

CRED

CAREER READINESS EDUCATION

Your Trail to the Future

A QUALITY ENHANCEMENT PLAN

UNT | DALLAS

UNIVERSITY OF NORTH TEXAS AT DALLAS

QUALITY ENHANCEMENT PLAN

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS COMMISSION ON COLLEGES
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Executive Summary

The University of North Texas at Dallas (UNT Dallas) is the only four-year public university in the City of Dallas dedicated to being a pathway to social mobility. The core values of the university are resilience, unity, excellence, mentoring, integrity, effectiveness, strategy and diversity. With this mission and these core values in mind, campus-wide task forces and committees helped create Career Readiness Education (CRED). CRED is the focus of the UNT Dallas Quality Enhancement Plan (QEP). This plan aims at preparing students for careers and includes three goals with four student learning outcomes. The student learning outcomes are supported by action plans and the resources necessary to achieve them.

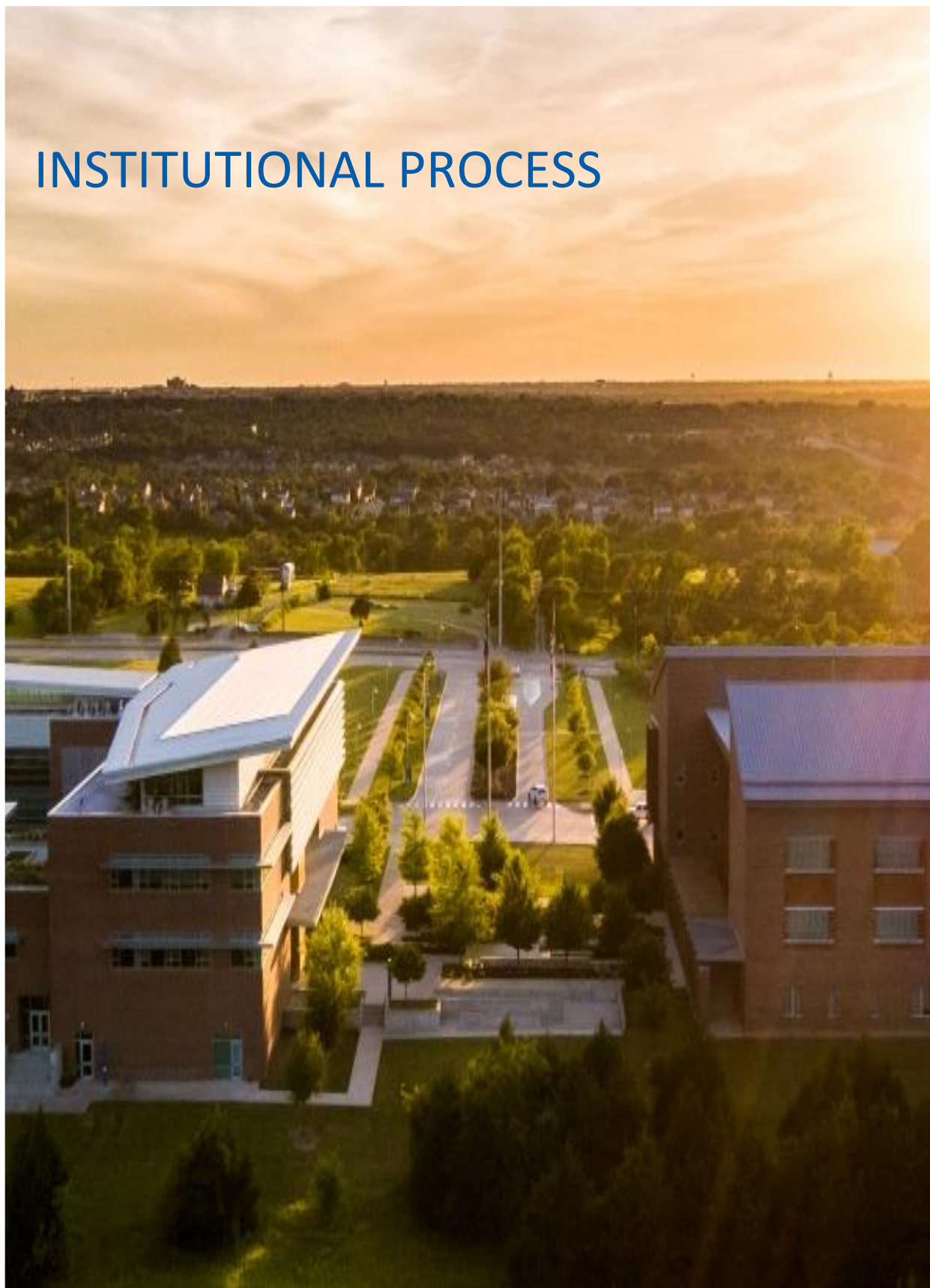
CRED goals include: (1) students assess career options (2) students test career expectations through direct exposure to workplace cultures (3) students evaluate strategies to maintain job-related effectiveness. These goals are accomplished through student learning outcomes in which students (1) define their career interests and goals, needs and abilities (2) analyze career requirements and formulate career expectations (3) analyze discrepancies between their career vision and reality (4) recognize effective aspects of the workplace presentability.

These outcomes will be achieved with the support of multiple campus offices and the redesign of courses tagged as CRED courses. These CRED courses will ensure a broad student base is reached early in students' academic careers.

Specifically, UNT Dallas will offer a CRED Level 1 course that targets freshmen students and allows them to identify their career aspirations early on. This includes interviewing professionals in their field of interest and providing career counseling from Career Services. CRED Level 2 courses target sophomore and junior students and include experiential learning activities that promote exposure to workplaces. CRED Level 3 courses target seniors, with students competing in career readiness-related events such as engaging in mock interviews.

The concept for the UNT Dallas QEP grew from a comprehensive, 18-month planning process. The final Career Readiness Education (CRED) plan benefited from input from faculty, staff, administrators, students, and local employers. Consistent with the university's mission and core values, CRED includes practical goals, learning outcomes and methods for assessing its effectiveness. Specifically, communication with academic departments on the implementation of CRED programs and learning outcomes is important, as is evaluating data collected from CRED courses. The information provided from faculty, students, and key offices on campus will be evaluated by the CRED Council and CRED assessment team to ensure UNT Dallas is meeting its goals and student learning outcomes.

INSTITUTIONAL PROCESS



A. Institutional Profile

The University of North Texas at Dallas (UNT Dallas) is one of three affiliated institutions that comprise the University of North Texas System¹. UNT Dallas is the only public, accredited four-year university in the city of Dallas and has an enrollment of 3460 students² (See Figure 1) as of fall 2017. In May 2017, UNT Dallas awarded 600 degrees, a number which has been growing steadily since the university was established in 2010³ (See Figure 2). UNT Dallas primarily serves the Dallas-Fort Worth area and has the advantage of being located in one of the most robust job markets in America (Kotkin, 2017).

Figure 1. UNT Dallas Enrollment History

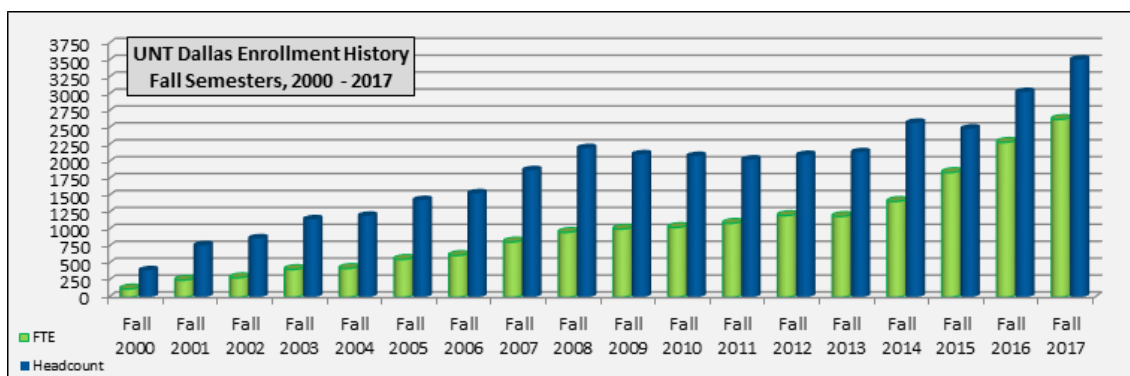
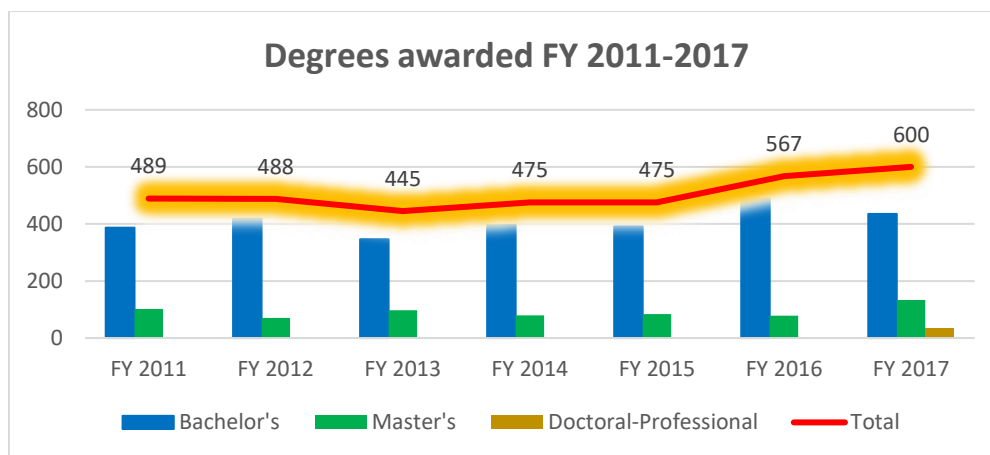


Figure 2. Degrees Awarded at UNT Dallas



¹ The universities that comprise the UNT System are UNT Denton, UNT Dallas and the UNT Health Science Center.

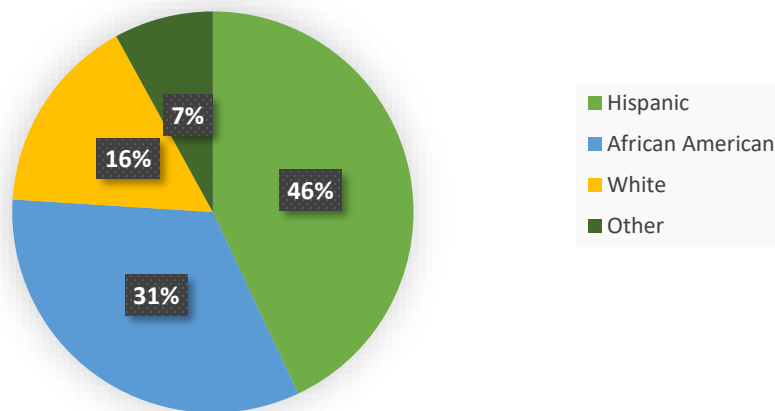
² UNT Dallas has been under accreditation since January 1, 2013 from the Southern Association of Colleges and Schools Commission on Colleges.

³ UNT Dallas began in 2000 as a branch campus of UNT Denton. The State of Texas authorized UNT Dallas to begin operations as a general academic institution on September 1, 2010.

Students are mostly nonresidential. About 99% of UNT Dallas students reside in the Dallas-Fort Worth area. Sixty percent of undergraduate students attend UNT Dallas full-time. Of those, half are transfer students. In addition, the average age of undergraduate students is 28 years. The demographic profile of the UNT Dallas student body is diverse: 46% of students are Hispanic, and 31% African-American.

Figure 3. UNT Dallas Demographics

UNT Dallas Demographics



Undergraduate and graduate majors are housed within four schools (Business, Education, Human Services, Liberal Arts & Sciences) and one college. As of fall 2017, total enrollment for the four schools was Business 883, Education 459, Human Services 230, and Liberal Arts and Sciences. As of fall 2017, there are 421 students enrolled in the College of Law.

Given that UNT Dallas educates more undergraduates than graduates, the QEP plan is focused on the undergraduate population. In general, the QEP plan has been designed to reach all incoming freshmen and transfer students. The goal of the QEP topic selection is to incorporate career readiness topics into all levels of curriculum and across disciplines. The UNT Dallas topic and slogan--Career Readiness Education (CRED): Your Trail to the Future--emphasizes the importance of long-term learning as a key aspect of a successful career.

Finally, a report submitted to the Legislative Budget Board indicated that 75% of UNT Dallas baccalaureate graduates for FY 2017 were first generation students. For FY 2016, that number was 81%. Since the university's establishment in 2010, UNT Dallas has continued to be a pathway of social mobility for its students. While it is well established that earning a college degree improves income levels, UNT Dallas's goal is to further enrich students' educational experience by preparing them to make an effective transition into the workplace. The

combination of earning a college degree and completing a career readiness program reduces barriers to social mobility and makes a significant difference in students' lives.

B. Process Used to Create the Career Readiness Education (CRED) Program

The University of North Texas at Dallas (UNT Dallas) engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes (2) result in continuing improvement in institutional quality (3) demonstrate the institution is effectively accomplishing its mission. The same approach was used to develop the QEP.

The UNT Dallas QEP was developed from a comprehensive, methodical, and logical planning process conducted over an 18-month period. The plan resulted from the input and efforts of faculty, staff, administrators, and students, and local employers representing a broad range of university stakeholders. The selection of the QEP topic was the first component of the plan. As described below, UNT Dallas employed an extensive, deliberate, and inclusive process to select a topic that advanced student success and was consistent with the university's mission and strategic plan. Selection of the QEP Topic developed over five stages.

The sections below describe the phases taken to develop the QEP. Additional information may be found on the CRED QEP website <https://www.untDallas.edu/qep>. The phases are:

- Phase I: Initial Planning and Topic Identification
- Phase II: Linkage with the UNT Dallas Strategic Plan
- Phase III: Refinement of the Proposed QEP Topic
- Phase IV: Approval of the Plan
- Phase V: Development of a Foundation for Implementation

Phase I: Initial Planning and Topic Identification

Recognizing that broad involvement by faculty, staff and students was foundational to the success of the QEP Topic selection process, UNT Dallas conducted a series of five university-wide discussions and deliberations that dealt with topic selection:

- Town Hall on July 18, 2016
- QEP Forum at the required Faculty Orientation on August 15, 2016
- QEP Forum on September 7, 2016
- QEP Forum at the Faculty Alliance Meeting on September 16, 2016
- QEP Forum on October 7, 2016

The July 18, 2016 Town Hall was the first campus-wide discussion of the upcoming QEP project that included UNT Dallas faculty, staff, and administrators. In the initial meeting, Dr. Glenda Balas, who had been appointed Interim Provost on July 1, 2016, addressed the importance and

key components of the QEP process. This included outlining plans to conduct several small and large group discussions, in a cooperative process, over the coming months to determine an appropriate QEP topic. In this outline, the final QEP topic recommendation deadline was specified as October 15, 2016, with the evaluation and assessment by administrators occurring in November and December of 2016, and final submission to the newly-appointed Provost in early Spring 2017.

At both August 15, 2016 and September 7, 2016 meetings, small and large group discussions included numerous UNT Dallas faculty, staff and students. Included were members of academic schools, staff, and students. Issues discussed during these initial meetings included SACSCOC guidelines, the university mission, vision and strategic plan, students' needs and results from assessments. Assessments reviewed in the topic selection process included results from focus groups, guided dialogue, and summative presentations.

Institutional data was provided as the basis of establishing the QEP topic. All agreed that the QEP topic should be accessible, easily assessed, related to genuine need, and tied to the UNT Dallas Strategic Plan. Candidate topics included:

- Study Abroad
- Critical Thinking
- Communicating Across the Curriculum
- Outcomes-Based Learning
- Mathematical Competencies
- Student Learning Communities
- Internships and Other Applied Learning Opportunities
- First-Year Experience
- Community Engagement
- Advising and Career Counseling
- Enhanced Enrollment
- Student-Faculty Research
- Retention and Completion
- Workplace Success

These discussions highlighted issues and opportunities that faculty and students continued to articulate throughout the course of the QEP topic selection, including:

- 1) core competencies in communication and math are central to success in college and career
- 2) global travel and experience fuel broad understandings among people of all cultures
- 3) critical thinking skills are essential for upward mobility
- 4) students (as with their faculty) often learn best when working in a community
- 5) outcomes-based learning, with its emphasis on goals and assessment, is student-centric and can grant increased personalization and flexibility to students along their path to learning
- 6) career readiness changes lives.

The last two QEP meetings (September 16, 2016 and October 7, 2016) focused on selected topics that were winnowed down and viewed as most salient among faculty participants:

- Study Abroad
- Student Learning Communities
- Workplace Success and Career Readiness
- First-Year Experiences
- Communicating Across the Curriculum
- Critical Thinking

In the last QEP Forum, held October 7, 2016, participants further narrowed the field to three topics:

- Learning Communities
- Global Learning
- Competencies for Career Success.

Interested faculty and staff migrated to their preferred areas to discuss plans for each of these topics. Leadership for these deliberations emerged organically as the groups' self-selected members worked together to produce creative and workable scenarios for their chosen topics. These leaders included the following faculty:

- Learning Communities: Dr. Walt Borges, Associate Professor of Political Science; Dr. Matthew Babcock, Associate Professor of History
- Global Learning: Dr. Sura Rath, Professor of English; Dr. Sheryl Santos-Hatchett, Professor of Education and Spanish
- Competencies for Career Success: Dr. Aaron Bartula, Assistant Professor of Criminal Justice; Dr. Eric Coleman, Lecturer of Criminal Justice and Political Science

Following a vigorous discussion and defense by self-selected team members of each topic, faculty deliberated among themselves to eventually settle on and submit "Competencies Required for Workplace Success" as the selected topic. Discussants also acknowledged the value of broad-based STEM training and the role of Study Abroad in building civility, tolerance, and cultural sensitivity. This deliberation resulted in a modification of the final recommendation as: "Competencies Required for Workplace Success: STEM, Communication, and Cultural Awareness."

Phase II: Linkage with the UNT Dallas Strategic Plan

Institutional effectiveness at UNT Dallas is centered in the University's strategic plan. Initiated by the UNT Dallas President when he took office in July 2015, the strategic plan serves as a master blueprint for where the University wants to go in the future. Each summer, a day-long strategic plan kick-off meeting is held on campus to review the past year's accomplishments and set priorities for the upcoming academic year.

The UNT Dallas strategic plan is organized into four broad themes: Learning and Discovery; Sustainable Growth, Finances, and Resources; Quality Experiences for Lifetime Success; and People and Teamwork. Under each theme there are a number of Key Objectives and Initiatives. For Quality Experiences for Lifetime Success, for example, a Key Objective is "Active Learning: every student graduates with one or more of these experiential learning credentials: a paid internship; a demanding research effort; a scholarly work-related project; or, extensive service learning participation." The corresponding Initiative for this Key Objective is, "Enhance and expand Experiential Learning Experiences."

The QEP topic identification was closely linked to UNT Dallas Strategic Plan. Following the engaged and broad-based discussion of the faculty, staff and students, the Interim Provost presented the suggested topic to the UNT Dallas President for his response and evaluation. The President acknowledged that the recommended topic cohered usefully with the university's strategic plan, particularly in terms of expected competencies of graduates and a focus on workplace success. Working together, the President and the Interim Provost developed a thematic analysis of the points raised in the topic recommendation. A three-spoke wheel emerged around the central concept of "Competencies," including Communication, STEM, and Culture.

In addition, the Interim Provost reached out for guidance from the Assistant Vice President for Academic Affairs and former Director of the Center for Learning Enhancement, Assessment and Redesign (CLEAR) as well as one of the key developers of "Career Connect," the exemplary QEP at the University of North Texas in Denton, Texas. Recognizing its value, this discussion was beneficial in reaffirming the value of the proposed UNT Dallas topic, but also in redesigning the topic around the organizing principles of "Increasing Social Mobility," which is central to the UNT Dallas mission. The topic then became: "Competencies Required for Workplace Success: STEM, Communication, Cultural Awareness, and Career Readiness", since successful student entry into the workplace is a central principle of the university's strategic plan.

