



Course to Career:

Charting a Course to *Your* Career

2022 Quality Enhancement Plan

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Dear Members of the On-Site Committee:

On behalf of the Board of Trustees, faculty, staff and students at Forsyth Technical Community College (Forsyth Tech), I am pleased to submit to the Southern Association of Colleges and Schools Commission on Colleges the Forsyth Tech Quality Enhancement Plan (QEP): **Course to Career: Charting a Course to Your Career.**

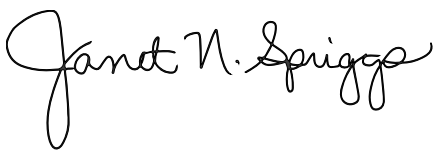
This plan focuses on proactively engaging students in career exploration and connecting career goals to early coursework so that students reach the content that is relevant to their career sooner. This will decrease time to completion for students, which in turn helps them get to gainful employment faster. Course to Career will also assist the college in reducing the amount of time required to meet the needs of the local labor market. Focusing on career pathways is applicable and relevant to all students at Forsyth Tech, making this plan of utmost importance for our campus community.

This QEP represents the culmination of a college-wide effort. Two QEP committees were created and included students, faculty and staff. A Topic Selection Team developed our topic after examining the college's strengths and weaknesses, collecting and evaluating student success data, and considering input and recommendations from the entire Forsyth Tech community. While the data showed significant increases in completion over the past five years, it also clearly indicated the need for improvement in student outcomes, and particularly more work to alleviate achievement gaps for underrepresented minority students. Input from faculty, staff and students, along with research, led the topic selection team to the general topic. The second QEP Planning Team then narrowed and focused the discussion, and developed the framework for the topic, with a specific focus on career pathways, early program selection and career mentoring.

We are excited about this QEP and the impact we believe our Course to Career focus will have on student success – particularly persistence, retention, goal completion and graduation for all learners. Additionally, this QEP is fully aligned with our college's mission, vision, equity focus, core values, and our Vision 2025 strategic goals and outcomes. Helping our students get on the right path to a career with a family-sustaining wage and supporting them as they stay on that path is critical for us to truly be **A Place of Promise**, as our Forsyth Tech Trailblazer tagline declares.

I appreciate your time and consideration of Forsyth Tech's Quality Enhancement Plan and look forward to welcoming you to our campus in September 2022.

Warm Regards,



Janet N. Spriggs, Ed.D.
President



EXECUTIVE SUMMARY

Forsyth Technical Community College (Forsyth Tech) is a catalyst for equitable economic mobility, empowering lives and transforming communities. To realize this vision, Forsyth Tech has chosen Course to Career: Charting a Course to Your Career as our proposed Quality Enhancement Plan (QEP). In alignment and in support of our strategic plan, Vision 2025, the QEP will improve career awareness of students, utilize technology for career exploration and preparation, increase faculty career mentoring, and embed career competencies into coursework to increase student preparation for the workplace.

The QEP committees, made up of diverse representation from across the college including students, faculty and staff, began to analyze multiple college data points including retention and completion data, examining the strengths and weaknesses of the college and evaluating input from multiple constituents.

THERE WERE TWO KEY QUESTIONS THAT AROSE DURING THE TOPIC SELECTION PHASE:

How do we address achievement gaps for underrepresented minority students?

How can we ensure that students choose academic programs from the very beginning that align with their interests, aptitude, skills and career goals?

After months of discussion sessions, surveys and feedback from across the college, the QEP Planning Team began to pull research and best practices around the major topic area of career planning to create a framework for what would become Course to Career.

This framework:

- Addresses career exploration and planning early on in enrollment for first-time students;
- Provides increased technology support to allow students to explore career options virtually;
- Embeds career preparation based on National Association of Colleges and Employers (NACE) competencies in key courses; and
- Gives students wraparound guidance through faculty mentors and Student Care Teams to keep students on their career path to success.

Forsyth Tech has three goals and related student success outcomes for Course to Career:

Goal 1:

Start first-time students on the appropriate educational path through proactive career and academic advising. (Supports Vision 2025 Strategic Plan Pillar I)

SSO 1.1: Students will develop an academic and career plan to guide their individual goals upon onboarding.

Goal 2:

Use engagement, skill building and experiential learning to prepare students to enter the workforce or continue their career path to another institution. (Supports Vision 2025 Strategic Plan Pillar IV)

SSO 2.1: Students will build skills based on the National Association of Colleges and Employers (NACE) competencies for career readiness through applied and/or experiential activities.

Goal 3:

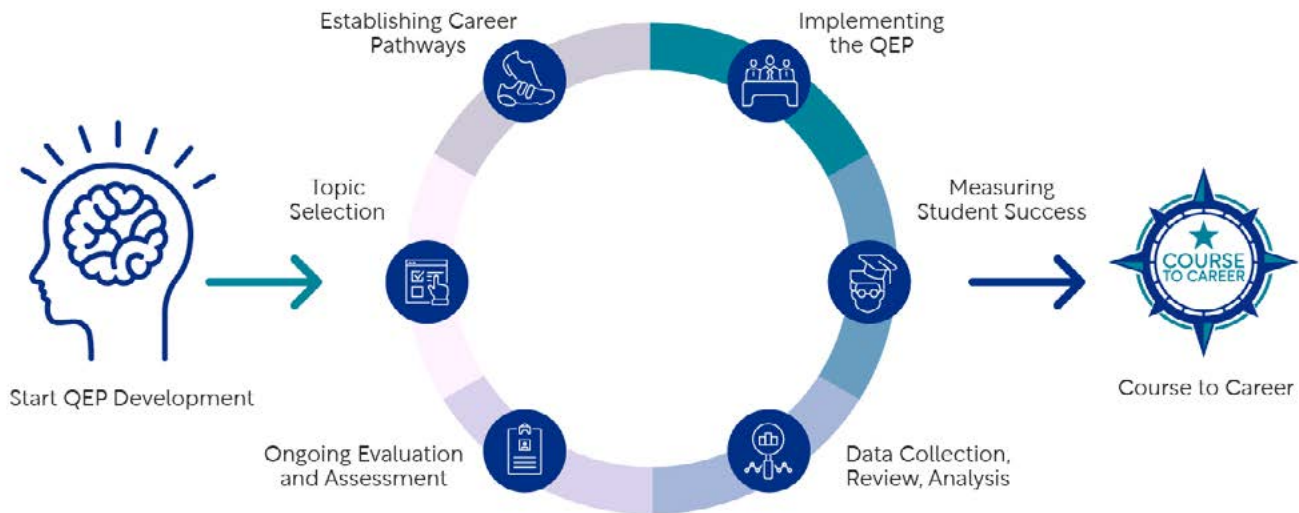
Provide continuous student support toward timely completion and career goals along students’ educational pathway. (Supports Vision 2025 Strategic Plan Pillar II and Pillar III)

SSO 3.1: Students will have increased academic and career pathway success through faculty mentoring experiences and other systematic support services.

Course to Career will enable students to create informed career plans early, integrate career guidance and key competencies into academic coursework, improve faculty career mentoring, and address equitable outcomes for underrepresented minority students. It will have a significant impact on student retention and completion as students will clearly understand how their academic pathways lead to their chosen career. As a result, students will effectively and efficiently transition to a four-year institution or their chosen career.

Forsyth Tech will use a variety of metrics to systematically track goals, with room to evolve during implementation as needed. Assessment of Course to Career will include disaggregation of student performance data and other institutional data to gauge progress in achieving outcomes and specifically assess the impact of the QEP on reducing achievement gaps. The success of the plan will be a result of annual review and continuous improvement throughout the five-year Course to Career implementation. The QEP Workgroup will oversee the assessment of the QEP with regular guidance and support from Forsyth Tech leadership.

ILLUSTRATION 1: QEP OVERVIEW



INSTITUTIONAL PROFILE

Forsyth Tech is a catalyst for equitable economic mobility, empowering lives, and transforming communities. The college is focused on excellence in learning, completion and transfer, equity and post-graduation outcomes. Grounded in a culture of belonging, Forsyth Tech strives to be “a place of promise” for every learner and prospective learner within our service area. To create that place of promise, Forsyth Tech constantly strives to improve teaching and learning and provide holistic, wraparound services for students both inside and outside the classroom.

Forsyth Tech is a public, non-residential, two-year institution with a designated service area of Forsyth and Stokes Counties. These counties encompass 857 square miles in the Piedmont Triad region of North Carolina and include urban, suburban and rural areas. Forsyth and Stokes Counties have an estimated combined population of 430,076, according to the 2021 American Community Survey, with 385,523 residents in Forsyth County and 44,553 residents in Stokes County, which is more rural. As shown in Table 1 below, the racial and ethnic demographics of the two counties are very different.

