing assignments, and interviews. Pathway-specific SLS 1122 classes may be developed. Faculty across the curriculum will be provided with resources to encourage the incorporation of career-exploration-based assignments in their classes. Technology resources, such as EMSI's Career Coach, will be utilized to help students gain information on careers including educational requirements, job openings, and potential salaries. A career exploration sidebar will be added to Canvas to provide all students with easy access to these tools.

The primary intended outcome of the QEP is to help students develop an appropriate career plan so they can choose and stay on a pathway, which will lead to increased student retention and completion.

Skills for Career Readiness
"High-Skill Highway"

Multiple reports have indicated that today's college students are preparing to enter a challenging and ever-changing job market. New jobs and professions are appearing rapidly, while other job categories and industries are disappearing. In order to gain meaningful employment, graduates must be able to demonstrate that they possess a variety of skills, including basic skills, technical skills, and "soft" or "employability skills" such as communication, problem-solving, and critical thinking. In addition, students must develop into self-directed lifelong learners as the ever-changing work environment will require them to continually assess their skills and build proficiency in areas in which they are lacking. This will allow them to adapt if the technical skills they possess become obsolete.

The QEP seeks to create a career workforce readiness continuum by working with students from pre-entry through to completion in order to help them develop the basic, technical, and employability skills they need to gain employment. Students will complete career assessments as part of the application and onboarding process in order to select an appropriate academic pathway. Dual enrollment students will also complete these assessments and explore potential careers so that they can select a pathway to ensure purposeful course taking. Students will use technology tools to explore careers of interest and learn more about job openings and potential salaries. A career exploration sidebar will be added to Canvas to provide all students with easy access to these tools. Students will complete assessments and skill inventories to learn more about the skill sets they have and do not have. Existing academic programs will help students build technical skills, while workshops will be provided that cover a variety of topics related to skill development in other areas. Local employers and community organizations will be asked to participate along with College faculty and staff. An employment-ready badging or certificate program will be implemented to motivate students and provide them with a way to document skills. Additional experiential learning opportunities will be developed for students, including internships and volunteer experiences.

The primary intended outcome of the QEP is to help students gain the skills they need to be employable and generate graduates that are desired by local employers, which will attract additional businesses to Polk County.

Staying on a Path
"SOAR: See Your Pathway, Obtain Your Degree, Achieve Your Goals, and Realize Your Dreams"

Students need appropriate academic and social supports in order to stay on their chosen academic pathway. Students encounter a variety of issues and challenges throughout their college journey that may cause them to get off path. Some of these issues are academic. Students may be underprepared for a given course or subject or they may struggle to master certain topics or concepts. Students also experience issues outside of the classroom. These issues include family problems, financial issues, and health problems. Students may also struggle to balance their classwork with their external family and work obligations. When students encounter these issues they may stop out, which causes them to get off path. Getting off path can have serious consequences for students. When students attempt to resume their studies, they may find that they have lost eligibility for financial aid or are now required to pay higher tuition due to multiple prior unsuccessful attempts at passing a course. This ultimately increases their time to degree and increases the chances that they will fail to complete.

The QEP will aim to help students by providing them with the necessary supports and resources they need in order to avoid or overcome challenges and stay on path and complete their degree. Advisors will work with students to help them determine an appropriate course load given their other life requirements and commitments. Pre-Advising sessions will incorporate information about the importance of regular class attendance and good study habits. Students will be encouraged to learn more about and take advantage of accelerated credit opportunities such as articulated credit and Prior Learning Assessment. Designated teams of advisors will work with students who have gotten off path to help them resume their studies. The Foundation will be engaged to provide scholarship funds to students who have lost eligibility for other financial aid. In order to reduce the number of students who change their program of study, students will be provided with a variety of resources to help them select a career and an academic pathway, including videos on Canvas and assessments such as those incorporated into EMSI's Career Coach. Faculty and staff will be encouraged to create professional clubs for students to learn more about various career fields. Workforce programs will also be encouraged to create additional certificates that can provide stackable credentials to students pursuing a degree.