Phase III: Refinement of the Proposed QEP Topic

The QEP topic continued to have research-based refinements at both the administrative and faculty level. The QEP team, which was made up of faculty, staff and students, researched best practices on career readiness and social mobility and developed a framework based on the process of students' organizational socialization. This framework addresses the experiences of students preparing to enter the workforce. The process of organizational socialization is defined in the literature review (p.17). Student learning outcomes were identified, as well as the current resources available to support career readiness at UNT Dallas, such as the offices for Career Services, Advising, Curriculum, Experiential Learning, and Student Affairs. This work was used to present the proposed QEP topic to the new UNT Dallas Provost, Dr. Betty Stewart, on March 2, 2017. Provost Stewart subsequently approved the topic and its structure but noted that the topic seemed overly large. The STEM competency component seemed overly broad and

perhaps not as relevant to the student body. Dr. Stewart suggested that this section of the topic be removed.

The QEP Team agreed with the Provost's recommendation, and the STEM component was removed. The three student competencies of--Communication, Cultural Awareness, and Career Readiness--were retained. The final QEP Topic Proposal, completed on March 10, 2017, was titled, "Advancing Social Mobility: The Promise of UNT Dallas."

Phase IV: Approval of the Plan

The final approval stage of the proposed UNT Dallas QEP topic involved review and discussion by the university's four main campus Deans. After their review, discussion, and assessment, this group determined that the QEP topic was still overly broad. The deans collectively agreed that the QEP topic should include one component, Career Readiness Competencies. This recommendation was sent to the President of the university and approved as the UNT Dallas QEP topic. Career Readiness Education: Your Trail to the Future became the UNT Dallas QEP topic.

Phase V: Development of a Foundation for Implementation

The QEP topic selection team shared the topic with the UNT Dallas community before polishing the plan to be presented to the QEP Task Force. The following link provides a list QEP Task Force members: https://www.untDallas.edu/qep/qep_task_force. A QEP director was named and key unit leaders for the QEP were identified. The university's Marketing Department was contacted and tasked to develop a marketing campaign and QEP website. In addition, the QEP team worked with other campus leaders to determine how related initiatives, with separate oversight and funding, could be developed in concert with the QEP. The implementation plan included an implementation matrix of actions taken, objectives, persons responsible, deliverables, outcomes, budget and timeline. The thoroughness of the UNT Dallas QEP plan helped the QEP team members focus on the work, along with the scope of deliverables.

C. CRED Fits with the University's Mission, Goals and Strategic Plan

The QEP topic Career Readiness Education (CRED) aligns with the UNT Dallas Mission, Goals and Strategic Plan (UNT Dallas Website, 2017). The core values of resilience, unity, excellence, mentoring, integrity, effectiveness, strategic and diversity shape the focus of the QEP plan. Embodying these values enhances the preparation of undergraduate students in their quest to be successful professionals and significant contributors to their community.

In addition to the alignment of the QEP plan with the university's core values, CRED underlines one of the main UNT Dallas strategic plan goals: "Quality Experiences for Lifetime Success." Key objectives of this strategic goal include:

- Every student graduating with experiential credentials in a paid internship; a demanding research effort; a scholarly work-related project; or extensive service learning participation by 8/31/21 (UNT Dallas Strategic Plan, 2017).
- Developing expertise in serving under-resourced college students (UNT Dallas Strategic Plan, 2017).

With emphasis on long-term career preparation, CRED will provide a pathway for these objectives to be completed, while also empowering students, transforming lives, and strengthening communities. UNT Dallas has a vision to be the pathway to social mobility for its primary market. This vision can be realized with the university's plan to improve students' career readiness.

D. Data Driven Demonstrated Need (Institutional and National Data)

UNT Dallas QEP addresses students' need to master strategies that will facilitate a successful transition from college into the workplace. A careful examination of institutional and national data makes it clear that employers have professional expectations of recent graduates. Students need to understand these expectations and the process of preparing to take on professional roles. This topic is of great importance to UNT Dallas given that 75% of the institution's students self-report being first generation students.

National surveys have underscored the importance of career preparation in college while suggesting that college graduates are not adequately prepared for the transition from college to work. The *Chronicle of Higher Education* and *American Media Market Place 2012 Survey* reported key findings on employers' perceptions of the role of colleges and universities in career preparation. The survey found that 31% of respondents indicated recent graduates are unprepared or very unprepared for their job search (The *Chronicle of Higher Education*, 2012).

Research indicates that graduates are lacking the skills and knowledge needed to succeed in the workplace. Another employer and student survey, conducted by Hart Research Associates on behalf of American Colleges and Universities, found employers feel colleges and universities must make improvements to ensure graduates' workplace success. About 58% of employers think improvements are needed for graduates to gain the skills and knowledge needed to succeed in entry-level positions at their company, and 64% of employers believe that improvements are needed to help students develop skills and knowledge needed to advance within their company (Hart Research Associates, 2015).

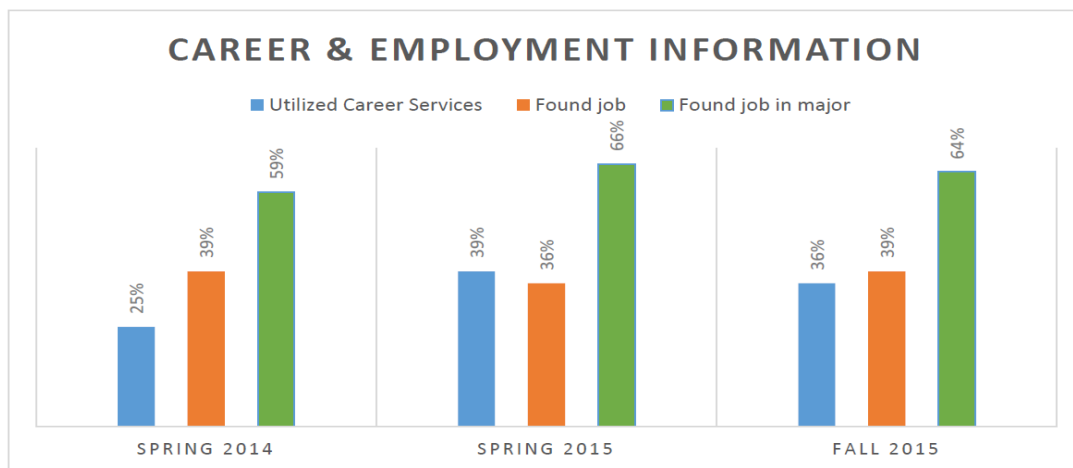
In addition, the National Gallup-Purdue Index explored topics related to career readiness, including: (a) the extent to which students are taking advantage of career services (b) how helpful these offerings are to graduates (c) who mentored these students and connected them to important internship and work opportunities (Gallup-Purdue Index Report, 2016). The key findings were that first-generation college graduates and transfer students are less likely to say they used career services. These findings complement prior research demonstrating that first-

generation college students disproportionately encounter challenges when navigating the college system, which they can find both confusing and intimidating (Darling & Scandlyn, 2007).

Less than half of graduates from both groups surveyed say they visited career services, even though both groups are equally likely as their peers to rate their experiences with career services as very helpful or helpful. These findings suggest that what the career services office provides these students is valuable, but student access to use of these services remains low. These data also indicate colleges and universities may need to adapt their communication and outreach strategies for students who face a steeper learning curve on topics related to career readiness (Gallup-Purdue Index Report, 2016).

Evidence from these national data has been reinforced by data collected from exit surveys of recently graduated UNT Dallas students. These data show low percentages of use of Career Services on campus (See Figure 4). The percentages of placement of students in jobs and jobs related to their major could be improved, as well, by teaching students strategies to secure jobs in their field of study.

Figure 4. Career and Employment Information from UNT Dallas Graduating Student Exit Surveys for years 2014 and 2015.



Further, a 2016 UNT Dallas First Destination Survey reported 48.15 % of graduating students had a full time professional position at the time of graduation, and 47.83% had secured a job related to their undergraduate major. These percentages show a decrease in the number of students employed in their field of study. These decreasing percentages demonstrate a need to help students develop strategies to secure a job near graduation and a position related to their desired profession.

The two most effective career resources identified by the 2016 UNT Dallas First Destination Survey sample were career fairs/expos on campus, and internships. Despite these two areas

being noted by students as important strategies for job placement in their desired profession, data collected from exit surveys show that most students are not utilizing career services. This creates the need to develop outreach strategies in career services activities and provide greater access to students. A 2017 survey of 491 current undergraduate students indicated only 21.90% of respondents reported visiting the Career Services office.

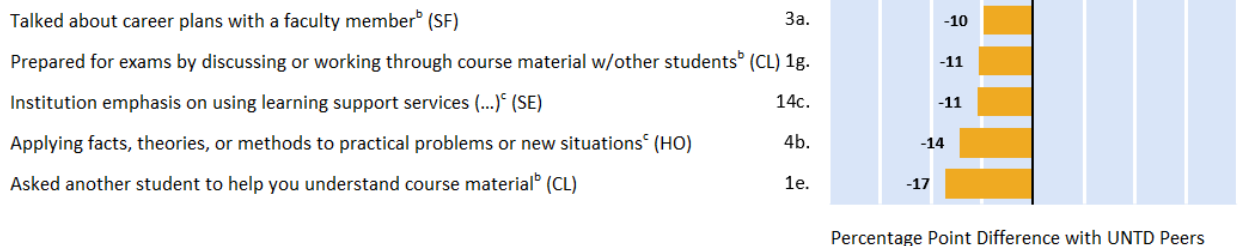
Despite these low percentages in the use of Career Services, many students *recognize the importance of these services once they are exposed to them*. For example, written feedback from students enrolled in the required Freshmen experience course, UGST 1100 “Applications of Learning Foundations” noted the value of two career related assignments. “Vision Board” is an assignment that emphasizes career exploration, and “RoadMap” is an assignment where students practice resume writing. Examples of feedback comments of freshmen related to these assignments/projects include:

- *“My favorite class project had to be vision board we did for our last major assignment, it made me reflect on my own personal aspirations and I really benefited from that”*
- *“My favorite project was the Vision Board because it helped me learn a lot about myself”*
- *“My favorite project was the Vision Board because it helps me see what goals I had and what I needed to do”*
- *“My favorite topic during UGST was learning how to manage our time and how to build our resumes because those are what I think to be very important in the real world”*
- *“The roadmap was my favorite class project because I was able to illustrate everything that was going on in my life during these first few months in college”*
- *“Time managing and creating resumes were very effective”*

Career readiness activities incorporated in classroom assignments allow students to interact with faculty and career counselors and discuss their future career plans. A need to emphasize these experiences at UNT Dallas is evident. Results from the 2016 National Survey of Student Engagement (NSSE) identified “talked about career plans with a faculty member” as one of the Lowest Performing Engagement Indicators Relative to UNT Dallas Peers for First Year Students (See Figure 5).

Figure 5. NSSE 2016: Lowest Performing Engagement Indicators Relative to UNT Dallas Peers for First Year Students

Lowest Performing Relative to UNTD Peers



The importance of offering a high quality educational experience to UNT Dallas students is underscored in the institution's Strategic Goal Plans. The theme "Quality Experiences for Lifetime Success" identifies as its key objective "*increase graduates with quality learning outcomes and career experiences.*" One of the targets for this objective is 100% graduates with university-sponsored high impact internships/career experiences. In the first year of the implementation of the strategic plan (i.e., 2016), 29% of graduates reported involvement in a university-sponsored high impact internships/career experience. The target for the second year of the implementation of the strategic plan is 35.6%.

A small sample of responses from a pilot survey conducted in 2017 examined student experiences with experiential learning activities. Results of this survey identified the top three experiential learning activities are internships, community projects, and services learning. Student involvement in experiential learning activities enrich their education. Results from this survey indicate the following:

- 86% of students selected "Strongly Agree" or "Agree" on the survey item stating the experiential learning activity "*provided you with rich feedback from your supervisor. You were offered frequent formal and informal feedback about your performance.*"
- 71% of students selected "Strongly Agree" or "Agree" on the survey item stating the experiential learning activity "*required you to make daily decisions that deepened your investment in the activity and your commitment to your academic program and college.*"

The need for a career readiness program was also documented based on the results of a 2017 Recent Graduates Career Readiness survey distributed by the UNT Dallas Career Services Office to 71 local employers in the Dallas-Fort Worth area. Twenty-nine completed surveys were received. Among the most relevant findings are 36% of surveyed employers indicated recent college graduates are "slightly well" to "not at all" prepared to transition into the workforce. Also, only 22% of respondents to this employer survey reported they have confidence recent college graduates can successfully manage the job interview process, and 29% reported they have confidence recent college graduates can prepare a good resume.

Many UNT Dallas students pursue a college degree with the goal of improving their inter-generational and intra-generational social mobility. In fact, a 2017 survey of 491 UNT Dallas undergraduate students (i.e., 14% of the student population) asked to select their reasons for pursuing a college degree. Results indicated 61% of students selected "achieving a higher quality of life" and 46% of students selected the option "increasing earning potential." The QEP topic *career readiness* addresses UNT Dallas students' needs to learn how to successfully transition into their new roles as professionals.

In summary, a careful analysis of data related to students' needs related to career readiness was conducted to identify improvement areas that will enhance the learning experience of students at UNT Dallas. The statistics reported here demonstrate a significant need for UNT Dallas students to learn how to adopt professional roles and successfully transition in the

workplace. The reported institutional and national data show it is imperative for UNT Dallas, as an institution of higher learning, to focus on preparing students for career success.

E. Success After Graduation

According to a Gallup Purdue Index from 2014, if an employed graduate had a professor who cared about them as a person, one who made them excited about learning, and had a mentor who encouraged them to pursue their dreams, the graduate's odds of being engaged at work more than doubled (Gallup Purdue Index, 2014). A large portion of graduates, 59%, who experienced all three are engaged at work, compared to 30% who did not have any of these experiences. Only 14% of all college graduates strongly agree that they had support in all three areas. If employed graduates feel their college prepared them well for life outside of college, the odds that they are engaged at work increase nearly threefold.

Experiences in college that contribute to students' feeling they are prepared for life after college include internships, jobs, extracurricular activities, organizations, and working on a semester-long project. In these experiences, students are able to apply what they learn. Colleges can give students the knowledge and experiences that help them prepare for future careers, while educating them on how to identify and seek out workplaces that further foster engagement.

An interesting finding from the Gallup Purdue Index (2014) sheds light on how the effects of certain powerful college experiences can be felt years, and even decades, after graduation. College students, their families and the American public all expect college to be a transformative experience that leads to great jobs and great lives. However, all too often, that is not the case. Higher education has the power to change that.

Improving the college experience should focus on ways to provide students with more emotional support, and with more opportunities for deep learning experiences and real-life applications of classroom learning. By taking appropriate action, colleges and educators can enhance the experiences and engagement of students in such a powerful way that the benefits are reaped far into a graduate's career and lifelong journey of upward social mobility.

LITERATURE REVIEW AND BEST PRACTICES



A. Definition of Career Readiness

Career is usually defined as a “sequence of experiences in the world of work with objectives and consequences” (Sears, 1982; p. 137). The term *readiness* is typically considered to be a synonym of *preparedness* in most disciplines (Camara, 2013). *Career readiness* is defined as “the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace (National Association of Colleges and Employers, n.d.)”. Key areas in career readiness include learning professional roles, understanding workplace cultures, and professional socialization (Trede, Macklin, & Bridges, 2012). Students seeking career readiness need to develop an understanding of the professional requirements to be successful in the workplace, while acquiring relevant knowledge and technical skills related to their desired career (Daniels & Brooker, 2014).

A successful entry into the workforce is a key developmental period for college students (Schoon & Silbereisen, 2009; Shulman & Nurmi, 2010). A career-ready student “effectively navigates pathways that connect education and employment to achieve a fulfilling, financially-secure career” (Career Readiness Partner Council, n.d.). Students participating in career readiness programs understand that a successful career involves more than securing a job; rather, it is a long-term journey.

Many experts believe career readiness is not a static state (Sampson, McClain, Musch & Reardon, 2013), and it has no defined end-point (Career Readiness Council, n.d.). The mastery of career readiness varies as the student advances along a continuum. Changes within the individual specifically or circumstances generally can enhance or detract from readiness (Sampson et al., 2013). Further, the changing dynamics of our current workforce requires a career-ready student to be adaptable and committed to lifelong learning (Career Readiness Council, n.d.).

B. Literature Review

Career Readiness

The increased job pursuit challenges faced by recent college graduates suggests that higher education institutions need to increase their efforts to help students become career ready (Kavoussi, 2012; Lipka, 2008). Between 2009 and 2011, fewer than half of recent college graduates found their first job within one year of graduating (Stone, Van Horn & Zukin, 2012). Prolonged periods of unemployment for recently graduated students can have negative consequences mentally, physically, financially (Blustein, Medvide & Wan, 2012), and professionally.

To foster career success, university campuses are now offering combinations of formal academic programs and auxiliary services dedicated to career planning and readiness (Nell, 2003; Rayman, 1993). In fact, the shift from job placement to career planning and readiness

services began to emerge in the 1990s (Rayman, 1993) to ensure college graduates successful transition into the workforce. Current college-to-work initiatives face the unique challenge of designing effective bridges to workplaces that focus on students' long-term development and adjustment (Lent, Hackett & Brown, 1999).

Students' transition to the workplace should not be viewed as a single event that occurs immediately after graduation. Rather, this transition should be a gradual process that evolves as students progress through their academic years. Viewing the transition to work as a "process" instead of an "event" allows for a lengthy, carefully planned preparation and an extended phase of adjustment to work and other life roles (Lent et al., 1999). Thus, career readiness interventions should be distributed across the college years rather than a concentrated event during the senior year.

Understanding transitions and the changes experienced by newcomers to the workforce will help higher education institutions develop better strategies to maximize students' success. The transition of starting a professional job changes a student's life (Schlossberg, 2011). For any student, the alteration of roles, routines and assumptions makes the transition difficult. As a result, the process of preparing students for this change takes time to help them gradually separate from the past and move towards new roles (e.g., professional roles).

Acclimating to the world of work is crucial for the success of college students. (Holton, 2001; Polach, 2004). In fact, research has noted a direct positive relationship between adjustment difficulties and turnover (Polach, 2004; Saks, Uggerslev, & Fassina, 2007; Sturges & Guest, 2001). Institutions in higher education need to prepare students for this transition by offering programs that extend beyond securing employment (Perrone & Vickers, 2003) and address factors that contribute to low career readiness (Sampson et al., 2013). Below is a brief description of each of these variables.

Variables Contributing to Low Career Readiness

- *Limited exposure to career services* may leave students confused about how to use resources such as self-assessments or job information that are available to them on college campuses. For example, when using a career interest inventory, students may not know when to seek assistance from a career counselor. This may be a challenge for students with limited experience who may be attempting to use self-help resources readily available in the library or the internet (Di Fabio & Bernaud, 2008; Koszalka, Grabowski & Darling, 2005; Sampson et al., 2013).
- *Inaccurate expectations about career choice and career services* can produce unrealistic beliefs about the existence of a perfect career choice (Diemer & Hsieh, 2008; Di Fabio & Bernaud, 2008; Koszalka et al., 2005; Osborn, Peterson, Sampson & Reardon, 2003; Wendlandt & Rochlen, 2008; Sampson et al., 2013). For example, students may have an

inappropriate expectation that a career search engine system is the best option to match occupations with their characteristics (Krumboltz, 1985).