TABLE 1: STUDENT RACE DEMOGRAPHICS FOR FORSYTH AND STOKES COUNTIES

Race or Ethnic Group	Forsyth County	Stokes County
White	55.2%	90.2%
Black or African American	27.7%	4.3%
Hispanic or Latinx	13.9%	3.7%
Other	3.1%	1.8%

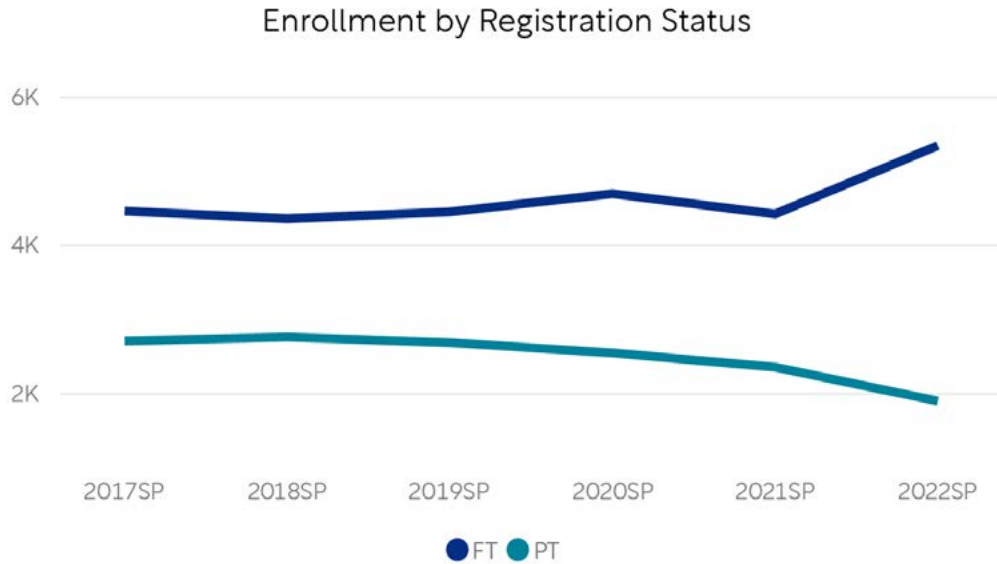
Other demographics for Forsyth and Stokes Counties are shown below in Table 2.

TABLE 2: OTHER FORSYTH AND STOKES COUNTY DEMOGRAPHICS

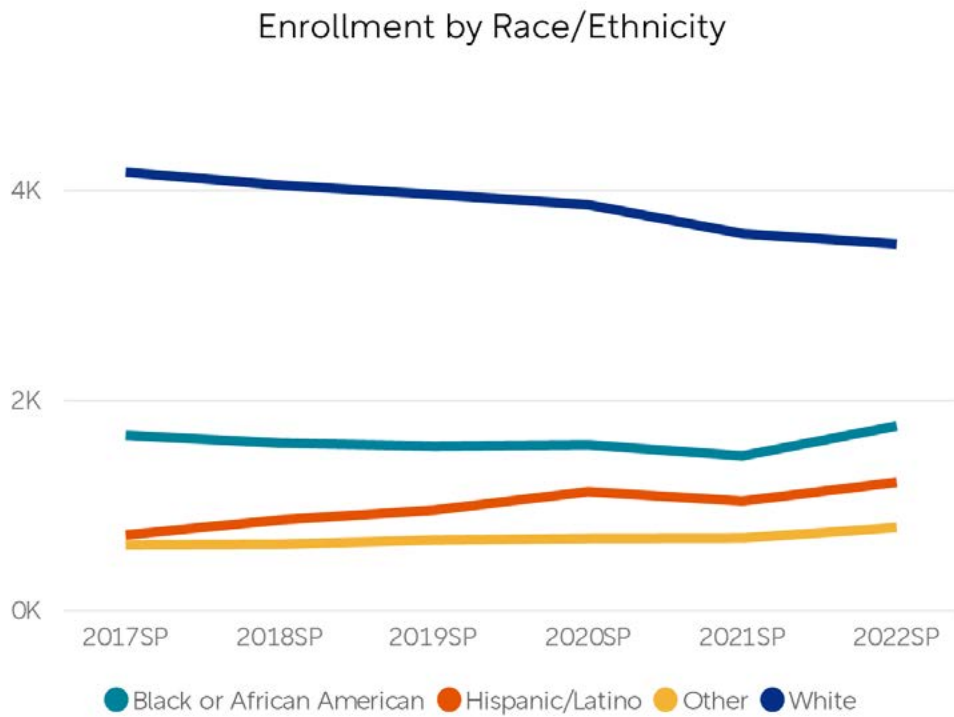
Demographic	Forsyth County	Stokes County
Female Population	52.4%	50.7%
18 Years and Older	77.3%	81.7%
25 and Older with at least a Bachelor’s Degree	33.9%	13.4%
Poverty Rate	13%	12.1%

The graphs below show information on students' full or part-time status, as well as demographic data.

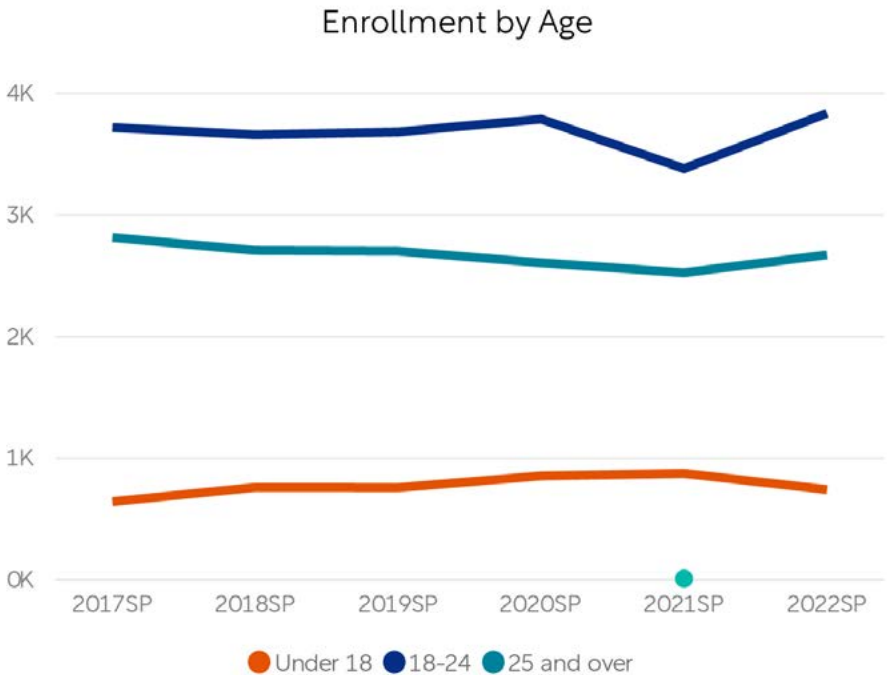
GRAPH 1: ENROLLMENT BY FULL OR PART-TIME STATUS



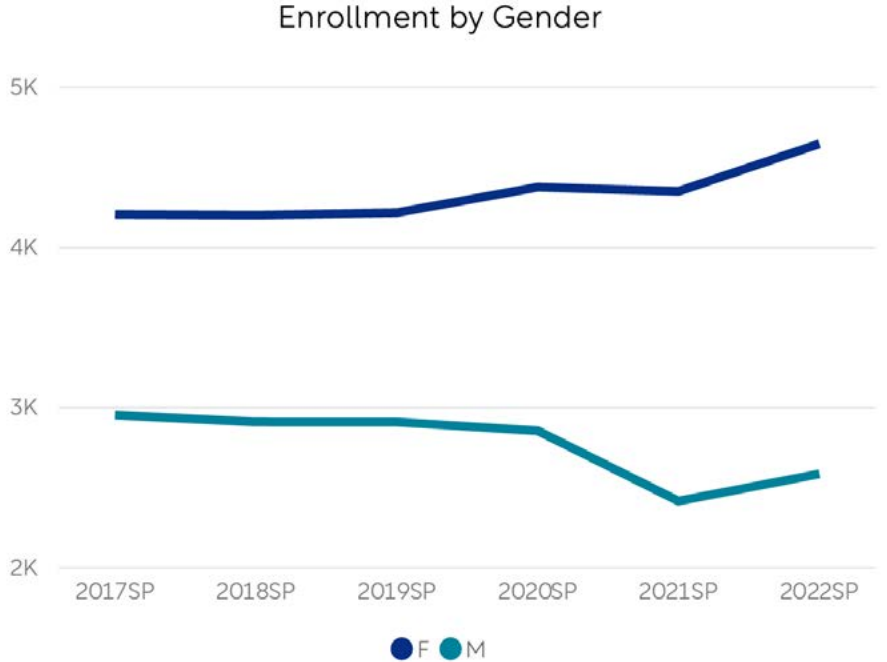
GRAPH 2: ENROLLMENT BY RACE AND OR ETHNICITY



