



WHEN YOUR  
**CAREER**  
GOALS BECOME  
**REALITY**

ready • explore • apply • launch



QUALITY ENHANCEMENT PLAN

ANGELO STATE UNIVERSITY

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# EXECUTIVE SUMMARY

Angelo State University's (ASU's) Quality Enhancement Plan (QEP), **When Your Career Goals Become REALity: Ready. Explore. Apply. Launch.**, focuses institutional resources on helping students make informed decisions about academic and career pathways and demonstrate career readiness. This plan is an extension of the ASU Mission, the ASU Strategic Plan, and ongoing institutional planning processes, and it operationalizes ASU's commitment to career preparation of students.

ASU's QEP focuses on student learning and success outcomes related to career preparation and career readiness. Baseline data indicate students need awareness of existing resources, connection of course outcomes to career readiness, increased engagement with faculty about career plans, and additional support for post-graduate preparation. The plan specifically integrates career readiness initiatives in courses and academic programs with engagement from faculty and advisors. Its planning and implementation incorporates reducing participation gaps and fostering career readiness for all students.

The plan identifies two primary goals, which embody both student learning and student success:

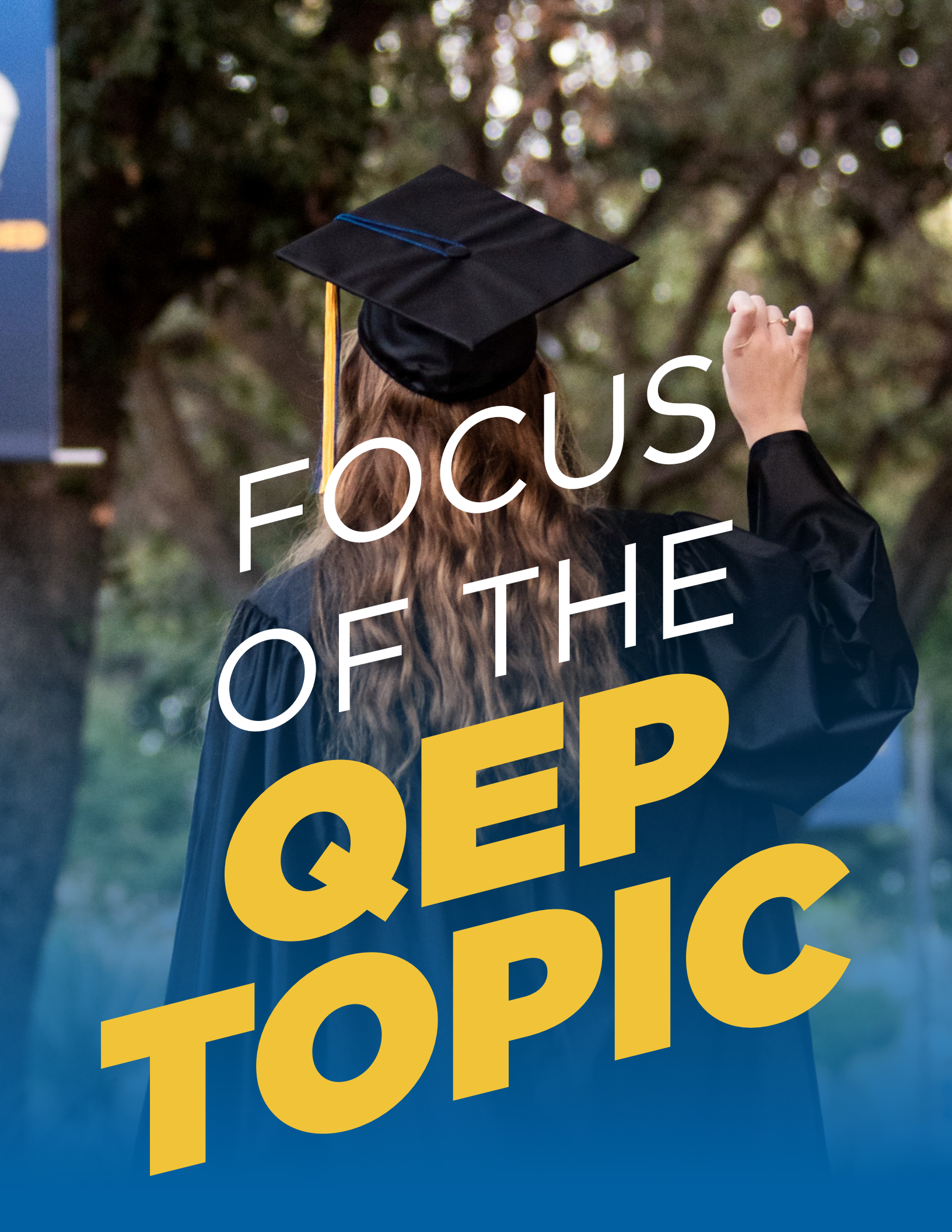
- **Goal 1 Ready to Explore:** Students will make informed selections about their academic and career pathways.
- **Goal 2 Apply and Launch:** Students will show evidence of career readiness.

Goal 1 engages new students in career preparation during their earliest experiences at the institution. The existing General Studies (GS) 1181 Signature Courses will be enhanced with information on academic and career pathways and career development resources. Faculty and advisors will facilitate student reflection and decision-making on academic and career goals to help students choose more informed pathways toward specific majors and careers.

Goal 2 engages students after they have declared specific majors, from their sophomore year through graduation. Each academic program will identify courses in its majors that are connected to career readiness and will enhance and designate them as REAL courses. Faculty and staff advisors will promote REAL courses to students and families as a point of connection between what a student is learning in the major field of study and how it applies to potential careers. REAL courses will help students learn, apply, and demonstrate career readiness skills through high-impact practices, including internships, service-learning, and capstone portfolios and projects.

The QEP was developed with broad-based support from institutional constituents, including a QEP Development Committee, administration of a campus-wide survey on focus topics, and ongoing integration and alignment with institutional stakeholder goals, interests, and resources. The viability of the plan to meet institutional needs is supported by academic programs, learning and information resources, student support services, and other institutional departments and groups.

The ASU QEP will be assessed with both direct and indirect measures, including activities that are embedded in GS 1181 and REAL courses, institutional and course-based surveys, and qualitative focus groups. A QEP Implementation Committee will facilitate implementation and ongoing monitoring of the plan. Each year of implementation will build on the achievements of the previous year, culminating in sustainable career readiness initiatives that will continue beyond the life of the QEP.



FOCUS  
OF THE

**QEP  
TOPIC**

The focus of ASU's Quality Enhancement Plan (QEP), **When Your Career Goals Become REALity: Ready. Explore. Apply. Launch.**, is to help students make informed choices related to academic and career pathways and develop career readiness. This plan builds on ASU's commitment to increase marketable skills and job placement by improving the coordination and integration of career readiness strategies in academic courses and increasing the engagement of faculty in ASU's career readiness goals.

For the purposes of the QEP, **career readiness** at ASU is defined as demonstrating specific skills, competencies, and points of view needed by professionals in the field of interest and expecting to have full- or part-time employment, graduate school admission, or military commitment by the semester of graduation. This QEP provides students with the opportunity to achieve career readiness and their career goals through self-awareness, academic planning, course integration, and experiential learning opportunities.

This plan makes career readiness a process that begins early in a student's academic career, continues consistently throughout, and is embedded in a variety of experiences. ASU's existing career-related practices and activities will benefit from cohesive integration, shared objectives, and meaningful assessment to obtain the impact sought from the overall QEP. The freshman level GS 1181 courses already utilize YouScience, an online tool that helps undeclared students decide on a major program by aligning aptitudes and abilities with career fields. Academic programs already incorporate marketable skills and field experiences into courses in their majors. Each college utilizes the DegreeWorks tool to help advisors and students monitor student progress, run degree evaluations, and identify what courses are still needed to complete a degree. Career Development offers services such as career fairs, career counseling, testing, and job search assistance. This QEP uses specifically articulated student outcomes as a framework to organize, integrate, and enhance these processes to help students align their skills and preparation into future careers.

In 2010, ASU became a Hispanic Serving Institution (HSI) as defined by the U.S. Department of Education. This QEP supports goals and initiatives of a HSI with a plan to address participation gaps during implementation. In addition to our Latino/a student population, approximately 48% of ASU undergraduate students are first generation college students with parents without college degrees. ASU also has populations of Pell Grant recipients, military-connected students, former foster youth, and unaccompanied scholars. First generation and other underrepresented students will be served by this QEP's intentional consideration of gaps in access to and participation in career-readiness activities.

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## GOALS AND OUTCOMES

This QEP includes two primary goals that encompass both student success and student learning.

**Goal 1** focuses on the identification of career interests and development of a complementary educational plan to grow marketable skills for a career. This foundational goal is critical during a student's earliest experiences at the institution. Goal 1 will be addressed primarily in courses targeted at first-year students. Freshmen students are required to enroll in a GS 1181 Signature Course. Courses are structured around written communication, oral communication, and familiarizing students with campus resources and activities. These courses are designed to create a classroom environment where first-year students can interact with faculty on topics of mutual interest in a small size and interdisciplinary nature. Currently, only 23% of GS 1181 Signature Courses utilize YouScience to help the students determine personal interests and aptitudes. Goal 1 includes actions to increase the use of

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YouScience in all GS 1181 courses to allow all freshmen students to assess their aptitudes and connect to careers. In addition, the actions outlined in Goal 1 will inform students about the career technology resources available to them through the Career Development Center and provide them access to develop Handshake accounts. Available to students via a subscription paid for by ASU, Handshake is a web-based tool that allows students to build resumes, list job skills, and gain access to employer job listings. Students have access to Handshake throughout their college career, allowing them to update and revise their information as they grow their knowledge, abilities and skills.

## **GOAL 1: Students will make informed selections about their academic and career pathways.**

**Student Learning Outcome 1.1** Students will be aware of career development resources and technologies.

**Student Learning Outcome 1.2** Students will assess their aptitudes and connect to careers.

**Student Success Outcome 1.3** Students will have a degree plan on file before completing 45 credit hours.

**Goal 2** focuses on development of career readiness skills for a specific field or discipline. In pursuit of Goal 2, ASU will create, identify, and designate as REAL courses, those courses in academic programs that support career readiness. Goal 2 will be addressed primarily in courses in academic majors targeted at sophomores through seniors. Some academic programs already include courses supporting career readiness. Examples include HSP 2305 Introduction to Health Science Professions and ENGR 1201 Introduction to Engineering, which help students confirm their major and know different career pathways within the field earlier in their academic program. Culminating capstone courses also exist later in academic programs such as MGT 4303 Strategic Management Capstone and POLS 4361 Capstone.

## **GOAL 2: Students will show evidence of career readiness.**

**Student Process Outcome 2.1** Students will identify and enroll in a REAL course.

**Student Learning Outcome 2.2** Students will develop career readiness skills and competencies in REAL courses.

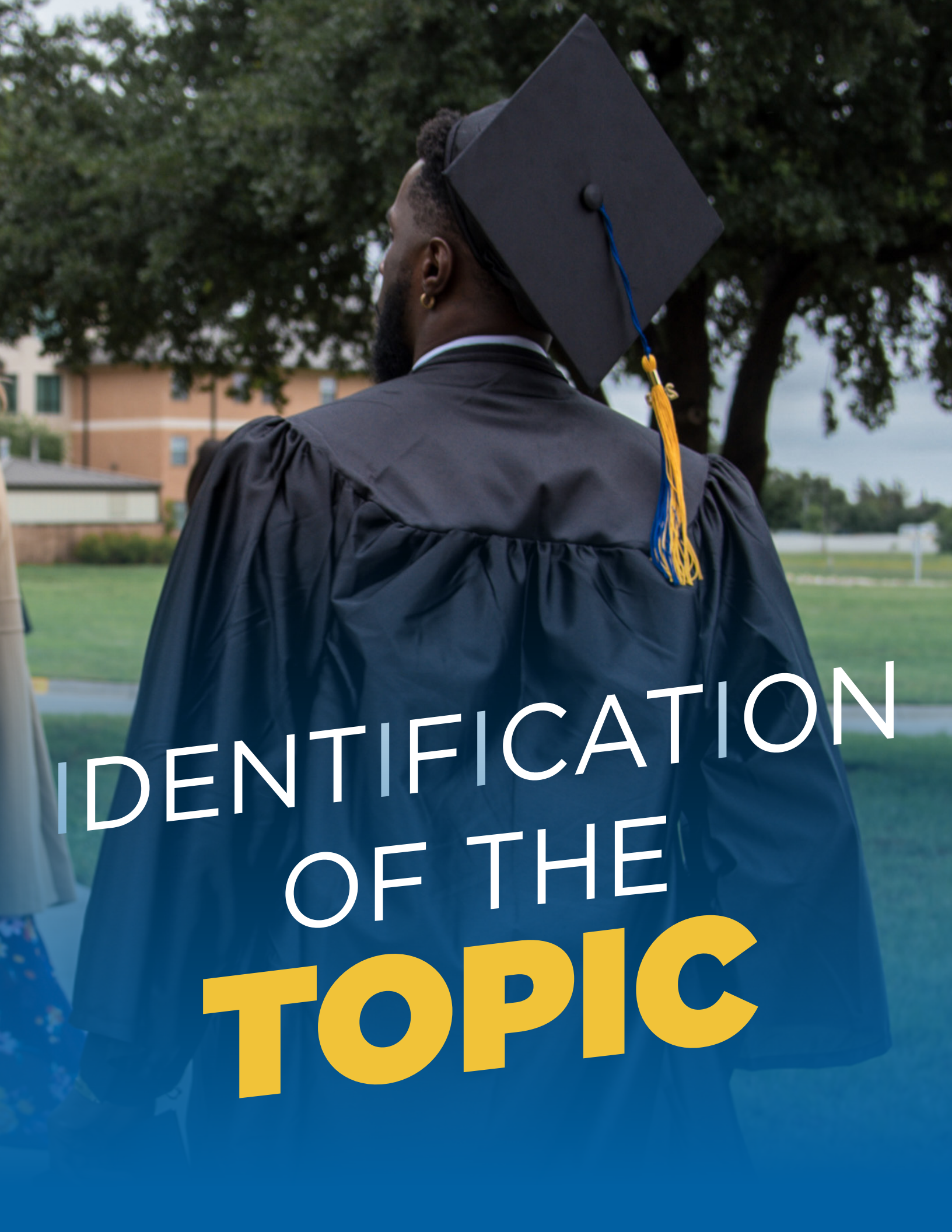
**Student Success Outcome 2.3** Students will have or expect to have full- or part-time employment, graduate school admission, or military commitment for after graduation by the semester of graduation.

## SUMMARY

The QEP will leverage existing coursework at both the lower (GS 1181, REAL courses) and the upper (REAL courses) levels to better prepare students for success in their careers. This is not an attempt to redo the content of the core curriculum or change upper-division coursework, but rather to build on the strengths of the existing curriculum and learning outcomes to which the university has already committed. By way of the QEP, ASU will work with faculty and staff to develop ways for students to identify, reflect, and document their career readiness.

REAL courses and experiences will be opportunities designated to help student career goals become REALity. By participation in GS1181 courses and educational experiences outlined in Goal 1, students will be READY to EXPLORE complementary and informed academic and career plans. Through participation in REAL courses and educational experiences outlined in Goal 2, students will APPLY career readiness skills and LAUNCH into specific fields.





IDENTIFICATION  
OF THE  
**TOPIC**



ASU's QEP emerged from ongoing, data-driven institutional evaluation and planning. At all stages, the QEP topic selection process embodied a recursive approach, guided by comprehensive planning and developed with broad-based support from institutional constituents.

## INITIAL PLANNING

The institutional planning process guides ASU's QEP development and implementation and focuses efforts on continuous improvement regarding student success. The selection of career readiness as the primary focus of the QEP rested largely on ASU's:

- Mission, which reads, in part, "Angelo State University provides highly competitive graduates to the global marketplace";
- Strategic Plan, *Envisioning 100 Years and Beyond* (Angelo State University, 2022), which includes objectives related to career readiness in Master Goals #4 and #5;
- institutional data, National Survey of Student Engagement (NSSE) data, and Noel Levitz Student Satisfaction Inventory (SSI) data indicating the need for greater integration of career development resources and activities in academic programs; and
- stakeholders' plurality opinion that more emphasis on career readiness was needed, as expressed in the QEP survey (described below).

In fall 2019, a QEP Development Committee was created and a QEP Director appointed to initiate the broad-based, representative process for identifying a QEP topic. The QEP Development Committee ([Appendix A](#)) includes representatives from each of the five academic colleges, student services and administrative units, student representatives, and one of San Angelo's largest employers, Shannon Medical Center. The QEP Director role was identified to facilitate the overall development and implementation of the QEP with the charge to lead the QEP Development Committee and maintain ongoing communication with the institution's leadership. The QEP Director role was initially filled by Dr. Lesley Casarez, Associate Professor of Curriculum and Instruction. Upon Dr. Casarez's departure from the institution, the QEP Director role was filled by two faculty co-directors: Dr. Heather Schoen and Dr. Amy Murphy.

## CAMPUS-WIDE SURVEY

The initial themes for the QEP were selected by the QEP Development Committee following the review of responses to a question on the 2019 IDEA Administrator Survey asking all faculty and staff for ideas about the QEP topic selection. The responses were reviewed for their relationship to the Strategic Plan and other institutional planning, relevancy for students and student success, and alignment with existing campus resources. In order to engage a cross-section of institution constituents in topic selection, the committee developed and deployed a campus-wide survey to gather further insight on the relevance of the themes to various stakeholder groups. Administered in March 2020, the survey was completed by 441 respondents in the following categories of stakeholders: 37% undergraduate students, 25% faculty, 24% staff, 10% graduate students, 2.7% alumni, and 1.5% administration. 343 of the 441 respondents ranked the QEP focus themes. Almost half of the survey respondents indicated a first or second choice preference of career preparation as an area of focus for the QEP, with one-third of respondents selecting it as the most essential learning theme (Table 1).