- *Negative prior experience with career interventions* can result in anticipation of unsuccessful use of these services, resulting in self-fulfilling prophecy of failure when attempting to make an informed career decision (Fouad et al., 2006; Tuttle, 2000; Williams, Glenn & Wider, 2009).
- *Cultural disparity between work and classroom* (Nystrom, 2009) produces a weak understanding of organizational culture. Approximately 79% of recent graduates felt they had little understanding of work culture before entering the workforce (Sleap & Reed, 2006). Similarly, college graduates reported one year after graduation that they had a weak understanding of the work culture (Holton, 1995; Kammeyer-Mueller & Wanberg, 2003).
- *Lack of experience and essential skills* prevent recent graduates from performing jobs at adequate levels (Fallows & Steven, 2000; Perrone & Vickers, 2003). Survey results indicate that a mismatch between the skills graduates possess and those desired by employers (Evers & Rush, 1996; Fallows & Steven, 2000; Perrone & Vickers, 2003). Results reported by Sleap and Reed (2006) indicated recent college graduates would like for colleges to place more emphasis on developing transferable skills during undergraduate work.
- *Unrealistic expectations of the workplace and role as an employee* make students experience greater levels of stress (Holton & Russell, 1997; Louis, 1980; Wanous, 1992). Research suggests students are often unfamiliar with the differences in culture between college and work and have difficulty anticipating change. These inflated expectations cause considerable disappointment and lead to low levels of job satisfaction (Gardner & Lambert, 1993; Graham & McKenzie, 1995; Perrone & Vickers, 2003). The effects of disappointment resulting from unmet expectations should not be ignored. Numerous students report that job satisfaction is related to lower levels of well-being, performance, motivation and high levels of turnover (Kammeyer-Mueller & Wanberg, 2003; Saks & Ashforth, 2000).

The variables contributing to low career readiness can result in several negative effects for college students. These consequences result in behaviors that can adversely impact students' career success. The effects of low career readiness are described below.

Consequences of Low Career Readiness

- *Premature withdrawal* when there are perceptions of difficulties in the use of career services and resources (McGaha & Fitzpatrick, 2005; Sampson et al., 2013; Wachter Morris, Shoffner & Newsome, 2009). A student may discontinue using a job search engine when the initial results do not include current career aspirations. The student may become frustrated and reluctant to ask for help in using career resources to obtain a more acceptable list of options.

- *Negative perceptions of skills* caused by anticipated failure in completing a work-related task, which in turn leads to discontent and embarrassment (Gati, Fishman-Nadav & Shiloh, 2006; Hirschi, 2009; McQuarrie & Jackson, 2002; Sampson et al., 2013). For example, a student may underestimate his or her skillset producing an inadequate list of possible occupations that do not fully reflect potential for success.
- *Negative perceptions of interests* after perceptions of failure in applying skills associated with an interest (Foskett & Hemsley-Brown, 1999; Hirschi & Lage, 2007, 2008b; Kerka, 2001; Sampson et al., 2013). For example, a student who may at first enjoy public speaking and later experiences a failure in front of peers (because of lack of skills) may lose interest in jobs with a public speaking emphasis.
- *Selective acquisition of incomplete information* may reinforce perceptions of not being interested or not able to succeed in an occupation (also known as self-fulfilling prophecy) (Sampson et al., 2013). For example, a student may focus on information describing the difficult parts of an occupation and later decides not to pursue learning more about the opportunities of that profession.
- *Premature choice foreclosure* is used to avoid the risk or effort involved in considering other possible occupational options (Sampson et al., 2013). This behavior is sometimes known as taking the path of least resistance when making career related decisions. For example, a student may prematurely accept a job he or she is not interested in, rather than to continue to pursue a job related to his or her career aspirations.
- *Protracted exploration of choices*, or a compulsive need to find the perfect option, helps avoid the risk failure (McAuliffe et al., 2006; Pizzolato, 2007; Yang & Gysbers, 2007). Individuals engaging in this behavior continuously seek additional information before making career decision. For example, a student may use a job search engine repeatedly to make sure all the possible options are identified.
- *Dependent decision-making* style involves deferring responsibility for a career decision to a significant other (Creed, Patton & Bartum, 2004; Gati, Landman, Asulin-Peretz & Gadassi, 2010; Hirschi & Lage, 2008a; Leong, Hardin & Gupta, 2010; Van Ecke, 2007). For example, a student may allow a significant other to interpret the results of a career self-assessment and suggest occupations most appropriate for additional consideration.
- *Poor evaluation of options* may occur when the positive aspects of an occupation are underestimated while the negative features are overestimated, leading to the conclusion that the option is inappropriate. (Otto, Dette-Hagenmeyer, & Dalbert, 2010; Schnorr & Ware, 2001). For example, a student may focus only on a career that supports his or her biased perceptions, failing to consider a choice that may have been available.

Variables causing low career readiness need to be taken into consideration and removed by career readiness interventions in order to prevent the aforementioned negative effects. Models of organizational socialization that take into consideration these obstacles can provide a clear and organized framework to help students adapt to workplaces.

Organizational Socialization Model

Theories of organizational socialization align with traditional models of career development and further expand on explaining the process of newcomers' entry into the workplace. Super's life-space theory of career development (Super, 1992; Super, Savickas, & Super, 1996) and Schlossberg's transition theory (Schlossberg, 1984; Schlossberg, Waters, & Goodman, 1995) can be used in combination with organizational socialization models to design career readiness interventions (Wendlant & Rothen, 2008).

A three-stage organizational socialization model proposed by Wendlant and Rothen (2008) explains the unique experience of student graduates preparing to enter the workforce. This framework is based on well-researched socialization models proposed by Feldman (1976), Louis (1980), Porter, Lawler, and Hackman (1975), Schein (1978), and Wanous (1992) and integrates important concepts addressed in career development and transition theories. It is important to note that although the model identifies three stages, *the socialization process should be viewed as continuous and adaptable to the needs of individuals throughout their careers.*

The first stage of the socialization process proposed by Wendlant and Rothen (2008) is named *anticipation*. This is an exploratory phase that occurs before students enter an organization. For the duration of this stage, students collect and assess information related to their desired career, develop expectations about workplaces and the roles of employees, and identify their needs and wants in a career (Feldman, 1976; Louis, 1980; Porter et al., 1975). The evaluation of career information and results from self-assessments are crucial for transition outcomes, career choices and adjustment to workplaces (Super, 1990; 1992). The anticipation stage is viewed by transition theory as a "moving out" phase because students will perceive they are leaving something behind as they prepare to enter the workforce (Schlossberg, 1984; Schlossberg et al., 1995). Thus, students undergoing this phase reconcile impending feelings of losing something familiar (e.g., college environment).

The second stage, *adjustment*, begins when students enter workplaces. During this time, students become familiar with the workplace culture (Super et al., 1996) and continue to learn new skills that are essential to their careers, clarify their roles as professionals, and learn to self-assess their performance (Feldman, 1976; Schlossberg et al., 1995; Wanous, 1992). The adjustment stage allows students to test expectations and clarify discrepancies between their visions and the realities of their desired career (Louis, 1980; Porter et al., 1975; Wanous, 1992).

The third stage of the organizational socialization model is *achievement*. Progressing to this stage requires students to assess workplaces. This phase involves adopting new values, an

altered self-image, and new professional behaviors (Porter et al., 1975; Wanous, 1992). A successful organizational socialization suggests high levels of job satisfaction, reciprocal acceptance between the employer and the recently graduated student, organizational commitment and intrinsic work motivation (Feldman, 1976; Schein, 1978; Wanous, 1992). Although the assumption in the achievement period is that students have entered the workforce, for the purposes of our career readiness education program, the goal of this phase is to *prepare* students for a successful achievement stage.

Application of the Organizational Socialization Model in Higher Education

The implementation of the organizational socialization model in a higher education institution requires the collaboration of many services and personnel to ensure its success. The Career Readiness Education (CRED) program will rely on career counseling and exploration activities, experiential learning programs, and career services activities.

Career Counseling and Exploration. Students need guidance in developing an individual career plan. In a report by the National Career Development Association (1999), 69% of young adults indicated that they would try to get more career related information if they were starting over, and 39% would seek the help of some type of counselor. These survey results suggest that the early years of the college experience are a time sensitive period for gaining a sense of meaning and choosing a career path (Adams, 2012; Tirpak & Schlosser, 2015).

Many undergraduates experience difficulties in career related decisions because they are faced with too many choices, not exposed to enough options and/or feel unprepared to make a decision (Gati, Krauz & Osipow, 1996). It is important to understand these challenges and develop strategies to assist students through career counseling. Meta-analyses research has demonstrated the use of classroom interventions as an effective strategy to help students explore and formulate a career plan (Oliver & Spokane, 1988; Spokane & Oliver, 1983; Whiston, Sexton & Lasoff, 1998).

During career counseling interventions, students have an opportunity to engage in career exploration activities to learn more about themselves and employment opportunities. In fact, career development theories propose that exploration is needed to avoid future problems related to indecision and premature career decision making (Super, 1990).

Career exploration activities are most beneficial for students undergoing the *anticipation stage* of the organizational socialization process. Effective career exploration interventions have been positively related to better person-environment fit in a chosen career (Grotevant, Cooper, & Kramer, 1986), increased occupational self-concept clarification (Robitschek & Cook, 1999), improved realistic career expectations (Stumpt & Hartman, 1984), higher number of job interviews and job offers (Steffy, Shaw & Noe, 1989; Stumpf, Austin & Hartman, 1984) and superior career establishment (Jepsen & Dickson, 2003).

Brown and Ryan Krane (2000) noted that the content of the career counseling intervention is more important than the format. This means that these interventions need to be comprised of specific elements that are important to the participant and improve effectiveness in career success. Results of a meta-analysis reported by Ryan (1999) and research conducted by Brown and Ryan Krane (2000) identified five crucial components of an effective career counseling intervention. These are (a) written exercises requiring participants to write goals, future plans and occupational analysis (b) individualized feedback on assessment results, goals and future plans (c) opportunities to research world of work information and career options (d) exposure to models of career exploration, decision-making and career implementations (e) activities designed to offer support for participants' career choices and plans.

An updated meta-analysis study conducted by Whiston, Li, Mitts and Wright (2017), identified three additional key factors as important in career counseling: (a) career counselor support (b) clarification of values (c) psychoeducation interventions about the steps involved in making a career related decision. Further, of the five critical components identified by Brown and Ryan Krane (2000), the factor with the strongest support for being an effective career intervention was written exercises.

Experiential Learning Programs. A prevalent student-oriented learning approach used in higher education is experiential learning. The application of experiential learning activities typically involves four interdependent stages: concrete experience, observation (analysis and reflection), generalization (forming abstract concepts), and application (evaluating new situations) (Plesoianu & Carstea, 2013). Instructional activities associated with experiential learning allow students to create meaning from direct experiences outside of the classroom, reflect on the experiences and incorporate a new understanding into their lives (Bohn & Schmidt, 2008). Experiential learning activities combine experience, perception, cognition, and behavior to arrive at an integrative perspective (Wulff-Risner and Stewart, 1997). Experiential learning programs seem to be very beneficial to students who have a general understanding of their career goals and are experiencing the *adjustment stage* of the organizational socialization process.

Research has shown that experiential learning activities participants employ metacognitive skills and acquire the highest level of understanding and mastery of the targeted learning area (Bohn & Schmidt, 2008). Further, a study by Mahoney and Retallick (2015) reported that experiential learning activities enhanced students' learning by requiring students to use real-world life skills that transfer to their future careers. Participants of the experiential learning activities reported feeling more comfortable and confident as they entered the workforce. Mahoney & Retallick (2015) recommended that experiential learning activities should follow the eight best practices recommended by the National Society of Experiential Learning Education (2011). These are: (a) intention (b) preparedness and planning (c) authenticity (d) reflection (e) orientation and training (f) monitoring and continuous improvement (g) assessment and evolution (h) acknowledgement.

Undergraduates participants of experiential learning activities have shown improved success in organization, efficiency, and academic performance, as well as higher graduation rates than peers who do not take part in experiential learning programs (Dundes & Marx, 2006). The greatest benefits noted by students were professional growth and career preparation (Hunter, Laursen & Seymour, 2007). Further, experiential learning allowed students to define career goals and develop teamwork skills (Gilbert, Lees & Rhodes, 2014). Students report using these learning experiences to increase their knowledge and skills and make informed decisions about their future (Gilbert et al., 2014). Many view experiential learning programs as a way to assess or reinforce career goals and gain valuable experience for their desired profession (Gilbert et al., 2014). The value of student development demonstrated by research justifies the implementation of experiential learning programs at higher level institutions.

Career Services. The model of services in higher education institutions has evolved from job placement to a more comprehensive one (Herr, Rayman, & Garis, 1993; Hoover, Lenz, & Garis, 2013; Niles & Harris-Bowlsbey, 2012). Among the services offered by this office are career fairs, workshops, on-campus interview programs, resume writing programs, internship opportunities, career resources and assessments. The office of career services should be viewed as the leader in creating college-wide programs and systems (Shivy & Koehly, 2002). Further, career services offices should be recognized as dynamic, energetic, creative and a welcoming to all partners who are stakeholders (i.e., alumni, parents, employers and other organizations in the community) in the development of students.

Research has been documented on students' perceptions, preferences and attitudes toward career services (Fretz, 1981; Rochlen, Mohr & Hargrove, 1999). In general, students who approach career services with optimistic expectations were more involved in the process than those with more pessimistic expectations (Tinsley, Tokar, & Helwig, 1994). Students with higher self-efficacy preferred informational career counselors, while lower self-efficacy participants desired more involved counselors. Results of career services preferences indicated that students endorsed direct interaction with employers such as internship experiences, job interviews, and career fairs (Shivy & Koehly, 2002).

Shivy & Koehly's (2002) study also showed differences between undergraduates and graduate students preferences about the services provided by career services. Graduate students seemed to understand the complexities of planning a career and sought more involvement from career services. The typical undergraduate showed more interest in securing a job, resulting in less contact from career services. These results highlight the importance of educating students about the long-term aspects of career planning. The goal of the Career Readiness Education (CRED) program will be to prepare students for the intricacies of career planning once they enter the *achievement stage* of the organizational socialization process. Understanding students' perceptions and preferences are useful for designing effective career services programs.

C. Career Readiness Best Practices

Empirically Based Practices

To best support the career readiness of students, it is important to implement a university-wide initiative involving students, faculty, staff and administrators based on empirically based recommendations. Research-based best practices include:

- Use career resources and individual counseling interventions for students with low to moderate career readiness (Sampson, Peterson, Reardon & Lenz, 2000; 2004).
- Enhance the learning environment by following the seven principles proposed by Chickering and Gamson (1987; 1991): (a) student-faculty contact (b) cooperation among students (c) active learning (d) prompt feedback to students (e) time on task (f) high academic expectations (g) respect for diverse students and diverse ways of learning. Past research has indicated that the practice of these seven dimensions are positively related to desired cognitive and non-cognitive development during college years and future careers (Astin, 1993; Chickering & Reisser, 1993; Kuh et al., 1991, 2005; Pascarella & Terenzini, 1991, 2005).
- Integrate the formation of students' professional identity and understanding of its role beginning in the student's freshman year (Daniels & Brooker, 2014)
- Encourage students to reflect on their positional stance and develop strategies for improvement on how they can function more effectively as an entry-level professional (Hunter et al., 2007)
- Develop networking and career related exercises as an effective way to encourage students to visualize themselves in professional roles (Bennett, 2012)
- Incorporate experiential learning to encourage students to gain insight into professional settings (Cornelissen & Van Wyk, 2007).
- Connect students with external practice and relevant communities that will engage them beyond their college years (Wenger, 2006). This is of particular importance for students from low-socio economic backgrounds who have little exposure to professional networks.

National Association of Colleges and Employers (NACE) Best Practices

In addition to empirically based best practices, recommendations offered by NACE were researched. This organization provides numerous publications containing suggestions for implementing career readiness programs. For example, an article by Sauder, Sefton and Evans (2006) discussed best practices for a successful career management program. Sefton and Evans

(2006) suggested career readiness interventions must occur regularly in developmentally appropriate ways as a student progresses through college. These interventions need to be fully integrated into the curriculum. The programs should begin as early as the student's first semester with self-assessments that help define interests, skills, values and personality. Students' experiences in these programs should be reflection-focused and assisted by trained professionals to help students process the self-assessment results.

Career readiness programs need to carefully consider which party (i.e., faculty, advisors, or career development professionals) would be the most effective at facilitating the different activities (Sefton and Evans, 2006). At many institutions, it is unrealistic for career services to take on a program's every single task. The collaboration of faculty, career counselors and academic advisors is useful to divide the tasks without taxing each party's resources. When deciding how the work is divided, it is important that key elements of the program structure are consistent (e.g., consistency in language, assignments, activities, and course details). Sefton and Evans (2006) also noted that ongoing formative and summative assessments are crucial for feedback, acceptance and support and decision-making purposes. Further, these types of assessment allow administrators and leadership to document the impact and values of career readiness programs.



STUDENT LEARNING OUTCOMES AND ACTION PLAN

A. CRED Framework

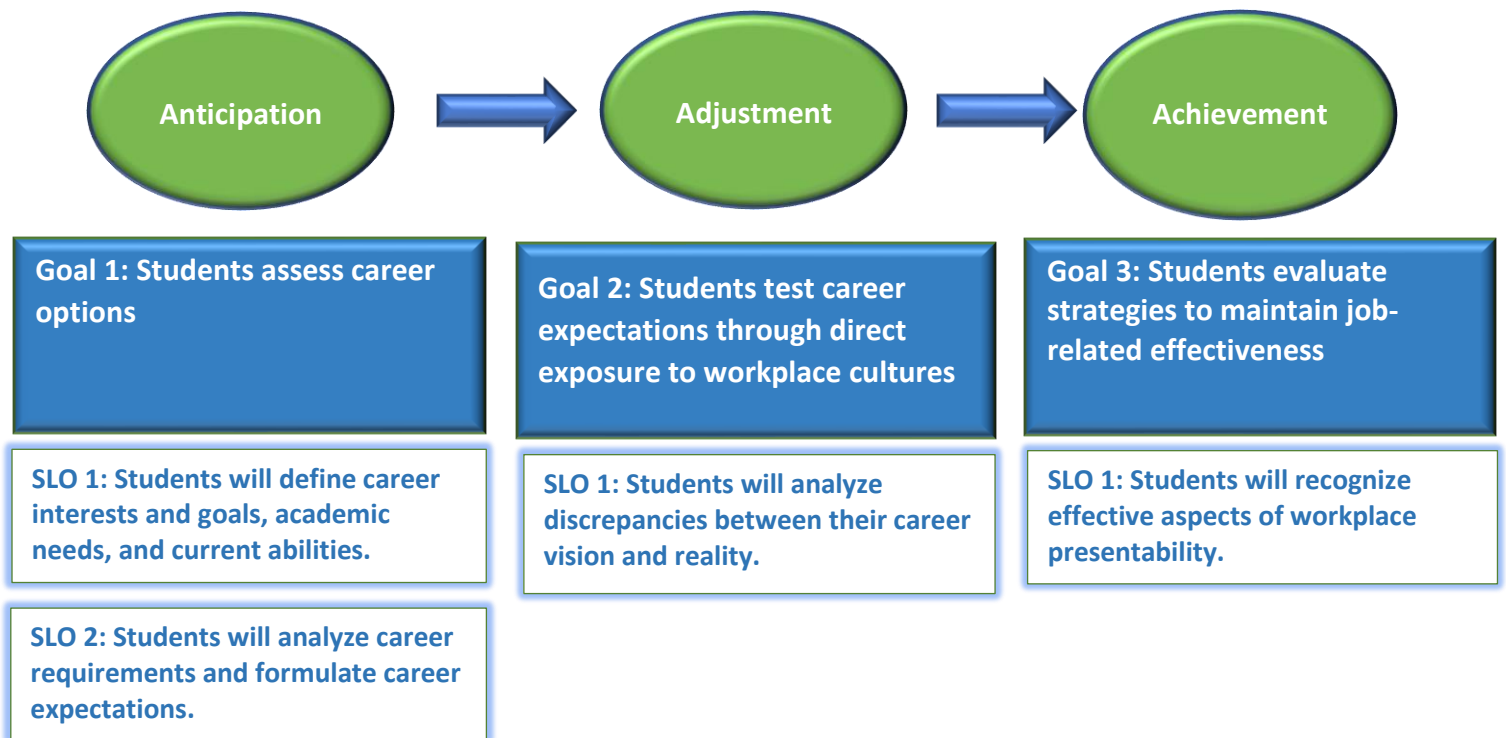
The Career Readiness Education (CRED) program seeks to create an educational pathway for students to obtain guidance on career choice and successful college-to-work transition. CRED is designed to facilitate the organizational socialization process of students and prepare them for a successful transition into the workforce.