GRAPH 3: ENROLLMENT BY AGE



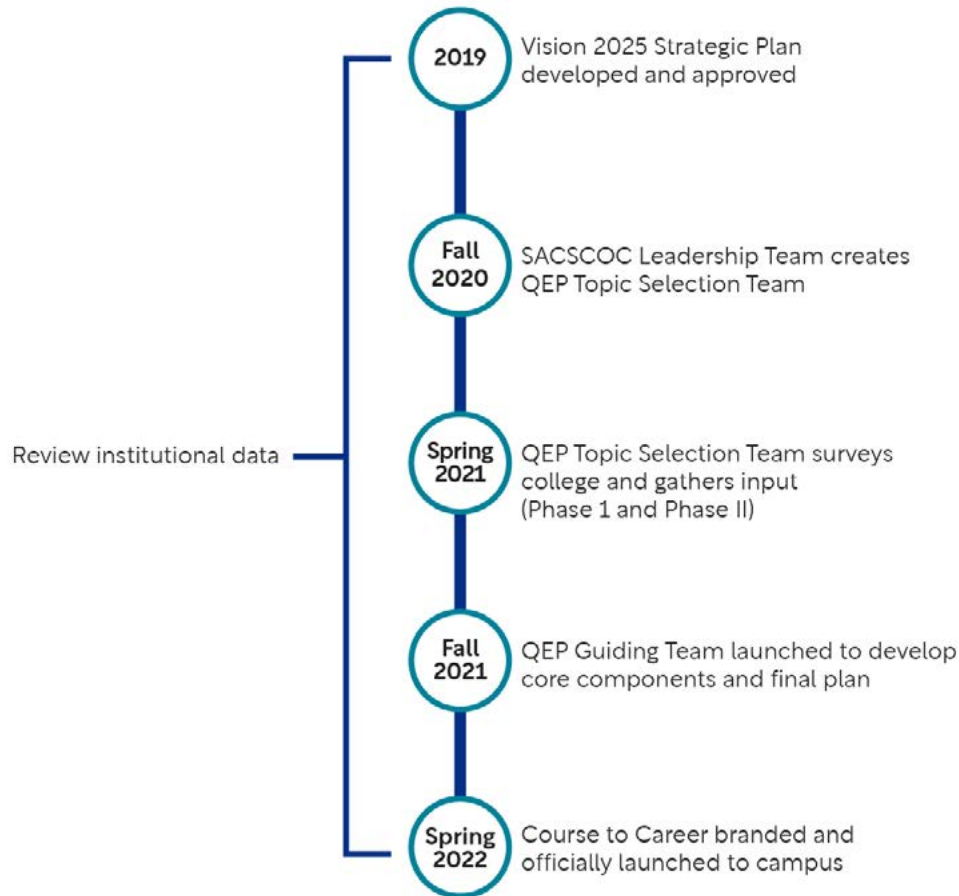
GRAPH 4: ENROLLMENT BY GENDER



CHAPTER I: QUALITY ENHANCEMENT PLAN DATA, ANALYSIS AND SELECTION PROCESS

QEP Topic Development and Broad-Based Participation

ILLUSTRATION 2: QEP TOPIC SELECTION TIMELINE



The Strategic Innovation and Effectiveness department and the SACSCOC Leadership Team (listed in acknowledgments page 43) facilitated the planning and engagement of the QEP process. Broad-based engagement was intentionally facilitated and weaved throughout the QEP planning process by:

- Ongoing stakeholder engagement and communication;
- Review of the Vision 2025 Strategic Plan;
- Collaborative work of the QEP teams; and
- Review of institutional data.

QEP topic selection requires the support and engagement of a wide cross-section of stakeholders; the following table summarizes the various internal groups involved in each of the components of the QEP. Stakeholders were integrated into the topic identification plan development and will participate in ongoing data analysis.

TABLE 3: STAKEHOLDER ENGAGEMENT

Stakeholder	Topic Identification	Plan Development	Data Review
Faculty	★	★	★
Students	★		★
Staff	★	★	★
Administration	★	★	★
Board of Trustees			★

The College Relations, Marketing and Communication Team and the QEP Guiding Team developed a Course to Career logo and a detailed summary report of the plan. The summary report was distributed college-wide to ensure that all stakeholder groups (students, faculty, staff and trustees) understand the plan and their role in implementing Course to Career. The communication plan is detailed below.

TABLE 4: COURSE TO CAREER COMMUNICATION OVERVIEW

Communication Method	Topic Identification
Techlink Announcements	Faculty, Staff, Students
Presidential Forum Announcements	Faculty, Staff, Students, Administration
Staff Senate	Staff
Faculty Senate	Faculty
Student Success Collaborative Meetings	Faculty, Staff
Presentation to President’s Advisory Council	Faculty, Staff
QEP Mapping Session	Faculty, Staff, Administration
Executive Leadership and Board Meetings	Administration, Board of Trustees
Welcome Week (anticipated Aug. 2022)	Faculty, Staff, Students
QEP Main Webpage	Faculty, Staff, Students, Administration, Community

Alignment With Vision 2025 Strategic Plan

On January 1, 2019, Dr. Janet Spriggs became the seventh president of Forsyth Tech. Throughout 2019, Dr. Spriggs led the college in an extensive and inclusive strategic planning process. The first step of the process was creating the college's vision statement by engaging the Board, faculty, staff and students in strategic dialogue and visioning. In April 2019, the Board approved the college's vision statement: Forsyth Technical Community College is a catalyst for equitable economic mobility, empowering lives and transforming communities. This vision statement became the inspiration, foundation and guide for the development of the college's strategic plan.

Longitudinal trend data (enrollment, retention and persistence, completion and graduation rates, and course success rates) was shared across the college and 12 listening sessions were held, with over 200 faculty and staff in attendance. Listening sessions were 90 minutes and held at every college campus and center. The Strategic Innovation and Effectiveness department and a team of faculty and staff from across the college facilitated each session. Notes were recorded, summarized and shared back with participants from each session to check the fidelity of responses. Summarized notes were compiled in alignment with the four pillars of excellence in Vision 2025: completion and transfer, equitable access and success, learning outcomes and post-graduation success (the pillars were adapted from the four indicators of student success as defined by the Aspen Institute's College Excellence Program).

The listening sessions provided valuable feedback to build what would become the Forsyth Technical Community College Vision 2025 Strategic Plan (Vision 2025). In addition to the college's new vision statement, the college recommended an updated mission statement and the college's first equity statement to the Board. In December 2019, the Forsyth Tech Board of Trustees approved the college's Vision 2025 Strategic Plan (Appendix 1), and the following:

MISSION STATEMENT: Forsyth Technical Community College advances student success through excellence in learning, completion, equity, and post-graduation outcomes.

VISION STATEMENT: Forsyth Technical Community College is a catalyst for equitable economic mobility, empowering lives and transforming communities.

EQUITY STATEMENT: At Forsyth Technical Community College, equity is grounded in a culture of belonging. We will intentionally design the college experience to ensure that each learner has what they need to be successful.

CORE VALUES: Excellence, Learning, Innovation, Diversity and Integrity

STRATEGIC GOALS AND OUTCOMES FRAMED WITHIN THE COLLEGES FOUR PILLARS OF EXCELLENCE: Completion and Transfer, Equitable Access and Success, Learning Outcomes and Post-Graduation Outcomes.

In 2020, following the Board's approval of Vision 2025, the Strategic Innovation and Effectiveness department led each college division in virtual strategic planning sessions to guide them in mapping goals aligned with the four pillars for their respective areas. Following the strategic planning sessions, each department established goals tied to the Vision 2025 strategic goals and outcomes.

Forsyth Tech is a purpose-driven institution. Vision 2025 holistically defines the college's purpose and provides the framework for measuring success. Strategic decisions, resource allocations and tactical operations are all guided by the strategic plan. This Quality Enhancement Plan is also aligned with Vision 2025; therefore, a review of student success data connected to the college's pillars of excellence was a vital step at the beginning of this plan's development.

QEP Topic Selection and Guiding Teams

The SACSCOC Leadership Team created a QEP Topic Selection Team comprised of 16 faculty members and staff from various campus departments and divisions to ensure broad-based participation and diversity in experience and opinions. (President's Invitation Email; Appendix 2)

The goals of the topic selection team were to:

- Review the college's student success data;
- Gather broad-based feedback from across the college on areas of concern related to increasing student success;
- Evaluate best practices from across the community college sector related to our data trends and areas of concern;
- Define possible topics that would enhance student success outcomes based on the teams' quantitative and qualitative analysis;
- Develop a final recommendation for the SACSCOC Leadership Team of possible topics for the QEP, with a summary of how each topic aligns with the Vision 2025 strategic plan and how each topic will increase student success; and
- Recommend faculty and staff to serve on a QEP Guiding Team to finalize the topic and write the Quality Enhancement Plan.

The team launched a QEP survey to the entire college in Spring 2021 to gain feedback on general ideas for potential QEP topics. Open-ended survey results were analyzed and sorted into categories to determine common themes across responses.

THE THREE EMERGENT TOPICS WERE TECHNOLOGY LITERACY, WORK-BASED LEARNING AND FIRST-YEAR EXPERIENCE.

To further develop and understand the college-wide perspective on these topics, the team distributed a second campus survey, requesting deeper input. The topic selection team analyzed feedback of the Phase II Survey, mapped survey feedback with other relevant data and presented their findings to SACSCOC leadership. The leadership team identified the appropriate faculty and staff to serve on the QEP Guiding Team and shared information to lay the groundwork for the next phase of planning.

Based on feedback from the Topic Selection Team, the SACSCOC Leadership Team created a QEP Guiding Team and the president formally invited faculty and staff to serve on the team. This team consisted of 11 faculty and staff members from targeted areas of the college who could bring their lens of experience to the emergent topic. To control for consistency and seamless transition from topic selection to QEP planning, three team members served on both teams: the Associate Vice President for Academic Strategy and Partnerships, the Executive Director of Strategic Planning and Innovation and the Executive Director of Strategic Effectiveness. The guiding team consisted of faculty and staff from the following departments:

- Academic Strategy and Partnerships
- Academic Success Center
- Advising and Student Services
- Career Services
- Human Resources Development

- IT: Data, Web and Software
- Strategic Planning and Innovation
- Strategic Initiatives
- Student Success Services

The QEP Guiding Team engaged in several brainstorming meetings over the course of several months and utilized the work of the topic selection team, along with a literature review and data evaluation to identify career pathways as the specific, targeted focus for the college’s QEP. The president and the Executive Leadership Team (ELT) approved the recommended topic. Sub-groups of the guiding team were created to focus on specific components of the topic. Collectively, the work of the sub-groups created a framework for connecting students to career pathways and keeping them on the pathway to goal and degree completion – and ultimately into a job in their field.