**TABLE 1**  
*QEP Survey Theme Selections*

<b>THEME</b>	<b>1<sup>ST</sup> CHOICE</b>	<b>2<sup>ND</sup> CHOICE</b>	<b>TOTAL OF 1<sup>ST</sup> AND 2<sup>ND</sup> CHOICE</b>	<b>3<sup>RD</sup> CHOICE</b>	<b>TOTAL (N=441)</b>
Career Preparation	147	71	<b>218</b>	34	<b>252</b>
Critical Thinking	84	63	<b>147</b>	49	<b>196</b>
Financial Literacy	18	37	<b>55</b>	35	<b>90</b>
Ethics and Values	20	31	<b>51</b>	40	<b>91</b>
Cultural Understandings/ Diversity	11	22	<b>33</b>	32	<b>65</b>
First-Year Experience	11	17	<b>28</b>	22	<b>50</b>
Teamwork and Collaboration	9	16	<b>25</b>	31	<b>56</b>
Scholarly Activity	4	21	<b>25</b>	20	<b>45</b>
Imaginative Teaching and Learning	16	9	<b>25</b>	15	<b>40</b>
Orientation	4	18	<b>22</b>	14	<b>36</b>
Metacognition	3	16	<b>19</b>	13	<b>32</b>
Reading Culture	9	6	<b>15</b>	7	<b>22</b>
Technical Competency	3	10	<b>13</b>	19	<b>32</b>
Quantitative Literacy	4	6	<b>10</b>	12	<b>22</b>

# CONNECTING TO MISSION AND STRATEGIC PLANNING

This plan is integrally and organically connected to the ongoing institutional planning process and reflects ASU's commitment to career preparation of students, as articulated in the ASU Mission Statement and Strategic Plan.

## MISSION STATEMENT

The ASU Mission Statement states “Angelo State University provides highly competitive graduates to the global marketplace by delivering quality programs in a values-focused and student-centered teaching and learning environment.” The focus of the QEP aligns both generally with this topic, but also explicitly with the mission's emphasis upon student success in the global marketplace.

## STRATEGIC PLAN

The QEP also arises from the ASU Strategic Plan Master Goal #4 Learning, “The University offers undergraduate and graduate curricula and co-curricula to support students' intellectual and personal growth, to address issues relevant to society, and to meet the demands of the State of Texas initiatives and the marketplace contributing to the university mission and ensuring quality and integrity of programs.” Two objectives under Master Goal #4 align with the QEP topic:

- **Objective #2:** “The University engages with partners, community, and employers to complement students' academic experiences.” Specifically, this relates to engagement experiences in coursework and opportunities for internships.
- **Objective #6:** “Students' persistence and achievement are enhanced through experiences in leadership development, life management, and career readiness, increasing marketable skills and job placement.” The four key performance indicators and associated targets related to this objective include enhancing career development services through implementation of career readiness software, by assisting students in finding part-time and full-time employment, tracking graduate employment or continued education, and strengthening opportunities through the Freshman College for career exploration for students.

While the Strategic Plan actions and measures overlap to some extent with the QEP actions and measures, the Strategic Plan is largely silent on specifics and leaves open the possibility of additional integration of career readiness initiatives into courses and academic programs.



# SUPPORT FOR THE TOPIC

The QEP is supported broadly through ASU human, physical, and financial resources to ensure its successful implementation and sustainability beyond the five-year timeline. Key constituent groups, including faculty, students, staff, administrators, and alumni, identified career readiness as a meaningful area of continued focus for ASU. This QEP also aligns and supports other current ASU programmatic initiatives, creating cohesion across areas of work. As a HSI and rural West Texas institution, ASU strives to ensure broad access, participation, and success for all students. Related ASU initiatives focus on culturally responsive teaching approaches, basic needs insecurity, financial literacy, leadership development, and the ASU Values Journey, which includes the institutional value of Significance—constructing a legacy and reputation of dynamic impact beyond ourselves.

In addition to having been identified in prior planning and evaluation processes, academic and career alignment as a QEP topic is also consistently supported by institutional data, consisting of student responses on national surveys and student success measures.

## **NEED FOR INCREASED AWARENESS OF CAREER RESOURCES**

The 2020 Noel Levitz SSI data indicated students need increased awareness of career readiness resources.

- 65% of students indicated there are “adequate services to help me decide upon a career,” with a 20% performance gap between what students expect and their level of satisfaction with current career readiness resources.

## **NEED TO CONNECT COURSE OUTCOMES TO CAREER READINESS**

The 2020 Noel Levitz SSI also highlighted the need for students to better connect course outcomes to career readiness.

- 73% of students felt that their major was providing them with the “necessary preparation for a successful career,” with an 18% performance gap between what students expect and their level of satisfaction.
- 72% of students indicated that “the content of the courses within my major is valuable,” with an 18% performance gap between what students expect and their level of satisfaction.

## **NEED TO TALK WITH FACULTY ABOUT CAREER PLANS**

While slightly higher than our peers, the 2021 NSSE still indicates fewer than half of first-year and senior students talk with faculty about career plans.

- 45% of first-year students “talked about career plans with a faculty member” very often or often.
- 48% of senior students “talked about career plans with a faculty member” very often or often.

## NEED FOR POST-GRADUATION PREPARATION

The 2019 NSSE Topical Module on Senior Transitions indicated that responding senior students need additional preparation in the major for post-graduation plans.

- 58% of responding senior students did not have full-or part-time employment secured for after graduation by mid-spring of senior year.
- Less than 50% of responding seniors felt very confident in career readiness areas, including persuasive speaking, technological skills, networking and relationship building, leadership skills, creative thinking and problem solving, and critical thinking and analysis of arguments and information.
- Only 40% of seniors planning to work in fields related to their major felt courses in the major “very much” prepared them for post-graduation plans. Another 38% felt “quite a bit” prepared with 22% feeling major courses “some” or “very little” prepared them for post-graduation plans.

## POST-COLLEGE OUTCOMES LAG BEHIND OTHER SIMILAR INSTITUTIONS

Post-college outcome measures also show the very REAL impact that career readiness can have on increased earning power.

- ASU’s College Scorecard (U.S. Department of Education, 2021) data indicates the percentage of individuals who received federal student aid, were working, and were not enrolled in a school that earned more than the typical high school graduate 6 years after entering college was 63%. The median earnings of former students who received federal financial aid 10 years after entering ASU are \$44,242.
- The Postsecondary Value Commission (2021) indicates that ASU graduates who received federal student aid and were working 10 years after enrolling have median earnings just above the economic mobility indicator. ASU student median earnings lag slightly behind the median earnings of students from other similar institutions.

This data further supports the need to help students throughout their college experience identify informed academic and career pathways. To help increase student earning potential, ASU students need additional support to identify informed academic and career pathways from early in the college experience until they graduate.

## ORGANIZATIONAL STRUCTURE

The QEP is organized to leverage the human, physical, and financial resources of the institution to the greatest advantage, involving broad representation from faculty, staff, students, and community members from development into implementation. The QEP Development Committee ([Appendix A](#)) was charged with identification of the QEP topic, research and planning to create a well-supported implementation plan. The QEP Implementation and Monitoring Committee ([Appendix B](#)) will provide broad institutional support for

the implementation of the QEP, maintain communications with institutional stakeholders, review data at the end of each term, modify the QEP as necessary and track changes, and continue to infuse career readiness across the institution. The QEP Implementation and Monitoring Committee will have four areas of focus: Goal 1 GS 1181 and career development integration, Goal 2 REAL Courses, assessment, and marketing. The QEP Organizational Chart ([Appendix C](#)) visually represents the alignment of units and positions to facilitate an effective implementation of the QEP while building on the past work of institutional planning and the QEP Development Committee.





ASPIRE FOR  
**SIGNIFICANCE.**

# **INSTITUTIONAL COMMITMENT** TO THE TOPIC



Alongside the broad-based constituency involvement in the selection of this topic, a review of research, best practices, and data also supports the selection of career readiness as the QEP focus and informs the action plan and resource needs of the QEP. The QEP Development Committee formed subcommittees to research specialized topics and identify best practices related to career readiness:

- The Incorporation Subcommittee was charged with identifying ideas for incorporating the theme across campus.
- The Transition into Career Subcommittee was charged with developing recommendations for students to transition to careers or post-baccalaureate programs.
- The Connections Subcommittee was charged with exploring capacity and needs related to development of internships, practica, externships, community service, and experience-based learning.
- The Integration Subcommittee was charged with identifying ways to help students recognize transferable skills and connect curricular and co-curricular experiences to career readiness.
- The Exploratory Subcommittee was charged with identifying the career assessments, interest inventories, and advising practices supporting career development.

Subcommittee findings are integrated into the literature review and strategies of the QEP. Overall, research and best practice support the need for embedding career readiness strategies in academic programs, supported by engagement from faculty and institutionalized support and resources.

## LITERATURE REVIEW

### SIGNIFICANCE OF CAREER READINESS

As public confidence in higher education has declined, resulting in enrollment declines and questions about the value of a college degree (Sanchez, 2022), the need to focus beyond access, retention, and completion has become evident. A focus on career readiness and post-completion outcomes has the potential to help graduates earn more after graduation and report higher levels of personal fulfillment (Hanson, 2022). Career success is also a primary motivator for obtaining a degree (The Career Leadership Collective, 2022). The National Association of Colleges and Employers (NACE) identifies career readiness as “a construct of the utmost importance as it reflects the underlying workplace skills that have been presumably acquired through their college education” (NACE, 2022, p. 3). NACE further documents the needs of both students and employers to further the development of career readiness competencies.

### ALIGNS WITH STATE OF TEXAS GOALS

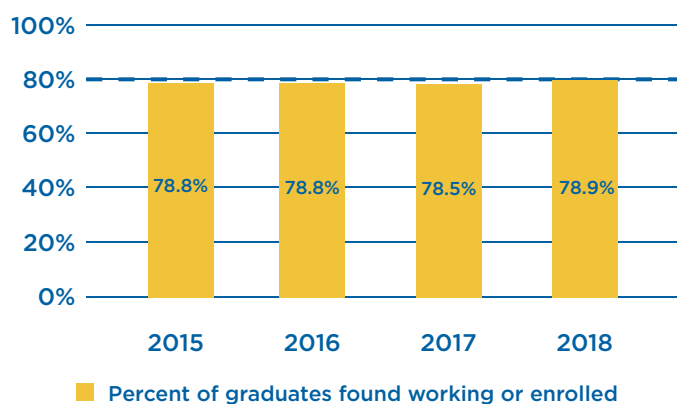
The State of Texas has set benchmarks related to the number of graduates who remain in the state and are employed or who pursue additional education after completion. To meet these benchmarks, the Texas Higher Education Coordinating Board (THECB) mandates that students be aware of the marketable skills associated with their academic programs. The THECB 60x30TX plan connects the future of higher education to the future of the state workforce and defines marketable skills as “skills valued by employers that can be applied in a variety of work settings” (Texas Higher Education Coordinating Board, 2015). Institutions are charged to help students identify their marketable skills and communicate them to employers. According to state data, in 2018, 78.9% of ASU graduates were found to be working or enrolled one year after graduation, with very little change over

the preceding four years. While this percentage is on par with the state average, it is lower than that of the West Texas higher education region (85.6%) as well as the THECB benchmark of 80% (Texas Higher Education Coordinating Board, 2020).

## FIGURE 1

### *Angelo State University Graduates Found Working or Enrolled One Year After Graduation*

#### Students Found Working or Enrolled within One Year After Award



**Source:** Texas Higher Education Coordinating Board, 2020

## STUDENTS MUST DEMONSTRATE MARKETABLE SKILLS AND CAREER READINESS

Career readiness and marketable skills are connected and aligned. NACE identifies career readiness as a “foundation from which to demonstrate requisite core competencies that broadly prepare the college educated for success in the workplace and lifelong career management” (National Association of Colleges and Employers, 2022). NACE (National Association of Colleges and Employers, 2021) further identifies and defines a set of competencies that are transferable across occupations and industries:

1. **Critical Thinking:** Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.
2. **Communication:** Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.
3. **Teamwork:** Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.
4. **Technology:** Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.
5. **Leadership:** Recognize and capitalize on personal and team strengths to achieve organizational goals.
6. **Professionalism:** Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.
7. **Career & Self-Development:** Proactively develop one’s self and one’s career through continual personal and professional learning, awareness of one’s strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one’s organization.

8. Equity & Inclusion: Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures. Engage in anti-racist practices that actively challenge the systems, structures, and policies of racism.

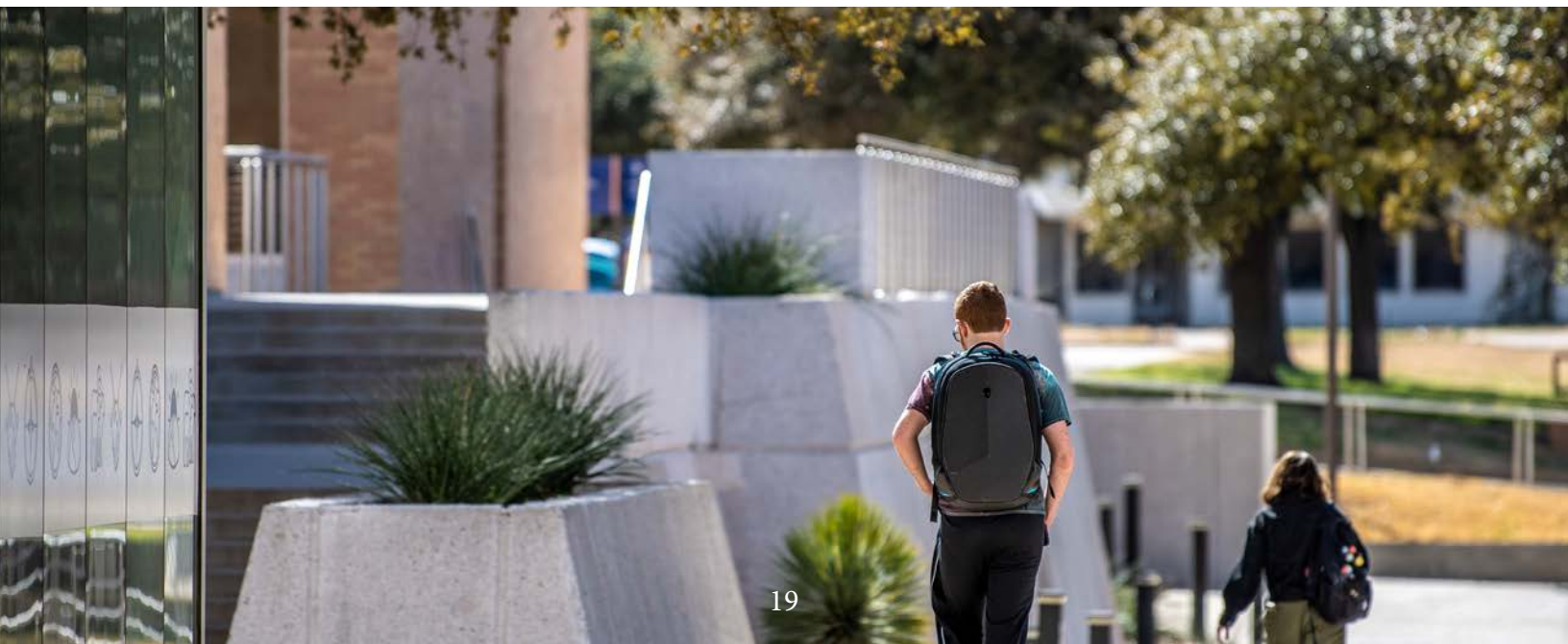
Students who can effectively market their skills to potential employers can secure employment that pays competitively. For example, in a survey for Cengage Learning of more than 650 hiring managers and human resource professionals conducted online in September 2018, employers reported wanting new college graduates to possess “human skills” that cannot be replicated by automation, with communication skills, listening skills, critical thinking skills, and interpersonal skills cited as most important (Ashford, 2019). Sometimes referred to as soft skills or 21st-century skills, these are the marketable skills that relate to how one works and may include teamwork, leadership, emotional intelligence (communication and conflict management), maintaining a growth mindset, and showing initiative. Employers report that their new employees are falling short of the mark, especially in a job market that is becoming increasingly saturated with degree-holding individuals. These skills could be a deciding factor among many suitable candidates and also in maintaining success during employment (Miguel, 2020).

Six practices were found to significantly impact career mobility and return on investment (The Career Leadership Collective, 2022):

1. Understanding career opportunities;
2. Creating a career plan;
3. Networking with employers;
4. Having an internship related to their current career;
5. Receiving helpful career advice (in general, from faculty, from employers, or from career services); and
6. Learning critical thinking.

## CAREER DEVELOPMENT FRAMEWORKS

Displayed in Table 2, the REAL framework in this QEP aligns with Donald Super’s (1980) theory of the stages of career development as well as research on campus career engagement models (American Association of State Colleges and Universities [AASCU], 2021):



**TABLE 2**  
**REAL Framework Aligned with Career Theories**

<b>ASU QEP</b>	<b>READY to EXPLORE</b>	<b>APPLY</b>	<b>LAUNCH</b>
Super (1980)	Growth/Exploration	Exploration	Establishment
AASCU (2021)	Stage 1: Explore & Learn	Stage 2: Plan & Experience	Stage 3: Launch & Establish
	A stage of self exploration and assessment, awareness of potential academic and career pathways, connections with relevant sources of information and guidance, and development of decision-making skills.	Development of skills and abilities related to the field of study and potential career, gaining relevant experiential learning, and developing career management skills.	Implementation of career management skills to search for and obtain desired post-graduate outcomes, completing degree/licensure/certification requirements, and connecting with relevant professional networks.