CRED Goals and Student Learning Outcomes

Outlined in the following pages are the three broad goals consistent with the organizational socialization process, as described in a framework proposed by Wendlandt and Rochlen (2008). This framework explains how job seekers can successfully reconcile job perceptions and realities as well as acclimate to the expectations of professional environments. The goals are broken down into the three stages of the organizational socialization process: anticipation, adjustment, and achievement. Figure 6 shows CRED goals, the related student learning outcomes, and the corresponding stage of the organizational socialization process.

Figure 6: The Career Readiness Education (CRED) program goals, student learning outcomes, and corresponding stages of the organizational socialization process (Wendlant & Rochlen, 2008)

Career Readiness Education (CRED) Program



B. Actions to be Implemented

The QEP team considered specific actions important for achieving the goals and students learning outcomes of the Career Readiness Education (CRED) program. The actions to be implemented in the CRED Program were based on findings from empirically-based best practices, and the university's mission, goals, offices, and resources.

Below is a summary of student-centered actions identified for each student learning outcome. These actions are classified by goals and student learning outcomes. Below each student learning outcome, the target student population and learning environment are outlined, as well as a description of each activity. In addition, information is provided concerning the institutional need and literature support for each action.

Goal 1: Students assess career options.

SLO 1: Students will define their career interests and goals, needs, and abilities.

SLO 2: Students will analyze career requirements and formulate career expectations.

Actions to be Implemented for Goal 1

SLO 1: Students will define their career interests and goals, needs, and abilities.

Target Student Population and Learning Environment: Goal 1 – SLO 1 targets freshmen students, who are required to enroll in the undergraduate studies course, UGST 1100: Application of Learning Foundations. This course will be tagged as a “CRED Level 1” Course. Currently, UGST 1100 is designed as an extended orientation course that facilitates students’ integration into the learning community, helps develop academic and career success strategies, and familiarizes students with a number of learning theories. The course enhances academic success, encourages career exploration and decision making, increases self-awareness, and fosters educational engagement. Appendix A shows a five-year plan for tagging CRED Level 1 courses.

Description of Action: To address Goal 1 – SLO 1, students enrolled in CRED Level 1 courses will complete the following career assessment surveys: (a) Career Personality Test (b) Career Interest Inventory (c) Career Skills Profiler(d) Career Values Assessment (see Appendix B). Students will discuss the results with a career counselor or a faculty member. Based on the results of these self-assessments, students will write a reflective piece where they report on their career interests and goals, their current abilities and strengths, and the academic and professional skills needed to achieve their career goals. Faculty will grade reflective papers

using a rubric, providing both a quantitative score and qualitative written feedback (See Appendix C).

Institutional Need to Support the Action. Results from the UNT Dallas Student Career Readiness Survey, conducted in 2017, demonstrate the need for students to engage in career exploration, career decision making and career goal clarification.

Results from the 2017 Career Readiness Survey of UNT Dallas students indicated the following:

- 84% of students “Strongly Agree” or “Agree” a Career Readiness program at UNT Dallas will help them define their career interests.
- 81% of students “Strongly Agree” or “Agree” a Career Readiness program at UNT Dallas will help them discuss their career plans with faculty.

In addition, results of the 2016 National Survey of Student Engagement conducted at UNT Dallas indicated that 31% of students reported they “Very Often” or “Often” talk with a faculty member about career plans. As an institution, UNT Dallas would like to enhance student-faculty interactions. Discussing self-assessment career survey results with faculty will open the communication lines between student and faculty. These experiences will allow faculty to become more approachable to students during students’ early academic years.

Literature to Support the Action. Theories of career development encourage career exploration to prevent indecisiveness and premature career decision making (Super, 1990). In addition, results from national surveys indicate that career counseling and exploration during the first years of college are a time sensitive period that allows students to learn more about themselves and employment opportunities (Adams, 2012; Tirpak & Schlosser, 2015). Crucial components of career counseling and interventions related to Goal 1 – SLO 1 include: (a) written reflection assignments requiring students to write goals, future plans and occupational analysis, and (b) individualized feedback on assessment results, goals and future plans (Brown & Ryan, 2000; Ryan, 1999).

SLO 2: Students will analyze career requirements and formulate career expectations.

Target Student Population and Learning Environment: Goal 1 – SLO 2 targets freshmen students, who are required to enroll in an undergraduate studies course, UGST 1100: Application of Learning Foundations. This course will be tagged as a “CRED Level 1” Course. Currently, UGST 1100 is designed as an extended orientation course that facilitates students’ integration into the learning community, helps develop academic and career success strategies, and familiarizes students with a number of learning theories. The course enhances academic success, encourages career exploration and decision making, increases self-awareness, and fosters educational engagement. Appendix A shows a five-year plan for tagging CRED Level 1 courses.

Description of Action: To address Goal 1 – SLO 2, students enrolled in CRED Level 1 courses will research a variety of careers using resources available on the Career Services website (see Appendix D), as well as through informational interviews of professionals working in their field of interest. Based on this research, students with similar career interests will develop a group presentation and present results of their career requirements (e.g., professional certifications) to the class. Faculty will grade group presentations using a rubric (see Appendix E), providing both a quantitative score and qualitative written feedback.

Institutional Need to Support the Action. Results from our Student Career Readiness Survey and Employers’ Perceptions of Students Career Readiness conducted in 2017 demonstrate the need for students to understand career requirements and career expectations.

Results from the 2017 Career Readiness Survey of UNT Dallas students indicated the following:

- 85% of students “Strongly Agree” or “Agree” a Career Readiness program at UNT Dallas will help them better understand the career requirements of their major.
- 89% of students “Strongly Agree” or “Agree” a Career Readiness program at UNT Dallas will help them identify specific goals for their desired career.

Results from the 2017 survey of local Employer’s Perception of Student Career Readiness indicated the following:

- 41% of employers “Agree” or “Strongly Agree” recent college graduates have a clear idea of their career goals.
- 32% of local employers “Agree” or “Strongly Agree” recent college graduates know what to seek and what to avoid in developing career paths.
- 41% employers “Agree” or “Strongly Agree” recent college graduates recognize what they can and can’t do so well.
- 12.50% reported *complete confidence* recent college graduates can describe the job duties of the career they would like to pursue.

Literature to Support the Action. Theories of career development suggest the evaluation of career information is crucial for successful transition outcomes, career choices and adjustment to workplace (Super, 1990;1992). Students who develop inaccurate expectations about their career choice may develop unrealistic beliefs about the existence of a perfect career (Diemer & Hsieh, 2008; Di Fabio & Bernaud, 2008; Koszalka et al., 2005; Osborn, Peterson, Sampson & Reardon, 2003; Wendlandt & Rochlen, 2008; Sampson et al., 2013), experience greater stress levels (Holton & Russell, 1997; Louis, 1980; Wanous, 1992), and disappointment that leads to low levels of job satisfaction, well-being, performance, motivation and turnover (Gardner & Lambert, 1993; Graham & McKenzie, 1995; Kammeyer-Mueller & Wanberg, 2003; Perrone & Vickers, 2003; Saks & Ashforth, 2000). Essential components of career counseling and interventions related to Goal 1 – SLO 2 include: (a) opportunities to research world of work information and career options (b) activities designed to offer support for participants’ career choices and plans (Brown & Ryan, 2000; Ryan, 1999) (c) clarification of values (Whiston, Li, Mitts & Wright, 2017).

Goal 2: Students test career expectations through direct exposure to workplace cultures.

SLO 1: Students will analyze discrepancies between their career vision and reality.

Actions to be Implemented for Goal 2

SLO 1: Students will analyze discrepancies between their career vision and reality.

Target Student Population and Learning Environment: Goal 2 – SLO 1 targets sophomores and juniors enrolled in 3000 level courses identified as “CRED Level 2” courses, all of which are enhanced by experiential learning activities-based best practices.

Description of Action: To address Goal 2 – SLO 1, students in the CRED Level 2 courses will complete a series of experiential learning activities that promote direct exposure to workspaces. Examples of these activities include (a) student teaching for the School of Education (b) Human Services Management and Child Development and Family Studies internships with service learning for the School of Human Services (c) Logistics and Supply Chain Management, Hospitality Management, and Human Resources internships and special projects for students in the School of Business (d) Criminal Justice, Public Health, and Psychology internships and projects for the School of Liberal Arts and Sciences. Faculty will assign two reflective papers. The first paper will ask students to describe expectations for their desired career. After completing the experiential learning exercise(s), students will then review the first paper and write a second paper to reflect on discrepancies between their original vision of career expectations and the actual expectations derived from their experiential learning project. Faculty will use a rubric (see Appendix F) to grade the paper and discuss discrepancies with students.

Institutional Need to Support the Action. Results from the UNT Dallas Student Career Readiness Survey and Employers’ Perceptions of Students Career Readiness, conducted in 2017, demonstrate the need for students to address career expectation discrepancies.

Results from the 2017 Career Readiness Survey of UNT Dallas students indicated the following:

- 85% of students “Strongly Agree” or “Agree” a Career Readiness program at UNT Dallas will help them develop a good understanding of what it takes to pursue their desired career.
- 86% of students “Strongly Agree” or “Agree” a Career Readiness program at UNT Dallas will help them develop a good understanding of the demands required by their desired career.

Literature to Support the Action. Researchers noted that participants of experiential learning activities use metacognitive skills and achieve the highest level of understanding and mastery of learning outcomes. In addition, students exposed to these activities are more comfortable and confident as they transition into the workforce (Mahoney & Retallick, 2015). Many students report these experiences allow them to reinforce their career goals and gain valuable experience for their desired career (Gilbert et al., 2014).

Goal 3: Students recognize and value elements of professionalism.

SLO 1: Students will recognize effective aspects of workplace presentability.

Actions to be Implemented of Goal 3.

SLO 1: Students will recognize effective aspects of workplace presentability.

Target Student Population and Learning Environment: This student learning outcome targets senior students enrolled in 4000 level courses identified as “CRED Level 3” courses. Students enrolled in these courses will participate in Career Day competitions. Career Day is a one-day event planned by the Career Services Department at UNT Dallas where students will have an opportunity to learn about different topics related to career readiness and compete in a number of career readiness-related events. One of the competitions planned for career day is a Mock Job Interview Competition. This competition will require students to demonstrate their interviewing skills in front of a panel of judges.

Description of Action: Students will participate in the Mock Job Interview Competition sponsored by the UNT Dallas Career Services Department. This competition is a contest that gives students an opportunity to practice real-world skills in applying for a job. A panel of judges comprised of local employers, faculty and staff will evaluate each participant on the following criteria: résumé, appearance and poise, and presentation skill. Students will be evaluated using a rubric and will receive written feedback on their performance (See Appendix G).

Institutional Need to Support the Action. Results from the UNT Dallas Student Career Readiness Survey and Employers’ Perceptions of Students Career Readiness, conducted in 2017, demonstrate the need for students to demonstrate presentability behaviors.

Results from the 2017 Career Readiness Survey of UNT Dallas students indicated the following:

- 78% of students “Strongly Agree” or “Agree” a Career Readiness program at UNT Dallas will help them develop a professional appearance needed in the workplace.
- 79% of students “Strongly Agree” or “Agree” they would like to learn how to keep a professional appearance in the workplace.
- 82% of students “Strongly Agree” or “Agree” they would like to learn techniques to maintain a good posture to project a professional image during interviews.
- 81% of students “Strongly Agree” or “Agree” they would like to learn strategies on how to make eye-contact necessary to succeed in a job interview.

Results from a 2017 survey of local employers indicated the following:

- 29% of employers reported they had confidence recent college graduates can prepare a good resume.
- 22% of employers reported confidence in college graduates successfully managing the job interview process.

Literature to Support the Action. The first challenge to overcome before finding paid employment is usually the job interview. As a result, interviewing skills are a crucial component of a career readiness program (Bell & Weinstein, 2011). The process of a job interview requires applicants to demonstrate social and competence skills related to the desired position. An ability to demonstrate such skills will influence the interviewers’ perceptions of a candidate. (Barrick, Shaffer & Degross, 2009).

In university settings, there are groups of students that are at a disadvantage in the labor market when seeking professional or managerial positions (e.g., first generation students, students unfamiliar with professional behaviors). These groups are expected to exhibit “white collar behaviors” that may be essential for a successful job interview and professional career. Students who are unprepared for job interviews and do not exhibit the expected behaviors are viewed as “rough around the edges, lacking presence, dressed inappropriately, did not function well on their feet, or lacked verbal or communication skills” (Austin & Grant, 1981; p. 72). Many researchers have indicated that interview training programs, such as mock interviews, are effective at teaching important interviewing skills necessary for a successful job placement (Aldridge & Ivey, 1975; Austin & Grant, 1981; Baldwin, 1972; Goodwin & Garvey, 1971).

Benefits to UNT Dallas Students and the University

The mission of the Career Readiness Education (CRED) program is to create an educational pathway for students to obtain guidance on career choices and successful college-to-work transition. The program is designed to facilitate the organizational socialization process of each student and prepare them for a successful transition into the workforce.

The vision of the CRED program is to create a culture of life-long learning. The three goals that support this vision will serve as the foundation to integrate existing programs and resources to help build a culture where UNT Dallas students are self-motivated to pursue knowledge for

professional success. The three goals are: (1) students assess career options (2) students test career expectations through direct exposure to workplace cultures (3) students evaluate strategies to maintain job-related effectiveness. As these three goals are pursued, the CRED program will allow for a better alignment with curriculum and activities on campus and create a more enriching learning experience for students. Contemporaneously, cooperation among academic and student services offices will be fostered. Analyzing the results of meaningful data and sharing these results with multiple stakeholders will help UNT Dallas be a more effective higher education institution.

The CRED program will foster a culture of career readiness. Members of the UNT Dallas community will serve as advocates for all students in creating a pathway for students to navigate their way to career success. The CRED program will be particularly beneficial for the significant percentage of first generation students (75%) enrolled at UNT Dallas. The CRED program offers these students the greatest range of opportunities to achieve their career goals and experience upward social mobility.



INSTITUTIONAL CAPABILITY FOR IMPLEMENTATION AND

A. Organizational Support

To create a culture of career readiness and support student learning at UNT Dallas, an administrative structure will be created. A CRED office will be established to focus on the implementation of initiatives described in this report. The success of the CRED program will depend on a central office that conducts assessments, solicits feedback, and makes improvements and changes as needed. The CRED office will report to the office of the Provost and will be operated by faculty and staff. Below is a description of the chief personnel and organizational units serving the QEP implementation of the Career Readiness Education (CRED) program. A job description for the main positions is available in Appendix H.

CRED Program Director

Dr. Elizabeth Muniz, in addition to her duties as Assistant Professor of Organizational Behavior and Human Resource Management, has assumed the role of the CRED Program director, which is a new appointment at UNT Dallas. Dr. Muniz will be responsible for overseeing the process of implementing, monitoring and communicating with other constituencies about the CRED Program. Dr. Muniz has vast theoretical and practical knowledge on the topic of career development and assessment tools. With the support of UNT Dallas Leadership (i.e., President, Provost and Deans), she has identified a CRED Council consisting of faculty and staff with expertise required for a successful implementation of the CRED program, as well as student representatives from various student organizations. Connecting with faculty and staff is important given the active role they play in guiding students to transition successfully into the workforce.

The CRED Program Director will chair the CRED Council and assign responsibilities to each team member. The CRED Program Director will also be responsible for the rotation of members on and off the CRED Council and will make sure that this membership is representative of the faculty, staff and student body at large and engaged in the successful implementation of the CRED Program.

The CRED Program Director will direct data collection for the QEP assessment and collect data from various offices on campus. Based on these data, she will produce internal and external reports on the CRED Program. The Director will oversee the data analysis and discuss with the CRED Council possible adjustments and activities in essential areas of the CRED Program. Data collected from the assessment plan will be used to write up a yearly report that will be distributed to the UNT Dallas Leadership and the community. These reports will be compiled and used to generate the five-year impact report. The CRED Director will also communicate with academic departments to ensure effective implementation and assessment of the CRED program's student learning outcomes.

The CRED Program Director will report to the Provost and provide information concerning actions related to the CRED and CRED Budget, as well as progress in meeting established goals

(Appendix I). The offices that report to directly to the Office of the Provost include Academic Excellence and Student Outreach, Accreditation Planning and Policy, Assessment, Library, Online Marketing and Development, and Student Success. Deans of the four schools and College of Law also report to the Provost. These different academic and administrative offices of the University are connected through the Office of the Provost, ensuring the clear lines of communication required for the success of the QEP.

CRED Coordinator and Experiential Learning Director

A new position of CRED Coordinator and Experiential Learning Director was created to support the CRED program. This position reports to the Provost and to the CRED Program Director. The person holding the position of CRED Coordinator and Experiential Learning Director will serve as a liaison between academic and administrative departments, collecting content materials, and assisting with the planning and execution of events that support the CRED program. Additional responsibilities include assisting with the management and content of the website and other social media sites related to the CRED program. The right candidate will demonstrate ability to communicate efficiently, have excellent planning and organizing skills, be detail oriented, possess effective listening skills, and be able to respond to the needs of the offices responsible for the CRED program.

CRED Council

The CRED Council will represent various constituents of the UNT Dallas community. Members of this team will be involved in implementing actions to ensure the goals and learning outcomes are met. Responsibilities of the CRED Council will also include:

- Promote the implementation of the CRED Program in their respective schools and departments
- Assist faculty in their respective schools who teach or are preparing to teach tagged CRED courses
- Review reports and provide recommendations
- Attend regular meetings

The CRED Council will consist of faculty members from the School of Business, School of Education, School of Liberal Arts and Sciences, and School of Human Services, students from various disciplines and student organizations, and staff from the offices of Learning Commons, Career Services, and Data Analysis and Reporting. Members of the CRED Council will serve at least two to three years. After the first year, there will always be at least two continuing CRED Council members for the duration of the CRED Program. A rotation of members will help avoid having a council composed of new members only.

CRED Assessment Team

The CRED Assessment team will consist of faculty and staff members involved in implementing requisite actions and ensuring students achieve the QEP learning outcomes. This team will meet annually and conduct the following tasks:

- Review student learning outcome data reported from courses
- Assess a sample of faculty feedback to students by using a rubric
- Examine effectiveness of learning environment (i.e., workshops, orientations, etc.)
- Write recommendations for program improvement

A member of the CRED Council will serve in an advisory capacity to assist with data-gathering, survey administration, data analysis, and report generation for the CRED Council and the CRED Program Director.

CRED Faculty Liaisons

Faculty Liaisons representing each of the four colleges will be responsible for incorporating student learning outcomes in CRED-tagged courses. These Faculty Liaisons will work with the CRED coordinator to identify appropriate resources (i.e., materials, assessments, and events) necessary to implement the CRED program. Faculty Liaisons will meet regularly with the CRED Coordinator and CRED Program Director for development and coordination efforts. Below are some examples of their responsibilities:

- Assist in identifying experiential learning opportunities
- Share updates about academic programs
- Guide and mentor students concerning career-related activities (e.g., job application letters, resume, professional image development)
- Encourage students to use resources offered by the offices of Career Services and Experiential Learning
- Sponsor learning activities offered by the QEP office
- Attend annual faculty development workshops

Physical Location of the CRED Office

The Office of the Career Readiness Education (CRED) program will be housed in Founder's Hall 300A, in the Provost Suite. A Student Learning and Success Center is currently under construction with plans to open in fall 2018. Once the building is completed, space will be designated for the staff of the CRED program. The plans for this office include space for three employees and a conference table.