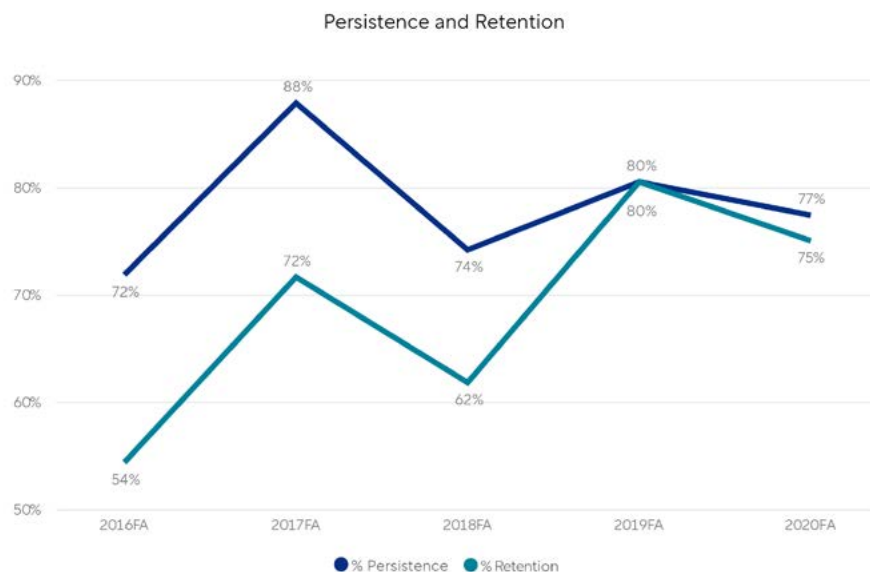
Review of Institutional Data

The QEP Implementation Team reviewed the college’s Vision 2025 student success data including:

- Student enrollment
- Persistence (fall to spring)
- Retention (fall to fall)
- Course completion
- Program completion and
- Experiential learning data

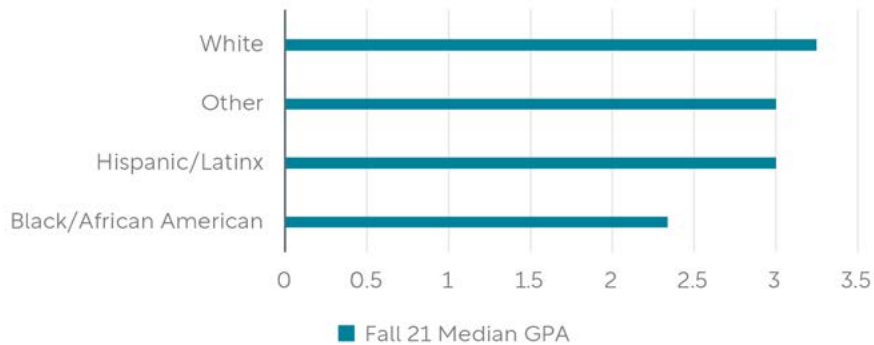
While completion has risen dramatically from a 19% overall three-year graduation rate in 2019 to 32% currently, the QEP team knew the college is not satisfied with less than 1/3 of students completing their goals within three years. Additionally, they found achievement gaps and persistence and retention had declined even before the COVID-19 pandemic.

GRAPH 5: PERSISTENCE AND RETENTION



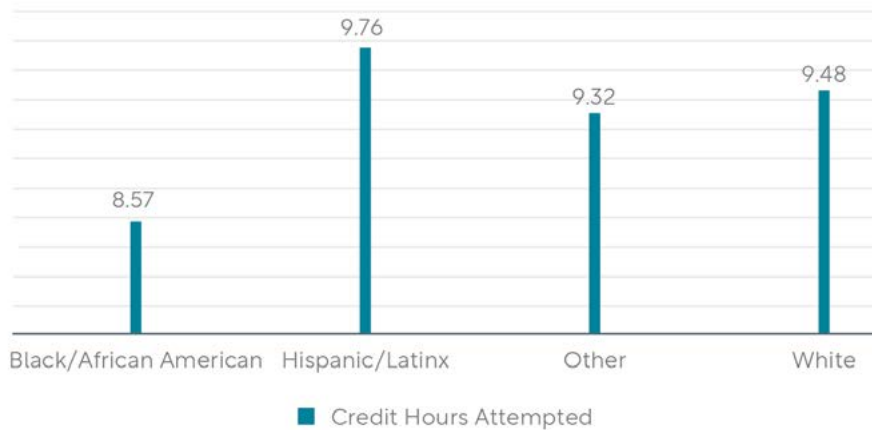
The charts below show first-time and returning curriculum student data, including end-of-term median GPA for all enrolled students, course completion and average credit hours attempted, broken down by the Integrated Postsecondary Education Data System (IPEDS) race/ethnicity categories. As you can see, there are achievement gaps, particularly for Black/African American students in relation to their peers.

Fall 2021 Median GPA at End of Term



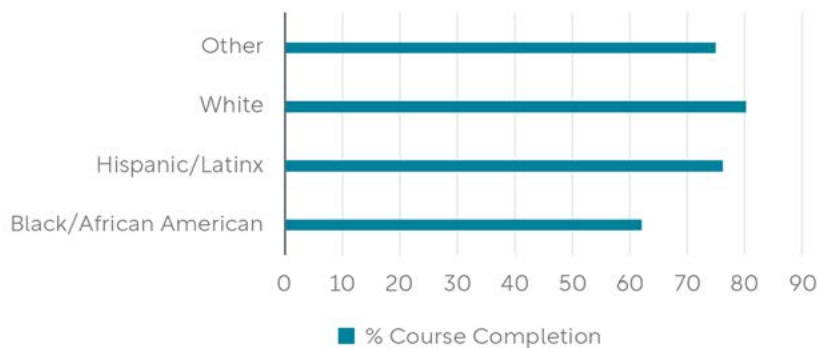
GRAPH 6: FALL 2021 MEDIAN GPA AT END OF TERM

Credit Hours Attempted Fall 2021



GRAPH 7: CREDIT HOURS ATTEMPTED FALL 2021

Fall 2021 Term Course Completion



GRAPH 8: FALL 2021 TERM COURSE COMPLETION

The QEP team also examined data related to Pillar IV of Forsyth Tech's Vision 2025 Strategic Plan, which is centered on post-graduation outcomes. Based on data analysis, Forsyth Tech will grow the number of enrolled students participating in experiential learning opportunities and the number of employer partners. This will provide consistent and integrated opportunities for students to participate in work-based learning, apprenticeships and other forms of experiential learning. The Vision 2025 Plan includes the following five metrics related to experiential learning as a post-graduation outcome:

- 1. By Fall 2025, 50% of degree programs will have a work-based learning (WBL) requirement.**
For the 82 Associate in Applied Science (AAS) programs offered at Forsyth Tech, 30 currently have a work-based learning, clinical or practicum as a requirement of the course (37% of programs).
- 2. By Fall 2025, 10% of degree-seeking students will participate in a work-based learning program.**
For the academic years of 2020-2021, the number of students in work-based learning is around 7.48% of degree-seeking student enrollment.
- 3. By Fall 2025, 20 employers will participate in the Learn and Earn Apprenticeship Program (LEAP).**
We have surpassed our Vision 2025 target of 20 employer partners for LEAP, with 30 current employer partners, as of Fall 2022.
- 4. By Fall 2025, 200 students will participate in the Learn and Earn Apprenticeship Program.**
As of Fall 2022, Forsyth Tech has attained 31.5% of our goal of 200 students in LEAP, with 73 student apprentices.
- 5. By Fall 2025, 50 students will participate in an Employer Registered Apprenticeship Program.**
We are 40% of the way to our goal with 20 registered apprentices as of Fall 2022.

Final Topic Selection

THE INITIAL DATA EVALUATION REVEALED THE NEED FOR INCREASED AND TARGETED FOCUS ON STUDENT PERSISTENCE, RETENTION AND COMPLETION. THE TEAM ALSO IDENTIFIED A NEED TO INCREASE THE NUMBER OF CREDIT HOURS PER SEMESTER STUDENTS ARE ENROLLED IN, WHICH WILL HELP MORE STUDENTS COMPLETE THEIR DEGREES WITHIN THREE YEARS OR LESS, ALLOWING THEM TO MOVE INTO THEIR CHOSEN CAREERS SOONER.

Additionally, the team found a need for increased support for post-graduation readiness. After this data review, the QEP Topic Team began the process of gaining cross-college input and feedback to narrow the focus and select a topic that will be impactful for the students at Forsyth Tech. It was decided that this QEP will be called Course to Career, as we have determined that a successful career path must start with career guidance and support throughout a student's academic journey.