College students often select academic majors and career pathways during a challenging developmental time and often lack sufficient knowledge about career options (Kilam et al., 2017). Career aspirations are influenced by parents and family members as well as friends, television shows, movies, and other media. Some of these exposures can lead to inaccurate and unrealistic expectations about careers (Kilam et al., 2017). While career assessment inventories are completed as early as middle school, students often do not receive interpretation and counseling support related to the assessments.

## UNDECIDED STUDENTS

Students tend to view college and job hunting as sequential activities. First, the students get into college, second, students choose a major and then, near the end of the program, they begin to look for a job (Grant et al., 2016). Students who are still making decisions about an academic major make up 20% to 50% of students entering college, and up to 75% of students may be expected to change their major at least once while in college (Foster, 2017). Undeclared students account for 9-13% of incoming ASU freshmen over the past three years. Many undecided students who enter college lack career maturity and self-awareness in their own interests, skills, and values (Bullock-Yowell et al., 2014). They may also lack knowledge about the world of work and its many career options (Lynch & Lungrin, 2018). Indecision has negative effects on college student persistence, academic performance, and timely degree completion (Essig & Kelly, 2013). Embedding major and career selection within lower-level courses can help students select an appropriate major and initial career path. Including “assignments that require students to reflect on their interests, strengths and aspirations, and opportunities to investigate career options in their area of interest” as well as giving “students the opportunity to interact with alumni or employees in a field of interest” can also be helpful (Mintz, 2020, para. 10).

## CONFIRMING AND CHANGING MAJOR

Opportunities to confirm or revise academic and career plans are also important. With increased pressure from universities to place students into a major quickly, both primary-role advisors and faculty advisors run the risk of falling into a task-oriented approach, rather than a student-centered approach that is relationally and holistically oriented. Rather than challenging students to take the time to think critically and reflect on their goals, interests, skills, and values, advisors may be inclined to focus on speedy decision-making (Lynch & Lungrin, 2018). Students need time to think critically about their selection of appropriate majors and future careers. Hasty or early decisions may lead to a poor fit, which results in the need to re-select a major later on. These students who choose a different major are more likely to drop out, be academically dismissed, or have a delayed time to graduation due to additional course requirements (Lynch & Lungrin, 2018).

Once in a field of study, students also need assistance identifying various pathways within the major. It is important for students to acquire knowledge of career options and graduate school opportunities available to those in their major field of study. For students who are uncertain about a specific path to take, as well as those who may think they know what they want to do, it is essential to provide information on what will qualify them for a particular job and resources to get there. This can include specific coursework, work experience, leadership experience, study abroad, extracurricular activities, summer jobs and internships, etc. (Grant et al., 2016).

## STANDARDS OF THE COUNCIL FOR THE ADVANCEMENT OF STANDARDS IN HIGHER EDUCATION (CAS)

CAS develops professional standards for student service units. The CAS Standards for Career Services provide insights relevant to the work of the QEP: “the institution’s career advising, counseling, and education services should encourage students to take advantage of career services as early as possible in their academic programs; help students apply knowledge and skills from their academic programs, and explore careers through part-time employment, internships, and other experiential programs; assist students to assess their skills, values, and interests and understand how they relate to academic and co-curricular options and career opportunities; and help student develop and apply job search competencies and decision-making skills” (Council for the Advancement of Standards in Higher Education, 2014).

## ACADEMIC AND CURRICULAR INTEGRATION

Career advising and development should be integrated into curriculum and instruction. Career advising should be considered broadly as occurring anywhere on campus, including in courses (American Association of State Colleges and Universities, 2021). Career development is a learning process and understanding the connection between the curriculum and their future career is important for college students (Lynch & Lungrin, 2018). Infusing careers into the curriculum allows students to “encounter assignments, discussions, or other educational experiences related to their future work across academic classes within the major in an integration that is paired specifically with transparency” (Vespia, 2020, p. 165). Institutions should help faculty embed career education and preparation skills into all disciplines, including life skills, critical thinking, lifelong learning capacity, self-marketing skills, work-based or job-related curricula (Southern Regional Education Board, 2022).

Jeff Selingo (2022) wrote that higher education has a “translation problem” (p. 165). Higher education identifies learning outcomes while industry and employers discuss skills. By helping faculty map curriculum to career readiness skills and competencies, students can better translate what they learn in the classroom to the workplace (Selingo, 2022). Faculty need to identify the skills developed in course assignments. Those skills include 21st-century workplace skills needed for success on the job or in graduate schools-- oral, written, and/

or interpersonal communication (Naufel et al., 2018) research, teamwork, and more. Being explicit about skills development can reduce student resistance to group assignments and help them articulate the occupationally relevant skills they are developing in the process. Imagine these students at a job interview—they could easily impress future employers by discussing their experience(s) with project management, group leadership, team building, and conflict resolution, especially if they recognize their value and how to articulate it.

## **FACULTY ROLE AS CAREER MENTORS**

Faculty are uniquely qualified to provide career mentorship. Faculty are in an advantageous position to advise students by relating coursework and out-of-class experiences to future career goals (Burt et al, 2013). Students may seek career advising from faculty as they encounter headlines about college graduates' unemployment and underemployment (Vespia et al., 2018). However, proactively providing career opportunities to students within their specific discipline can eliminate the need for students to seek out career advising. Universities need to stop waiting for students to opt in to career advising, especially as the ones who need it most are the least likely to seek it out (Streufert, 2019). Faculty are often students' primary contacts, particularly students who are first-generation and low-income with many demands on their time (Elfman, 2018). There are other benefits to faculty engagement in career development. Graduates who agreed that a professor cared about them as a person were 1.9 times more likely to be engaged at work and 1.7 times more likely to be thriving in their well-being. They were also 6.2 times more likely to be emotionally attached to their alma mater (Matson & Clark, 2020).

Career services staff can help faculty by disseminating information on employment trends and top employing organizations and internship sponsors, employer feedback on student preparation, awareness of career development issues and resources, and data on first-destination outcomes (Council for the Advancement of Standards in Higher Education, 2014). Faculty can also receive professional development on how to better teach career readiness. IDEA Center research indicates that the teaching style most effective for developing professional skills and attitudes was stimulating student interest (Hoyt & Lee, 2002). Faculty should spend time and effort encouraging student interest and curiosity. Faculty who create a class environment where students are excited about the subject matter, by demonstrating the importance and significance of the subject, introducing stimulating ideas and inspiring students to set and achieve challenging goals, tend to receive higher ratings from students on learning professional skills. This teaching style also incorporates encouraging student involvement in hands-on projects and relating course materials to real life situations as well as structuring a classroom experience where communication and expectations are clear (Hoyt & Lee, 2002).

## **HIGH-IMPACT CAREER READINESS PRACTICES**

High-impact practices (HIPs), specifically service-learning, internships, field experience, working with a faculty member on a research project, and culminating senior experiences, develop and demonstrate career readiness (Miller et al., 2018). HIPs as identified by the NSSE (2007) and George Kuh (2008), are similar to experiential education in that they incorporate time and effort of the learner, learning outside of the classroom, meaningful interactions with faculty and students, collaboration with diverse others, and frequent and substantive feedback. HIPs have been widely tested and shown to be beneficial for college students from many backgrounds. During their first year, students often express good intentions of participating in HIPs, but by their senior year, they may not follow through.

Some career readiness activities are connected explicitly to social capital skills, specifically networking with alumni or professionals in the field, interviewing or shadowing someone in a career being considered, and discussing career interests with faculty members (Strada, 2021). Students who participated in both social-capital building activities and other general career-building activities were much more likely to report career clarity and

relevance from their education. Internships, in particular, helped develop student confidence in workplace skills (Strada, 2021).

## **PARTICIPATION GAPS**

Lastly, participation gaps in access to and participation in career-building activities, particularly HIPs and social capital skill-building practices discussed earlier are concerning (Strada, 2021). Specifically, students who identify as white, male or female, non-first generation, and under the age of 35 are more likely to participate in or have access to impactful career practices such as networking with employers, internships, and career planning (The Career Leadership Collective, 2022).

The need is growing to provide development for faculty and staff related to multicultural career competency (The Career Leadership Collective, 2022). Such development includes creating custom measures and metrics for underrepresented populations and demonstrating progress for these populations. Latino college enrollment and Latinos in the workforces are expected to continue to increase (Bermea, 2022). As an HSI, ASU needs HSI-focused post-completion success efforts. Culturally relevant institutional practices related to Latino post-completion success include professional identity affirming experiences as well as intentional and timely career readiness and job placement services and programs. Professional identity affirming experiences include internships, career mentorship, and research assistantships. These develop social capital, networking, and career readiness. Closing equity gaps means paying attention to participation gaps in career readiness activities as well as what academic and career pathways are being selected.

## **HIGH-IMPACT CAREER READINESS PRACTICES**

- Networking with alumni or professionals in the field
- Interviewing or shadowing someone in a career being considered
- Discussing career interest with faculty members
- Internships and field experience
- Service-learning and community-engaged learning
- Working with a faculty member on a research project
- Capstone or culminating portfolios or experiences

(Leigh, 2021; Miller et al., 2018)



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# ACTION PLAN



The QEP Development Team considered specific actions important for achieving the goals and outcomes of the QEP. The actions to be implemented were based on findings from research-based best practices, as well as the university's mission, vision, values, and strategic plan. Following is a summary of actions identified for each goal and outcome. Included with each outcome is the target student population, learning environment, as well as a description of the actions to be completed. The action plan also addresses how to identify and respond to gaps in access to or participation in career readiness activities. A logic model is available in [Appendix D](#).

## GOAL 1

*Students will make informed selections about their academic and career pathways.*

The Goal 1 Action Plan includes targeted learning opportunities for freshmen enrolled in GS 1181 courses to increase awareness of career development resources and technologies to help them assess their aptitudes and connect to careers. A major action in Goal 1 will be the development of a Career Development Organization within the Blackboard Online Learning Management System that will be utilized by all GS 1181 courses. GS 1181 courses are required for incoming freshmen, and are structured around written communication, oral communication, and familiarizing students with campus resources and activities. These courses are designed to create a classroom environment where first-year students can interact with faculty on topics of mutual interest in a small size and interdisciplinary nature.

While some current GS 1181 courses include career resources, the development of a centralized organization will help align the resources available to students and increase awareness to all freshmen students. The module is being designed by a QEP Subcommittee that includes the Career Development Center Director, faculty that teach GS 1181 courses, the Dean of the Freshman College, and related staff. The Career Development Organization will be reviewed by faculty members during the summer of 2023, as well as tested by current students for relevance and ease of use. This focus group will provide feedback to the QEP subcommittee for revisions before the launch date of Fall 2023.

The organization includes three main areas, Career Development; YouScience; and Handshake, in alignment with Goal 1 to help students get READY to LAUNCH. Tasks within the organization will be assigned to students who are enrolled in GS 1181, but can also be utilized by students who are enrolled in the organization. Assessments will be built into the three areas of the organization with the option for GS 1181 faculty to create their own individualized assessments as well. To increase the reach of the QEP to students outside of the target, the Career Development Organization will be shared with students not required to take GS 1181, such as Honors students and transfer students above 30 hours.

**Outcome 1.1** Students will be aware of career development resources and technologies.

The Career Development Organization being developed by a sub-committee of the QEP will be embedded into all sections of GS 1181 courses, beginning in Fall of 2023. The organization includes a section on Career Development that includes videos and resources that connect students directly to the Career Development Center. The content provided in the Organization was developed by staff in the Career Development Center. In addition, the Organization will also provide students with resources about the technologies available to support career readiness, including the Handshake platform. The Organization will allow students to access a video on Handshake's capabilities, with a direct link to login and create their student accounts. The Career Development Organization has the capacity to post announcements where additional career information can be disseminated to all students enrolled.

**TABLE 3**  
**Outcome 1.1 Action Plan**

Goal 1: Students will make informed selections about their academic and career pathways  
 (READY to EXPLORE)

OUTCOME	TARGETED POPULATION	ACTIVITIES	LEARNING ENVIRONMENT
1.1 Students will be aware of career development resources and technologies.	<p>Incoming freshmen students who are required to enroll in GS 1181.</p> <p>Participation gaps will be evaluated in Year 1 to determine which students are not enrolling in GS 1181 courses.</p>	<p>Development of Career Development Organization by QEP subcommittee</p> <p>Training for GS 1181 faculty</p> <p>Student participation by accessing the Career Development Organization and completing tasks and assessments</p>	<p>GS 1181 Signature Courses which can be online or face to face. Students will access the Career Development Organization through an embedded link in their Blackboard course</p>



**Outcome 1.2** Students will assess their aptitudes and connect to careers.

In addition to the development of the Career Development Organization, another action of Goal 1 includes expanding the use of YouScience within the GS 1181 courses. Currently, only 23.4% of freshmen students complete YouScience (2020) to measure aptitudes and the ability to connect natural talents with real-world careers, as it is not a requirement of all GS 1181 courses. With the inclusion of the YouScience assessment within the Career Development Organization, an emphasis will be placed on the utilization of YouScience within all of the GS 1181 courses by increasing access and ease of use. The assigned task in the Organization will inform students of the purpose of YouScience, as well as provide login information for students to complete the career interest and skills assessment. Students will then document their results in a post-YouScience evaluation. GS 1181 faculty may choose to add additional assignments, such as reflection or discussion, about students' YouScience experience in their courses. Targeted actions for Outcome 1.2 include YouScience training for faculty who teach GS 1181 courses to help students connect their aptitudes to careers.

**TABLE 4**  
**Outcome 1.2 Action Plan**

**Goal 1: Students will make informed selections about their academic and career pathways (READY to EXPLORE)**

OUTCOME	TARGETED POPULATION	ACTIVITIES	LEARNING ENVIRONMENT
1.2 Students will assess their aptitudes and connect to careers.	<p>Incoming freshmen students who are required to enroll in GS 1181.</p> <p>Participation gaps will be evaluated in Year 1 to determine which students are not enrolling in GS 1181 courses.</p>	<p>Development of Career Development Organization by QEP subcommittee</p> <p>Training on YouScience for GS 1181 faculty</p> <p>Student participation by accessing the Career Development Organization and completing YouScience assessment within the Organization</p>	<p>GS 1181 Signature Courses which can be online or face to face. Students will access YouScience via the Career Development Organization through an embedded link in their Blackboard course</p>

**Outcome 1.3** Students will have a degree plan on file before completing 45 credit hours.

Currently 42% of ASU students with less than 45 hours do not have a degree plan on file. To increase the number of students with a degree plan on file, the division of Academic Affairs is evaluating the process currently used for students to file their official degree plan. The evaluation includes processes as well as modifications to degrees that have been made in recent years that might be conducive for making the degree plan process more automated. Students are required to meet with their advisors once per long semester. The QEP will support Outcome 1.3 by providing advisors with training on helping students connect career and academic pathways. This training will include access to YouScience data and use, as well as updated information on filing degree plans. In addition, the current Advising Survey has been revised to include specific questions about connecting career and academic pathways. As the response rate to the current survey is low, the new survey will be promoted by the Freshman College and advisors to encourage completion.

**TABLE 5**  
**Outcome 1.3 Action Plan**

**Goal 1: Students will make informed selections about their academic and career pathways (READY to EXPLORE)**

<b>OUTCOME</b>	<b>TARGETED POPULATION</b>	<b>ACTIVITIES</b>	<b>LEARNING ENVIRONMENT</b>
1.3 Students will have a degree plan on file before completing 45 credit hours.	Freshmen and Sophomore students who have less than 45 credit hours	<p>Students will meet with advisors once per long semester</p> <p>Training for Freshmen Advisors on career alignment</p> <p>Revision and promotion of the Advisor Survey</p> <p>Advising information will be included in all GS 1181 courses</p>	Students will meet with advisors once per long semester to assess alignment in academic and career pathways and to file degree plans.

Student activities outlined within the Goal 1 Action Plan include participation in a GS1181 newly created Career Development Organization aptitude assessment through YouScience, and targeted support from advisors and the Freshman College to align academic and career pathways. These focused efforts will support Goal 1 and help students be READY to EXPLORE complementary and informed academic and career plans.

## **GOAL 2 APPLY AND LAUNCH**

*Students will show evidence of career readiness.*

Activities aligned with Goal 2 include identification and development of REAL courses in each undergraduate academic program, faculty development and support resources to teach those courses, faculty grant programs, high-impact career readiness supplements, and marketing and promotion of REAL courses. This goal also includes wraparound support for career readiness efforts including marketable skills promotion, alumni volunteer resources, and other co-curricular initiatives. These focused efforts will support Goal 2 and help students APPLY career readiness skills and LAUNCH into specific-fields.

**Outcome 2.1** Students will identify and enroll in a REAL course.

REAL courses will be identified and designated in all academic departments and programs. REAL courses should help connect what a student is learning in the major to career readiness and create opportunities for students to talk with faculty about career plans. REAL courses will also offer opportunities for students to participate in high-impact career readiness practices, such as internships and capstone experiences.