B. Offices Supporting CRED at UNT Dallas

Many UNT Dallas administrative offices and programs will collaborate with the Career Readiness Education (CRED) program. These offices and/or initiatives currently offer meaningful services that enhance the student experience at UNT Dallas. CRED will facilitate their reaching out to a larger number of students and expand their services. These offices and programs are described below.

- *Office of Experiential Learning* focuses on empowering students to become professionally successful through access to resources such as networks, professional development skills training, and meaningful community connections to enhance post-graduation marketability. This office provides students with the opportunity to (a) apply their educational competencies through experiential learning in the community (b) deepen their understanding of course content and develop critical thinking through direct research or service-based activities (c) access resources to enhance their professional development and skill set to become more marketable.

This office will play an important role in supporting the QEP because it will provide assistance in arranging experiential learning opportunities, identifying appropriate training and informational resources, and capturing and recording the process. It will also share with the office of the QEP informational materials and best practices for experiential learning. Additional information about UNT Dallas Office of Experiential Learning can be found on the following link: <https://www.untdallas.edu/el>

- *Career Services Office* advises students on career-related topics such as academic major, career exploration, and job search strategies. The Director of Career Services Office facilitates engagement between employers and students by hosting career-focused programs, workshops, networking events, career fairs, job and internship postings, and on-campus recruiting. Given the expected increase of student visits and activities sponsored by the Career Services Office, UNT Dallas will hire two additional Career Counselor by August 2018.

This office will be an important QEP resource in working with Faculty Liaisons and increasing opportunities for students in their field of interest. The Career Services Office will offer career assessment tools to students and provide test results to students and Faculty Liaisons. The Office also offers job boards (e.g., College Central Network, LinkedIn Job Search, ZipRecruiter), career advising resources (e.g., ONet, Occupational Outlook Handbook, What Can I Do With This Major, Roadtip Nation), career assessments (e.g., MyPlan, ONet Interest Profiler), career resources (e.g., Glassdoor, CareerBliss), E-Portfolios (e.g., Optimal Resume) and Graduate School Planning (e.g., GradSchool.com, GoGrad.org). Additional information about UNT Dallas Career Services can be found at: <https://www.untdallas.edu/careers>

- *UNT Dallas Library* provides career-related resources for students, faculty and staff that helps foster a culture of lifelong learning. The library will support CRED by offering guidance and support for students' research activities
<https://www.untDallas.edu/library>
- *Distance Learning and Instructional Technology Office* supports faculty and assists students with online learning opportunities through distance learning. Additionally, the Office offers a wide array of instructional technologies that empower the design and development of learning environments and contribute to student success. Staff from this office will offer functional technology support for our CRED program. They are central to the development and application of rubrics with feedback components that will be available to participants of the CRED program. Additional information about this office can be found at: <https://www.untDallas.edu/dlit>
- *Strategic Analysis and Reporting Office* submits and certifies institutional data to federal, state and legislature officials and other external agencies. This office conducts statistical analysis to provide the university community with extensive and reliable information to help faculty, staff, and the university administration make informed decisions. This office will provide the CRED program with indirect assessments to evaluate the effectiveness of several student learning outcomes. Additional information about this office can be found at: <https://www.untDallas.edu/sar>
- *Disability Services Office* seeks to empower students to manage challenges and limitations imposed by disabilities. This office puts in place accommodations which are deemed appropriate in adherence with Section 504 of The Rehabilitation Act and the American with Disabilities Amendments Act of 2008 (ADAA), serve as a consultant and educate the UNT Dallas community. This office helps ensure that all CRED activities are accessible for everyone. Additional information about Disability Services can be found at: <https://www.untDallas.edu/disability>
- *Veteran's Success Center* helps student veterans become involved in student activities and clubs, access campus and community resources, and ultimately transition into the civilian workforce. This office ensures that CRED meets the needs of the institution's student veterans. Additional information about the Veteran's Success Center can be found at: <https://www.untDallas.edu/veterans>

C. Professional Development

Faculty and Staff Professional Development are essential for the success of the CRED program. The CRED program will include many opportunities to learn about CRED, and how CRED can be implemented at UNT Dallas. Below is a description of development opportunities that will be offered on campus.

Workshops for Faculty and Staff

During the development and implementation of the CRED program, a number of workshops will be offered to familiarize faculty and staff with CRED. These workshops will encourage participants to implement CRED concepts in their classes and departments. These workshops will also inform faculty and staff about awards associated with the CRED program and allow time for private sessions as needed. The workshops will also serve to foster collaboration and dialogue among faculty and staff. The following workshops will be offered:

- CRED Introduction Workshop (i.e., mission, vision, goals, learning objectives, activities, assessment plan)
- Effective Use of Career Assessment Tools
- Effective Use of Rubrics
- Facilitating Student Feedback

CRED Program Orientation

The office of the CRED program will offer orientation sessions to faculty, staff and students to explain the importance of the CRED program to the UNT Dallas community. CRED program personnel will facilitate these sessions during new faculty orientation, student orientation and new staff orientation. These sessions are essential to introducing new members of the UNT Dallas community to and integrating them into the CRED program.

D. Budget and Funding

CRED will be allocated a budget to cover expenditures that have been reviewed by the members of the President's Cabinet. In Texas, state universities fund advising services through a designated advising fee. UNT Dallas will be adding an advising fee effective Spring 2018. The fee is set at \$15.00 per semester credit hours with a maximum of \$225.00 per semester. This advising fee is projected to fund advising and career services operations (including the career counselor salaries). The remaining CRED program expenditures will come from the UNT Dallas General Budget. The proposed budget and funding sources appear in Table 1 (following):

Table 1. CRED Funding Projection by source.

SOURCE: Advising Fee

	YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	
Personnel							
Career Counselor *	0	\$ 12, 666.66	\$ 13, 046.66	\$ 13, 438.04	\$ 13, 841.18	\$ 14, 256.42	
Career Counselor *	0	12, 666.66	13, 046.66	13, 438.04	13, 841.18	14, 256.42	
Fringe Benefits 25%	0	6, 333.33	6, 523.33	6, 719.02	6, 920.59	7, 128.21	
Total	0	31, 666.65	32, 616.65	33, 595.10	34, 602.95	35, 641.05	\$ 168, 122.40

SOURCE: UNT Dallas General Budget

	YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	
Personnel							
CRED Director *	\$ 21, 533.34	\$ 22, 179.34	\$ 22, 844.72	\$ 23, 530.06	\$ 24, 235.96	\$ 24, 963.04	
Student Assistant (PT)	0	9, 600.00	9, 600.00	9, 600.00	9, 600.00	9, 600.00	
CRED Coordinator (Stipend for Experiential Learning Coordinator) *		16, 000.00	\$ 16, 480.00	16, 974.40	17, 483.63	18, 008.14	
Course Release	0	5, 000.00	0	0	0	0	
CRED Level 1 Courses - Instructor Stipend (per course)	0	15, 000.00	16, 000.00	16, 000.00	16, 000.00	16, 000.00	
CRED Level 2 Courses - Instructor Stipend (per course)	0	0	24, 000.00	30, 000.00	30, 000.00	30, 000.00	
Fringe Benefits 25%	5, 383.34	9, 544.84	9, 831.18	10, 126.12	10, 429.90	10, 742.80	

	YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	
Faculty Development							
CRED Workshops	3,000.00	3,000.00	5,000.00	5,000.00	5,000.00	5,000.00	
Travel	0	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	
Marketing and Promotion							
Flyers and Posters	0	2,000.00	2,000.00	2,000.00	1,000.00	1,000.00	
CRED Introduction Promotion	30,000.00	0	0	0	0	0	
Annual Awards (faculty, advisors, students)	0	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	
Commencement Ceremony Recognition (pins and cords)	0	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	
Student-Related Activities							
Experiential Learning Activities	0	0	3,000.00	3,000.00	3,000.00	3,000.00	
Career Days Activities	0	0	0	5,000.00	5,000.00	5,000.00	
Administrative							
Supplies	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	
Total (Source) UNT Dallas General Budget	\$ 60,916.68	\$ 89,324.18	\$ 115,755.90	\$ 128,230.58	\$ 128,749.49	\$ 130,313.98	\$ 653,290.81
Total (Source) Advising Fee							\$ 168,122.40
Total							\$ 821,413.21
* 3% salary increase							

E. Implementation Timeline

The CRED program will be introduced in phases. The program will begin with the implementation and assessment of Goal 1 in year one of the CRED program. During year two, Goal 1 and Goal 2 will be implemented. Years three, four and five of the CRED program will involve the implementation and assessment of all three goals. The tables shown below illustrate a timeline for the implementation of the Career Readiness Education (CRED) Program. These tables include the timeframe and activities that will be performed each year.

Table 2. Planning and Development Timeline of the QEP

Time Frame	Activities
Summer 2016	1. First campus-wide discussion of the QEP Project
Fall 2016	1. Discuss potential QEP topics with faculty, staff and students
Spring 2017	1. Present QEP topic to newly appointed Provost 2. Select QEP revised topic
Summer 2017	1. Select QEP Revised Topic 2. Appoint QEP Team Leader 3. Review of Literature and Best Practices on Career Readiness 4. Identify QEP Team Members
Fall 2017	1. Development of Student Learning Outcomes 2. Design of Assessment and Implementation Plan 3. Facilitate Focus Groups 4. Identify CRED Level Courses for Program Implementation 5. Identify Faculty Liaisons
Spring 2018	1. Submission of QEP Proposal on the topic of Career Readiness Education (CRED) program to Administrative Leaders 2. Appoint CRED Director 3. Form CRED Council and CRED Assessment Team 4. Development of materials 5. Hire CRED Coordinator 6. Hire CRED Career Counselors 7. Meet with CRED Council and CRED Assessment Team 8. Create electronic rubrics and surveys used in assessment plan

Time Frame	Activities
Summer 2018	<ol style="list-style-type: none"> 1. Set up physical space designated for the CRED program 2. Prepare and facilitate Faculty, Staff and Student CRED Orientations 3. Prepare and facilitate CRED Faculty and Staff Workshops 4. Meet with CRED Council 5. Meet with CRED Assessment Team 6. Communicate progress with UNT Dallas community 7. Pilot test electronic rubrics and surveys used in assessment plan

Table 3. Implementation Timeline of the CRED Program

Time Frame	Activities
Fall 2018 (Year 1)	<ol style="list-style-type: none"> 1. Execute implementation and assessment plan of CRED Goal 1 – SLO 1 and Goal 1 – SLO 2 2. Facilitate CRED faculty and staff development 3. Communicate progress with UNT Dallas community
Spring 2019 (Year 1)	<ol style="list-style-type: none"> 1. Continue implementation and assessment of CRED Goal 1 – SLO 1 and Goal 1 – SLO 2 2. Offer CRED orientations (faculty, student and staff) 3. Facilitate CRED faculty and staff development 4. Communicate Progress with UNT Dallas Community
Summer 2019 (Year 1)	<ol style="list-style-type: none"> 1. Analyze results of assessment plan year 1 2. Prepare materials for CRED orientations and workshops 3. Meet with CRED Council 4. Meet with CRED Assessment Team 5. Meet with Employer Advisor Team 6. Make modifications to the CRED Program 7. Write progress report 8. Submit annual report (Year 1)
Fall 2019 (Year 2)	<ol style="list-style-type: none"> 1. Execute implementation and assessment plan of CRED Goal 1 – SLO 1, Goal 1 – SLO 2, and Goal 2 – SLO 1 2. Offer CRED faculty, student and staff orientations 3. Facilitate CRED faculty and staff development 4. Communicate progress with UNT Dallas community

Time Frame	Activities
Spring 2020 (Year 2)	<ol style="list-style-type: none"> 1. Execute implementation and assessment plan of CRED Goal 1 – SLO 1, Goal 1 – SLO 2, and Goal 2 – SLO 1 2. Offer CRED faculty, student and staff orientations 3. Facilitate CRED faculty and staff development 4. Communicate progress with UNT Dallas community
Summer 2020 (Year 2)	<ol style="list-style-type: none"> 1. Analyze results of assessment plan year 2 2. Prepare materials for CRED orientations and workshops 3. Meet with CRED Council 4. Meet with CRED Assessment Team 5. Meet with Employer Advisor Team 6. Make modifications to the CRED Program 7. Write progress report 8. Submit annual report (Year 2)
Fall 2020 (Year 3)	<ol style="list-style-type: none"> 1. Execute implementation and assessment plan of CRED Goal 1 – SLO 1, Goal 1 – SLO 2, Goal 2 – SLO 1, and Goal 3 – SLO 1 2. Offer CRED faculty, student and staff orientations 3. Facilitate CRED faculty and staff development 4. Communicate progress with UNT Dallas community
Spring 2021 (Year 3)	<ol style="list-style-type: none"> 1. Execute implementation and assessment plan of CRED Goal 1 – SLO 1, Goal 1 – SLO 2, Goal 2 – SLO 1, and Goal 3 – SLO 1 2. Offer CRED faculty, student and staff orientations 3. Facilitate CRED faculty and staff development 4. Communicate progress with UNT Dallas community
Summer 2021 (Year 3)	<ol style="list-style-type: none"> 1. Analyze results of assessment plan year 3 2. Prepare materials for CRED orientations and workshops 3. Meet with CRED Council 4. Meet with CRED Assessment Team 5. Meet with Employer Advisor Team 6. Make modifications to the CRED Program 7. Write progress report 8. Submit annual report (Year 3)
Fall 2021 (Year 4)	<ol style="list-style-type: none"> 1. Execute implementation and assessment plan of CRED Goal 1 – SLO 1, Goal 1 – SLO 2, Goal 2 – SLO 1, and Goal 3 – SLO 1 2. Offer CRED faculty, student and staff orientations 3. Facilitate CRED faculty and staff development 4. Communicate progress with UNT Dallas community

Time Frame	Activities
Spring 2022 (Year 4)	<ol style="list-style-type: none"> 1. Execute implementation and assessment plan of CRED Goal 1 – SLO 1, Goal 1 – SLO 2, Goal 2 – SLO 1, and Goal 3 – SLO 1 2. Offer CRED faculty, student and staff orientations 3. Facilitate CRED faculty and staff development 4. Communicate progress with UNT Dallas community
Summer 2022 (Year 4)	<ol style="list-style-type: none"> 1. Analyze results of assessment plan year 4 2. Prepare materials for CRED orientations and workshops 3. Meet with CRED Council 4. Meet with CRED Assessment Team 5. Meet with Employer Advisor Team 6. Make modifications to the CRED Program 7. Write progress report 8. Submit annual report (Year 4)
Fall 2022 (Year 5)	<ol style="list-style-type: none"> 1. Execute implementation and assessment plan of CRED Goal 1 – SLO 1, Goal 1 – SLO 2, Goal 2 – SLO 1, and Goal 3 – SLO 1 2. Offer CRED faculty, student and staff orientations 3. Facilitate CRED faculty and staff development 4. Communicate progress with UNT Dallas community
Spring 2023 (Year 5)	<ol style="list-style-type: none"> 1. Execute implementation and assessment plan of CRED Goal 1 – SLO 1, Goal 1 – SLO 2, Goal 2 – SLO 1, and Goal 3 – SLO 1 2. Communicate progress with UNT Dallas community 3. Meet with CRED Council 4. Meet with CRED Assessment Team 5. Meet with Employer Advisor Team
Summer 2023	<ol style="list-style-type: none"> 1. Analyze results of assessment plan year 5 2. Write progress report 3. Submit annual report (Year 5)
Fall 2023	<ol style="list-style-type: none"> 1. Prepare QEP Impact Report
Spring 2024	<ol style="list-style-type: none"> 1. Submit QEP Impact Report

Assessment



A. Overview of the Assessment Process

The Career Readiness Education (CRED) assessment team developed a detailed assessment plan that will be overseen by staff from the CRED Office. The plan will provide guidance on the implementation of the CRED program while allowing for modifications of the assessment plan and overall program, as needed. The overall success of CRED will be assessed in three areas (a) student learning outcomes (b) learning environment (c) overall program. Given that there are three interventions, assessment data will be collected over the entire duration of the QEP implementation.

The Office of Accreditation and Planning and the Office of Institutional Effectiveness have been essential in helping the CRED leadership team develop a detailed assessment plan. Both offices will continue to assist with data analysis and offer guidance for improvement of the CRED program's assessment plan.

The CRED Office will collect and store the data electronically in a secured shared drive in order that various offices can access them. A report with relevant information will be available to all constituents on the CRED website.

Career readiness is viewed as a long-term learning process. The CRED program proposes three interventions during crucial organizational socialization stages: anticipation, adjustment and achievement. The CRED assessment plan will use direct measures of student learning outcomes at each of these stages.

The three goals of the CRED program are designed to have an overall university-wide impact, and we will rely on indirect outcomes related to student learning. Assessments will also be accessed to monitor the effectiveness of the learning environment created by the QEP as well as the overall program. A detailed plan is provided below that includes a description of (a) student learning outcome assessment (b) learning environment assessment (c) program effectiveness assessment.

Student Learning Outcome Assessment Plan

Goal 1: Students assess career options.

SLO 1: Students will define their career interests and goals, needs, and abilities.

SLO 2: Students will analyze career requirements and formulate career expectations.

Student Learning Outcome Assessment for Goal 1

SLO 1: Students will define their career interests and goals, needs, and abilities.

Action: Students enrolled in CRED Level 1 courses will write a reflective paper on career interests, academic needs and current abilities based on the analysis of the results of the following career assessments surveys: Career Personality Test, Career Interest Inventory, Career Skills Profiler, and Career Values Assessment. Using a rubric (See Appendix C), faculty will grade the reflective papers and provide a quantitative score and written feedback.

Direct Assessment: Students will write a reflective paper on career interests, academic needs and current abilities in the CRED level 1 courses. Students’ scores on rubric dimensions “Depth of Reflection and Exploration,” “Quality of the Information,” and “Required Components” of the reflective paper will be used as a direct assessment of Goal 1 – SLO 1. Table 4 shows the rubric dimensions and quantifiable targets for this assessment. At the end of each semester, faculty will submit students’ scores to the QEP director. The CRED assessment team will meet annually to discuss progress and identify areas that need to be revised.

Table 4. Quantifiable Target for Direct Assessment of Goal 1 – SLO 1:

- By year five, 80% of students will score 3 or higher on the following rubric dimensions:
- Depth of Reflection and Exploration
 - Quality of the Information
 - Required Components

Indirect Assessment: On an annual basis, the UNT Dallas Office of Strategic Analysis and Reporting reports information on the National Survey of Student Engagement. These data are collected every year from first-year and senior year students. Data gathered from survey responses related to the theme “Experiences with Faculty” will be evaluated. These items were chosen because it is anticipated that the activities of Goal 1 – SLO 1 will enhance the career plan discussions between freshmen and faculty. Thus, responses to engagement indicators related to “Student-Faculty Interaction” will be examined. Table 5 shows survey items and

quantifiable targets for this assessment. The CRED Assessment Team will review for changes in percentages in the responses to these items, discuss progress, and identify areas for improvement.

<p>Table 5. Quantifiable Targets for Indirect Assessment of Goal 1 – SLO 1</p> <p>By year five, the Mean Engagement Indicator for Student-Faculty Interaction for first year students will be higher than a mean of 25.</p> <ul style="list-style-type: none"> - <i>Mean reported in 2016: 22.9</i> <p>By year five, 50% of first-year students will report that they “Very Often” or “Often” talk with a faculty member about career plans</p> <ul style="list-style-type: none"> - <i>Percentage reported in 2016: 31% of students reported they “Very Often” or “Often” talk with a faculty member about career plans</i>

In addition, at the end of each semester, a CRED survey will be administered to students enrolled in CRED Level 1 courses. Responses to survey items will be reviewed. Table 6 shows the survey items and quantifiable targets for this assessment. The CRED Assessment Team will look for changes in percentages in the responses to these items, discuss progress, and identify areas for improvement.