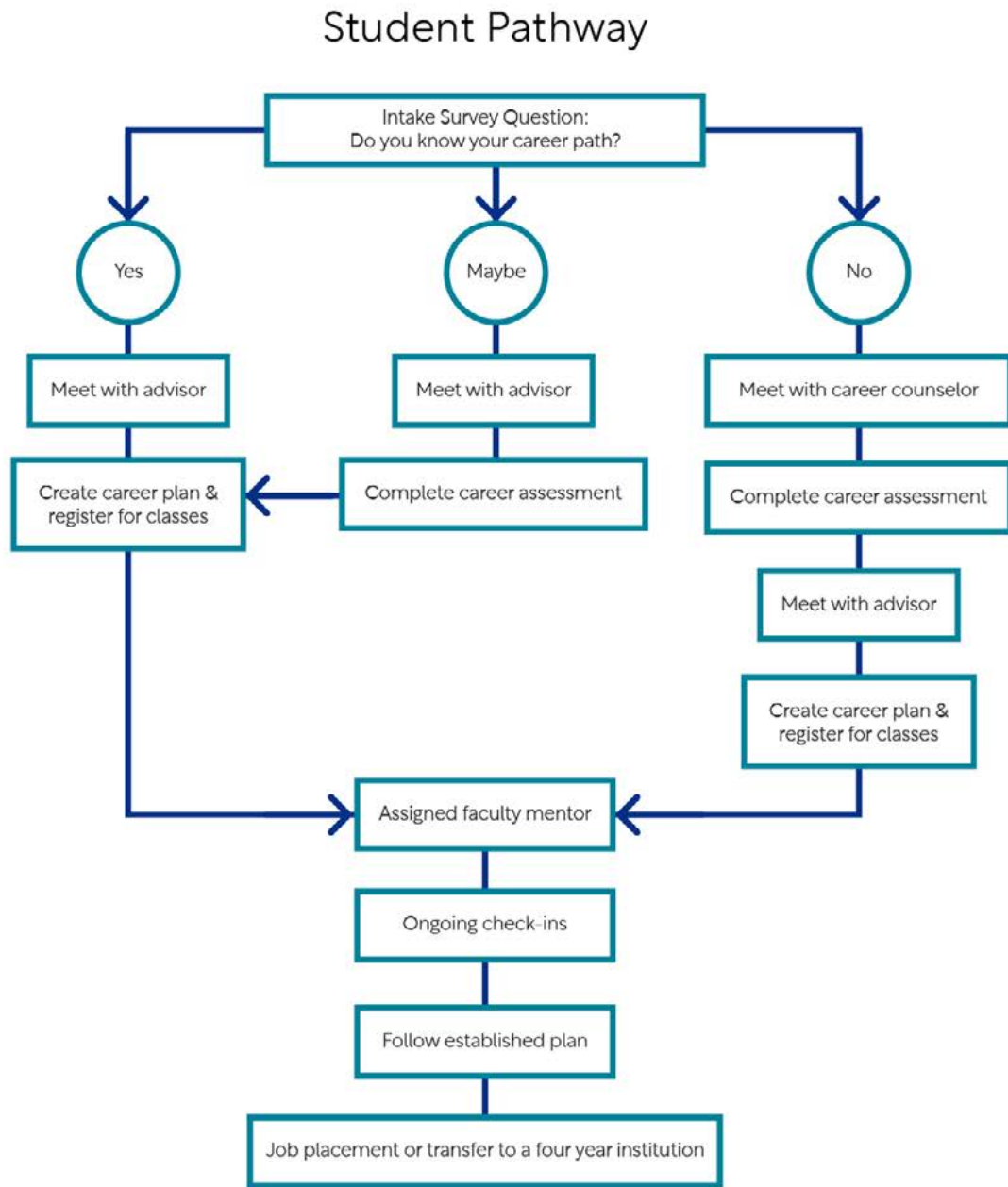
CHAPTER II: ESTABLISHING STUDENT ACADEMIC AND CAREER PATHWAYS TO SUCCESS

The primary focus of Course to Career is to help all first-time Forsyth Tech students get on the right path and stay on that path until they reach their academic and career goals. A 2019 Ellucian study found that 59% of students entering community college are unsure of their career path or academic major. We typically enroll between 1,900 and 2,400 first-time Forsyth Tech students in Fall and enroll 800 first-time Forsyth Tech students in Spring. The Course to Career QEP will help these students:

- Identify the career track that fits their goals earlier in their academic program;
- Stay connected with engagement points throughout their journey;
- Embed career readiness content adjacent to the NACE competencies into key courses and programs; and
- Build a connection with a faculty mentor within their chosen program of study to assist with career connections.



ILLUSTRATION 3: FIRST-TIME FORSYTH TECH STUDENT PATHWAY

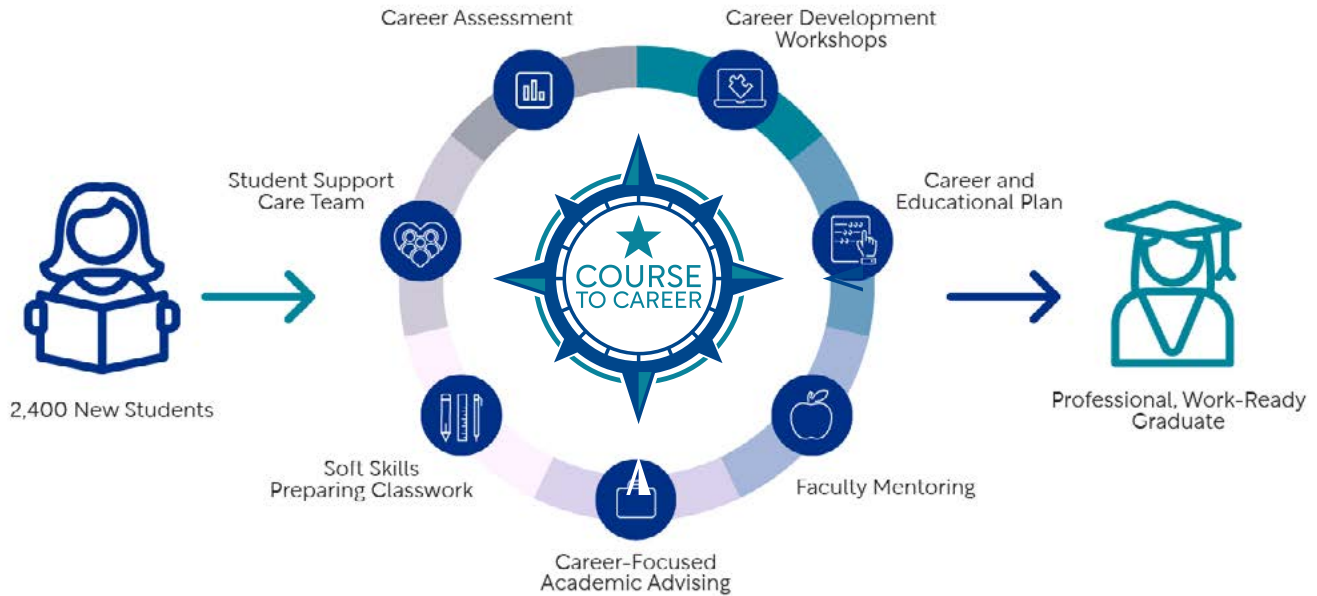


Available to all students throughout the path:

- NACE Competencies embedded
- Faculty mentor (once program is decided)
- Access to apps, software, workshops
- Additional work-based and experiential learning opportunities (dependent upon academic and career pathway)

The QEP Guiding Team reviewed literature to understand best practices and worked collaboratively across campus to gain a deeper understanding of the selected topic in relation to building and supporting an intentional pathway experience for students. The visual below demonstrates this process:

ILLUSTRATION 4: ESTABLISHING STUDENT ACADEMIC AND CAREER PATHWAYS TO SUCCESS



Establishing Academic and Career Pathway Plans Early

Goal 1:

Start first-time students on the appropriate educational path through proactive career and academic advising.

SSO 1.1: Students will develop an academic and career plan to guide their individual goals upon onboarding.

There is a wealth of research available on the importance of career planning for college students, both at community colleges and four-year colleges and universities. However, there is still a divide between what the research shows as best practice and how colleges are providing career services to students. Grubb (2001) asserts for “community colleges, career advising later in enrollment would not support students who may have “misaligned ambitions” (p.8). It has to be mandated and built into the onboarding process for students. Most, if not all, career-related inquiries are student-initiated and self-driven, which is dependent on a student’s own awareness of career options, salary levels and job prospects – which is knowledge that most young adults lack (Grubb, 2001).

Additionally, “Career-life planning and exploration during the first year of college would not only meet incoming students’ demands for support, but also strengthen outcomes associated with overall student success, such as improved sense of purpose and self-efficacy” (Stebbleton & Diamond, 2018, p. 161).

Equity of success for all students is a foundational part of Forsyth Tech’s mission, vision and Vision 2025 Strategic Plan, and the college is focused on removing achievement gaps and using the power of education to help low-income students, students of color and other marginalized students out of poverty.

Research suggests getting a better job with higher salaries is a key motivator for non-white students. Laanan (2022), finds in their study on community college attendance and career aspirations that, for non-white students, a college’s reputation for job placement was an important reason for choosing to attend that community college versus other educational institutions.

Laanan (2002) also noted that 82.7% of non-white students surveyed replied that they wanted to attend college to “get a better job” followed by the second-highest response of to “make more money” (p. 9). The drive for financial stability through a good job is a key motivator for minority students to pursue and complete higher education. With 69.6% of Laanan’s non-white respondents stating that an associate degree was their highest degree aspiration, integrating career services into students’ journeys early is key to non-white student post-graduation success (p. 9).

In *Designing and Delivering Career Pathways at Community Colleges: A Practice Guide for Educators*, the authors suggest that career counselors connect students to pathways that align with their knowledge, skills and educational interests, and establish realistic career goals early on in enrollment (National Center for Education Evaluation at IES, 2021, p.18). One possible way to do this is by connecting students to career services for exploration and mapping and through experiential learning, such as work-based learning or apprenticeship, early on in their academic journey. This could increase students’ awareness of local, regional, and national companies which may be hiring within their field, and give them on-the-job experience, which Wood and Palmer (2013) assert can increase the likelihood of students securing employment post-completion.

Goal 1 will be accomplished via the following strategies:

1. Pre-registration career planning via Student Intake Survey
2. Early contact advising

Strategy 1: Pre-registration Student Intake Survey: Starting Students Off on the Right Foot

Students at Forsyth Tech must select a program of study when applying to the college to access Title IV federal financial aid. They can only receive aid for classes approved as part of their program pathway. This causes many students to pick something within their existing sphere of knowledge, and not always make the best choice. Consequently, students may struggle or take longer to complete their degree: discovering the program they initially thought was right for them is not aligned with their real career aspirations or skill set.

As part of the enhancements that will connect students to career exploration early, a new student intake survey will be part of the onboarding process. This survey will help the college quickly identify each student’s situation, connect them with the services needed to succeed, and build the foundation of engagement between the student and their care team. The survey will contain questions to identify how comfortable a student feels about selecting their academic program. The information will be visible to the Academic Advisor and will be used to direct the first advising appointment and make referrals to Career Services or the Office of Experiential Learning as necessary.