The primary intended outcome of the QEP is to help students stay on their chosen academic pathway in order to help them persist and complete, which will lead to increased retention and completion.

Appendix G: Focused Topic Proposal Stakeholder Survey

The QEP Topic Selection Committee has developed three focused topic proposals based on the broad topic areas of Career Planning and Readiness and Getting and Staying on a Path. The Committee is seeking your input on the focused topic proposals as it works to make a final topic recommendation to College leadership.

The focused topic proposals are presented on the following pages. For each proposal you will be asked for your thoughts regarding the feasibility of the topic and its ability to positively impact student success. You will also be asked to identify the aspects of each topic that you like the most as well as those that you like the least.

Respondents were presented with all three focused topic proposals and asked to answer the questions below for each.

Please indicate your level of agreement with each of the statements below

(Strongly Agree – Somewhat Agree – Neither Agree nor Disagree – Somewhat Disagree – Strongly Disagree)

- The plan is feasible and can be accomplished within a five-year timeframe.
- The plan supports or enhances existing initiatives and/or the goals of our strategic plan.
- The plan will increase student success.

What elements of this topic proposal do you **like the most** and why?

What elements of this topic proposal do you **like the least** and why?

What other feedback do you have regarding this topic proposal?

Topic Selection Committee
Final Topic Proposal

Getting and Staying on a Path
 "SOAR: See Your Pathway, Obtain Your Degree, Achieve Your Goals, and Realize Your Dreams"

Background and Rationale
Students who have a clear, coherent, and educationally-relevant pathway are more likely to persist and complete. Over the past several years, Polk State College has been working to implement a guided pathways model. Teams of faculty and student services staff have developed Program Maps for over 80 transfer intents and degree and certificate programs organized into eight Pathways. However, in order for students to select a Pathway, they must have a clear and attainable career goal. As such, beginning the career exploration and planning process for all students at the start of their college experience is critical to their success. Currently, many students enter the College undecided as it relates to their career. Their plan is to simply take some classes and figure it out as they go. This can lead to a number of problems for students. First, students may lack motivation as they are unable to see how the courses they are taking will lead them to a desirable outcome. Second, when students eventually figure out their career goal and select the appropriate academic path, they may discover that the courses they have taken do not count and that they have exhausted their financial aid and are unable to pay for the courses they need. Lastly, students may end up selecting programs of study that do not align well with their interests, aptitudes, and abilities. All of these problems can lead to students stopping out and failing to complete.

Once students have entered their chosen Pathway, they need appropriate academic and social supports in order to stay on path. These supports must help students continue the career exploration process and plan for entry into the workforce. Students need to continue developing their career plans and work to gain the skills needed for entry. If students change their mind regarding their chosen career path or they determine that the skills needed for entry do not align well with their abilities, they need support to select a new Pathway rather than disengaging from the College. In addition, students often encounter a variety of non-academic issues and challenges throughout their college journey. These issues may cause students to stop out and get off path, which can have serious consequences. When students attempt to resume their studies, they may find that they have lost eligibility for financial aid or are no longer in satisfactory academic standing. This ultimately increases their time to degree and increases the likelihood that they will fail to complete.

Plan of Action
The QEP will aim to support students during two phases of the student lifecycle. First, as students enter the College they will be provided with the necessary tools and information they need to discover a career, determine the requirements for entry, learn about the skills needed to enter their chosen profession and get on a path. Students will work with Career Services to complete career assessments and discover careers that align with their interests and abilities. Advisors will discuss career plans with students, including those interested in transferring to a

university, and will guide them toward a Pathway based on those plans. Students will use technology resources, such as EMSI's Career Coach, to explore careers linked to specific transfer intents and programs of study and learn more about the educational requirements, job openings, and potential salaries. Students who are not ready to commit to a specific transfer intent or program of study will be advised to take courses that are broadly applicable to programs within their Pathway. As students prepare to register for their first semester of classes, advisors will work with them to determine an appropriate course load given their external commitments. The career exploration unit in SLS 1122 First-Year Seminar will be enhanced and expanded. The enhanced unit will feature a variety of activities including online career exploration, virtual and in-person job visits and shadowing, writing assignments, and interviews. Pathway-specific SLS 1122 classes will be developed. This will help undecided students select a specific transfer intent or program of study by the end of their first semester.