REAL courses will be designated by each academic program and will include both lower- and upper-level courses designed to confirm major selection and understand major-specific options, and senior capstone experiences. REAL courses will include elements such as:

- Career readiness for the discipline
- Career readiness-related learning outcomes
- Learning outcomes connected to career skills
- Career development resources and technologies
- Job-search assignments including development of resumes and online profiles
- Opportunities for individualized or small-group conversations about careers with faculty or alumni
- High-impact career readiness practices to help students acquire and apply career readiness skills and attitudes (internships, service learning, field experience, research project with faculty, capstone portfolio/project)

The determination of what qualifies as a REAL course occurs at the academic program, department, and college level. Designation of REAL courses is for promotional and organizational purposes to help students make connections between what is occurring in REAL courses and career readiness. A special course logo will be attached to REAL courses during course registration to help students recognize these courses as specifically tailored to promote career readiness. This QEP plan includes marketing of REAL courses to students, advisors, and faculty.

**TABLE 6**  
**Outcome 2.1 Action Plan**

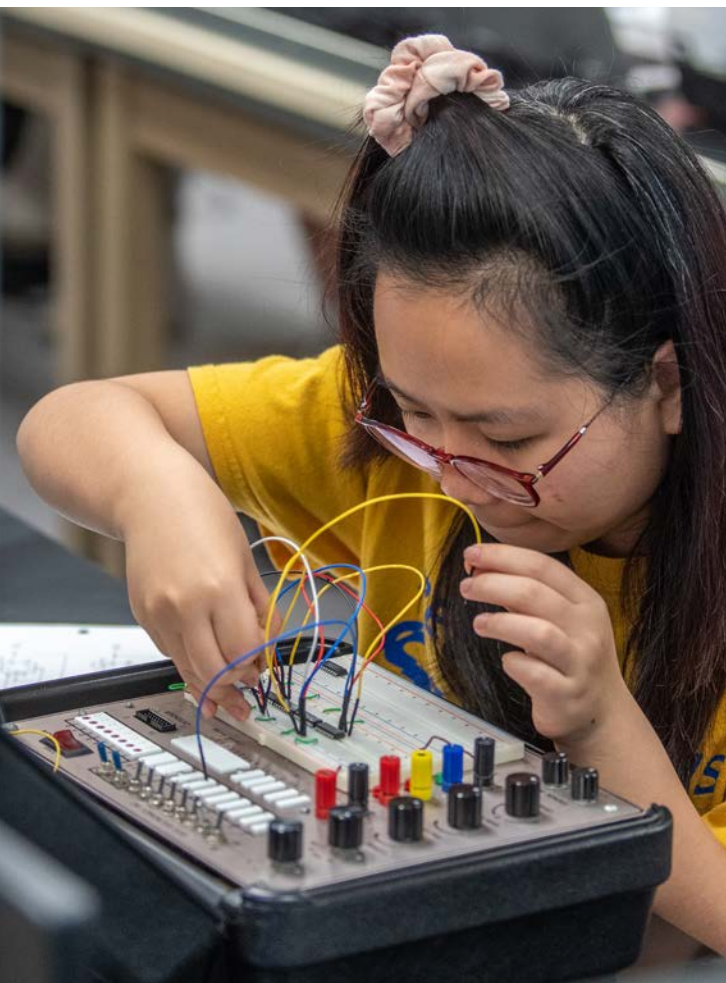
**Goal 2: Students will show evidence of career readiness.**  
**(APPLY and LAUNCH)**

<b>OUTCOME</b>	<b>TARGETED POPULATION</b>	<b>ACTIVITIES</b>	<b>LEARNING ENVIRONMENT</b>
2.1 Students will identify and enroll in a REAL course.	Students with a declared major beginning as early as the sophomore year will enroll in two REAL courses within each undergraduate academic program.	<p>REAL courses identified in each academic program.</p> <p>Designate and promote REAL course registration to students through advisement, course, and co-curricular activities.</p> <p>Faculty development and grant support for course development.</p> <p>Structures to support REAL course development, specifically courses with internships.</p>	<p>Students make decisions about course enrollment through interactions with advisors, faculty, other students, and family. REAL course information and benefits will be shared to inform these interactions.</p> <p>REAL courses will be designated with a program logo in the course registration system.</p> <p>REAL course opportunities expanded to offer multiple REAL experiences in each academic program.</p>

**Outcome 2.2** Students will develop career readiness skills and competencies in REAL courses.

REAL courses include activities to develop career readiness skills and competencies. The action plan promotes quality, effectiveness, and consistency of REAL courses in accordance with research on effective implementation of high impact practices. Actions associated with Outcome 2.2 include increasing faculty and academic department resources related to career readiness and promoting the development of new career readiness strategies for each academic program. Faculty course enhancements for REAL courses will be promoted through the use of faculty development mini-grants available from the Faculty Learning Commons. In addition, development and training sessions will be hosted through the Faculty Learning Commons and other collaborators on topics such as culminating and capstone experiences, culturally responsive career mentoring, and integrating alumni into REAL courses.

Examples of new curriculum resources include the development of a library research guide providing key resources available to faculty and students on career readiness and an alumni speaker pool to streamline access to shadowing and networking with professionals from different career fields. The Four-Year Career Plan, a tool and checklist available in Career Development for students to develop a personal career plan, will be revised to incorporate REAL courses and will be promoted for integration into these courses by faculty. The Career Development Blackboard Organization will be used as a central location for resources available to enhance REAL courses and announcements to faculty and students in REAL courses.



**TABLE 7**  
**Outcome 2.2 Action Plan**

Goal 2: Students will show evidence of career readiness. (APPLY and LAUNCH)

<b>OUTCOME</b>	<b>TARGETED POPULATION</b>	<b>ACTIVITIES</b>	<b>LEARNING ENVIRONMENT</b>
<p>2.2 Students will develop career readiness skills and competencies in REAL courses.</p>	<p>Students enrolled in REAL courses.</p> <p>Faculty teaching and developing REAL courses</p>	<p>Activities focus on quality implementation of high-impact practice through development and support resources to faculty, specifically grant resources, curriculum supplements, and training/development.</p> <p>Development and utilization of Career Development Blackboard Org to target information and resources to faculty and students in REAL courses.</p> <p>Course integration of the Four-Year Career Plan.</p> <p>Alumni Association promoting opportunities for alumni volunteers to partner with REAL courses.</p>	<p>While REAL courses are developed and taught in a variety of ways across academic programs, they share common characteristics and activities related to developing career readiness skills and competencies. High impact career readiness practices include networking with alumni or professionals in the field, interviewing or shadowing someone in a career being considered, discussing career interests, internships, field experience, service-learning, working with a faculty member on a research project, and culminating capstone experiences.</p> <p>A focus on faculty support and quality implementation of REAL courses will improve the learning environment in REAL courses for students.</p>

**Outcome 2.3** Students will have or expect to have full- or part-time employment, graduate school admission, or military commitment for after graduation by the semester of graduation.

In order to support the culminating outcome for the QEP of having employment, education, or military commitment for after graduation, a number of activities will wraparound the REAL course experience.

First, the College of Graduate Studies and Research will host information sessions to promote graduate school opportunities and application processes. Further, the Concourse Syllabus Management System, currently used by ASU, will be adapted to add a marketable skills section to common syllabus templates encouraging the identification and communication of marketable skills associated with courses. Outside of class and co-curricular activities hosted by different campus departments and organizations will be identified and branded as REAL activities related to career readiness. For example, the Biology Department hosts seminars called BioLunch focused on presentations from different individuals with biology-related jobs ranging from Goodfellow Air Force Base, Upper Colorado River Authority, Texas Parks & Wildlife, the Fort Worth Zoo, and Texas Tech University Health Sciences Center.

Actions related to Outcome 2.3 also address barriers in the collection of data related to post-graduation plans of students by incorporating strategies to improve response rates to the NACE First-Destination Survey administered by Career Development and rebuilding the application for graduation into the ASU Ellucian Banner Student Information System so that data on post-graduation plans can be gathered and reports generated. Other actions related to improved data collection include administering one of the post-graduate measures at commencement where students complete the questionnaire while checking into the graduation ceremony.

**TABLE 8**  
**Outcome 2.3 Action Plan**

**Goal 2: Students will show evidence of career readiness. (APPLY and LAUNCH)**

<b>OUTCOME</b>	<b>TARGETED POPULATION</b>	<b>ACTIVITIES</b>	<b>LEARNING ENVIRONMENT</b>
2.3 Students will have or expect to have full- or part-time employment, graduate school admission, or military commitment for after graduation by the semester of graduation.	Graduating seniors	Participation in REAL courses.  Promotion of graduate school pathways.  Marketable skills added to course syllabus templates.  Co-curricular REAL experiences  Increased consistency in collecting post-graduation outcomes data.	Students develop career clarity, relevance, and readiness through participation in REAL courses and with co-curricular support and resources.



## IDENTIFICATION OF PARTICIPATION GAPS

In order to identify participation gaps and assess disparities in access to career readiness experiences, data from a variety of QEP assessment measures will be disaggregated to consider the development of career readiness by race/ethnicity, gender, academic program, Pell Grant status, first-generation college students, and transfer enrollment status. As gaps in participation, access, or impact are identified, faculty fellows will be identified to create and implement specific improvements and initiatives needed in these areas. Faculty fellows will be eligible for a stipend for their work and will serve for one year. Faculty fellows will be identified to target specific academic programs or specific student populations with career readiness efforts. In addition to faculty fellows, the Alumni Association will identify alumni support resources related to different areas of need. For example, this could include alumni speakers, networking experience, or shadowing/internship opportunities.

**TABLE 9**  
*Participation Gaps*

<b>TARGETED POPULATION</b>	<b>ACTIVITIES</b>	<b>LEARNING ENVIRONMENT</b>
Hispanic / Latinx students	Disaggregating measures to consider access, participation, and impact for different populations.	REAL course enhancements or new developments tailored for specific populations.
Black / African American students	Faculty fellows to provide targeted interventions for identified areas of need.	Co-curricular supports and initiatives targeted to address areas of need.
First-generation college students	Enhanced alumni support for identified areas of need.	
Pell Grant recipients		
Transfer students		
Academic Programs		

## TIMELINE OF QEP ACTIVITIES

The QEP will be implemented in phases to allow space and time for planning, observation of the effectiveness of the plan, and assessment and implementation of continuous improvement. The QEP timeline identifies the stages of implementation and the involvement of institutional stakeholders in ongoing planning. Flexibility is built into the plan to allow for ongoing adjustment of resources and activities in response to evaluation results as the QEP proceeds. Each year of implementation builds on the previous culminating to sustainable career readiness initiatives beyond the life of the QEP:

- **Year 1** Focuses on building awareness and understanding of career readiness and REAL courses.
- **Year 2** Begins targeted marketing strategies to promote REAL courses across campus and expand advising initiatives.
- **Year 3** Focuses on tailored activities to address gaps in participation in REAL courses and activities and expand co-curricular initiatives.
- **Year 4** Establishes structures for long-term sustainability and buy-in.
- **Year 5** Creates momentum for ongoing implementation beyond the QEP.

In Spring 2023, the QEP Development Committee will transition to a QEP Implementation and Monitoring Committee (see [Appendix A](#) and [B](#)). The representation will be updated to represent those units actively involved in QEP activities, alongside other standing core members which represent faculty, students, staff, and community partners. The Committee will meet at least twice each semester. Subcommittees will also be used to focus on specific QEP initiatives: Goal 1, Goal 2, assessment, and marketing.

**TABLE 10**  
*Timeline of QEP Implementation*

YEAR	SEMESTER	IMPLEMENTATION
0	Spring 2023	<p><b>Alumni Association:</b> Promote the QEP to alumni representatives through presentations and publications. Beginning a call for volunteers and resources related to career readiness from alumni.</p> <p><b>Deans / Department Chairs / Program Coordinators:</b> Begin identification of REAL courses for each undergraduate academic program.</p> <p><b>Faculty Senate:</b> Update faculty senate on QEP goals and activities. Consider incorporation of career readiness support into faculty evaluation, tenure, and promotion criteria and policies.</p> <p><b>Freshman College:</b> Work with QEP Directors and Committee to develop Career Development Organization for GS 1181 for Fall 2023 implementation. Include faculty and student review in Summer 2023. Revise Advising Survey.</p> <p><b>Marketing:</b> Launch QEP Marketing Campaign.</p> <p><b>Library:</b> Develop Library Guide related to career readiness.</p> <p><b>Office of Accountability:</b> Administer NSSE, including career and high impact practice modules, to first year and senior students.</p> <p><b>QEP Directors/Committee:</b> SACSCOC On-Site Visit. Revise QEP based on</p>

YEAR	SEMESTER	IMPLEMENTATION
		<p>feedback. Update relevant data measures and adjust QEP as necessary. Transition to QEP Implementation and Monitoring Committee. Develop Career Development Module for GS 1181 courses. Identify Graduate Assistant candidates.</p> <p><b>Student Life / Student Government Association:</b> Update student leadership on QEP goals and activities.</p>
1	Fall 2023	<p><b>Alumni Association:</b> Survey academic units for information on alumni involvement in course and program activities. Maintain a database of alumni volunteers and relationships related to career readiness.</p> <p><b>Career Development:</b> Review and revise the Four-Year Career Plan to incorporate new QEP initiatives. Administer NACE First-Destination Survey.</p> <p><b>eLearning:</b> Facilitate discussion of including marketable skills section on Concourse syllabus management system templates.</p> <p><b>Freshman College:</b> Provide training for instructors who teach GS 1181 about implementation and assessment of the Career Development Organization within courses. Provide training for freshmen advisors on career and academic alignment. Promote Advising Survey.</p> <p><b>Graduate College:</b> Promotion of graduate school pathways as a post-completion option for students.</p> <p><b>Marketing:</b> Assess initial marketing launch. Expand initiatives to begin promoting REAL course development and support to faculty.</p> <p><b>QEP Directors:</b> Meet with academic units unable to identify REAL courses. Attend SACSCOC Annual Meeting. Update relevant data measures and adjust QEP as necessary. Coordinate with Freshman Dean to provide training and resources for academic advisors on career advisement. Onboard Graduate Assistant. Host REAL faculty focus group.</p> <p><b>Registrar / Information Technology:</b> Rebuild application for graduation in Banner Student Information System or other reportable system. Add the REAL logo to the course registration system for designated courses. Evaluating and revising degree plan processes.</p>
1	Spring 2024	<p><b>Alumni Association:</b> Using database of alumni volunteers related to career readiness, create tailored resources for various academic programs.</p> <p><b>Career Development:</b> Track completion data for GS1181 Handshake in GS1181 courses. Administer NACE First-Destination Survey. Implement efforts to improve response rates on NACE First-Destination Survey.</p> <p><b>Deans / Department Chairs / Program Coordinators:</b> Continue identification of REAL courses for each undergraduate academic program.</p> <p><b>Faculty Learning Commons:</b> Promote mini-grant resources. Offer spring faculty development related to career readiness.</p> <p><b>Freshman College:</b> Track completion data for GS1181 Career Development Organization, Handshake, and YouScience Data in GS1181 courses. Administer Advising Survey.</p>

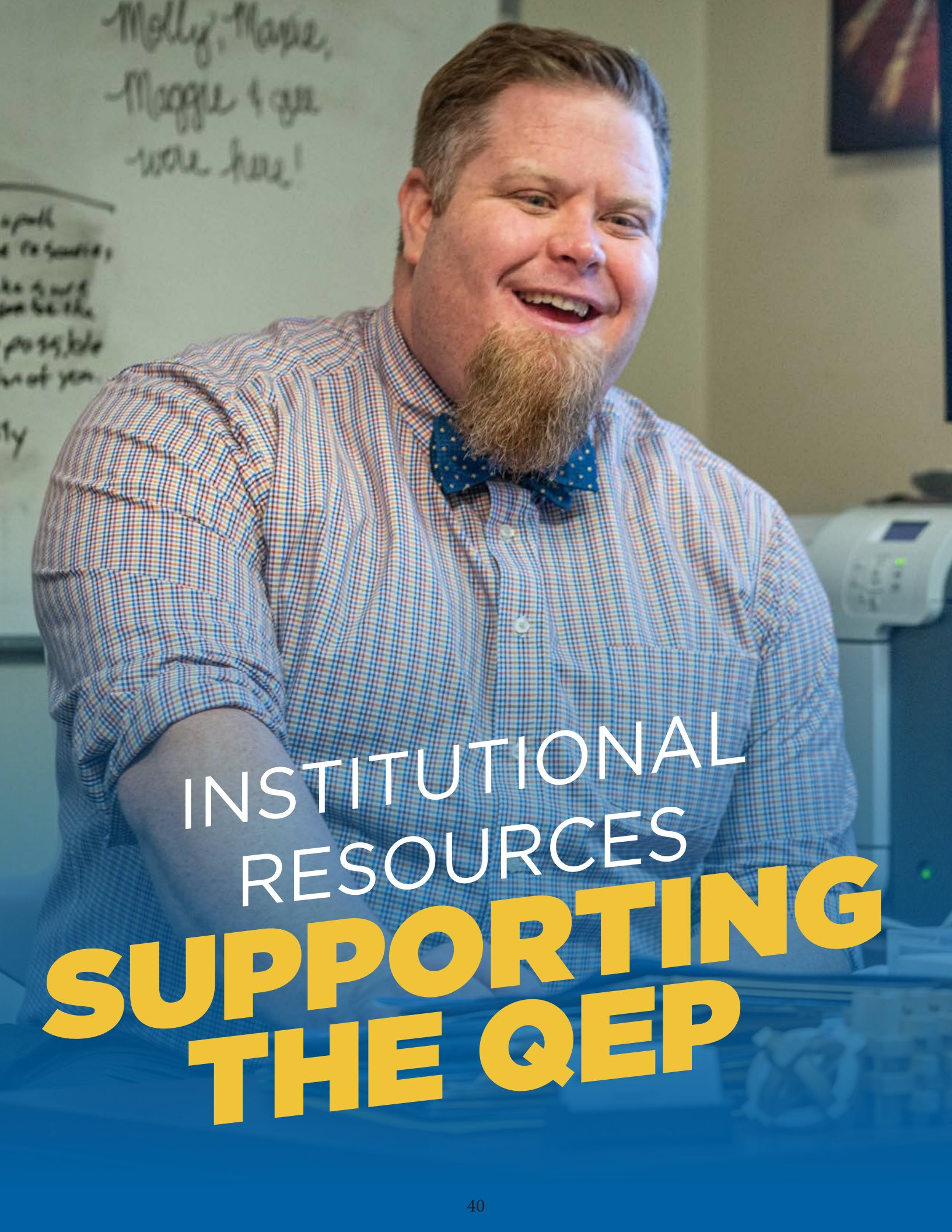
YEAR	SEMESTER	IMPLEMENTATION
		<p><b>Marketing:</b> Expand initiatives to begin promoting REAL course enrollment to students, faculty, and advisors.</p> <p><b>Office of Accountability:</b> Administer Noel Levitz SSI.</p> <p><b>QEP Directors/Committee:</b> Meet with academic program coordinators about identification and future development of REAL courses. Assess GS 1181 Career Module implementation and make revisions as needed.</p> <p><b>QEP Graduate Assistant:</b> Support marketing initiatives, development of career readiness resources and supplements. Assist with student focus groups on REAL courses.</p> <p><b>Registrar:</b> Evaluation and revising degree plan processes.</p> <p><b>Transition Programs:</b> Enhance admitted student communications with academic and career pathway information.</p>
2	Fall 2024	<p><b>Admissions:</b> Explore expansion of Academic Open Houses to other academic areas of focus beyond Business, Agriculture, and Science and Engineering.</p> <p><b>Alumni Association:</b> Identify and promote an alumni speaker pool for use in REAL courses.</p> <p><b>Housing and Residential Life:</b> Expand career readiness strategies into living and learning communities and hall programming.</p> <p><b>Career Development:</b> Review and/or revise What Can You Do With This Major resources. Administer NACE First-Destination Survey.</p> <p><b>Registrar:</b> Identify options to designate REAL courses in course registration processes.</p> <p><b>QEP Directors/Committee:</b> Attend SACSCOC Annual Meeting. Update relevant data measures and adjust QEP as necessary. Determine need for an additional FTE (QEP Manager) to support data collection, planning, and assessment of academic program career readiness initiatives.</p> <p><b>QEP Graduate Assistant:</b> Create and maintain a list of REAL courses available for each academic program. Assist with faculty focus groups on REAL courses.</p> <p><b>Parent &amp; Family Services:</b> Incorporate career readiness information into parent and family portal.</p> <p><b>Transition Programs:</b> Identify opportunities to incorporate Career Development Organization and resources into Transfer Student Orientation.</p>