Forsyth Tech expects that, if students receive the support they need to start college with a career goal that is appropriately geared towards their individual aspirations and skill set, then student persistence and retention numbers will increase. Furthermore, student advising processes will demonstrate enhanced efficiency and effectiveness. Establishing career goals and creating a career plan happens in two stages: first through self-assessment and exploration, and then through decision making. Both are necessary before embarking on a course of study.

The self-assessment and exploration process consists of evaluating one’s core values, skills, interests and aptitudes, followed by thorough exploration of related and potentially satisfying career options. Reading, observing and asking questions of those working in fields of interest allow for informed decision-making, impacting financial, physical and mental well-being. The following initiatives would allow for scalable options to do this work.

Initiative 1: Group sessions and/or courses with prospective students that will cover:

- **Self-Assessment:** Covered through introduction and student use of Virtual Job Shadow (a software program) online assessments.
- **Exploration:** Accomplished via online research, Forsyth Tech academic program coordinator presentations, speakers from local business and industry and student-conducted informational interviews.
- **Decision-Making:** Achieved through teaching various methods or reliance on students' personal processes.

Additionally, individual meetings with career counselors and coordinators of academic programs will be made available to participants for personalized assistance.

As recommended by *Designing and Delivering Career Pathways at Community Colleges: A Practice Guide For Educators*, career counselors will connect students to pathways that align with their knowledge, skills and educational interests, and establish realistic career goals (National Center for Education Evaluation at IES, 2021, p.18) through support of the self-assessment and decision-making process. When students have a “why” or a clear personal motivation and goal for their studies, like a career as their desired outcome, their return on the investment of time and tuition is positive and persistence and retention can improve.

As Finnie et al. (2017) describe, the use of “future authoring” leads to improved student outcomes, higher GPA and better persistence.

Strategy 2: Early Contact Advising

Academic advising is a vital part of student success. The Forsyth Tech academic advising model is designed to quickly connect students to a professional advisor in the college's Student Success Center (SSC). Forsyth Tech's centralized advising model is a case management model and academic advisors are specialists for the academic programs assigned to them.

Students indicate their program of study when completing their application. Within 24 hours of applying to Forsyth Tech, a student is assigned an email address and the Relationship Assignment System (RAS) automatically assigns the student with an advisor.

The advisor receives an email from the RAS system, which contains the student's name and their student identification number. A member of the SSC team creates a daily spreadsheet with RAS information. Peer advisors (student employees trained as advisors) reach out to the new student via email and text. The welcome text includes information on how to make an appointment with an advisor, encouraging them to do so through EAB Navigate.

Academic Advising Model

Students will either schedule a meeting with their advisor two to four weeks after applying to the college or they will be automatically routed to an advisor based on their performance on the student intake assessments. During the advising session, advisors discuss the student's academic and career goals using the “GPA” practice:

Goal: Identify career and educational goals;

Plan: Create an academic plan, ensuring that the program matches the student's goals; and

Action: Ensure the steps needed to meet the goals are clear and achievable.

If the student thinks they may have a goal in mind, the advisor will ask probing questions about career goals or may utilize the Career Coach software to find a program that aligns with students strengths during the advising session. Alternatively, the advisor could refer the student to Career Services if they feel the student needs in-depth career counseling support. If the student indicates they are unsure about their career goals on the intake survey, Career Services will reach out to the student to schedule an appointment to help the student find their career pathway.

If a student decides to change their program based on results from the Career Coach software, the necessary paperwork and advising for program coursework can happen during the initial advising session. The advisor and the student will look at the student's program in EAB Navigate, a post-secondary student success platform, as part of their advising session and plan for the student's first year of study. During the session, the academic advisor will also discuss other resources available at the college. Once the academic plan is in Navigate, the advisor will then connect the student to a peer advisor.

The academic advisor identifies a peer advisor and introduces the student. The peer advisor and the student work together to create a balanced schedule based on the academic plan created by the academic advisor. The peer advisor then assists the student with their class registration within Navigate.

Tools for Student Success

Navigate is used to create and monitor academic plans. It is a higher education, enterprise-level, student success platform used by more than 850 colleges across the country. Navigate allows students, academic advisors, faculty and staff from across the college access to one portal of information. Course to Career will allow for an enhanced use of Navigate by faculty and staff, as well as students.

Faculty and staff can:

- Make student referrals for other offices;
- Track students' academic program and career map;
- Review student course completion and progress; and
- See notes related to students' activities.

Students can:

- Receive notifications of upcoming career events;
- Be reminded of check-ins to review progress or change plans;
- Schedule sessions with career counselors; and
- View their career map and academic plan.

This will allow academic advisors and career counselors to share career planning information. Navigate will serve as a centralized communication tool, allowing academic advisors and career counselors to share career planning information. It will also be used as a communication tool to reach out to students via text and email, and can be tailored to meet specific objectives on a small group or individual basis.

Embedding Career Competencies and NACE Adjacent Content

Goal 2:

Use engagement, skill building and experiential learning to prepare students to enter the workforce or continue their career path to another institution. (Supports Vision 2025 Strategic Plan Pillar IV)

SSO 2.1: Students will build skills based on the National Association of Colleges and Employers (NACE) competencies for career readiness through applied and/or experiential activities.

The Association of American Colleges and Universities (AAC&U) found students' ratings of their preparedness in terms of necessary work skills were invariably higher than employers' ratings of overall student preparedness in the same areas (Jaschik, 2015). Jaschik (2015) writes, "Employers were asked whether it was more important for new hires to have training in specific skills for a job, a range of knowledge" or both specific skills and a range of knowledge. "Both" was the clear winner at 60%, followed by range of knowledge with 25% and specific skills at only 15% (Jaschik, 2015).

Embedding NACE (Appendix 3) competencies into curriculum could help overcome the disconnect between employers' desires and students' current skill sets and opinions of those skill sets, according to research by Hayes Sauder, Sefton, and Evans (2016). Embedding adapted NACE competencies within the college curriculum and activities will allow students to gain additional skills that industry leaders are looking for in employees.

WHILE SOME ASPECTS OF THE NACE COMPETENCIES ARE ALREADY EMBEDDED IN COURSEWORK, THE COLLEGE WILL EXPAND THESE EFFORTS TO ENSURE ALL COMPETENCIES ARE INTEGRATED INTO ACADEMIC LEARNING. THE COLLEGE WILL ALSO INTEGRATE ADAPTED COMPETENCIES INTO ENGAGEMENT ACTIVITIES TO ENSURE AWARENESS AND LEARNING IS TAKING PLACE IN MULTIPLE MODALITIES, CREATING A WORKFORCE TO SUPPORT OUR COMMUNITY AND THE NATION.

NACE has identified eight career-ready competencies: career and self-development, communication, critical thinking, equity and inclusion, leadership, professionalism, teamwork and technology. Each competency focuses on a core foundation to prepare students for a career in their chosen profession, and gives sample behaviors for each competency. Each competency will be outlined and suggestions for incorporating the NACE competencies into the classroom will be given.

Forsyth Tech's mission statement says, "Forsyth Technical Community College advances student success through excellence in learning, completion, equity, and post-graduation outcomes." These competencies align with our mission.

Goal 2 will be accomplished via the following strategies

- Examining and embedding the eight NACE competencies into the academic process
- Implementing student workshops

Strategy 1: Examining and Embedding the Eight NACE Competencies into the Academic Process

Competency 1: Career and Self Development

Being self-aware is a sign of growth in any position. As a student progresses through their college education and career path, continuous growth and learning are vital for a successful career. Students graduating without the skills needed to pursue professional learning and the knowledge to build their network are at a disadvantage. In many industries, networking and building relationships can offer the best resources for students.

To prepare students for this competency, learning should begin in introductory coursework and be reinforced throughout the education process. Some examples of how this could be incorporated are: in discussion board posts on career goals, having students complete a GAP analysis, working as a team to research different career paths and mapping career and education goals.

Competency 2: Communication

Communication skills are part of the soft skill set that many employers feel are lacking in college graduates. These skills can be verbal, written and non-verbal (body language). Clear communication is a key element for academic and industry success.

To prepare students for this competency, learning should be continuous throughout their program. Some examples of how this could be incorporated include discussion board assignments, presentations in the classroom, ad hoc speeches and lectures or webinars on interpreting body language in the workplace.

Competency 3: Critical Thinking

Critical thinking skills demonstrate the ability to make decisions using sound logic and judgement. Students need to show they can receive, process and disseminate information before making decisions. Multi-tasking and data interpretation are also part of critical thinking. Data interpretation and the ability to utilize that data to proactively make decisions is a critical skill for students to learn. Learning these methods in school will better prepare the student for their career.

To prepare students for this competency, learning needs to begin with the introduction to the program. Some examples of how this could be incorporated are: open discussions in small groups, tracking their time for a week to determine where they are multi-tasking, reviewing data and making conclusions and working through logic exercises.

Competency 4: Equity and Inclusion

Equity and inclusion are important tools to understand others. Barriers to success happen in education and industry. Students need to understand how to recognize bias, in themselves and others, and how to manage these situations. Everyone, regardless of race, ethnicity, gender or religion, should be included. Students need to learn that we are a multi-cultural world, and how to be inclusive, for an equitable outcome.

To prepare students for this competency, learning needs to begin on day one. Some examples of how this could be incorporated are: learning Forsyth Tech's equity statement in introductory courses and then discussing as a class what it means, identifying potential barriers in their chosen career, and writing a paper on bias in education.