<p>Table 6. Quantifiable Target for Indirect Assessment of Goal 1 – SLO 1</p> <p><i>By year five, 80% of first-year students enrolled in CRED Level 1 courses will report they “Strongly Agree” or “Agree” with the following survey items:</i></p> <ul style="list-style-type: none"> - <i>This course allowed me to have a better understanding of the major I would like to pursue.</i> - <i>This course helped me to clarify my career interests.</i> - <i>After taking this course, I have identified my own abilities that will lead to a successful career.</i> - <i>This course allowed me to acquire a deeper understanding of my career goals.</i> - <i>This course allowed me to explore my career options.</i> - <i>This course was very effective at allowing me to engage in career exploration.</i>

SLO 2: Students will analyze career requirements and formulate career expectations.

Action: Students enrolled in CRED Level 1 courses will research a variety of careers through research and informational interviews with professionals working in their field of interest. Students with similar career interests will present results of their career requirements (e.g., academic, certifications, etc.) to the class. Using a rubric (See Appendix E), faculty will grade group presentations and provide both quantitative and written feedback.

Direct Assessment: Students’ scores on rubric dimensions “Job Description,” “Education and Training,” and “Career Expectations” of their career research presentation will be used as a

direct assessment of Goal 1 – SLO 2. Table 7 shows the rubric dimensions and quantifiable targets for this assessment. At the end of each semester, faculty will review students’ scores and forward them to the QEP director. The CRED Assessment Team will meet annually to discuss progress and identify areas that need to be revised.

Table 7. Quantifiable Target for Direct Assessment of Goal 1 – SLO 2
<p>By year five, 80% of students will score 4 or higher on the following rubric dimensions:</p> <ul style="list-style-type: none"> - Job Description - Education and Training - Career Expectations

Indirect Assessment: At the end of each semester, a CRED survey will be administered to students enrolled in the CRED Level 1 courses. Responses to survey items will be examined. Table 8 shows the survey items and quantifiable targets for this assessment. The CRED Assessment Team will look for changes in percentages in the responses to this item, discuss progress, and identify areas for improvement.

Table 8. Quantifiable Targets for Indirect Assessment of Goal 1 – SLO 2
<p>By year five, 80 % of first year students enrolled in UGST Learning Foundations will report they “Strongly Agree” or “Agree” with the following survey item:</p> <ul style="list-style-type: none"> - <i>This course allowed me to develop clear expectations about the career I would like to pursue.</i> - <i>In this course, I learned a great deal about the requirements of my desired career.</i> - <i>This course allowed me to anticipate what to expect in my desired career.</i> - <i>I am very satisfied with the career related information I learned in this course.</i>

Goal 2: Students test career expectations through direct exposure to workplace cultures.

SLO 1: Students will analyze discrepancies between their career vision and reality.

Student Learning Outcome Assessment for Goal 2

SLO 1: Students will analyze discrepancies between their career vision and reality.

Action: Students enrolled in CRED Level 2 courses will write a research paper based on their experiential learning activities. In this paper, prior to participating in the experiential learning

assignments students will describe their expectations for their desired career. After completing the assignment, students will then review their expectations and write a reflection paper describing discrepancies between the original vision of career expectations and their actual experiences derived from the experiential learning assignment. Using a rubric (See Appendix F), faculty will grade the reflective papers and provide a quantitative score and written feedback.

Direct Assessment: Students’ scores on rubric dimensions “Depth of Reflection,” “Required Components,” “Quality of Information,” “Content” and “Action Plan” of the reflective paper which addresses discrepancies between career vision and reality will be used as a direct assessment of Goal 2 – SLO 1. Table 9 shows the rubric dimensions and quantifiable targets for this assessment. At the end of each semester, faculty will submit students’ scores to the QEP director. The CRED Team will meet annually to discuss progress and identify areas that need to be revised.

Table 9. Quantifiable Target for Direct Assessment of Goal 2 – SLO 1
<p>By year five, 80% of students will score 4 or higher on the following rubric dimensions:</p> <ul style="list-style-type: none"> - Depth of Reflection - Required Components - Quality of Information - Content - Action Plan

Indirect Assessment: At the end of each semester, a CRED survey will be administered to students enrolled in the CRED Level 2 courses. Responses to survey items will be examined. Table 10 shows the survey items and quantifiable targets for this assessment. The CRED Assessment Team will review for changes in percentages in the responses to this item, discuss progress, and identify areas for improvement.

Table 10. Quantifiable Target for Indirect Assessment of Goal 2 – SLO 1
<p>By year five, 80 % of first year students enrolled in Cred Level 3 Courses will report they “Strongly Agree” or “Agree” with the following survey items:</p> <ul style="list-style-type: none"> - <i>After completing my experiential learning assignment, my career expectations are in agreement with the realities I will face in my desired career.</i> - <i>This experiential learning assignment allowed me to develop a good understanding of the demands required of my desired career.</i> - <i>This experiential learning assignment helped me understand what to anticipate when I am ready to work in my desired career.</i> - <i>This experiential learning project was very effective at allowing me to test my career expectations through direct exposure of a workplace.</i> - <i>This experiential learning assignment will help me have an effective transition to work in my desired career.</i>

Goal 3: Students recognize and value elements of professionalism.

SLO 1: Students will recognize effective aspects of workplace presentability.

Student Learning Outcome Assessment of Goal 3.

SLO 1: Students will recognize effective aspects of workplace presentability.

Action: On Career Day, students enrolled in CRED Level 3 courses will participate in a Mock Job Interview competition. This competition will require students to demonstrate their interviewing skills in front of a panel of judges.

Direct Assessment: Students’ scores on the rubric criteria Appearance, Poise, Presentation Skills, and Delivery of Language will be used as a direct assessment of Goal 3 – SLO 1. Table 11 shows the rubric dimensions and quantifiable targets for this assessment. The CRED Assessment Team will review the results for changes in percentages in the responses to this item, discuss progress, and identify improvement areas.

Table 11. Quantifiable Target for Direct Assessment of Goal 3 – SLO 1	
-	By year five, 80% of students will score 4 or higher on the Mock Interview Rubric criteria Appearance and Poise.
-	By year five, 80% of students will score 4 or higher on the Mock Interview Rubric criteria Presentation Skills.
-	By year five, 80% of students will score 4 or higher on the Mock Interview Rubric criteria Delivery and Language.

Indirect Assessment: At the end of the competition, a CRED survey will be administered to students participating in the Mock Job Interview Competition. Responses to survey components will be examined. Table 12 shows the survey items and quantifiable targets for this assessment. The CRED Assessment Team will review results for changes in percentages in the responses to this item, discuss progress, and identify improvement areas.

Table 12. Quantifiable Target for Indirect Assessment of Goal 3 – SLO 1

By year five, 80 % of students participating in Career Day will report they “Strongly Agree” or “Agree” with the following survey items:

- *Participating in the Career Day Mock Interview competition allowed me to develop a great understanding of how to keep a professional appearance in the workplace.*
- *After participating in the Career Day Mock Interview competition, I learned about how maintaining good posture is important to project a professional image.*
- *Participating in the Career Day Mock Interview competition allowed me to understand how making eye-contact is necessary to succeed in a job interview.*

Learning Environment Assessment Plan

The following section outlines actions that will be taken to develop an effective learning environment for the Career Education (CRED) program and methods by which we will assess these environments:

Learning Environment Action 1: Faculty Development Workshops

Action: Faculty Liaisons involved in the CRED program will be asked to participate in the following workshops

1. Introduction Workshop (i.e., Learning Objectives, Activities, Assessment Plan)
2. Effective Use of Career Assessment Tools
3. Effective Use of Rubrics
4. Facilitating Student Feedback.

Faculty Liaisons will demonstrate an understanding of the workshops’ learning outcomes by completing practice exercises. Faculty Liaisons will complete surveys at the end of each workshop. Surveys will address issues related to the effectiveness of the workshops in preparing participants to serve as Faculty Liaisons and in identifying areas of improvement.

Assessment: Item responses to surveys distributed at the end of each workshop will assess the effectiveness of these workshops in preparing faculty to serve as Faculty Liaisons in the CRED program (See Appendix J). Table 13 shows the survey items and quantifiable targets for this assessment. The CRED Assessment Team will meet annually to discuss progress and identify areas that need to be revised.

Table 13. Quantifiable Target for Learning Environment Action 1: Faculty Development Workshops

By year five, 80 % of faculty participating in workshop will report they “Strongly Agree” or “Agree” with the following survey items:

- *The workshop activities stimulated my learning on how to become an effective CRED Faculty Liaison.*
- *I learned how to be an effective CRED Liaison.*

Learning Environment Action 2: Faculty Feedback Evaluations

Action: Faculty will receive training on how to effectively deliver feedback to students. The written feedback provided to students will be collected at the end of the semester. A random sample of this written feedback will be selected by the CRED Program Director. In addition, students participating in the CRED program will respond to survey items related to the quality of the feedback received by their instructors.

Assessment: Rubric scores on the quality of the faculty written feedback will be examined (See Appendix K). Table 14 shows the rubric items and quantifiable targets for this assessment. The CRED Team will meet every year to evaluate the quality of the written feedback, discuss progress and identify areas that need to be revised.

Table 14. Quantifiable Target for Learning Environment Action 2: Evaluation of Faculty Written Feedback

By year five, 80 % of the evaluations of participating faculty’s written feedback will receive at least a score of 1 on the following rubric items.

- *Instructor writes at least one thing he or she liked about the content of the student’s writing.*
- *Instructor writes at least one piece of career advice based on the content of the student’s writing.*
- *Instructor writes at least one question about the content of the student’s writing.*
- *Instructor writes at least one suggestion for improvement based on the content of the student’s writing.*

At the end of each semester, a CRED survey will be administered to students enrolled in the CRED Level 2 courses. Responses to survey items will be examined. Table 16 shows the survey items and quantifiable targets for this assessment. The CRED Assessment Team will look for changes in percentages in the responses to this item, discuss progress, and identify areas for improvement.

Table 15. Quantifiable Target for Learning Environment Action 2: Student Survey on Faculty Written Feedback

By year five, 80 % of the student survey results of faculty’s written feedback will show, students “Strongly Agree” or “Agree” with the following survey items:

- *I received useful written feedback from my instructor about my career plans. (CRED Level 1 Course Survey).*
- *The instructor provided clear and constructive written feedback about my career goals. (CRED Level 1 Course Survey).*
- *I received useful written feedback from my instructor about what is required to succeed in my desired career. (CRED Level 2 Course Survey).*
- *The instructor provided clear and constructive written feedback about my expectations of my desired career. (CRED Level 2 Course Survey).*

Learning Environment Action 3: Academic Advisor Orientation

Action: Academic Advisors will attend a yearly orientation where they will be updated on the mission, vision, objectives and progress of the CRED program. They will also learn about processes and resources to encourage students to understand the value of participating in the CRED program.

Assessment: Item responses to surveys distributed after orientation will assess the effectiveness of conveying the mission and objectives of the CRED Program (See Appendix L). Table 16 shows the survey items and quantifiable targets for this assessment. The CRED Assessment Team will meet annually to discuss progress and identify areas that need to be revised.

Table 16. Quantifiable Target for Learning Environment Action 3: Academic Advisor Orientation

By year five, 80 % of advisors participating in orientation will report they “Strongly Agree” or “Agree” with the following survey items:

- *After attending the academic advisor orientation for the CRED program, I have a better understanding of the services and resources available at the CRED office.*
- *After attending the academic advisor orientation for the CRED program, I understand the objectives of the CRED program.*
- *After attending the academic advisor orientation for the CRED program, I have a better understanding of the expectations of advisors.*

Learning Environment Action 4: Student, Staff and Faculty CRED Orientations

Action: Students, staff and faculty will attend yearly orientations where they will be updated on the mission, vision, objectives and progress of the CRED program. The orientations will be offered in faculty (e.g., faculty alliance), staff (e.g., staff council), and student meetings (e.g., student government meetings, new student orientation). Participants will complete surveys at the end of each workshop.

Direct Assessment: Item responses to surveys distributed after orientation will assess the effectiveness of conveying the mission and objectives of the CRED program (See Appendix M). Table 17 shows the survey items and quantifiable targets for this assessment. The CRED Assessment Team will meet annually to discuss progress and identify areas that need to be revised.

Table 17. Quantifiable Target for Learning Environment Action 3: CRED Orientations

By year five, 80 % of faculty, student and/or staff workshop participants will report they “Strongly Agree” or “Agree” with the following survey items:

- *After attending the CRED program orientation, I have a better understanding of the services and resources available at the CRED office.*
- *After attending the CRED program orientation, I understand the objectives of the CRED program.*
- *After attending the CRED program orientation, I have a better understanding of what is expected of me as a participant of this program.*

Learning Environment Action 5: End of the Semester CRED Assessment

Action: Students, staff and faculty participating in the CRED program will complete a survey that addresses items related to their career decision making self-efficacy (Biemann et al., 2015) and confidence about career transitions (Heppner et al., 1994).

Direct Assessment: Item responses to surveys distributed at the end of the semester will assess the effectiveness of the CRED program in increasing students’ career decision making self-efficacy and confidence about career transitions. (See Appendix N). Table 18 shows the survey items and quantifiable targets for this assessment. The CRED Assessment Team will meet annually to discuss progress and identify areas that need to be revised.

Table 18. Quantifiable Target for Learning Environment Action 4: End of the Semester CRED Assessment

By year five, 80 % of students participating in the CRED program will rate a score of 7 out 10 in their confidence of the following Career Decision Making Self-Efficacy survey items:

- *Find information about companies who employ in my college major.*
- *Talk to a faculty member in my department I am considering for a major.*
- *Find out employment trends for a career in the next 5 to 10 years.*
- *Successfully manage the job interview process.*
- *Identify employers, firms, and institutions relevant to my career possibilities.*

By year five, 80 % of students participating in the CRED program will report “Strongly Agree” or “Agree” with the following confidence about college to work transition survey items:

- *I will be able to achieve most of the career goals that I have set for myself.*
- *I believe I can succeed at almost any career endeavor to which I set my mind.*
- *I am confident that I can perform effectively on different assignments in my desired future career.*
- *Luck and chance play a major role in my college-to-career transition (negatively worded item).*

Learning Environment Action 6: Yearly Focus Group for CRED Participants

Action: A sample of students and faculty participating in the CRED program will be invited to participate in a focus group to identify how they benefited from the program and areas of improvement. Students will also be asked to complete a survey about the extent to which they have acquired knowledge in a number of career readiness areas. (See Appendix O)

Direct Assessment: Responses from focus groups will assess the effectiveness of activities offered by the CRED program. Table 19 shows the survey items and quantifiable targets for this assessment. The CRED Assessment Team will meet annually to discuss process and identify areas that need to be revised.

Table 19. Quantifiable Target for Learning Environment Action 5: Yearly Focus Group for CRED Participants

By year five, 80 % of faculty and/or students participating in the focus group will report positive comments, such as how the program has helped them, and areas that are working well in the CRED program.

By year five, 20% of faculty and/or students participating in the focus group will report negative comments about the effectiveness and areas needing improvement of the CRED program.

By year five, 80 % of students participating in the CRED program will Report “Often” or “Very Often” with the following confidence about college to work transition survey items:

- *Consult various sources of information to make decisions concerning your career.*
- *Discuss your career goals with a career counselor.*
- *Discuss your career goals with a faculty member.*
- *Analyze your capabilities, interests, and values to make a good career related decision.*

By year five, 80 % of students participating in the CRED program will Report “Well” or “Very Well” on their knowledge of the following career readiness survey items:

- *Where to look for a job*
- *How to write a good resume*
- *How to write a cover letter*
- *How to prepare for a job interview*
- *How to present yourself at a job interview*
- *What employers expect from new employees*
- *What personal qualities does an employer consider most important when hiring someone*
- *What can influence the success and advancement of a person in a job*
- *What an employee should do to keep a job*

Overall Program Assessment Plan

The following section outlines actions taken to assess the overall effectiveness of the CRED program.

Overall Program Assessment Action 1: Phased Implementation of CRED Courses

Action: UNT Dallas will implement student learning outcomes in tagged CRED courses. These courses will be categorized into CRED Level 1, CRED Level 2 and CRED Level 3 courses corresponding with the three goals of the CRED program. These courses will be tagged in the academic catalog as CRED Courses. The QEP director will work with each department to identify strategies to increase the number of tagged core courses, with quality in mind, to reach as many students as possible.

Direct Assessment: The percentage of courses tagged as CRED courses for each level (i.e., Level 1, Level 2, and Level 3) will help assess the effectiveness of the phased implementation of the CRED courses. Table 20 shows the quantifiable targets for the phased implementation of tagged CRED Courses.

<p>Table 20. Quantifiable Targets for Overall Program Action 1: Phased Implementation of CRED Courses</p>
<p>CRED Level 1 Courses: For Fall 2018, UNT Dallas will implement CRED in 100% of the sections of tagged course UGST 1100. A new course will be offered in Fall 2019, and this course will also be tagged as a CRED Level 1 course.</p>
<p>CRED Level 2 Courses: For Fall 2019, UNT Dallas will offer 80% of the courses tagged as CRED Level 2, and 100% by Fall 2020.</p>
<p>CRED Level 3 Courses: For Fall 2020, UNT Dallas offer 87.5% of courses tagged as CRED level 3 and 100% by Fall 2021.</p>

Overall Program Assessment Action 2: CRED Annual Satisfaction Survey

Action: After year one of the CRED implementation, the QEP Director will distribute a survey to faculty, staff and students participating in CRED to assess their satisfaction with the program.

Direct Assessment: The percentage of survey respondents satisfied with the CRED program will help assess participants attitudes toward the CRED program. Table 21 shows the survey items and quantifiable targets. The CRED Assessment Team will meet every year to discuss process and identify areas that need to be revised.

<p>Table 21. Quantifiable Targets for Overall Program Action 2: CRED Annual Satisfaction Survey</p>
<p>By year five, 80% of respondents participating in the CRED program will report “Very Satisfied” or “Satisfied” with the following survey items:</p> <ul style="list-style-type: none"> - How satisfied are you with the CRED program? - How satisfied are you to have participated in the CRED program? - How satisfied are with the impact that the CRED program will have on your career? - How satisfied are you with your interactions with the career counselor? (for students and faculty) - How satisfied are you with your interactions with faculty? (for students and staff)

Overall Program Action 3: Longitudinal Assessment of Career Readiness Education (CRED) Program

Action: The CRED program is divided into three overarching stages of organizational socialization process: anticipation, adjustment and achievement. Results from the end-of-the semester CRED survey will be evaluated at each stage to assess students’ longitudinal progress concerning career decision making self-efficacy and confidence about career transitions.

Direct Assessment: Score improvement on students’ levels of career decision making self-efficacy and confidence about career transitions will help assess the effectiveness of the CRED program at three different times. Table 22 shows the quantifiable target for the longitudinal assessment of the CRED Program. The CRED Assessment Team will meet annually to discuss process and identify areas that need to be revised.

<p>Table 22. Quantifiable Targets for Overall Program Action 3: Longitudinal Assessment of the CRED Program</p>
<p>By year five, 80% of respondents participating in the CRED program will report a 50% improvement from assessment Time 1 to assessment Time 3 on their career decision making self-efficacy and confidence about career transitions score.</p>

After completing the assessments for student learning outcomes, learning environment and overall program, the office of the QEP will provide an end-of-the year report to UNT Dallas Leadership Administration and the UNT Dallas Community (i.e., staff, students, faculty and local employers). This report will identify areas of success and examine weaknesses, identify modifications and opportunities for improvement. Writing a report will allow the opportunity to seek valuable input from members of the UNT Dallas community for continuous improvement. Given that the CRED program is a dynamic and evolving process, CRED awards will be given on an annual basis to faculty, staff and students. In addition, students participating in the CRED program will be recognized with pins and cords at commencement ceremonies.