Second, students will be provided with the resources necessary to stay on path as they progress further into their program. Advisors, coaches, and/or mentors will meet with students at specified intervals to revisit their career plans. Students will share the progress they have made toward gaining the relevant skills needed for entry into their chosen career. Faculty across the curriculum will be provided with resources to incorporate career-exploration-based assignments in their classes. Faculty and staff will be engaged to create professional clubs for students to learn more about their chosen career and network with professionals. A career exploration sidebar will be added to Canvas to provide all students with easy access to technology tools and other resources to support ongoing career exploration. Students will also be encouraged to participate in experiential learning opportunities such as internships. Those who have changed their mind regarding their chosen career will be assisted with selecting a new Pathway, transfer intent, or program or study. Advisors, coaches, and or/mentors will introduce students to the support services available at the College including academic tutoring, Destination Graduation, and BayCare mental health services in order to ensure that they stay on path. For those students who get off path, advisors will work to help them resume their studies. The Foundation will be engaged to provide scholarship funds to students who have experienced emergencies or lost eligibility for other financial aid.

Primary Intended Outcome
The primary intended outcome of the QEP is to help students develop an appropriate career plan and provide the necessary support resources so they can get and stay on a path in order to help them persist and complete. This will lead to increased student satisfaction, retention, and completion.

Polk State's programs and transfer intents
are organized into eight Pathways.
Each Pathway represents a different career interest area.

Arts, Humanities, Communication, and Design

Digital Media Technology (Graphic Design), AS
Digital Media Technology (Video Production), AS
Digital Media Technology (Web Production), AS
Graphic Design Certificate
Video Production Certificate
Web Production Certificate

Business

Accounting Technology, AS
Business Administration, AS
Business Operational Management, AS
Supervision and Management, BAS
Bookkeeping Operations Certificate
Entrepreneurship Certificate
Healthcare Administration Advanced Technical Certificate

Education

Early Childhood Education and Management, AS
Elementary Education, BS
Early Childhood Education, BS
Child Care Center Management Certificate
Child Development Early Intervention Certificate
Preschool Certificate
Educator Preparation Institute

Health Sciences

Cardiovascular Technology, AS
Diagnostic Medical Sonography, AS
Emergency Medical Services, AS
Nursing (Generic Track), AS
Nursing (Transition Track), AS
Occupational Therapy Assistant, AS
Physical Therapy Assistant, AS
Radiography, AS
Respiratory Care, AS
Nursing, BS
Emergency Medical Technology Certificate
Medical Coding Specialist Certificate
Paramedic Certificate
Computed Tomography Advanced Technical Certificate

Industry, Manufacturing, and Construction

Aerospace Administration, AS
Aviation Maintenance Administration, AS
Professional Pilot Science, AS
Supply Chain Management, AS
Electrical Distribution Technology, AAS
Aerospace Sciences (Admin), BS
Aerospace Sciences (Pilot), BS
Logistics and Transportation Specialist Certificate

Public Safety

Criminal Justice Technology, AS
Fire Science Technology, AS
Criminal Justice, BS
Law Enforcement Academy Certificate
Public Safety Management Advanced Technical Certificate

Social and Behavioral Sciences and Human Services

Science, Technology, Engineering, and Mathematics

Computer Systems and Business Analysis, AS
Engineering Technology (Advanced Manufacturing), AS
Engineering Technology (Mechanical Design and Fabrication), AS
Network Systems Engineering Technology, AS
Engineering Technology Support Specialist Certificate
Network Infrastructure Certificate
Network Server Administration Certificate
Network Support Technician Certificate

AA: Associate in Arts Degree
The Associate in Arts degree allows students to transfer to a university and earn a bachelor's degree in subjects from across all Pathways.