Competency 5: Leadership

Leadership is a quality that can be learned and demonstrated. Developing leadership skills is not a one-time learning experience. Leaders serve as mentors and motivate others to work toward a shared goal. Creative thinking, and allowing others to be creative, empowers a team to do their best by instilling confidence in their abilities. Forsyth Tech is building an environment where we create leaders by empowering our students. Faculty and staff work together for a common goal. Leadership is a life-long learning process, and leaders must inspire themselves and others to innovate, and not be averse to change.

To prepare students for this competency, the learning needs to begin at the point of first contact. Students observe faculty and staff from the first email, call or visit, so it is important that advisors and leaders at all levels of the college lead by example. In the introductory classes, some examples of exercises could be: interviewing a leader in their chosen profession, forming groups to discuss and present leadership qualities, and developing a personal plan for leadership training.

Competency 6: Professionalism

Professionalism is an interpreted skill, based on the industry and work environment. When combined with the skills discussed above, professionalism includes communication, self-development, leadership and critical thinking. Students need to learn how to communicate, adhere to deadlines, prioritize, meet expectations and maintain a positive reputation.

To prepare students for this competency, learning needs to start at the beginning of their academic career. Some examples that could be incorporated in the introductory classes could be: researching the chosen career field and preparing a short paper on work environment and acceptable dress for employees; drafting or reviewing emails and determining what could be changed for more professional communication; researching, or discussing appropriate use of calendars for deadlines; and webinars or learning videos on time management and prioritization.

Competency 7: Teamwork

Teamwork is an area that affects college, career and home life. Students who work well in a team environment will be more successful in their educational goals. To be an effective team member, students need to learn how to actively listen, manage conflict, show accountability for actions of themselves and their teammates, and build relationships.

Some examples for incorporating this skill into classes could be a group project, paper or presentation, group research on how teams work together, or research on the pros and cons of working on a team.

Competency 8: Technology

Technology is used in every career field. Students need to have a basic understanding of how computers and other important pieces of electronics work. Students need to know that a common search engine may not be the best method for research. This competency requires knowledge of how technology enhances and improves efficiency in work, which technology to use for a particular task and how to adapt to new technology. Students need to learn that technology changes quickly, and they need to understand how to interpret these changes and apply it to their personal and professional lives.

To prepare students for this competency, each student should have technology incorporated into courses. Many students take an Introduction to Computers course. As not all programs require this course, an element of technology should be placed within each introductory course. Some examples of how technology can be incorporated are: library visits with a demonstration of NC Live, a small research project that cannot be accomplished through a common search engine, demonstrated knowledge of new technology and a short paper on emerging technology.

Strategy 2: Implementing Student Workshops

In addition to adding the key competencies adapted from NACE into courses, Forsyth Tech Career Services will hold student workshops focused on NACE competencies, which will be created to specifically engage students early and often throughout their planned educational pathway.

Students will be encouraged to attend the workshops by their care team. In an effort to create an incentive-based approach for workshop attendance, badging will be utilized. This will gamify the learning process to better engage students, as well as provide a connection among activities, assignments and events offered by faculty, staff and student groups.

During implementation, the college will explore documenting student learning in a more official manner that supports student success outcomes (adding badges to transcript, industry specific badge credit, etc.).

The soft skills series will be geared towards students in their second and third semesters at Forsyth Tech. Skills gained in this series will not only benefit students on their chosen career pathway, but will also help them to be more confident and successful as students at Forsyth Tech.

Examples of the soft skill series workshop topics may include, but will not be limited to:

- Career exploration (NACE competency focus: career and self-development)
- Examining local workforce needs (NACE competency focus: critical thinking)
- Working in a global, cross-cultural workforce (NACE competency focus: equity & inclusion)
- Trailblazers Lead – existing student leadership series currently offered every year through Student Life and Engagement consisting of over a dozen workshops (NACE competency focus: leadership)
- Public speaking (NACE competency focus: communication)
- Managing conflict and civil debate (NACE competency focus: teamwork and communication)

Career Services and the Experiential Learning Office will also evaluate feedback from local workforce partners regarding soft skills needed for the modern-day office to ensure our students have the skills and toolkits required for success.

The job attainment series will be geared toward students in their final year at Forsyth Tech. Skills gained in this series will ensure that students are ready for the next step in career attainment, whether transferring to continue their education at another institution or directly entering the workforce.

Examples of job attainment series workshop topics may include, but will not be limited to:

- Enhancing your student resumé (NACE competency focus: career and self-development)
- Networking for post-graduation success (NACE competency focus: career and self-development)
- Building your brand & interviewing excellence (NACE competency focus: communication and professionalism)
- Using technology and social media in the job search (NACE competency focus: technology)

These workshops will evolve as student needs evolve.

TABLE 5: COURSE TO CAREER ACTION PLAN

Goal	Student Outcome	Actions to be Implemented	Campus Stakeholder Group(s)
<p>Start students on the appropriate educational path through early career and academic advising</p> <p>(Supports Vision 2025 Strategic Plan Pillar I)</p>	<p>Students will develop an individualized academic and career plan to guide their goals upon onboarding</p>	<ul style="list-style-type: none"> • Career exploration prior to registration as indicated by student intake survey and first year career assessment module • Career and academic advising with an eye toward career outcomes • Onboarding and integration of career planning software and technology to assist students, faculty, and staff to plan & track students' path from academics to career 	<p>Career Services Office, Academic Advisors, Admissions</p>
<p>Use engagement, skill building and experiential learning to prepare students to enter the workforce or continue to their career path to another institution</p> <p>(Supports Vision 2025 Strategic Plan Pillar IV)</p>	<p>Students will build skills based on the National Association of Colleges and Employers (NACE) competencies for career readiness through applied and/or experiential activities</p>	<ul style="list-style-type: none"> • Career and Academic Advising throughout pathways geared towards timely completion and career/job attainment success • Embedding Career Adjacent Content based on NACE competencies into key courses/programs • Experiential Learning (work-based learning, apprenticeships, job shadowing) • Utilizing local workforce community to support/engage with students • Student workshops to build soft skills and job attainment skills based on NACE competencies • Professional development to assist faculty with embedding Career Adjacent Content based on NACE competencies into key courses/programs 	<p>Career Services Office, Experiential Learning Office, Faculty, Academic Advisors, Local Workforce Community, Center for Teaching and Learning Excellence</p>
<p>Provide continuous student support toward timely completion and career goals along their educational pathway</p> <p>(Supports Vision 2025 Strategic Plan Pillar II and Pillar III)</p>	<p>Students will have increased academic and career pathway success through faculty mentoring experiences and other systematic support services</p>	<ul style="list-style-type: none"> • Building an institution-wide Care Team to support and engage the student on their path from the beginning with academic advising, financial aid, faculty mentors, and access to career counselors • Use of new career services software and existing institutional software to stay connected to both the students and other Care Team members to assist students on their individualized academic and career pathway • Professional Development for faculty mentors and staff advisors 	<p>Career Services Office, Experiential Learning Office, Faculty, Academic Advisors, Local Workforce Community, Center for Teaching and Learning Excellence</p> <p>Career Services Office, Experiential Learning Office, Faculty Mentors, Academic Advisors, Financial Aid Office, Center for Teaching and Learning Excellence</p>

Goal 3:

Provide continuous student support toward timely completion and career goals along students' educational pathway. (Supports Vision 2025 Strategic Plan Pillar II and Pillar III)

SSO 3.1: Students will have increased academic and career pathway success through faculty mentoring experiences and other systematic support services.

Students' sense of belonging can be directly connected to their success outcomes. A student's engagement with faculty, staff and other campus employees, in addition to the likelihood of utilizing campus supports can have a critical impact on their success. According to Strayhorn (2021), a sense of belonging refers to students perceived feeling or sense of connectedness, of feeling cared about or valued, by the campus community. For college students, the extent to which they feel connected to their institutions and the people there tends to promote academic self-confidence, better adjustment, persistence and student success (Gopalan & Brady, 2020; Gillen-O'Neel, 2021). Strayhorn (2021) asserts that a student's sense of belonging is dynamic and can be influenced by both negative and positive experiences, meaning higher education personnel must continually work to enhance the sense of belonging on campus. The sense of belonging can also decline over an academic year, so the initial connection a student may feel after orientation can fade and this can lead to a decrease in academic integration (Means & Pyne, 2017).

Institutional supports to offset stressors students experience outside the classroom are critical to student wellbeing, according to Garriott and Nisle (2018). Other research concludes that holistic supports for first-generation and low-income college students is essential for student success (Means & Pyne, 2017). Institutional support, academic and social, inside and outside the classroom, are necessary to help these students be successful (Means & Pyne, 2017; Engle, 2007; Garriott & Nisle, 2018).

Forsyth Tech has addressed non academic barriers to success since March 2020, with the creation of Forsyth Tech Cares. The Cares Office is facilitated by Care Navigators, who connect students to resources, which include childcare, legal aid, rent or mortgage assistance and much more.

This support includes faculty members, and positive faculty interactions can lead to a greater sense of belonging for students. Means and Pyne (2017) state faculty members were one of the most important variables for students' sense of belonging in college academic life. The authors also found that faculty can help students bridge the gap between opportunity and preparation, and can foster student resiliency by maintaining an open, positive attitude when working with first-generation students (Means & Pyne, 2017).

Goal 3 will be accomplished via the following strategies:

- Faculty mentoring
- Building institutional partnerships and Student Care Teams that support each student
- Alignment with ongoing college initiatives

Strategy 1: Faculty Mentoring

One way to impact sense of belonging and improve academic success is through faculty mentoring. The traditional approach to mentoring and advising is a one-on-one mentoring relationship. This structure leads to students being connected to a single person to support their needs, such as an academic advisor. While this relationship is not inherently bad, it does provide room for unintended support limitations such as knowledge gaps, a smaller network of support, and deficit of support if the sole person is out of the office.