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Appendices

Appendix A – Five Year Plan for CRED Courses

CRED LEVEL	SCHOOL	COURSE	TITLE	YEAR				
				1	2	3	4	5
1	Business	HMG 1310 *	Careers in Hospitality Management		✓	✓	✓	✓
1	Liberal Arts and Sciences	UGST 1100	Application of Learning Foundations	✓	✓	✓	✓	✓
2	Business	LSCM 4800	Logistics Internship		✓	✓	✓	✓
		MGMT 4800	Internship		✓	✓	✓	✓
		MGMT 3850	Entrepreneurship		✓	✓	✓	✓
		HGM 3040	Practicum in Hospitality Management		✓	✓	✓	✓
		ACCT 2010	Accounting Principles I		✓	✓	✓	✓
		ACCT 2020	Accounting Principles II		✓	✓	✓	✓
		ACCT 3110	Intermediate Accounting I		✓	✓	✓	✓
		ACCT 3120	Intermediate Accounting II		✓	✓	✓	✓
		ACCT 3270	Cost Accounting		✓	✓	✓	✓
2	Education	EDUC 3320	Foundations of Education		✓	✓	✓	✓
		EDBE 4840	Linguistically/Culturally Diverse Learners		✓	✓	✓	✓
2	Human Services	HSML 4200	Grant Writing		✓	✓	✓	✓
		HSML 4300	Volunteer Management		✓	✓	✓	✓
		HSML 4XXX *	Practicum			✓	✓	✓
2	Liberal Arts and Sciences	CJUS 4850	Internship		✓	✓	✓	✓
		SOCI 3XXX *	Internship		✓	✓	✓	✓
		PSCI 3100	Civil Rights		✓	✓	✓	✓
		HIST 4900	Civil Rights		✓	✓	✓	✓
		PSYC 2310	Careers and Writing in Psychology		✓	✓	✓	✓
		PSYC 4390	Internship in Psychology		✓	✓	✓	✓
		CSCE 3055	IT Project Management		✓	✓	✓	✓
		MATH 3680	Applied Statistics		✓	✓	✓	✓
		COMM 2312	Visual Communication		✓	✓	✓	✓
		COMM 2352	Professional Communication		✓	✓	✓	✓
		COMM 3311	New Media Storytelling			✓	✓	✓
		COMM 3331	Social Media Campaigns			✓	✓	✓
		COMM 4900	Internship		✓	✓	✓	✓
		COMM 3321	Digital Production I			✓	✓	✓
		BIOL 4300	Urban Biology			✓	✓	✓
BIOL 3331	Biomedical Criminalistics			✓	✓	✓		

CRED LEVEL	SCHOOL	COURSE	TITLE	YEAR				
				1	2	3	4	5
3	Business	LSCM 4860	Advanced Logistics Management			✓	✓	✓
		BUSI 4940	Business Policy			✓	✓	✓
		HGMT 43XX *	Hospitality Management Capstone			✓	✓	✓
		MGMT 4790	Human Resource Capstone			✓	✓	✓
		ACCT 4300	Federal Income Tax			✓	✓	✓
		ACCT 4100	Accounting Systems			✓	✓	✓
		ACCT 4140	Advanced Accounting Principles				✓	✓
		ACCT 4270	Advanced Cost Accounting				✓	✓
		ACCT 4350	Advanced Income Tax			✓	✓	✓
		ACCT 4400	Auditing				✓	✓
		ACCT 4410	Auditing Evidence				✓	✓
3	Education	EDSP 4340	Classroom and Behavior Management Strategies K - 12			✓	✓	✓
3	Human Services	HSML 4750	Capstone			✓	✓	✓
		HSML 4850	Internship			✓	✓	✓
		CDFS 4023	Practicum			✓	✓	✓
		CDFS 4395	Capstone			✓	✓	✓
3	Liberal Arts and Sciences	CJUS 4901	Senior Seminar			✓	✓	✓
		SOCI 4990	Capstone			✓	✓	✓
		PSCY/SOCI/CRMJ 4XXX *	Capstone			✓	✓	✓
		PSYC 4040	Psychology Capstone			✓	✓	✓
		CSCE 4905	Capstone I			✓	✓	✓
		CSCE 4925	Capstone II			✓	✓	✓
		MATH 4XXX	Capstone Research I			✓	✓	✓
		MATH 4XXX	Capstone Research II			✓	✓	✓
		EDUC 4200	Student Teaching			✓	✓	✓
		COMM 4320	Digital Production II			✓	✓	✓
		COMM 4330	Crisis Communication			✓	✓	✓
		COMM 4335	Strategic Communication Campaigns			✓	✓	✓
		COMM 4510	Capstone			✓	✓	✓
		COMM 4900	The Radio Station			✓	✓	✓
		PBHL 4390	Public Health Capstone			✓	✓	✓
BIOL 3090	Research Undergraduate			✓	✓	✓		

* New Course

Appendix B – Career Assessment Surveys

Personality Test

The MyPlan.com Career Personality Test will help students understand what careers are right for them. Based on the legendary work of Swiss psychologist Carl Jung and his pioneering typological models, the Career Personality Test will help students discover their personality type and use that information to build a profile of what might satisfy them in a career.

<http://www.myplan.com/assess/personality.php>

Interest Inventory

The Interest Inventory will help students find out their interests and understand how they relate to the world of work. There are 75 questions in this test designed to compare their personal interests to those of people in 739 different careers whose interests are satisfied by their work. The report will feature a cluster score that will help you identify your strongest work-related interests, while the CareerMatch™ scoring system will rank-order all 739 careers according to how well they align with your personal interests.

<http://www.myplan.com/assess/interests.php>

Skills Profiler

The Skills Profiler is a self-assessment instrument created to assist people in developing a profile of their own skills. Most people have a fairly good understanding of their own strengths and weaknesses when it comes to skills and abilities. What they lack is a structured means for objectively profiling their skills and for comparing their skill set to various careers. People pretty much know what they're good at – they just may not know how good or what that means in terms of choosing a career.

<http://www.myplan.com/assess/skills.php>

Values Assessment

The Values Test can help students learn more about their underlying work needs and motivations, and can help them decide what is important to them in a job. The test does this by asking students to rank different aspects of work that represent six underlying work values. Knowing their work values can help students decide what kinds of jobs and careers they might want to explore. When they complete the test, they will get scores for each of six work values clusters. These scores show how important each work value is to them. Students also receive a rank ordered list of potential occupations that match their work values.

<http://www.myplan.com/assess/values.php>

Appendix C – Rubric for Student Assignment for Goal 1 – SLO 1

Grading Rubric for Career Exploration Reflection Paper

Reflection Paper Rubric	Exceeds Standards 2 points	Meets Standards 1.5 points	Fair 1 points	Poor .5 point	Score	Feedback by your Instructor
Depth of Reflection and Exploration	Writing demonstrates an in-depth reflection on the selected topic, including supporting details, examples and arguments.	Writing demonstrates a general reflection on the selected topic, including some supporting details and examples.	Writing demonstrates a minimal reflection on the selected topic, including a few supporting details	Writing demonstrates a lack of reflection on the selected topic with no detail.		
Required Components	Writing <u>surpasses</u> the 6 required content paragraphs of the selected topic.	Writing includes the 6 required components of the selected topic	Writing includes a few of the 6 required paragraphs components of the selected topic	Writing does not include any of the 6 required paragraphs components of the selected topic		
Quality of the Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting detail and/or examples.	Information clearly relates to the main topic. No additional details and/or examples are given.	Information has little to do with the topic at hand.		
Structure and Organization	Writing is organized, clear, concise. Excellent sentence structure. Thoughts are logically expressed in addition to the paper is neatly typed, double-spaced, 12-point TNR font, one-inch margins, and 2-3 pages in length.	Writing is mostly organized, clear, and concise. Good sentence structure. Thoughts are logically expressed in addition to the paper is neatly typed, double-spaced, 12-point TNR font, one-inch margins, and 1-2 pages in length.	Writing unclear, and thoughts are not well organized or logically expressed. The paper is typed, double-spaced, 12-point TNR font, one-inch margins, and 1-2 pages in length.	Writing unclear, disorganized. Thoughts make little to no sense. The paper is typed, double spaced, 12-point TNR font, margins and 1 page or less in length.		
Grammar and Spelling	Written responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates communication.	Written responses are largely free of grammatical, spelling or punctuation errors. The style of writing generally facilitates communication.	Written responses contain multiple grammatical, spelling or punctuation errors. The style of writing detracts from communication.	Written responses contain excessive grammatical, spelling or punctuation errors. The style of writing does not facilitate communication.		
TOTAL (10 Points):						

Appendix D – Career Exploration Resources

The Career Services Office posts a number of useful student resources for career exploration on their website <https://www.untDallas.edu/careers/students>. Below is a description of each one.

ONet - The O*NET program is the nation's primary source of occupational information. The database contains information on hundreds of standardized and occupation-specific descriptors. The database also provides the basis for our Career Exploration Tools, a set of valuable assessment instruments for workers and students looking to find or change careers. The link to ONet is <https://www.onetonline.org/>.

Occupational Outlook Handbook - Compiled by the U.S. Department of Labor, the Occupational Outlook Handbook is designed to provide valuable, up-to-date assistance to individuals making decisions about their futures. Accompanying each profession are descriptions of the nature of the work, working environment, job outlook training, and the required education, as well as job earnings, related occupations, and additional information sources. The link to this resource is <https://www.bls.gov/ooh/>.

What Can I Do With This Major - The information outlines common career areas one can enter with specific majors. Also, it shows typical employers that hire certain majors and provide strategies designed to maximize career opportunities. The information is representative of typical career paths associated with each major and is not an exhaustive list. The link to this resource is <https://whatcanidowiththismajor.com/major/>.

Appendix E – Rubric for Student Assignment for GOAL 1 – SLO 2

Career Exploration Group Presentation Rubric	Instructor's Comments
<p>Slide 1 – Title Slide ___ Career listed and clearly define (1 pt.) ___ Names (1 pt.) ___ Date/UGST Instructor (1 pt.)</p>	
<p>Slide 2 – Job Description ___ What the worker does on the job (up to 5 pts.) - Detailed, descriptive, assured (5 pts.) - Minimal job description, left confused (3 pts.) - Little to no description (1 pt.)</p>	
<p>Slide 3 – Working Environment & Condition ___ Typical number of hours worked (1 pt.) ___ Physical Activities (1 pt.) ___ Is travel part of this career (1 pt.) ___ Personal interactions with others (1 pt.)</p>	
<p>Slide 4 – Education & Training ___ Education (Up to 5 points) - Degrees, additional certifications, challenging course work (based off interview) (5 pts.) - Degree, typical timeframe until completion (3 pts.) - Degree needed (1 pt.)</p>	
<p>Slide 5 – Earnings ___ Annual or hourly earnings (up to 2 pts.)</p>	
<p>Slide 6 – Job Outlook ___ Outlook thoroughly Explained (up to 5 pts.) - Growing field? Are there many of these jobs? Sustainable? Temporary? (5 pts.) - Three questions above answered (3 pts.) - None – two questions above answered (2 pts.)</p>	
<p>Slide 7 – Career Opinions ___ Interests (to earn all points each student present must state one interest) (up to 5 pts.) ___ Drawbacks (to earn all points each student present must state one drawback) (up to 5 pts.)</p>	
<p>Slide 8 – Related Occupations ___ Related occupations (provide up to 3) (3 pts.)</p>	
<p>Slide 9 – Career Expectations ___ List expectations for desired career - Detailed, descriptive, assured (5 pts.) - Minimal details, left confused (3 pts.) - Little to no details (1 pt.)</p>	
<p>Slide 10 – Source Information ___ Sources in correct MLA style format (2 pts.)</p>	
<p>Overall Quality ___ Visually appealing (5 pts.) ___ Appropriate timings and animations (5 pts.)</p>	
<p>___ Professional Dress (5 pts.)</p>	
<p>___ Professional Attitude (3 pts.)</p>	
<p>___ Interview sheet from professor signed (3 pts.)</p>	
<p>___ Actively Listening During Other Presentations (5 pts.)</p>	
<p>___ Total Points /65 points</p>	

Appendix F – Rubric for Student Assignment for GOAL 2 – SLO 1

	Poor 1 point	Fair 2 points	Good 3 points	Excellent 4 points
Depth of Reflection	POOR Writing demonstrates lack of reflection on the selected topic, with no details.	FAIR Writing demonstrates a minimal reflection on the selected topic, including a few supporting details and examples.	GOOD Writing demonstrates a general reflection on the selected topic, including some supporting details and examples.	EXCELLENT Writing demonstrates an in-depth reflection on the selected topic, including supporting details and examples.
Required Components	POOR Writing does not include the required components of the selected topic.	FAIR Writing includes the a few components of the selected topic.	GOOD Writing includes the required components of the selected topic.	EXCELLENT Writing <u>surpasses</u> the required components of the selected topic.
Quality of Information	POOR Information has little to do with the main topic.	FAIR Information clearly relates to the main topic. No details and/or examples are given.	GOOD Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	EXCELLENT Information clearly relates to the main topic. It includes several supporting details and/or examples.
Structure & Organization	POOR Writing unclear, disorganized. Thoughts make little to no sense.	FAIR Writing is unclear, and thoughts are not well organized. Thoughts are not expressed in a logical manner.	GOOD Writing is mostly clear, concise, and organized with the use of excellent sentence/paragraph structure. Thoughts are expressed in a logical manner.	EXCELLENT Writing is clear, concise, and well organized with the use of excellent sentence/paragraph structure. Thoughts are expressed in a logical manner.
Grammar	POOR There are numerous spelling or grammar errors per page of writing reflection.	FAIR There are more than five spelling or grammar errors per page of writing reflection.	GOOD There are no more than five spelling or grammar errors per page of writing reflection.	EXCELLENT There are no more than three spelling or grammar errors per page of writing reflection
Content	POOR Information has little to do with addressing discrepancies in assignment expectations	FAIR Information clearly related to the topic of discrepancies in assignment expectations. No additional details/or examples given	GOOD Information clearly related to the main topic. It provides 1 – 2 supporting details and/or examples.	EXCELLENT Information clearly relates to the main topic. It includes several supporting details and/or examples.
Action Plan	POOR Action Plan has little details about areas of improvement and/ or preparation to enter the workforce.	FAIR Action Plan has details about areas of improvement and preparation to enter the workforce. No additional examples provided supporting the plan.	GOOD Action Plan has good details about areas of improvement and preparation to enter the workforce. Examples provided supporting the plan.	EXCELLENT Action Plan has a significant amount of details about areas of improvement and preparation to enter the workforce. Many examples provided supporting the plan.
Total Score	_ /28 Total Points			
Feedback				

Appendix G – Rubric for Career Day Mock Interview for Goal 3 – SLO 1

Total Score out of 85 possible points: _____

Category		Score					Comments
Resume	Is resume professional and neat?	1 Far Below Standard	2 Below Standard	3 Meets Standard	4 Above Standard	5 Far Exceeds Standard	
	Is resume free of errors?	1 Far Below Standard	2 Below Standard	3 Meets Standard	4 Above Standard	5 Far Exceeds Standard	
	Does resume “sell” example of transferable skills?	1 Far Below Standard	2 Below Standard	3 Meets Standard	4 Above Standard	5 Far Exceeds Standard	
Appearance and Poise	Does the interviewee give an appropriate handshake?	1 Far Below Standard	2 Below Standard	3 Meets Standard	4 Above Standard	5 Far Exceeds Standard	
	Does the interviewee appear confident and poised?	1 Far Below Standard	2 Below Standard	3 Meets Standard	4 Above Standard	5 Far Exceeds Standard	
	Does interview maintain good posture?	1 Far Below Standard	2 Below Standard	3 Meets Standard	4 Above Standard	5 Far Exceeds Standard	
	Does Interviewee make eye-contact with the interviewer?	1 Far Below Standard	2 Below Standard	3 Meets Standard	4 Above Standard	5 Far Exceeds Standard	
Skill Presentation	Does interviewee answer content of each question clearly?	1 Far Below Standard	2 Below Standard	3 Meets Standard	4 Above Standard	5 Far Exceeds Standard	
	Does the interviewee “sell” their skills?	1 Far Below Standard	2 Below Standard	3 Meets Standard	4 Above Standard	5 Far Exceeds Standard	
	Does the interviewee appear prepared and knowledgeable about the position they are applying for?	1 Far Below Standard	2 Below Standard	3 Meets Standard	4 Above Standard	5 Far Exceeds Standard	
	Does the interviewee reference items on their resume?	1 Far Below Standard	2 Below Standard	3 Meets Standard	4 Above Standard	5 Far Exceeds Standard	
	Does the interviewee appear to give straightforward, honest responses?	1 Far Below Standard	2 Below Standard	3 Meets Standard	4 Above Standard	5 Far Exceeds Standard	
	Does interviewee come across as someone who can work well with others?	1 Far Below Standard	2 Below Standard	3 Meets Standard	4 Above Standard	5 Far Exceeds Standard	
Delivery and Language	Does interviewee use proper language and enunciate their responses?	1 Far Below Standard	2 Below Standard	3 Meets Standard	4 Above Standard	5 Far Exceeds Standard	
	Is the interviewee professional, and mature throughout the interview?	1 Far Below Standard	2 Below Standard	3 Meets Standard	4 Above Standard	5 Far Exceeds Standard	
	Does the interviewee answer questions with appropriate wait time?	1 Far Below Standard	2 Below Standard	3 Meets Standard	4 Above Standard	5 Far Exceeds Standard	
	Does the interviewee avoid distracting mannerisms and phrases (“ums”, tapping, hair twirling)	1 Far Below Standard	2 Below Standard	3 Meets Standard	4 Above Standard	5 Far Exceeds Standard	

Appendix H – CRED Position Descriptions

CRED Program Director

The Director will provide leadership to the CRED program beginning with the later phases of program development through early implementation. The Director will report to the Office of the Provost and will be part of the QEP Leadership Team. The Director will oversee the implementation of the assessment and evaluation components of the project.

Primary Responsibilities

1. Program Development and Administration
 - a. Overall responsibility for managing all aspects of the development of the CRED program
 - b. Lead spokesperson
 - c. Convene and work with CRED Task Force
2. Staffing
 - a. Serve as a committee member for the recruitment and staffing of CRED Program Staff
3. Course and Program Recruitment
 - a. Oversee the approval of courses tagged as CRED Level 1, CRED Level 2 and CRED Level 3
 - b. Meet with faculty and departments to recruit courses/majors for the CRED program
4. Faculty Development
 - a. Approve all faculty development workshops
5. Assessment
 - a. Oversee the implementation of the CRED Program Assessment Plan
 - b. Analyze data collected from Assessment Plan
 - c. Prepare and present reports to the CRED Council, CRED Assessment Team, and Employer Advisor Team
 - d. Make program improvements based on analysis and feedback
6. Reporting
 - a. Approve Funding Report
 - b. Verify yearly records of all progress to student learning outcomes and program goals

Minimum Qualifications: Academic credentials to secure tenure in a UNT Dallas department: Ph.D. or other terminal degree; record of commitment to undergraduate teaching and learning; minimum of five years of teaching experience; knowledge of college to work transition strategies.

Preferred: Familiar with SACSCOC QEP requirements; prior administrative experience; knowledge of learning outcomes and assessment.

CRED Project Coordinator and Experiential Learning Director

The position of Project Coordinator for CRED and Experiential Learning will work under the supervision of the Provost. The Project Coordinator will assist in developing experiential learning activities within the university. In addition, the Project Coordinator will work with employers and faculty to notify students regarding internships, service learning, volunteer, job shadowing, research and study abroad opportunities.