YEAR	SEMESTER	IMPLEMENTATION
2	Spring 2025	<p><b>Admissions:</b> Enhance prospective student communications and websites with career and academic exploration information.</p> <p><b>Career Development:</b> Administer NACE First-Destination Survey.</p> <p><b>Freshman College/Advisors:</b> Promote enrollment in REAL courses during registration and advisement.</p> <p><b>Faculty Learning Commons:</b> Promote mini-grant resources. Offer spring faculty development related to career readiness. Assist with identification of Faculty Fellows as faculty representatives targeted toward academic programs with REAL course participation disparities.</p> <p><b>Marketing and Communications:</b> Launch REAL course promotion on Blackboard log-in screen during registration time periods.</p> <p><b>Office of Accountability:</b> Administer NSSE, including career and high impact practice modules, to first year and senior students.</p> <p><b>Student Organizations:</b> Promote REAL courses to academic and professional student organizations.</p> <p><b>QEP Graduate Assistant:</b> Assist with student focus groups on REAL courses</p> <p><b>QEP Directors/Committee:</b> Identify participation gaps in GS 1181 and REAL course participation for targeted activities. If determined as needed, begin the hiring process for additional FTE.</p> <p><b>QEP REAL Course Subcommittee:</b> Develop common assessment for use across REAL Courses.</p>
3	Fall 2025	<p><b>Academic Deans:</b> Identify 1st year REAL faculty fellows in each college if needed.</p> <p><b>Advisors:</b> Promote enrollment in REAL courses during registration and advisement.</p> <p><b>Alumni Association:</b> Using the database of alumni volunteers, create tailored resources for areas identified with gaps in access or participation in career readiness initiatives.</p> <p><b>Career Development:</b> Administer NACE First-Destination Survey.</p> <p><b>Housing and Residential Programs:</b> Incorporate career readiness and REAL course information into living and learning communities and programming.</p> <p><b>Marketing and Communications:</b> Launch REAL course promotion on Blackboard log-in screen during registration time periods.</p> <p><b>QEP Directors/Committee:</b> Attend SACSCOC Annual Meeting. Begin targeted promotion of career readiness and REAL courses to underrepresented student populations and majors. Develop Faculty Fellows Training. Update relevant data measures and adjust QEP as necessary.</p>

YEAR	SEMESTER	IMPLEMENTATION
		<p><b>QEP Graduate Assistant:</b> Update list of REAL courses available for each academic program. Facilitate focus groups of REAL course participants.</p> <p><b>QEP REAL Course Subcommittee:</b> Implement common assessment for use across REAL Courses.</p> <p><b>Transition Programs:</b> Enhance Orientation and Ram Round Up resources related to academic and career pathway exploration and identification for the upcoming year.</p>
3	Spring 2026	<p><b>Advisors:</b> Promote enrollment in REAL courses during registration and advisement.</p> <p><b>Career Development:</b> Administer NACE First-Destination Survey.</p> <p><b>Faculty Learning Commons:</b> Promote mini-grant resources. Offer spring faculty development related to career readiness.</p> <p><b>Marketing and Communications:</b> Launch REAL course promotion on Blackboard log-in screen during registration time periods.</p> <p><b>Office of Accountability:</b> Administer Noel Levitz SSI</p> <p><b>QEP Directors/Committee:</b> Train faculty fellows in each academic college to continue development, enhancement, and maintenance of REAL courses.</p>
4	Fall 2026	<p><b>Academic Deans:</b> Identify 2nd year REAL faculty fellows in each college if needed.</p> <p><b>Advisors:</b> Promote enrollment in REAL courses during registration and advisement.</p> <p><b>Career Development:</b> Administer NACE First-Destination Survey.</p> <p><b>Faculty Fellows:</b> Promote additional REAL course development and enhancements for academic programs with participation disparities.</p> <p><b>QEP Directors/Committee:</b> Attend SACSCOC Annual Meeting. Update relevant data measures and adjust QEP as necessary.</p> <p><b>QEP Graduate Assistant:</b> Update list of REAL courses available for each academic program. Support focus group implementation.</p>
4	Spring 2027	<p><b>Advisors:</b> Promote enrollment in REAL courses during registration and advisement.</p> <p><b>Career Development:</b> Administer NACE First-Destination Survey.</p> <p><b>Faculty Fellows:</b> Promote additional REAL course development and enhancements for academic programs with participation disparities.</p> <p><b>Faculty Learning Commons:</b> Promote mini-grant resources. Offer spring faculty development related to career readiness.</p>

YEAR	SEMESTER	IMPLEMENTATION
		<p><b>Office of Accountability:</b> Administer NSSE, including career and high impact practice modules, administered to first year and senior students.</p> <p><b>QEP Directors/Committee:</b> Train faculty fellows in each academic college to continue development, enhancement, and maintenance of REAL courses.</p>
5	Fall 2027	<p><b>Advisors:</b> Promote enrollment in REAL courses during registration and advisement.</p> <p><b>Career Development:</b> Administer NACE First-Destination Survey.</p> <p><b>QEP Directors/Committee:</b> Attend SACSCOC Annual Meeting. Begin writing five year impact report. Update relevant data measures and adjust QEP as necessary.</p> <p><b>QEP Graduate Assistant:</b> Update list of REAL courses available for each academic program.</p>
5	Spring 2028	<p><b>Advisors:</b> Promote enrollment in REAL courses during registration and advisement.</p> <p><b>Career Development:</b> Administer NACE First-Destination Survey.</p> <p><b>Faculty Learning Commons:</b> Promote mini-grant resources.</p> <p><b>Office of Accountability:</b> Administer Noel Levitz SSI.</p> <p><b>QEP Directors/Committee:</b> Submit impact report to SACSCOC.</p>





INSTITUTIONAL  
RESOURCES

**SUPPORTING  
THE QEP**



In a time of scarce resources across higher education, it is more important than ever that resources be organized for optimal impact on student success. ASU's QEP will focus first on leveraging existing resources to meet QEP goals and minimize requests for new resources. ASU has identified the necessary resources for the successful implementation of the QEP and will continue to review the QEP budget and resource needs annually during the zero-base budgeting process.

## ACADEMIC RESOURCES

The academic colleges, including the Deans, department chairs, academic program coordinators, faculty, and staff of each college, will be central to the implementation of the QEP. Beginning with the Freshman College, which houses the GS 1181 Signature Courses for first-year students, academic resources help students get READY to EXPLORE academic and career plans. More than 60 GS 1181 courses are offered each fall. These Signature Courses already support student transitions to the university and student-faculty engagement. Integration of focused and an intentional Career Development Organization will support Goal 1 and student selection of informed academic and career plans during their earliest experiences at ASU.

The Archer College of Health and Human Services, College of Arts and Humanities, College of Education, College of Science and Engineering, and Norris-Vincent College of Business house more than 50 different academic undergraduate degree programs. Each college has existing career readiness initiatives. For example, the Norris-Vincent College of Business was recently awarded a \$150,000 grant from the Texas Higher Education Coordinating Board to enhance internship opportunities for ASU business students. The QEP plans to leverage these existing efforts through additional coordination to increase synergy.

Following the campus-wide survey on potential topics, a questionnaire was distributed to department chairs and program coordinators to better understand how academic programs integrate career readiness strategies into courses. Of the 23 responses received, 14 represented undergraduate programs and 7 graduate programs.

- 3 programs indicated no integration of career and/or graduate school readiness into curriculum.
- 8 programs indicated the program required no internship or practicum courses.
- 12 programs have no coursework dedicated to how students will apply degrees in the future.
- 3 of the programs have no capstone course.
- Most programs indicated minimal integration of the campus Career Development office into courses.

Existing efforts tend to focus on culminating capstone experiences; thus there is a need to help students confirm major selection in the sophomore year before they advance into more specialized degree courses. An existing course model at ASU that could be explored for other academic programs is Psychology 2110 Applying Your Degree. In this course, students explore a variety of career opportunities that can be pursued after obtaining a degree in psychology and discuss resume writing, interviewing, job searches, and how to tailor skills learned in the degree to qualities sought by employers. Table 11 provides a complete list of existing academic and information resources.

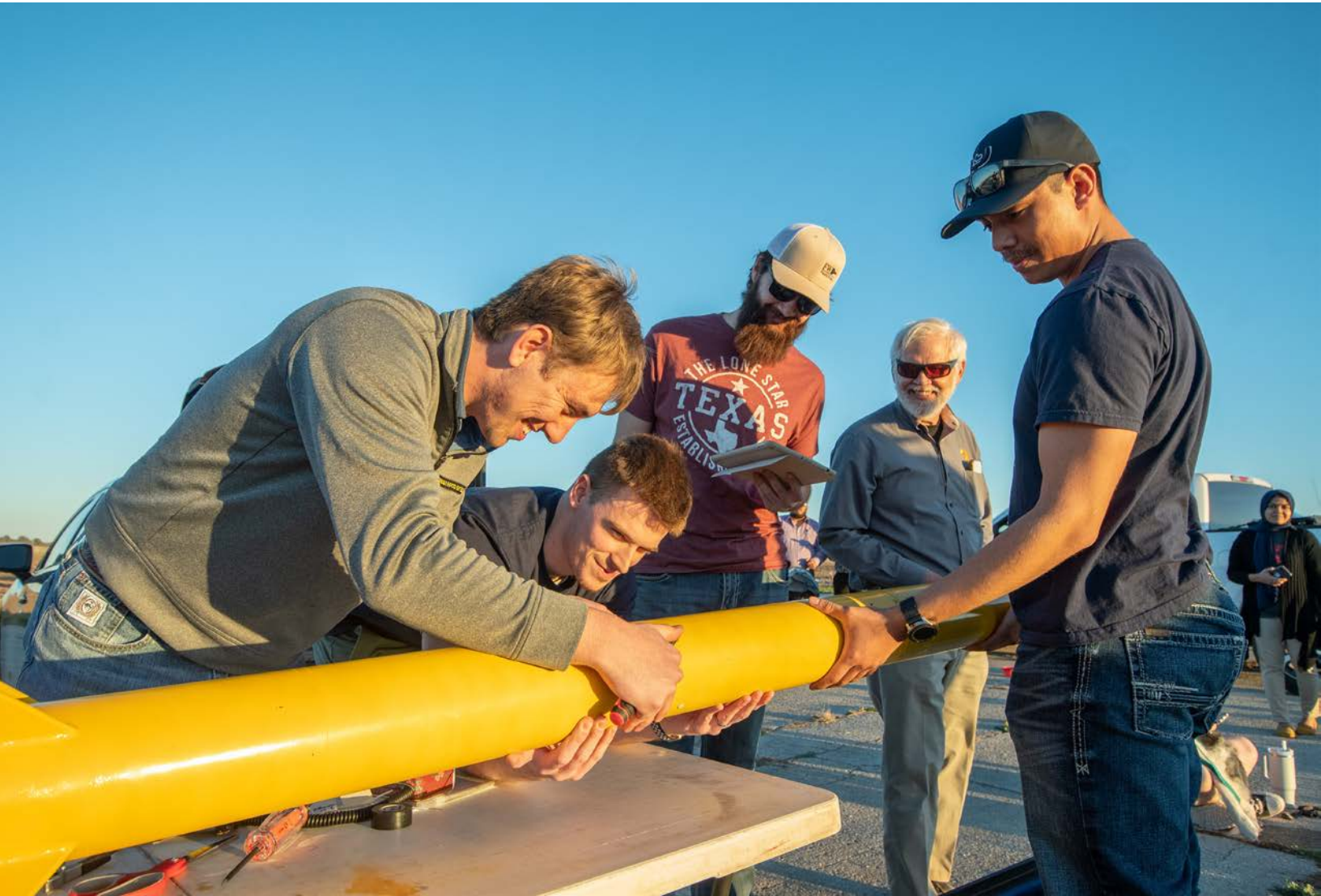
**TABLE 11**  
*Academic and Learning Information Resources*

<b>NAME OF RESOURCE</b>	<b>DESCRIPTION</b>	<b>QEP SUPPORTS</b>
Faculty Learning Commons (FLC)	Provides development resources for faculty in their role as teachers. Coordinates C.R.A.S.H. Core Values Program, a three-day professional development workshop focused on culturally responsive approaches to serving Hispanic students and inclusive teaching practices.	<p>\$2500 Mini-Grants (up to \$50,000) available annually can support faculty course development strategies related to career readiness and QEP.</p> <p>Spring development sessions focused on integration of high-impact career readiness strategies into courses.</p> <p>Integration of culturally responsive career readiness research and practices into C.R.A.S.H. workshop.</p>
Freshman College	Academic home for first-year students, academic advising, tutoring, supplemental instruction. Includes specialized programs for high-achieving regional scholars, students on academic probation and early identification of at-risk students. Coordinate the Majors Fair.	Enhancement of academic advising with strategies to support informed selection of academic and career pathways. Administration of Advising Survey, including questions on satisfaction with advisor discussion of career plans and goals. Opportunities to enhance promotion and resources at the Major Fair related to academic and career pathways. Targeted resources for students in special outreach groups and students on academic probation if needed.
General Studies (GS) 1181 Signature Course	Courses tailored to support student first-year transitions and promote interaction with faculty around various interdisciplinary topics and major exploration.	New Career Development Organization and resources adopted across GS 1181 courses. Expanded use of YouScience technology for student exploration of aptitudes and interests connected to future careers.

<b>NAME OF RESOURCE</b>	<b>DESCRIPTION</b>	<b>QEP SUPPORTS</b>
Dual Credit Programs	ASU offers a number of dual credit course options with partner high schools and ASU faculty. 46% of ASU undergraduate students are dual credit students. While less than 300 dual credit students matriculate to ASU annually, dual credit experiences represent an early exposure to college life and promote college enrollment.	Dual credit courses and students have access to a Blackboard organization with college transitions content and YouScience resource. The career readiness module developed for GS 1181 can be offered for dual credit instructor use. There is often a window of time available for curriculum supplements in dual credit because of different high school and college course timelines.
Porter Henderson Library	In addition to being the central information and learning resource, librarians regularly develop research guides and subject guides.	Development of guides on different careers, including job information, books, videos, blogs, and industry resources.
College of Graduate Studies and Research	Coordinate graduate admissions and graduate studies. Support faculty and student research initiatives. Includes the Office of Sponsored Projects.	Promotion of graduate school pathways for students as a post-completion option. Facilitate additional opportunities for faculty and student research partnerships. Provide support in finding, applying for, and managing external funding (grants, cooperative agreements, and contracts) to support QEP activities.
eLearning Center and College Instructional Designers	Provides support and training for online learning and Blackboard / Anthology learning management system. Facilitates use of Concourse syllabus management system and coordination of college instructional designers.	Supporting the development of Blackboard Career organizations and Career Development Module related to career readiness.  Use of Concourse Syllabus Management System institutional, college, and department templates for integration of career readiness and marketable skills information.

## STUDENT SUPPORT SERVICES

While the QEP is focused on academic integration of career readiness initiatives, student support services offer a number of resources supporting the goals of the QEP. Student support services help students make informed academic and career selections as well as developing additional career readiness skills (Table 12).