POLK STATE COLLEGE

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Explore TO COMPLETE

Appendix J: QEP Writing Team

Name	Job Title/Role
Autrey, Lee	Assessment and Planning Specialist
Clark, Mary	Vice President for Institutional Effectiveness, Accreditation, and Research
Fullerton, Chris	Director, TLCC & Learning Resources – Winter Haven
Grullon, Jeanette	Coordinator of Career Development – Winter Haven
Igo, Cate	Director, First Year Experience
Junkins, CR	Professor, English
McGriff, Von	Professor and Department Coordinator of College Success and First-Year Seminar
Northern, Orathai	Vice President of Workforce Education and Economic Development
Painter, Donald	Dean of Academic Success
Pakowski, Larry	Dean of Student Services – Winter Haven
Pringle-Brown, Niqui	Professor and Department Coordinator of College Success and First-Year Seminar
Sakagawa, Tamara	Associate Vice President of Communications and Public Affairs
Thomas, Courtlann	Director, TLCC & Learning Resources – Lakeland
Thomas, Lee	Vice President of Academic Affairs
Velez, Yvonne	Academic Services Coordinator
Wagner, Matina	Coordinator, Internships and Experiential Learning
Webb, Reggie	Vice President of Student Services

Appendix K: Stakeholder Feedback Meeting Attendees

Name	Job Title/Role
Autrey, Lee	Assessment and Planning Specialist
Bell, Yulonda	Associate Dean of Student Services – Winter Haven
Benton, Stephanie	Coordinator of Career Development – Lakeland
Clark, Mary	VP of Institutional Effectiveness, Accreditation, & Research
Desbrow, Susan	Director of Student Enrollment Services / Registrar
Drake, Dawn	Professor of Psychology
Fiorenza, Jennifer	Director of Grants Administration
Freitag, Cindy	Science Department Coordinator – Lakeland
Fullerton, Chris	Director, TLCC & Learning Resources – Winter Haven
George, Marianne	Director of Development – Polk State College Foundation
Glenn, John	Dean of Academic Affairs – Lakeland
Grullon, Jeanette	Coordinator of Career Development – Winter Haven
Igo, Cate	Director, First Year Experience
Ivey, Ernie	Director of Computer Information Systems Program
Jernigan, Kristen	Librarian – Lakeland
Junkins, CR	Professor, English
Lehoczky, Maria	Director of Business Programs
Little, Sylvester	Dean of Student Services – Lakeland
Luckett, Beth	Director of Radiography Program
Ly, Chris	Coordinator of Student Activities – Winter Haven
McGriff, Von	Coordinator of College Success and First-Year Seminar
Moyer, Cody	Director of Learning Technology
Northern, Orathai	VP of Workforce Education and Economic Development
Paige-Morris, Amanda	Coordinator of Student Activities – Lakeland
Painter, Donald	Dean of Academic Success
Pakowski, Larry	Dean of Student Services – Winter Haven
Pringle-Brown, Niqui	Coordinator of College Success and First-Year Seminar
Robinson, April	Dean of Academic Affairs – Winter Haven
Rosa, Lisa	Associate Dean of Academic Affairs – Lakeland
Sakagawa, Tamara	Associate VP of Communications and Public Affairs
Sams, Michele	Associate Dean of Student Services – Lakeland
Soderlind, Kristin	Librarian – Winter Haven
Thomas, Courtlann	Director, TLCC & Learning Resources – Lakeland
Thomas, Kim	Associate Dean of Academic Affairs – Winter Haven
Thomas, Lee	VP of Academic Affairs
Thompson, Melvin	Director, Student Activities and Leadership
Velez, Yvonne	Academic Services Coordinator
Wagner, Matina	Coordinator, Internships and Experiential Learning
Webb, Reggie	VP of Student Services
Yannes, Christopher	Coordinator of Career Pathways

Appendix L: Stakeholder Feedback Meeting Discussion Questions

1. Do you feel that the action plan is challenging but feasible?

2. What are the strengths of the action plan?

3. Do you have any concerns related to the implementation of the action plan? Why?

4. What suggestions do you have to ensure successful implementation of the action plan?

5. What additional resources will be needed to implement this action plan?

6. In what ways can you and your department contribute to the implementation of the QEP?

7. How can we assess the effectiveness of the QEP?

8. How can we spread the word and build awareness of the QEP?