Primary Responsibilities

1. Program Administration
 - a. Conduct professional development workshops and CRED program orientations
 - b. Develop and oversee the CRED completion recognition program
 - i. Preparation of CRED certificates
 - ii. Distribution of CRED graduation cords
2. Assessment
 - a. Oversee all surveys for students, faculty and staff
 - b. Create summary reports
3. Marketing
 - a. Implement Marketing and Communications plan
 - i. Program promotion for students
 - ii. Maintain website, Facebook page, and other social media
 - iii. Highlight success stories of student and faculty accomplishments through social media
4. Reporting
 - a. Enter and maintain yearly records of all progress to student learning outcomes and CRED program goals
 - b. Develop funding report

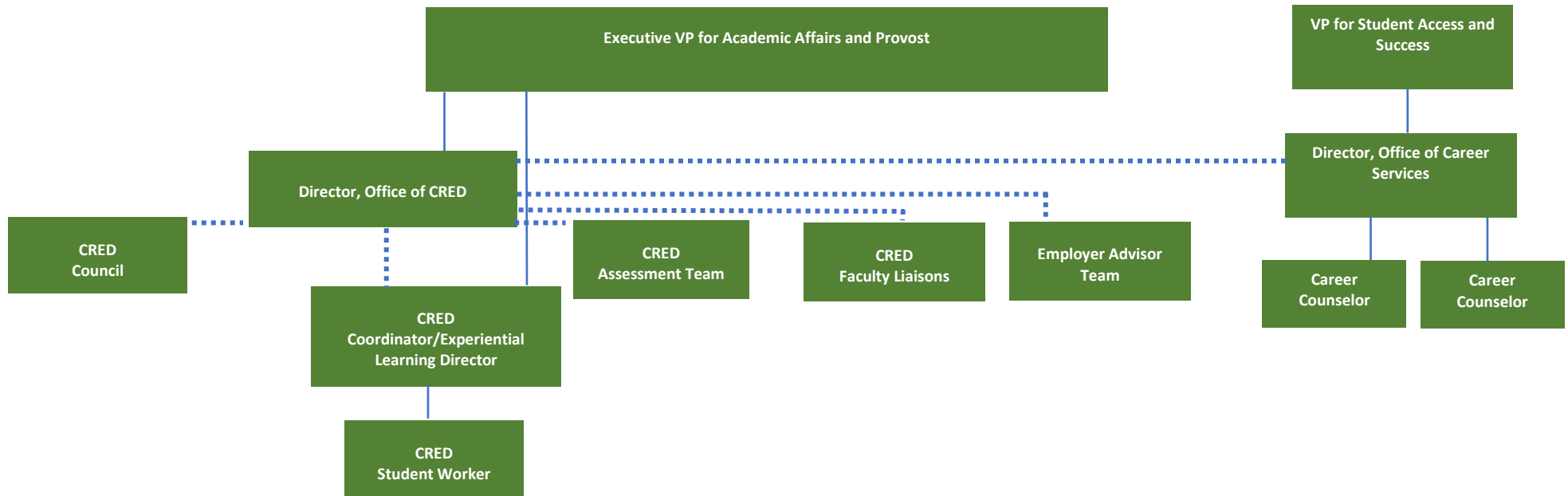
Proposed minimum qualifications: Bachelor's degree in marketing, human resource management, or related field and two years of professional related experience; or any equivalent combination of education, training and experience which provides the following knowledge, skills, and abilities:

- Strong computer skills
- Experience in presentation of workshops or public speaking
- Excellent oral and written communication skills
- Must be a self-starter and possess strong analytical and problem-solving skills
- Demonstrate ability to organize and work independently as a leader and as part of a team
- Must have the ability to effectively interact with faculty, staff, students, parents, and administrators

Preferred qualifications:

- Master's degree (emphasis in student affairs, marketing, human resource management or related field)
- Three or more years of cooperative education, career services, or other student service areas at the college/university level.
- Experience building relationships with business and industry leaders.
- Career services database knowledge is a plus.
- Strong preference given to individuals with Career Services or Event Management experience at the college/university level.

Appendix I – UNT Dallas Organizational Structure of Positions Supporting CRED



Appendix J – Faculty Development Workshop Survey

Date: _____
 Workshop Name: _____
 Training Location: _____

Participant's Name: _____
 Job Title: _____
 Years in present position: _____

INSTRUCTIONS

Please circle your response to the items. Rate aspects of the workshop on a 1 to 5 scale:

1 = "Strongly disagree," or the lowest, most negative impression

3 = "Neither agree nor disagree," or an adequate impression

5 = "strongly agree," or the highest, most positive impression

Choose N/A if the item is not appropriate or not applicable to this workshop. Your feedback is sincerely appreciated. Thank you.

WORKSHOP CONTENT						
1. I was well informed about the objectives of this workshop.	1	2	3	4	5	N/A
2. This workshop lived up to my expectations.	1	2	3	4	5	N/A
3. The content is relevant to my role as Faculty Liaison.	1	2	3	4	5	N/A
WORKSHOP DESIGN						
4. The workshop objectives were clear to me.	1	2	3	4	5	N/A
5. The workshop activities stimulated my learning on how to become an effective CRED Faculty Liaison.	1	2	3	4	5	N/A
6. The activities in this workshop gave me sufficient practice and feedback.	1	2	3	4	5	N/A
7. The difficulty level of the workshop was appropriate.	1	2	3	4	5	N/A
8. The pace of the workshop was appropriate.	1	2	3	4	5	N/A
WORKSHOP INSTRUCTOR (FACILITATOR)						
9. The instructor was well prepared.	1	2	3	4	5	N/A
10. The instructor was helpful.	1	2	3	4	5	N/A
WORKSHOP RESULTS						
11. I accomplished the objectives of this workshop.	1	2	3	4	5	N/A
12. I learned how to be an effective CRED Faculty Liaison	1	2	3	4	5	N/A
SELF-PACED DELIVERY						
13. The workshop was a good way for me to learn this content	1	2	3	4	5	N/A
14. How would you improve this workshop (Check all that apply)						
<input type="checkbox"/> Provide better information before the workshop. <input type="checkbox"/> Clarify the workshop objectives. <input type="checkbox"/> Reduce the content covered in the workshop. <input type="checkbox"/> Increase the content covered in the workshop. <input type="checkbox"/> Update the content covered in the workshop. <input type="checkbox"/> Improve the instructional methods. <input type="checkbox"/> Make workshop activities more stimulating. <input type="checkbox"/> Improve workshop organization. <input type="checkbox"/> Make the workshop less difficult. <input type="checkbox"/> Make the workshop more difficult. <input type="checkbox"/> Slow down the pace of the workshop. <input type="checkbox"/> Speed up the pace of the workshop. <input type="checkbox"/> Allot more time for the workshop. <input type="checkbox"/> Shorten the time for the workshop. <input type="checkbox"/> Improve the tests used in the workshop. <input type="checkbox"/> Add more video to the workshop.						
15. What other improvements would you recommend in this workshop?						
16. What is least valuable about this workshop?						
17. What is the most valuable about this workshop?						

Appendix K – Rubric for Evaluation of Faculty Written Feedback

Written Feedback

Faculty will read the reflective paper and assign scores following a rubric. In addition, faculty will provide written feedback to students. The key to effective student scoring is to look for evidence to support your scoring. This can be managed by using the guidelines listed below.

- Write at least two things that you really liked about the content of the student’s writing.
- Write at least two pieces of career advice you have based on the content of the student’s writing.
- Write at least two questions you have about the content of the student’s writing.
- Write at least two suggestions for improving the content of the student’s writing.

The following rubric will be used by the CRED Assessment Team to evaluate the quality of the written feedback you provide to the students.

Exemplary 2 points	Proficient 1 point	Needs Improvement 0 point
Instructor writes at least two things he or she liked about the content of the student’s writing	Instructor writes one thing he or she liked about the content of the student’s writing	Instructor does not write what he or she liked about the content of the student’s writing
Instructor writes at least two pieces of career advice based on the content of the student’s writing	Instructor writes at least one piece of career advice based on the content of the student’s writing	Instructor does not write career advice based on the content of the student’s writing
Instructor writes at least two questions about the content of the student’s writing	Instructor writes one question about the content of the student’s writing.	Instructor does not write questions about the content of the student’s writing.
Instructor writes at least two suggestions for improvement based on the content of the student’s writing	Instructor writes at least one suggestion for improvement based on the content of the student’s writing	Instructor does not write suggestions for improvement based on the content of the student’s writing

Total Score: ____ / 8 points

CRED Assessment Team Comments:

Appendix L – Academic Advisor Orientation Survey

Date: _____
 Orientation Name: _____
 Location: _____

Participant’s Name: _____
 Job Title: _____
 Years in present position: _____

INSTRUCTIONS

Please circle your response to the items. Rate aspects of the workshop on a 1 to 5 scale:

1 = "Strongly disagree," or the lowest, most negative impression

3 = "Neither agree nor disagree," or an adequate impression

5 = "strongly agree," or the highest, most positive impression

Choose N/A if the item is not appropriate or not applicable to this workshop. Your feedback is sincerely appreciated. Thank you.

1. After attending the academic advisor orientation for the CRE program, I have a better understanding of the services and resources available at the CRED office.	1	2	3	4	5	N/A
2. After attending the academic advisor orientation for the CRE program, I understand the objectives of the CRED program.	1	2	3	4	5	N/A
3. After attending the academic advisor orientation for the CRE program, I have a better understanding of the expectations of advisors	1	2	3	4	5	N/A
4. The communications I received about the CRED program were effective (e.g., emails, brochures, etc.)	1	2	3	4	5	N/A
5. The academic advisor orientation for the CRED program was very helpful and informative when I asked questions.	1	2	3	4	5	N/A
6. The CRED website provided useful information to assist me with understanding my role as academic advisor.	1	2	3	4	5	N/A
7. When I arrived at the academic advisor orientation for the CRE program, I was greeted by a CRED office staff member and felt welcome.	1	2	3	4	5	N/A
8. The check-in process provided me with the information and tools I needed to navigate the orientation program.	1	2	3	4	5	N/A
9. The presenter of the academic advisor orientation for the CRED program was knowledgeable	1	2	3	4	5	N/A
10. The presentation style was effective (e.g., engaging, articulate, approachable)	1	2	3	4	5	N/A
11. Presenter was dynamic.	1	2	3	4	5	N/A
12. The academic advisor orientation for the CRED program gave me the opportunity to get specific questions asked.	1	2	3	4	5	N/A
13. The academic advisor orientation for the CRED program provided me with the opportunity to learn about resources that were new to me.	1	2	3	4	5	N/A
14. The content presented was new information that was relevant to me as an academic advisor.	1	2	3	4	5	N/A
15. After attending the academic advisor orientation for the CRED program, I have a clear idea if what being part of the CRED program will mean to me.	1	2	3	4	5	N/A
16. The academic advisor orientation for the CRED program introduced me to the CRED office’s expectations of me.	1	2	3	4	5	N/A
17. The academic advisor orientation for the CRED program introduced me to the opportunities available to me.	1	2	3	4	5	N/A
18. The academic advisor orientation for the CRED program made me feel excited about participating in the CRED program.	1	2	3	4	5	N/A
19. The academic advisor orientation for the CRED program introduced me to ways to create a successful experience to CRED participants.	1	2	3	4	5	N/A
20. After attending the academic advisor orientation for the CRED program, I feel less anxious about my role in the CRED program.	1	2	3	4	5	N/A
21. I wish this orientation program had addressed the following issues:						
22. What are your primary concerns at this point.						
23. If you could change the orientation process in any way, how would you change it and why?						

Appendix M – CRED Orientation Survey

Date: _____
 Orientation Name: _____
 Location: _____

Participant’s Name: _____
 Job Title: _____
 Years in present position: _____

INSTRUCTIONS

Please circle your response to the items. Rate aspects of the workshop on a 1 to 5 scale:

1 = "Strongly disagree," or the lowest, most negative impression

3 = "Neither agree nor disagree," or an adequate impression

5 = "strongly agree," or the highest, most positive impression

Choose N/A if the item is not appropriate or not applicable to this workshop. Your feedback is sincerely appreciated. Thank you.

1. After attending the CRE program orientation, I have a better understanding of the services and resources available at the CRED office.	1	2	3	4	5	N/A
2. After attending the CRED program orientation, I understand the objectives of the CRED program.	1	2	3	4	5	N/A
3. After attending the CRED program orientation, I have a better understanding of the expectations of me.	1	2	3	4	5	N/A
4. The communications I received about the CRED program were effective (e.g., emails, brochures, etc.)	1	2	3	4	5	N/A
5. The CRED program orientation was very helpful and informative when I asked questions.	1	2	3	4	5	N/A
6. The CRED website provided useful information to assist me with understanding my role in the CRED program.	1	2	3	4	5	N/A
7. When I arrived at the CRED program orientation, I was greeted by a CRED office staff member and felt welcome.	1	2	3	4	5	N/A
8. The check-in process provided me with the information and tools I needed to navigate the orientation program.	1	2	3	4	5	N/A
9. The presenter of the CRED program orientation was knowledgeable	1	2	3	4	5	N/A
10. The presentation style was effective (e.g., engaging, articulate, approachable)	1	2	3	4	5	N/A
11. Presenter was dynamic.	1	2	3	4	5	N/A
12. The CRED program orientation gave me the opportunity to get specific questions asked.	1	2	3	4	5	N/A
13. The CRED program orientation provided me with the opportunity to learn about resources that were new to me.	1	2	3	4	5	N/A
14. The content presented was new information that was relevant to me.	1	2	3	4	5	N/A
15. After attending the CRED program orientation, I have a clear idea if what being part of the CRED program will mean to me.	1	2	3	4	5	N/A
16. The CRED program orientation introduced me to the CRED office’s expectations of me.	1	2	3	4	5	N/A
17. The CRED program orientation introduced me to the opportunities available to me.	1	2	3	4	5	N/A
18. The CRED program orientation made me feel excited about participating in the CRED program.	1	2	3	4	5	N/A
19. The CRED program orientation introduced me to ways to create a successful experience to CRED participants.	1	2	3	4	5	N/A
20. After attending the CRED program orientation, I feel less anxious about my role in the CRED program.	1	2	3	4	5	N/A
21. I wish this orientation program had addressed the following issues:						
22. What are your primary concerns at this point.						
23. If you could change the orientation process in any way, how would you change it and why?						

Appendix N – End of the Semester CRED Assessment

Career Decision Making Self efficacy (Biemann et al., 2015)

The following items are aimed at determining the extent to which you are confident (or not) with the following statements. PLEASE CIRCLE THE ONE NUMBER FOR EACH QUESTION THAT COMES CLOSEST TO REFLECTING YOUR OPINION ABOUT IT.	No Confidence									Complete Confidence
1. Find information about companies who employ people in my college major.	1	2	3	4	5	6	7	8	9	10
2. Describe the job duties of the career I would like to pursue.	1	2	3	4	5	6	7	8	9	10
3. Find information on the internet about careers I am are interested in.	1	2	3	4	5	6	7	8	9	10
4. Find out the employment trends for a career in the next 5 to 10 years.	1	2	3	4	5	6	7	8	9	10
5. Find information about graduate or professional schools.	1	2	3	4	5	6	7	8	9	10
6. Find out about the average yearly earnings of people in an occupation in my major.	1	2	3	4	5	6	7	8	9	10
7. Talk to a faculty member in a department I am considering for a major.	1	2	3	4	5	6	7	8	9	10
8. Talk with a person already employed in the field I am interested in.	1	2	3	4	5	6	7	8	9	10
9. Make a plan of my goals for the next five years.	1	2	3	4	5	6	7	8	9	10
10. Prepare a good resume.	1	2	3	4	5	6	7	8	9	10
11. Get letters of recommendation from my professors.	1	2	3	4	5	6	7	8	9	10
12. Find and use the Career Services office on campus.	1	2	3	4	5	6	7	8	9	10
13. Successfully manage the job interview process.	1	2	3	4	5	6	7	8	9	10
14. Plan a course work outside of my major that will help you in your future career.	1	2	3	4	5	6	7	8	9	10
15. Identify employers, firms, institutions relevant to my career possibilities.	1	2	3	4	5	6	7	8	9	10
16. Determine the steps I need to take to successfully complete my chosen major.	1	2	3	4	5	6	7	8	9	10
17. Decide whether or not I will need to attend graduate or professional school to achieve my career goals.	1	2	3	4	5	6	7	8	9	10

Confidence with Career Transitions (Heppner et al., 1994)

The following items are aimed at determining the extent to which you agree (or not) with the following statements. PLEASE CIRCLE THE ONE NUMBER FOR EACH QUESTION THAT COMES CLOSEST TO REFLECTING YOUR OPINION ABOUT IT.	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
1. I will be able to achieve most of the career goals that I have set for myself.	1	2	3	4	5
2. When facing difficult assignments in my desired future career, I am certain that I will accomplish them.	1	2	3	4	5
3. Regarding my desired future career, I think that I can obtain outcomes that are important to me.	1	2	3	4	5
4. I believe I can succeed at almost any career endeavor to which I set my mind.	1	2	3	4	5
5. I will be able to successfully overcome any challenges in my desired future career.	1	2	3	4	5
6. I am confident that I can perform effectively on different assignments in my desired future career.]	1	2	3	4	5
7. Compared to other people, I can do most tasks in my job very well.	1	2	3	4	5
8. Even when the job demands are tough, I can perform quite well.	1	2	3	4	5
9. The outcome of my transition from college to career is really up to those who control the "system".	1	2	3	4	5
10. Luck and chance play a major role in my college to career transition.	1	2	3	4	5
11. If my college to career transition is destined to happen, it will happen.	1	2	3	4	5
12. I am hoping that the right career counselor will tell me what should do with my college to career transition.	1	2	3	4	5
13. It would be awful if my college to career transition did not work out right.	1	2	3	4	5

Appendix O – Yearly Focus Group Questions and Survey

Focus Group Questions

1. What did you expect to change for you as a result of being in the program?
2. If the program really helps you, are you better off?
3. Are there things you don't like about the program?
4. Where have we done well and why?
5. Where are we not doing well and why?
6. What can we do to improve results?

Focus Group Survey

The following items are aimed at determining the extent to which you agree (or not) with the following statements. PLEASE CIRCLE THE ONE NUMBER FOR EACH QUESTION THAT COMES CLOSEST TO REFLECTING YOUR OPINION ABOUT IT.	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
1. The UNT Dallas community supports and encourages me to participate in the CRED program.	1	2	3	4	5
2. The CRED program is relevant for my desired career.	1	2	3	4	5
PLEASE CIRCLE THE ONE NUMBER FOR EACH QUESTION THAT COMES CLOSEST TO REFLECTING YOUR OPINION ABOUT IT. Indicate how often have you undertaken the choices below					
	Never	Rarely	Sometimes	Often	Very Often
1. Find out about as many careers as possible.	1	2	3	4	5
2. Consult various sources of information to make decisions concerning your career.	1	2	3	4	5
3. Find out about the tasks to be performed in your desired career.	1	2	3	4	5
4. Discuss your career goals with a career counselor.	1	2	3	4	5
5. Discuss your career goals with a faculty member.	1	2	3	4	5
6. Discover your personal tastes, your capabilities, your strengths and weaknesses throughout your course.	1	2	3	4	5
7. Consider your interests and aptitudes in all choices concerning your career.	1	2	3	4	5
8. Consider careers that take into account your personal tastes, aptitudes and qualities.	1	2	3	4	5
9. Analyze your capabilities, interests, values to make good career-related decisions.	1	2	3	4	5
PLEASE CIRCLE THE ONE NUMBER FOR EACH QUESTION THAT COMES CLOSEST TO REFLECTING YOUR OPINION ABOUT IT. Indicate to what extent you have knowledge of the following:					
	Not at All	Not Very Well	Somewhat Well	Well	Very Well
1. Where to look for a job.	1	2	3	4	5
2. How to write a good resume.	1	2	3	4	5
3. How to write a cover letter.	1	2	3	4	5
4. How to prepare for a job interview.	1	2	3	4	5
5. How to present yourself at a job interview.	1	2	3	4	5
6. What employers expect from new employees.	1	2	3	4	5
7. What personal qualities does an employer consider most important when hiring someone.	1	2	3	4	5
8. What can influence the success and advancement of a person in a job.	1	2	3	4	5
9. What an employee should do to keep a job.	1	2	3	4	5