**TABLE 12**  
*Student Support Services*

<b>NAME OF RESOURCE</b>	<b>DESCRIPTION</b>	<b>QEP SUPPORTS</b>
Career Development	Centralized career services and programs for all students, including career exploration, job search tools, and access to jobs and internships. General and college-specific career fairs are hosted regularly.	Provide the Four-Year Career Plan. Offer the Strong Interest Inventory and Myers-Briggs Type Indicator career assessments. Facilitate Handshake, the online job board. Administer the NACE First-Destination Survey.
Office of Admissions	Coordinates marketing, communication and application processes for prospective and applying students. Hosts events and tours for prospective students. Facilitate transfer pathway partnerships with community colleges.	Academic Open Houses offer opportunities to connect with specific academic colleges and majors and identify career pathways. Ram Preview Days include college breakout sessions where students hear from student and faculty panels. Academic fair has representatives and major information from all academic departments. Transfer days provide transfer students an opportunity to meet with prospective departments. Prospective student communications and websites can be enhanced with career opportunities and job placement information.
Transition Programs	Events and communications for admitted and first-year students to support the transition to college, including Orientation, Ram Round-Up, and Rambunctious Week.	Enhanced admitted student communications on major and career pathways. Integrate information on major exploration and career development integrated into Orientation. Breakout sessions by college during Orientation and Ram Round-Up.

<b>NAME OF RESOURCE</b>	<b>DESCRIPTION</b>	<b>QEP SUPPORTS</b>
Parent and Family Programs	Coordinate communications and activities for parents and families of students.	Parent and family portal streamlines communication to parents about resources and campus news/events relevant to career readiness.
Registrar's Office	Maintains student records and supports registration and enrollment of students.	DegreeWorks tool allows students to create personalized degree pathways and plans. Application for graduation includes questions about students' post-graduation plans.
Housing and Residential Programs	Provide housing and related programs and services to approximately 30% of ASU students.	Five living and learning communities are currently available, including agriculture, first-generation, honors, leadership, and STEM, providing opportunities for career readiness integration. Hall programming can incorporate career readiness information for residential students.
Veterans Educational and Transitional Services (VETS) Center	Assists veterans, active duty service members, and their dependents with college transitions.	Opportunities to promote REAL courses and career readiness initiatives to our military-connected students.
Fostering Ram Success	Support and resources for former foster youth or unaccompanied scholars.	Direct communications and supports related to career readiness for foster youth and unaccompanied scholar populations at ASU.
Center for International Studies	Centralized support resource for international students.	Tailored support for international students related to career readiness.

## **ALUMNI AND COMMUNITY RELATIONS**

The Alumni Association is central in communications to and engagement of alumni. They are committed to expanding a centralized network of alumni available to support career readiness goals for students. This includes the development of a streamlined system to coordinate alumni volunteers for these efforts and enhancing an existing alumni mentoring program.

ASU has also established collaborative community partnerships beneficial to the activities of the QEP. In September 2022, ASU signed a partnership Memorandum of Understanding with Goodfellow Air Force Base creating paid internship opportunities for students at Goodfellow AFB. The San Angelo Chamber of Commerce coordinates initiatives related to promoting opportunities to stay in San Angelo and surrounding areas for employment. Other institutional partners related to the goals of the QEP include the Small Business Development Center, Shannon Medical Center, and Howard College.

## ASSESSMENT SUPPORT AND RESOURCES

A number of other planning and assessment-related supports and resources will contribute to the assessment of the project. The Office of Accountability acts as a liaison to the QEP Director(s) and Committee, to university administration, and SACSCOC. They also coordinate several of the assessment measures being used by the QEP. The University Assessment Committee, made up of six faculty and six staff, is available to review and provide feedback on QEP planning objectives, outcomes, measures, and continuous improvement plans. The Strategic Planning Council's ongoing consultation related to the QEP supports ongoing alignment with other institutional planning processes. Information Technology is developing centralized data reporting, analysis, and storage systems to support ongoing monitoring of QEP outcomes and measures. The QEP will leverage a number of existing institutional assessments as measures of QEP outcomes: IDEA Student Ratings of Instruction, National Survey of Student Engagement, Ruffalo Noel Levitz Student Satisfaction Inventory, NACE First-Destination Survey, post-graduation data from students shared during the application to graduation, and the Advising Survey.

## OTHER SUPPORTS AND STAKEHOLDERS

A variety of other institutional resources are important to the implementation of the QEP. The Office of Communications and Marketing is coordinating a marketing campaign to promote the focus and goals of the QEP to students, faculty, and staff. We would also be remiss not to identify students as the most critical supporters and stakeholders for the QEP. The Student Government Association offers a representative student body for centralized communication and feedback related to the QEP. More than 100 student organizations are registered at ASU, including 35 academic or professional classified organizations. ASU is also a direct provider of part-time employment for students, where students are actively gaining career readiness skills and experiences in these roles.

## BUDGET

Most QEP resources can be absorbed in the regular budgets of departments and units responsible (Table 10-12). The Employee Relations Coordinator in Career Development is an existing position and will provide internship and support integrating employers and professionals from the field into REAL courses. Reallocated hours from Director of Career Development, Career Development Assistant, and academic advisors, faculty stipends for teaching GS 1181 and course release support for faculty co-Directors are included in existing funds. Some areas require the addition of human and/or financial resources for QEP operations. Table 21 details new QEP institutional resource needs including:

- The need for the addition of two permanent FTE will be considered in Year 2. A Career Pathways Coordinator to support expanded career advising and programming, and a QEP Manager to support the coordination of data collection, planning, and assessment related to academic integration of career readiness strategies.
- A graduate assistant position will be hired to support the QEP Director(s) by coordinating the development of career readiness resources, to support committee activities, to implement the focus group assessments, and to assist with data collection, data analysis and report writing.
- In Years 3 and 4, faculty fellows will be identified and trained as liaisons to various academic colleges and programs with disparities in career readiness and REAL course participation, in an effort to generate ongoing REAL course development and enhancements in those programs.
- Faculty and advisor training operational expenses.
- Expanded career assessment access.
- Marketing and communication activities related to the ongoing promotion of the QEP as well as specialized marketing projects.

**TABLE 21**  
**5-Year Existing or Reallocated Budget Expenditures**

**QEP Budget: NEW/ADDED EXPENSES**

	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>TOTAL</b>
<b>Personnel</b> (salaries + benefits)						
QEP co-Director Murphy	\$19,700	\$20,100	\$20,500	\$20,900	\$21,300	\$102,500
QEP co-Director Schoen	\$17,300	\$17,600	\$18,000	\$18,300	\$18,700	\$89,900
QEP Manager	\$0	\$65,000	\$65,000	\$66,300	\$67,600	\$263,900
Faculty Fellow Stipends	\$0	\$0	\$31,300	\$31,300	\$0	\$62,600
Graduate Assistant	\$12,100	\$12,100	\$12,100	\$12,100	\$12,100	\$60,500
Career Pathways Coordinator	\$0	\$32,500	\$66,300	\$67,600	\$69,000	\$235,400
<b>Subtotal Personnel</b>	<b>\$49,100</b>	<b>\$147,300</b>	<b>\$213,200</b>	<b>\$216,500</b>	<b>\$188,700</b>	<b>\$814,800</b>
<b>Travel</b>						
SACSCOC Conference Travel	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000	\$40,000
Advisor Training (in-state)	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$10,000
Advisor Training (out-of-state)	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$20,000
<b>Subtotal Travel</b>	<b>\$14,000</b>	<b>\$14,000</b>	<b>\$14,000</b>	<b>\$14,000</b>	<b>\$14,000</b>	<b>\$70,000</b>
<b>Supplies</b>						
Food for Trainings/Programs	\$2,100	\$400	\$1,400	\$400	\$1,400	\$5,700
Marketing & Promotional Materials	\$5,500	\$1,000	\$5,000	\$6,000	\$1,000	\$18,500
Workstations for new positions	\$1,500	\$2,000	\$2,000	\$0	\$0	\$5,500
Incentives/food for focus groups	\$0	\$3,200	\$3,200	\$0	\$0	\$6,400
<b>Subtotal Supplies</b>	<b>\$9,100</b>	<b>\$6,600</b>	<b>\$11,600</b>	<b>\$6,400</b>	<b>\$2,400</b>	<b>\$36,100</b>
<b>Other Costs</b>						
YouScience Subscription	\$6,500	\$5,000	\$5,000	\$5,000	\$5,000	\$26,500
Advisor Training: Webinars	\$300	\$300	\$300	\$300	\$300	\$1,500
NSSE Add-on modules	\$500	\$500	\$500	\$500	\$500	\$2,500
Additional Interest Inventories	\$600	\$900	\$1,200	\$1,500	\$1,500	\$5,700
Advisor Training: External Trainer	\$8,000	\$0	\$8,000	\$0	\$8,000	\$24,000
<b>Subtotal Other Costs</b>	<b>\$15,900</b>	<b>\$6,700</b>	<b>\$15,000</b>	<b>\$7,300</b>	<b>\$15,300</b>	<b>\$60,200</b>
<b>Total New/Added Costs</b>	<b>\$88,100</b>	<b>\$174,600</b>	<b>\$253,800</b>	<b>\$244,200</b>	<b>\$220,400</b>	<b>\$981,100</b>



**TABLE 22**  
**5-Year Existing or Reallocated Budget Expenditures**

Budget - EXISTING or REALLOCATED COSTS - QEP

	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>TOTAL</b>
<b>Personnel (salaries + benefits)</b>						
Employee Relations Coord. (100%)	\$62,400	\$63,600	\$64,900	\$66,200	\$67,500	\$324,600
Dir. of Career Development (10%)	\$9,500	\$9,700	\$9,900	\$10,100	\$10,300	\$49,500
Career Development Assistant (10%)	\$4,600	\$4,700	\$4,800	\$4,900	\$5,000	\$24,000
Academic Advisors & Coaches (5%)	\$34,600	\$35,300	\$36,000	\$36,700	\$37,400	\$180,000
Faculty (GS 1181 career module)	\$15,600	\$15,600	\$15,600	\$15,600	\$15,600	\$78,000
<b>Subtotal Personnel</b>	<b>\$126,700</b>	<b>\$128,900</b>	<b>\$131,200</b>	<b>\$133,500</b>	<b>\$135,800</b>	<b>\$656,100</b>
<b>Supplies</b>						
Food for Trainings/Programs	\$400	\$400	\$400	\$400	\$400	\$2,000
<b>Subtotal Supplies</b>	<b>\$400</b>	<b>\$400</b>	<b>\$400</b>	<b>\$400</b>	<b>\$400</b>	<b>\$2,000</b>
<b>Other Costs</b>						
FLC Mini-grants for REAL Courses	\$0	\$5,000	\$10,000	\$10,000	\$5,000	\$30,000
Handshake Subscription	\$5,500	\$5,500	\$5,500	\$5,500	\$5,500	\$27,500
<b>Subtotal Other Costs</b>	<b>\$5,500</b>	<b>\$10,500</b>	<b>\$15,500</b>	<b>\$15,500</b>	<b>\$10,500</b>	<b>\$57,500</b>
<b>Total Existing/Reallocated Costs</b>	<b>\$132,600</b>	<b>\$139,800</b>	<b>\$147,100</b>	<b>\$149,400</b>	<b>\$146,700</b>	<b>\$715,600</b>
	<b>Combined Total of Added and Existing Costs:</b>					<b>\$1,696,700</b>



# ASSESSMENT

Properly implemented institutionalized assessment can provide quality data that result in improved decision making. It is essential that the assessment plan provide constructive evaluation to determine the impact of career readiness integration throughout the university. The assessment plan will provide guidance on the implementation of the QEP while allowing for modifications of the program and the assessment plan as needed.

The assessment plan will be overseen by staff from the Office of Accountability, which will collect and store the data on a secured shared drive so that only relevant offices can access as needed. A periodic report with relevant information will be available to all constituents on ASU's QEP website.

The two main goals of QEP are designed to impact the entire university. Assessments will be implemented throughout to determine effectiveness. A detailed plan is provided below that includes each goal, outcome, measure, baseline, target, monitoring timeline, and person(s) responsible.

## **GOAL 1 READY TO EXPLORE**

### ***STUDENTS WILL MAKE INFORMED SELECTIONS ABOUT THEIR ACADEMIC AND CAREER PATHWAYS.***

Goal 1 focuses on the identification of career interests and development of a complementary educational plan to grow marketable skills for a career. This foundational goal is critical during a student's earliest experiences at the institution and will target first-year, freshmen students. This will take place during a targeted integration with GS 1181 courses utilizing a Career Development Organization, YouScience applications, and Handshake software.

Within the Career Development Organization, common assessments will be included and implemented for direct assessment of Career Development impact. Handshake account access and usage will be monitored and assessed through the Career Development Center. In addition, the Dean of the Freshman College will monitor YouScience usage amongst students enrolled in GS 1181 courses. A Cognos report will be pulled during four set freeze dates throughout each long semester to assess how many students have filed degree plans before completing 45 hours. Indirect assessments will be monitored including GS 1181 course enrollment numbers and demographics alongside indirect measures in the SSI and Advising Survey.

**Outcome 1.1 (Learning Outcome):** Students will be aware of career development resources and technologies.

To assess Outcome 1.1, common assessments will be included within the Career Development Organization to evaluate students' awareness of career development resources and technologies. Students enrolled in GS 1181 will be assigned three tasks for completion within the Career Development Module: Career Development Information, YouScience, and Handshake. After viewing the Career Development Information section, students will complete a common assessment to evaluate awareness of career development resources. As this is a new assessment, baseline data is not available. In addition, Handshake account creation will be assessed by the Director of Career Development bi-annually. Currently, 25% of students have active Handshake accounts. In alignment with the Strategic Plan, a goal of 90% of students or higher is expected by year five.

**TABLE 15**  
**Outcome 1.1 Assessment**

**Goal 1: Students will make informed selections about their academic and career pathways. (READY to LAUNCH)**

<b>OUTCOME</b>	<b>MEASURE(S)</b>	<b>BASELINE</b>	<b>TARGETS</b>	<b>MONITORING TIMELINE</b>	<b>PERSON(S) RESPONSIBLE</b>
1.1 Students will be aware of career development resources and technologies.	Career Development Organization Assessment	Available in 2024 following Career Development Organization and implementation in GS 1181 courses	N/A	Bi-annually; after Fall and Spring Semester	Faculty who teach GS 1181; QEP co-director; QEP graduate assistant
	Students who create Handshake Accounts	25% of students have active HandShake accounts in 2022	+25% biennially  5th year goal: 90% or higher	Bi-annually	Director of Career Development

**Outcome 1.2 (Learning Outcome):** Students will assess their aptitudes and connect to careers.

To assess Outcome 1.2, students will complete the YouScience aptitude assessment and connect to careers within the online platform. By accessing the YouScience area within the Career Development Organization, students will be informed of the purpose of YouScience and provided with login information. YouScience is an aptitude assessment; therefore completing the three-hour assessment will allow students to not only assess their aptitudes, but also connect to careers. In Fall 2022, only 23.4% of freshmen completed the YouScience assessment, therefore increasing the usage will ensure that all students have the opportunity to assess their aptitudes and connect to careers. The increased usage is targeted through the development and usage of the Career Development Organization and intentional training for GS 1181 faculty. After completing the YouScience online assessment, students will evaluate the process and their experience in a common evaluation within the Career Development Organization. GS 1181 faculty will have the academic freedom to further assess their students if desired through additional assessments such as written assessments or reflections.

**TABLE 16**  
**Outcome 1.2 Assessment**

**Goal 1: Students will make informed selections about their academic and career pathways. (READY to LAUNCH)**

<b>OUTCOME</b>	<b>MEASURE(S)</b>	<b>BASELINE</b>	<b>TARGETS</b>	<b>MONITORING TIMELINE</b>	<b>PERSON(S) RESPONSIBLE</b>
1.2 Students will assess their aptitudes and connect to careers.	YouScience Aptitude Assessment	In Fall 2022, 23.4% of freshmen enrolled in GS 1181 courses completed the YouScience aptitude assessment	+10% annually  5th year goal: 75% or higher	Bi-annually; after Fall and Spring Semester	Dean of Freshman College
	Post YouScience Evaluation	Available in 2024 following Career Development Organization and implementation in GS 1181 courses	N/A	Bi-annually; after Fall and Spring Semester	Faculty who teach GS 1181; QEP co-director; QEP graduate assistant

**Outcome 1.3 (Success Outcome):** Students will have a degree plan on file before completing 45 credit hours.

To ensure that students complete Goal 1, which is to make informed decisions about their academic and career pathways, the number of students that have a degree plan on file before completing 45 credit hours will also be assessed. The university is developing targeted efforts to streamline this process as well as providing training for academic advisors within the Freshman College. Monitoring of this outcome will take place by pulling a Cognos report during four set freeze dates throughout each long semester. This will allow the Freshman Dean and Office of Accountability to assess how many students have filed degree plans before completing 45 hours as well as disaggregate data on those who do not have filed degree plans. Targeted efforts can then be made to increase percentages of students with degree plans on file.

**TABLE 17**  
**Outcome 1.3 Assessment**

**Goal 1: Students will make informed selections about their academic and career pathways. (READY to LAUNCH)**

<b>OUTCOME</b>	<b>MEASURE(S)</b>	<b>BASELINE</b>	<b>TARGETS</b>	<b>MONITORING TIMELINE</b>	<b>PERSON(S) RESPONSIBLE</b>
1.3 Students will have a degree plan on file before completing 45 credit hours.	Cognos report of students who have filed a degree plan before completing 45 credit hours.	In Fall 2022, 58% of students with less than 45 hours have a degree plan on file	+2% annually  5th year goal: 68% or higher	Four freeze dates selected each semester	Freshman College

## **GOAL 2 APPLY AND LAUNCH**

*Students will show evidence of career readiness.*

Goal 2 is focused on helping students show evidence of career readiness. Career readiness is defined as demonstrating specific skills, competencies, and points of view needed by professionals in the field of interest and expecting to have full-time or part-time employment, graduate school admission, or military commitment by the semester of graduation. This definition allows academic units to tailor career readiness activities accordingly while still focusing on improving post-graduate outcomes for students.

**Outcome 2.1 (Process Outcome):** Students will identify and enroll in a REAL course.

To assess the opportunities available for students to develop career readiness in each undergraduate academic program, REAL course enrollment information will be tracked and reviewed each semester. By measuring REAL course enrollment across the undergraduate academic programs, efforts can be targeted to areas where disparities exist in access to or participation in REAL course activities.

The target for REAL courses is for students to enroll in two REAL courses in each academic program – one lower-level and upper-level course. The lower-level courses tend to help students confirm their major selection and identify career paths within the major, and upper-level courses focus more on application experiences such as internships and capstones.

**TABLE 18**  
**Outcome 2.1 Assessment**

Goal 2: Students will show evidence of career readiness. (APPLY and LAUNCH)

OUTCOME	MEASURE(S)	BASELINE	TARGETS	MONITORING TIMELINE	PERSON(S) RESPONSIBLE
2.1 Students will identify and enroll in a REAL course.	Direct: REAL course enrollment numbers	50 existing ASU courses identified as REAL courses in undergraduate academic programs.	2 REAL courses available for each undergraduate program.	Each semester	QEP Directors/ Committee  Academic Deans and Department Chairs

**Outcome 2.2 (Learning Outcome):** Students will develop career readiness skills and competencies in REAL courses.

Evidence of student development related to career readiness will be collected directly through two REAL course-based measures. The first measure is the IDEA Student Ratings of Instruction and student self-reported development of specific skills, competencies, and points of view needed by professionals in the field most closely related to the course. This is an assessment currently used in all ASU courses and does not require separate administration. REAL courses should have higher progress ratings than the all-course average for the institution.

The second measure has been designed to collect information about the career readiness activities occurring in REAL courses and student self-reports of development of career readiness competencies, as defined by NACE (2022). A sample REAL course assessment is available in [Appendix F](#). Faculty teaching REAL courses will be asked to administer the REAL course assessment during the last two weeks of each term. Information and reminders about the REAL course assessment will also be shared with faculty and students through announcements in the Career Development Organization in Blackboard.

**TABLE 19**  
**Outcome 2.2 Assessment**

Goal 2: Students will show evidence of career readiness. (APPLY and LAUNCH)

<b>OUTCOME</b>	<b>MEASURE(S)</b>	<b>BASELINE</b>	<b>TARGETS</b>	<b>MONITORING TIMELINE</b>	<b>PERSON(S) RESPONSIBLE</b>
2.2 Students will develop career readiness skills and competencies in REAL courses.	Direct: IDEA Student Ratings of Instructor, Learning Objective #4 (Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.) Progress rating on 1-5 scale	Available when REAL courses identified (2025)  Fall 2022 all course average 4.30 out of 5  Spring 2022 all-course average 4.36 out of 5	REAL-designated course average > all-course average	Each semester	Office of Accountability
	Direct: REAL course assessment (see Appendix F)	Available in 2024 following course-based assessment administration in Spring 2024.	TBD	Beginning Fall 2024, each semester.	Instructor of record  QEP REAL Course Sub-Committee



**Outcome 2.3 (Success Outcome):** Students will have or expect to have full- or part-time employment, graduate school admission, or military commitment for after graduation by the semester of graduation.

Evidence of career readiness will also be assessed through student self-reports of graduating student career outcomes. The first measure of graduating student career outcomes is the Application for Graduation Questionnaire completed by students during the final semester of enrollment. The application asks students if they have a job or military commitment for after graduation. The application also asks if the student is attending graduate school. The Application for Graduation information has been collected at Angelo State University for many years, but the data is stored in individual emails making data analysis difficult. The QEP action plan includes steps to revise the Application for Graduation questionnaire and the process for administering the questionnaire. The assessment plan includes new monitoring and analysis timelines to ensure the usability of this data moving forward.

The NACE First Destination Survey (FDS) will also be used to gather information on post-college outcomes within six months of graduation. The FDS collects data on each year's graduating class completing degrees from July 1 to June 30 annually. The measure used as evidence of career readiness for purposes of the QEP determines students identified as "working" by the FDS. Working includes full-time, part-time, continuing education, and military service. The action plan includes details on improving the response rates for the FDS.



**TABLE 20**  
**Outcome 2.3 Assessment**

Goal 2: Students will show evidence of career readiness. (APPLY and LAUNCH)

<b>OUTCOME</b>	<b>MEASURE(S)</b>	<b>BASELINE</b>	<b>TARGETS</b>	<b>MONITORING TIMELINE</b>	<b>PERSON(S) RESPONSIBLE</b>
2.3 Students will have or expect to have full- or part-time employment, graduate school admission, or military commitment for after graduation by the semester of graduation.	Application for Graduation	14% of students graduating in May 2023 reported they had a job or military commitment when completing the application for graduation.  The average response since the May 2022 graduating class is 16.5%.	Graduating class average response > 20%	Each semester	Registrar's Office  Information Technology
	NACE First-Destination Survey	71.4% of responding students graduating in May 2022 reported they were working.  46.2% of responding students graduating in December 2022 reported they were working.  Average since December 2022 is 62 % of graduating students reported they were working.	Percentage of ASU students working should be above the average of bachelors degree graduates employed as reported by NACE First-Destination Survey annually. Class of 2021 (July 1, 2020 through June 30, 2021) was 60.2%.	Annually	Career Development

## INDIRECT ASSESSMENT

Indirect assessments will be used to further inform activities and achievement of the QEP. The various measures provide information on student reports of involvement in activities critical to career readiness, such as participating in high-impact practices, internship availability, talking with faculty and advisors about careers, and satisfaction with major in terms of career preparation. In addition, the new NSSE Career Preparation module will gather information on how the college experience is contributing to students' career plans, career goals, confidence in work-related skills, career exploration in the curriculum, and use of career resources and services.

**TABLE 21**  
*Indirect Assessment*

<b>MEASURE(S)</b>	<b>BASELINE</b>	<b>TARGETS</b>	<b>MONITORING TIMELINE</b>	<b>PERSON(S) RESPONSIBLE</b>
Advising Survey	Available when revised for Fall 2023 administration	N/A	Continual; After Registration	Freshman College; academic advisors
Noel Levitz SSI	65% of students indicate there are adequate services to help me decide upon a career, with a 20% gap in satisfaction and importance ratings (2020 Noel Levitz SSI).	+5% biennially  5th year goal: 80% or higher	2024, 2026	Office of Accountability
NSSE High-Impact Practices Module	In 2021, 48% of seniors report participating in two or more high-impact practices.	Percentage equal to or higher than peer institutions.  5th year goal: 58% of seniors report participating in two or more high-impact practices.	2023, 2025, 2027	Office of Accountability
REAL Course Assessment	Access to various career readiness activities, specifically internships. According to REAL Course information, 12 REAL courses include internships.	Increase the number of REAL courses with internship activities 1 each year.  5th year goal: 17 REAL courses include internships	Annually	QEP REAL Course Subcommittee

<b>MEASURE(S)</b>	<b>BASELINE</b>	<b>TARGETS</b>	<b>MONITORING TIMELINE</b>	<b>PERSON(S) RESPONSIBLE</b>
NSSE	In 2021, 45% of first-year students talked about career plans with a faculty member “very often” or “often”. 48% of senior students talked about career plans with a faculty member “very often” or “often”.	+2% biennially  5th year goal: Above 50% for both first-year and senior students.	2023, 2025, 2027	Office of Accountability
Noel Levitz SSI	In 2022, 73% of students felt their major was providing them with the necessary preparation for a successful career.	+5% biennially  5th year goal: 83% or higher	2024, 2026	Office of Accountability
NSSE Senior Transitions Module / will transition to NSSE Career Preparation Module in 2023	In 2021, 58% of senior students did not have full- or part-time employment for after graduation in mid-spring of senior year.	-2% biennially  5th year goal: 52%	Biennial	Office of Accountability

## QUALITATIVE ASSESSMENT

In addition, qualitative measures will be used to gather more information about obstacles to REAL course enrollment and information on REAL course experiences of students and faculty. By including focus groups for both faculty and students, we can gain additional insight on how to best support faculty in the development of REAL courses and explore student experiences with different REAL course activities.

**TABLE 22**  
*Qualitative Assessment*

### Qualitative Assessments

MEASURE(S)	TARGET AUDIENCE	MONITORING TIMELINE	PERSON(S) RESPONSIBLE
Focus Group	Students completing GS 1181/ REAL courses	Spring 2024 Spring 2025	QEP REAL Course Sub-Committee  QEP Graduate Assistant
Focus Group	Faculty teaching GS 1181/ REAL courses	Fall 2023 Fall 2024	QEP REAL Course Sub-Committee  QEP Graduate Assistant

## ASSESSING PARTICIPATION GAPS

In order to identify participation gaps and assess disparities, the assessment plan includes key background characteristics that will be used to disaggregate data in order to target solutions and gauge progress toward goals for all students. The following disaggregates will be used when available: race and ethnicity, gender, academic program, Pell Grant status, parental education level/first-generation, and transfer enrollment status. The measures and data that will be disaggregated include GS 1181 course enrollment, Career Development Organization assessments, degree plan filings, REAL course enrollment, REAL course assessment, application for graduation questionnaire, and NACE First Destination Survey.



## SUMMARY

ASU's QEP, **When Your Career Goals Become REALity: Ready. Explore. Apply. Launch.**, is designed to impact student learning and student success related to career readiness. Ultimately, student career goals can become reality as this QEP guides them toward more informed academic and career pathways and the development of career readiness. With a strategic eye toward equity and opportunity for all students, the QEP will promote broad access to career development resources and the research-based practices known to build career readiness and lead to employment. By leveraging the broad support of faculty, staff, students, administrators, alumni, and community members, this QEP can result in sustainable career development and career readiness initiatives for ASU – from a student's first experience at ASU where they become **READY** to **EXPLORE** career and academic pathways to their final courses where they will **APPLY** career readiness skills and **LAUNCH** into their fields.

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# APPENDIX

## Appendix A: QEP Development Committee Membership

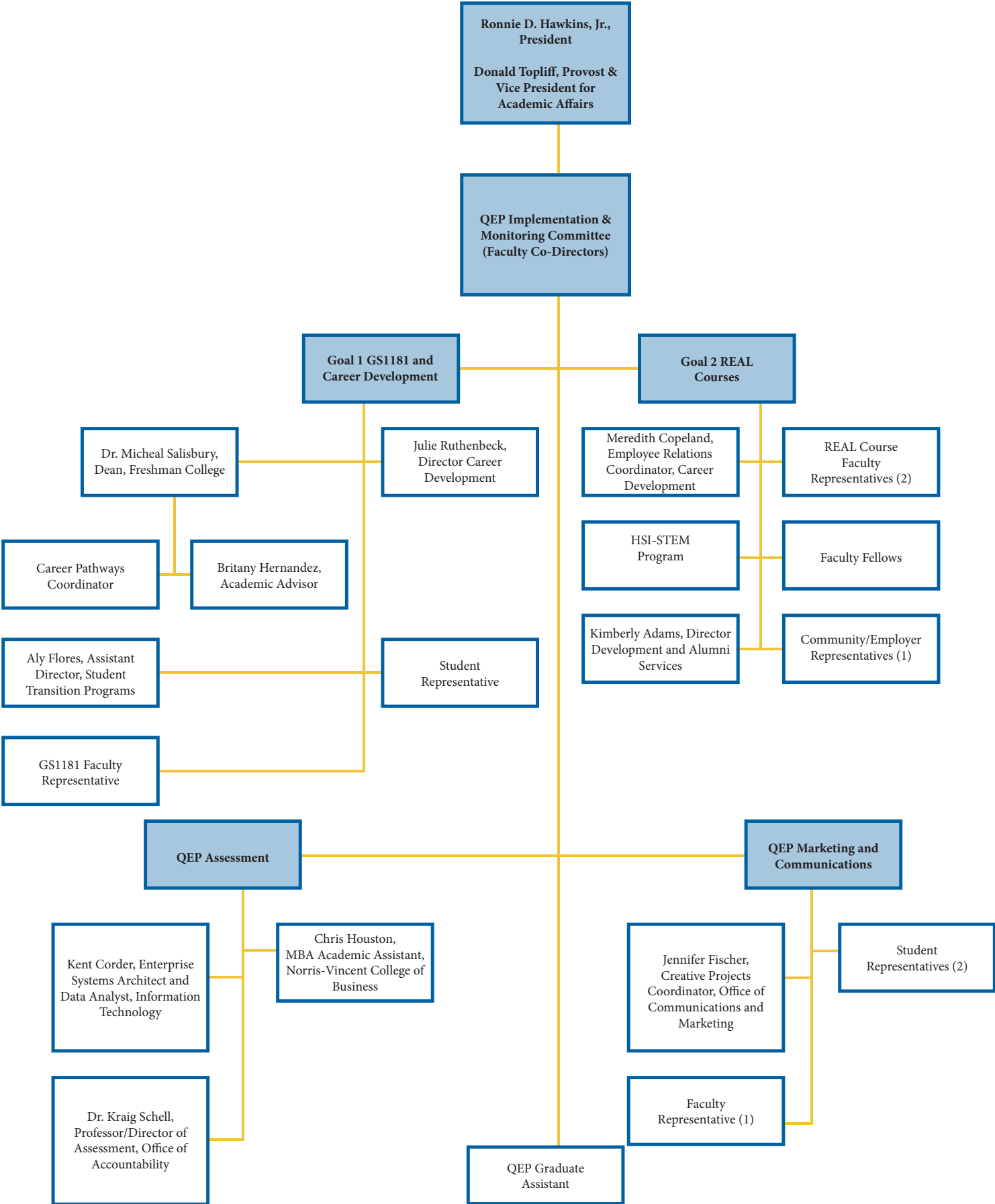
<b>MEMBER</b>	<b>TITLE</b>	<b>DEPARTMENT/COLLEGE</b>
Erica Bailey, Ph.D. (2021-2022)	Assistant Professor	Department of Communication and Mass Media, College of Arts and Humanities
Becky Brackin (2019-2021)	Director of Communications & Marketing	Office of Communications and Marketing
Curt Braden	Associate Director of Information Technology	Information Technology
Lesley Casarez, Ph.D. (chair, 2019-2022)	Director of the QEP; Associate Professor; Program Advisor, M.S. Professional School Counseling	Department of Curriculum and Instruction, College of Education
Drew Curtis, Ph.D.	Associate Professor; Director, M.S. Counseling Psychology Program; Faculty Senate Representative 2020-21	Department of Psychology and Sociology, Archer College of Health and Human Services
Stacie Elizondo MSN, RNC	Administrative Director	Women's and Children's Department at Shannon Medical Center
Carlos Flores Jr., Ed.D.	Assistant Associate Professor; Faculty Senate Representative	Department of Teacher Education, College of Education
Cathryn Golden	Instructor	Department of Accounting, Economics, and Finance; Norris-Vincent College of Business
Larry Hettick II	Instructor; Faculty Senate Representative	Department of Management and Marketing; Norris-Vincent College of Business
Chris Houston	MBA Academic Assistant and Advisor; Staff Senate Representative	Norris-Vincent College of Business
Flor Madero, Ph.D. (2019-2021)	Associate Professor; Faculty Senate Representative	Department of Communication and Mass Media, College of Arts and Humanities
Chris Matz, MLIS, MA (2019-2022)	Executive Director of Library Services	Porter Henderson Library

<b>MEMBER</b>	<b>TITLE</b>	<b>DEPARTMENT/COLLEGE</b>
Melissa McDowell, EdD, MSN., RN, CCRN	Assistant Professor	Department of Nursing, Archer College of Health and Human Services
Brittney Miller (2021-present)	Director of Communications and Marketing	Office of Communications and Marketing
Amy Murphy, Ph.D., co-Director (2022-present)	Co-Director QEP / Associate Professor	Department of Curriculum & Instruction, College of Education
Chase Runyan, Ph.D.	Associate Professor/ Department Chair/ Director of MIR/ Research Scientist	Department of Agriculture, College of Science and Engineering
Micheal Salisbury, Ph.D.	Dean, Professor of Agriculture	College of Graduate Studies and Research (2019-2021); Dean of Freshman College (2021-present)
Heather Schoen, Ph.D., co-Director (2022-present)	Co-Director QEP / Assistant Professor	Department of Curriculum & Instruction, College of Education
Ben Skipper, Ph.D.	Associate Professor; Curator, Collection of Birds, Angelo State Natural History Collections	Department of Biology, College of Science and Engineering
Samantha Sosa (2019-2020)	Student (Graduated Fall 2020)	Student Government Representative
William Taylor, Ph.D.	Associate Professor; Faculty Senate Representative 2020-21	Department of Security Studies and Criminal Justice, College of Arts and Humanities
John Wegner, Ph.D.	Dean of Freshman College/ Professor of English/ Director of 1st Year Experience	Freshman College (2019-2021) / Department of English and Modern Languages
Susan Williams	Director of Affiliated Military and Veteran Services	Student Affairs and Enrollment Management (SAEM)

## Appendix B: QEP Implementation and Monitoring Committee

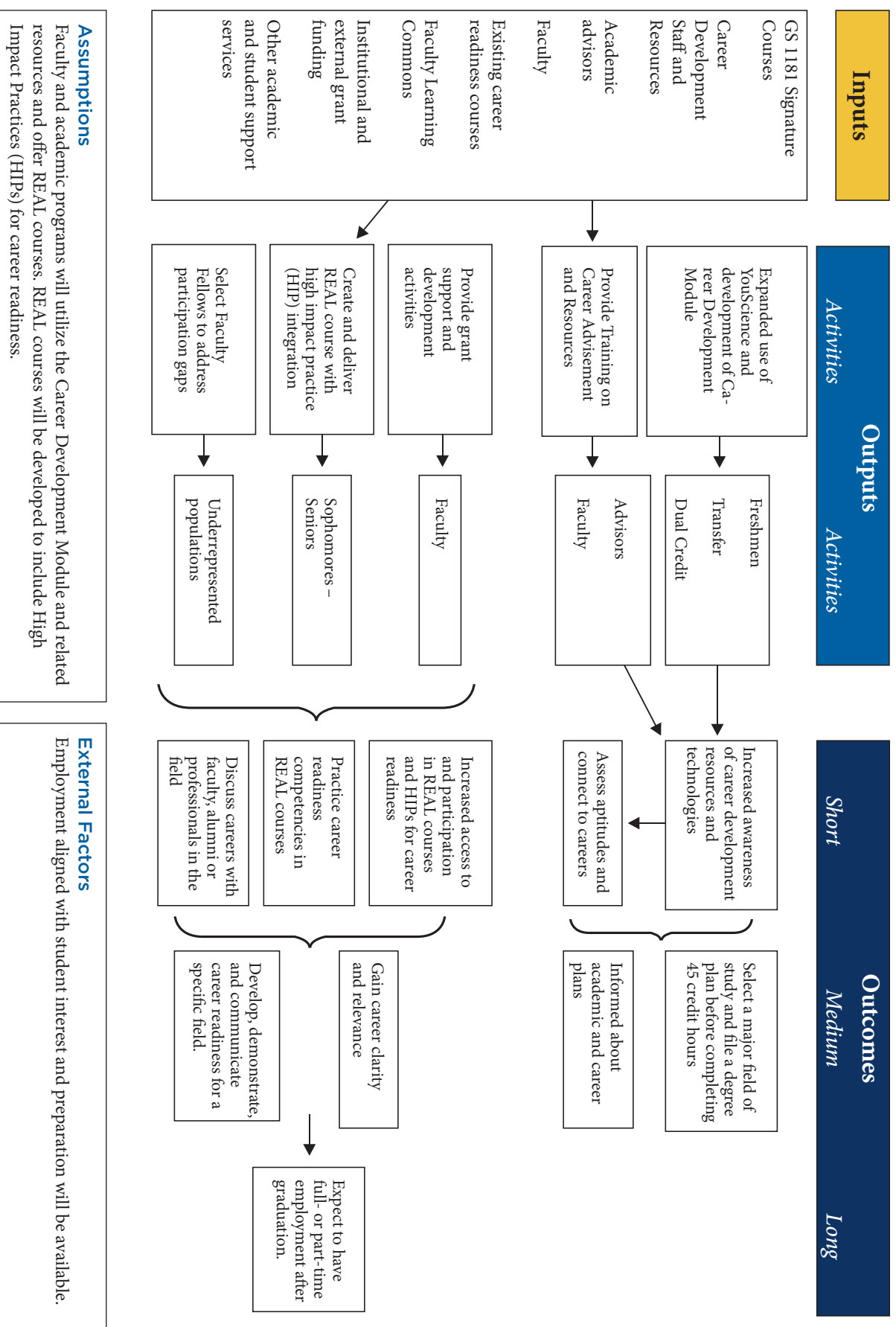
<b>MEMBER</b>	<b>TITLE</b>	<b>DEPARTMENT/COLLEGE/ORGANIZATION</b>
Amy Murphy, Ph.D.	QEP Co-Director / Associate Professor	Department of Curriculum & Instruction, College of Education
Heather Schoen, Ph.D.	QEP Co-Director / Assistant Professor	Department of Curriculum & Instruction, College of Education
Micheal Salisbury, Ph.D.	Dean	Freshman College
Julie Ruthenbeck	Director	Career Development
Meredith Copeland	Employer Relations Coordinator	Career Development
Britany Hernandez	Academic Advisor	Freshman College
Aly Flores	Assistant Director	Student Transition Programs
TBD	Career Pathways Coordinator	Freshman College
Chris Houston	MBA Academic Assistant / Advisor	Norris-Vincent College of Business
TBD	Staff	HSI-STEM Program
Kent Gorder	Enterprise Systems Architect and Data Analyst	Information Technology
Kraig Schell, Ph.D.	Professor/Director of Assessment	Office of Accountability
Jennifer Fischer	Creative Projects Coordinator	Office of Communications and Marketing
TBD	QEP Graduate Assistant	
Kimberly Adams	Director	Development and Alumni Services
TBD	Employer Representative	Other
TBD	GS 1181 Faculty	
TBD	REAL Course Faculty	
TBD	REAL Course Faculty	
TBD	Faculty Senate Representative	
TBD	Student Representative	
TBD	Student Representative	
TBD	Faculty Fellows	

Appendix C: QEP Implementation Organization Chart



## Appendix D: QEP Logic Model

**SITUATION:** This QEP is an extension of the ASU Mission, the ASU Strategic Plan, and ongoing institutional planning processes, and it institutionalizes ASU's commitment to career preparation of students. Institutional data indicates the need for greater awareness of career development resources and integration of career readiness activities in academic programs supported by faculty.





## Appendix E: REAL Courses

<b>REAL COURSES</b>		<b>Activities helping students confirm their major selection or identify career paths within the major</b>	<b>Discussions of what career readiness looks like for the specific discipline or field</b>	<b>Career development resources and technologies (ex: partnering with Career Development)</b>	<b>Talking with alumni or professionals in the field (interviews, shadowing, networking)</b>	<b>Individualized or small-group career discussions with faculty</b>
<b>ASCI 4181</b>	Senior Seminar	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>ASCI 1319</b>	Principles of Animal Science	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>BIOL 4181</b>	Seminar in Biology		<b>X</b>			
<b>MGMT 4303</b>	Strategic Management	<b>X</b>	<b>X</b>	<b>X</b>		<b>X</b>
<b>CHEM 4301</b>	Chemistry Capstone					<b>X</b>
<b>CHEM 4191</b>	Research					<b>X</b>
<b>CENG 4380</b>	Civil Engineering Senior Design					<b>X</b>
<b>ENGR 1201</b>	Introduction to Engineering	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	
<b>ENGR 4201</b>	Professional Engineering Practice		<b>X</b>			



Developing job-search tools (resumes, online profiles, cover letters, portfolios)	Applying career readiness skills via internships/field experience	Applying career readiness skills via service-learning or community-engaged learning	Applying career readiness skills via research with faculty	Applying career readiness skills via capstone experiences.	Preparing for graduate school application or military commitment process	Other	Academic Program
X	X	X	X	X	X		Animal Science, Natural Resource Management, Agribusiness, Ag Science & Leadership, Food Animal Science & Marketing
	X		X				Animal Science, Natural Resource Management, Agribusiness, Ag Science & Leadership, Food Animal Science & Marketing
X				X			Biology, all undergraduate options
X				X	X		Business
				X	X		Chemistry and Biochemistry
			X				Chemistry and Biochemistry
				X			Civil Engineering, Mechanical Engineering
							Civil Engineering, Mechanical Engineering
						X - Legal, ethical, and financial aspects of engineering	Civil Engineering, Mechanical Engineering

<b>REAL COURSES</b>		<b>Activities helping students confirm their major selection or identify career paths within the major</b>	<b>Discussions of what career readiness looks like for the specific discipline or field</b>	<b>Career development resources and technologies (ex: partnering with Career Development)</b>	<b>Talking with alumni or professionals in the field (interviews, shadowing, networking)</b>	<b>Individualized or small-group career discussions with faculty</b>
<b>COMM/ MM 1337</b>	Introduction to Beginning Video Production	X	X		X	X
<b>COMM 3352</b>	Communication in Professional Life	X	X	X	X	X
<b>COMM / MM 4301</b>	Seminar in Biology	X	X	X		
<b>COMM/ MM 3342</b>	Advertising Principles					
<b>COMM/ MM 4335</b>	Ad/PR Campaigns & Cases		X		X	X
<b>CS 4306</b>	Software Engineering	X	X	X	X	
<b>CS 4320</b>	Computer and Network Security	X	X	X	X	
<b>ED 4309</b>	Mathematics: Instructional Strategies for the Elementary and Middle School Teacher					
<b>ED 4311</b>	Social Studies: Instructional Strategies					
<b>ED 4314</b>	Science: Instructional Strategies					
<b>ENGL 3330</b>	Advanced Composition	X	X			
<b>ENGL 4385</b>	Senior Seminar	X		X	X	
<b>GEOL 3102</b>	Field Methods					

Developing job-search tools (resumes, online profiles, cover letters, portfolios)	Applying career readiness skills via internships/field experience	Applying career readiness skills via service-learning or community-engaged learning	Applying career readiness skills via research with faculty	Applying career readiness skills via capstone experiences.	Preparing for graduate school application or military commitment process	Other	Academic Program
	X	X	X				Communication
X							Communication
X				X	X		Communication and Mass Media
X	X	X					Communication and Mass Media
		X					Communication and Mass Media
				X	X		Computer Science
	X						Cybersecurity
	X						EC-6 Generalist, EC-6 with SPED, E4-8
	X						EC-6 Generalist, EC-6 with SPED, E4-8
	X						EC-6 Generalist, EC-6 with SPED, E4-8
							English
X				X	X		English
	X		X	X			Geosciences

<b>REAL COURSES</b>		<b>Activities helping students confirm their major selection or identify career paths within the major</b>	<b>Discussions of what career readiness looks like for the specific discipline or field</b>	<b>Career development resources and technologies (ex: partnering with Career Development)</b>	<b>Talking with alumni or professionals in the field (interviews, shadowing, networking)</b>	<b>Individualized or small-group career discussions with faculty</b>
<b>HSP 4350</b>	Healthcare Research and EBP					
<b>HSP 2305</b>	Introduction to Health Science Professions	<b>X</b>	<b>X</b>			
<b>HIST 4370</b>	Capstone	<b>X</b>		<b>X</b>		<b>X</b>
<b>HIST 4314</b>	Public History	<b>X</b>	<b>X</b>		<b>X</b>	<b>X</b>
<b>HIST 4371</b>	Internship	<b>X</b>	<b>X</b>		<b>X</b>	<b>X</b>
<b>MM 2345</b>	Multimedia Development & Design	<b>X</b>	<b>X</b>			<b>X</b>
<b>MATH 4181</b>	Mathematics Seminar	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	
<b>MENG 4279/4380</b>	Mechnaical Engineering Senior Design I/II				<b>X</b>	
<b>MUSI 3233</b>	Elementary Music Methods		<b>X</b>		<b>X</b>	
<b>MUSI 4131</b>	Choral Conducting	<b>X</b>	<b>X</b>			
<b>MUSI 4132</b>	Instrumental Conducting	<b>X</b>	<b>X</b>			
<b>MUSI 1185</b>	Brass Methods		<b>X</b>			
<b>MUSI 1186</b>	Strings Methods		<b>X</b>			
<b>MUSI 1187</b>	Woodwinds Methods		<b>X</b>			
<b>MUSI 1188</b>	Percussion Methods		<b>X</b>			

Developing job-search tools (resumes, online profiles, cover letters, portfolios)	Applying career readiness skills via internships/field experience	Applying career readiness skills via service-learning or community-engaged learning	Applying career readiness skills via research with faculty	Applying career readiness skills via capstone experiences.	Preparing for graduate school application or military commitment process	Other	Academic Program
			X				Health Science Professions
							Health Science Professions
			X	X			History
	X	X	X				History
	X	X	X				History
X							Mass Media
							Mathematics
				X			Mechanical Engineering
				X			Music
				X			Music
				X			Music
				X			Music
				X			Music
				X			Music

<b>REAL COURSES</b>		<b>Activities helping students confirm their major selection or identify career paths within the major</b>	<b>Discussions of what career readiness looks like for the specific discipline or field</b>	<b>Career development resources and technologies (ex: partnering with Career Development)</b>	<b>Talking with alumni or professionals in the field (interviews, shadowing, networking)</b>	<b>Individualized or small-group career discussions with faculty</b>
<b>MUSI 3234</b>	Secondary Instrumental Methods	<b>X</b>	<b>X</b>		<b>X</b>	
<b>MUSI 3235</b>	Secondary Choral Methods	<b>X</b>	<b>X</b>		<b>X</b>	
<b>NUR 4325</b>	Synthesis	<b>X</b>	<b>X</b>		<b>X</b>	
<b>PHIL 4395</b>	Capstone Seminar	<b>X</b>	<b>X</b>			<b>X</b>
<b>PHYS 3251</b>	Advanced Lab I					
<b>POLS 3306</b>	Nonprofit Management	<b>X</b>	<b>X</b>		<b>X</b>	
<b>POLS 2304</b>	Introduction to Political Science	<b>X</b>	<b>X</b>	<b>X</b>		
<b>PSY 4321</b>	Seminar in Psychological Research					
<b>PSY 2110</b>	Applying Your Degree	<b>X</b>	<b>X</b>			
<b>SWK 4373</b>	Social Work Practice III		<b>X</b>	<b>X</b>		
<b>SWK 4372</b>	Social Work Field Education II					
<b>ART 4372</b>	Portfolio Preparation		<b>X</b>			
		<b>26</b>	<b>34</b>	<b>13</b>	<b>20</b>	<b>13</b>

Developing job-search tools (resumes, online profiles, cover letters, portfolios)	Applying career readiness skills via internships/field experience	Applying career readiness skills via service-learning or community-engaged learning	Applying career readiness skills via research with faculty	Applying career readiness skills via capstone experiences.	Preparing for graduate school application or military commitment process	Other	Academic Program
X							Music
X							Music
X				X			Nursing
X			X	X			Philosophy
			X	X			Physics
							Political Science
							Political Science
			X	X			Psychology
X						X	Psychology
X					X		Social Work and Sociology
	X	X					Social Work and Sociology
X				X	X		Studio Art
15	12	7	11	23	8		

## REAL COURSE ASSESSMENT

This assessment explores student learning and development of career readiness competencies in REAL courses. You are currently enrolled in a course designated as a REAL course because of its focus on career readiness.

### COURSE NAME AND NUMBER

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### FACULTY NAME

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Which of these career readiness activities did you participate in during this course (select all that apply)?

- Talked with alumni or professionals in the field (interviews, shadowing, networking)
- Individualized or small-group discussions with faculty about careers
- Developed job-search tools (resume, online profiles, cover letter, portfolios)
- Discussed what career readiness looks like for the specific discipline or field
- Identified different career pathways within the discipline or major
- Prepared for graduate school application processes
- Prepared for military commitment processes
- Internship / Field Experience / Practicum
- Service-learning or community-engaged learning projects
- Research project with faculty
- Utilized Career Development resources or technologies (e.g. Handshake)
- None of the Above
- Other: \_\_\_\_\_

### PRACTICING CAREER COMPETENCIES IN YOUR COURSE

For each question, indicate if this course gave you an opportunity to practice or apply the competency or skill area listed.

**Communication:** Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.

Did not practice this competency	1 ○	2 ○	3 ○	Did practice this competency
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**Critical Thinking:** Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.

Did not practice this competency	1 ○	2 ○	3 ○	Did practice this competency
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**Equity & Inclusion:** Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different cultures.

Did not practice this competency	1 ○	2 ○	3 ○	Did practice this competency
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**Leadership:** Recognize and capitalize on personal and team strengths to achieve organizational goals.

Did not practice this competency	1 ○	2 ○	3 ○	Did practice this competency
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**Professionalism:** Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.

Did not practice this competency	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	Did practice this competency
-------------------------------------	----------------------------	----------------------------	----------------------------	---------------------------------

**Teamwork:** Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.

Did not practice this competency	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	Did practice this competency
-------------------------------------	----------------------------	----------------------------	----------------------------	---------------------------------

**Technology:** Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.

Did not practice this competency	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	Did practice this competency
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**Career & Self Development:** Proactively develop one’s self and one’s career through continual personal and professional learning, awareness of one’s strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one’s organization.

Did not practice this competency	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	Did practice this competency
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## DEMOGRAPHICS

In order to examine availability of career readiness opportunities and resources for all students, please complete the demographic information questions below.

Please indicate your gender.

- Man
- Woman
- Non-binary
- I prefer not to answer this question.

Please indicate your race-ethnicity(ies). Select all that apply.

- American Indian or Alaska Native
- Asian or Asian American
- Black or African American
- Hispanic, Latino, Latina, or Latinx
- Middle Eastern or Northern African
- Native Hawaiian or Other Pacific Islander
- White
- Another option not listed her (please specify): \_\_\_\_\_
- I prefer not to answer this question.

Are you a first-generation college student? (*First-generation student means that your parent(s) did not complete a 4-year college or university degree, regardless of other family members’ level of education.*)

- Yes
- No
- Unsure







**INTEGRITY**  
**INTEGRIDAD**



**DIVERSITY & INCLUSION**  
**DIVERSIDAD & INCLUSIÓN**



**SIGNIFICANCE**  
**IMPACTO**



**COMMUNITY**  
**COMUNIDAD**



**COMMITMENT**  
**COMPROMISO**

**ANGELO STATE UNIVERSITY**  
**Mission Statement**

Angelo State University provides highly competitive graduates to the global marketplace by delivering quality programs in a values-focused and student-centered teaching and learning environment.