One solution to this problem is the adoption of a more holistic system of mentorship and advising, built on a collaborative network of team members who are all committed to the success of students (CCCSE, 2018). Creating scenarios where students can visit one advisor or faculty member for both academic and career support can be an effective strategy to meet the unique demands of the community college student while accommodating for the limited number of career counselors available to the students (Moore, 2020). Stebleton and Diamond (2018) found that first-year students and minority students positively benefited from engagement with faculty related to career exploration.

Based on this research, every Forsyth Tech student enrolled in a curriculum program will be assigned a faculty mentor within their program of study. The faculty mentor role will be part of the Student Care Team and serve as an additional point of contact to help guide students during their educational journey. Each student already has an assigned care team, which currently includes an academic program advisor, financial aid advisor and sometimes an additional support team member (if the student is part of a special population such as a TRiO Student Support Services participant or high school student).

With the addition of a faculty mentor to the student's care team, there will be an increased level of personalized mentorship that will help students develop important relationships at the college. The faculty mentors will support their assigned program students throughout their time at Forsyth Tech, and until they complete their goals by either transferring to another institution or entering the workforce.

Students will receive encouragement and guidance toward their goal completion from a program faculty mentor. Mentors will engage their assigned students in individualized interactions and conversation throughout their academic journey. The focus of the interactions will be centered on helping first-time students transition to college, provide support for academics, referrals to student support services and discussions about college transfer and career opportunities. Faculty mentors will engage students both in-person and remotely to support the individual needs of the student. Students will be able to make appointments through Navigate or reach out via phone, email or virtual calls.

The faculty mentors will meet with each of their mentees to update and monitor a career plan beginning the first semester of the first enrollment year. The faculty mentor will work in tandem with Career Services to make students aware of local, regional and national companies which may be hiring within their field.

Strategy 2: Building Institutional Partnerships and Care Teams

Forsyth Tech is tasked with providing learning opportunities in an affordable and efficient time-to-degree manner, while at the same time meeting the occupational and training demands of student constituents and a knowledge-based economy. To support and assist students along their pathway, Forsyth Tech is establishing Student Care Teams. Student Care Teams are a holistic network approach to mentoring. Students are supported by a network of experts, which provides them access to a larger, more diverse group of potential role models as they “develop the skills, values, habits, networks and experiences needed to achieve their own goals” (Weinberg, 2019).

Students will be provided with an assigned Student Care Team that includes members such as a faculty mentor, academic advisor, and a financial aid advisor. This weaves together the knowledge of multiple experts across the college who can guide a student through financial needs, career development support, academic support, and through the program pathway to ensure they are provided with the individualized attention needed to feel supported and engaged at the college (CCCSE, 2018; Weinberg, 2019).

Faculty and staff will make appropriate referrals through Navigate to a student's Care Team (or other holistic support resources as needed). The student's academic advisor will serve in the integral role of engaging and supporting the student on their path towards successful completion of their individualized academic and career plan.

In addition to the core Care Team for each student, Forsyth Tech has built an interconnected network of holistic, wrap-around services and sources of student support to help them succeed and remove barriers along their path. This network of campus partnerships will build on the work being done by the Care Teams through interpersonal relationships between students, administrators, faculty and staff, stakeholders and members of the community. We will enhance work already being done to continue to partner with other institutions, employers, apprenticeship and work-based learning opportunities, and other grants and labor market initiatives to better prepare our students for academic and career success.

Institutional partnerships within and across Forsyth Tech vary in area of focus – but each provides much-needed support for the students the program serves. In alignment with our current wrap-around service model, Course to Career will facilitate an ecosystem of care whereby students will receive help, encouragement, engagement and support from many sources across campus including but not limited to Academic Advising, Career Services, Learning Resources, the Tutoring Center, Financial Aid, Counseling Services, Accessibility Resources, the Forsyth Tech Cares Office and the Veteran Resource Center.

We will train staff in these offices to guide students towards appropriate career pathway information and resources, so that we are all working together towards the students' academic and career success simultaneously. This will require a shift in conversation and approach to look beyond just helping a student succeed in current classes, to also include their long-term, individualized career plans and how to best get there.

We see Career Services and Experiential Learning as a key component to achieving the goals set out in this QEP, but they cannot change the culture without broad-based support and participation in the student's success. Career Services and Experiential Learning will focus on support such as career advising, learning soft skills, resumé development, career or work expectations, and on-the-job training. We anticipate that our institutional partners will encourage students to take advantage of those services and to consider that career pathway as they move forward on their academic pathway.

Strategy 3: Alignment with Other College Initiatives

- Forsyth Tech is part of two adult learner initiatives, NC Reconnect, funded through the John M. Belk Endowment, and NC REACH, a Lumina Foundation project.
- NC Reconnect focuses on bringing students back to college; specifically, adult students who left after completing at least 50% of their pathway prior to graduation.
- NC REACH focuses on recruiting underrepresented minority adults along identified career pathways and increasing adult student enrollment.

The NC REACH pathways identified are IT-Network Management, Nursing, HVAC and EMT/Paramedic. These career and academic pathways offer family-sustaining wages and our work is ongoing to include on-ramps from Career and College Readiness, Adult High School and English Language Learner programs for these pathways. The NC REACH program follows the mantra established by Dallas Herring, "father" of the North Carolina Community College System, of meeting students where they are and taking them as far as they can go.

These two projects, and the increased focus on adult learners at Forsyth Tech, offer opportunities to improve retention and completion for adults (over 24 years of age or another identifying factor). NC Reconnect and NC REACH will increase adult student recruitment, engagement, and support through the hiring of a Reengagement Coordinator to support the transition from CCR/ELL into curriculum and build community relationships to support URM students, and the Adult Success Coach (who may be part of a student's Care Team) will be an extra layer of support for adult learners.

The Reengagement Coordinator and the Adult Success Coach will work with Career Services and Experiential Learning to support career planning early in adult student enrollment, examining prior learning credit opportunities for working adults, and supporting students seeking to change their career through assessment and self-discovery. By increasing awareness of career services and early engagement in career planning for adult students, Forsyth Tech expects to see improved adult learner outcomes through Course to Career.

Course to Career Through the Lens of Equity

One of our highest priorities is to embed our equity-based framework into every phase of planning and strategy implementation. Course to Career will operate from this foundation.

Forsyth Tech recognizes and acknowledges that substantial disparities in educational opportunities and outcomes exist among students based on socioeconomic status, race, ethnicity, gender, ability, language, sexual orientation and geography. We also recognize, as individuals and as an organization, a crucial step in the quest for inclusive excellence and belonging is to better understand systems of inequity and to understand ourselves, and our own identities, cultures, and roles. Educational equity means that every student has access to the right resources they need at the right moment in their education, despite race, gender, sexual orientation, ethnicity, language, nationality/immigration status, ability, family background or family income (Aspen Institute, 2018).

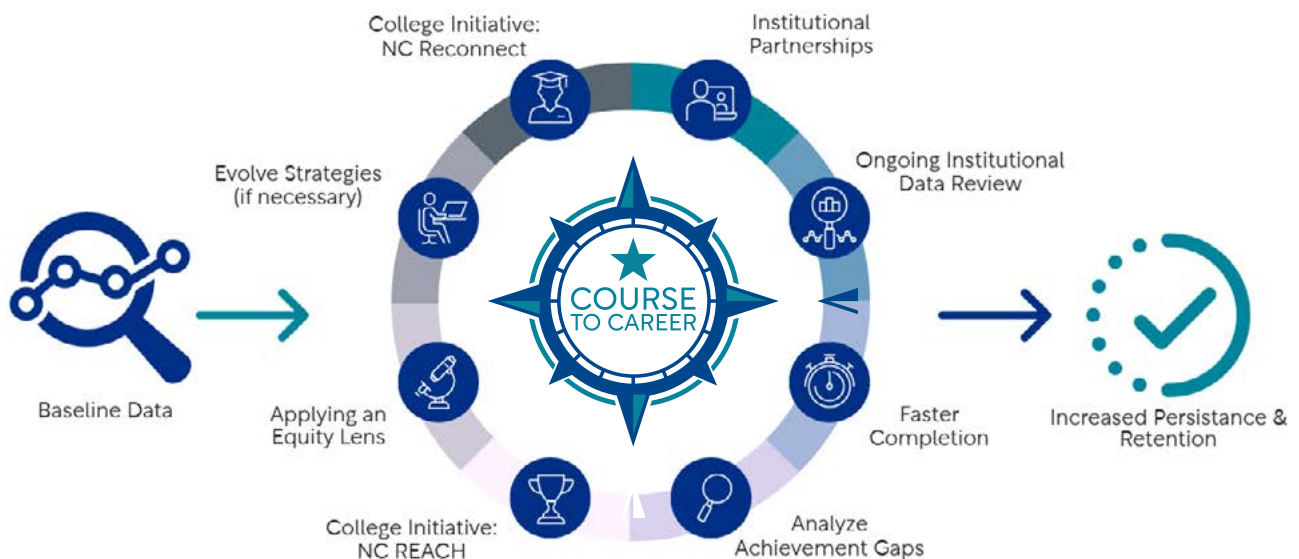
Forsyth Tech is dedicated to valuing the uniqueness of everyone in our community. By viewing our differences as strengths, we foster a deep appreciation for one another. We are dedicated to serving as trailblazers and building a culture that empowers students, faculty, staff and community partners so everyone is supported in reaching their full potential. We are committed to building positive, purposeful relationships with every student so that barriers to learning are removed. We will treat everyone with dignity and respect by valuing individual perspectives and cultural diversity.

As a driving force, Forsyth Tech uses the concept of Inclusive Excellence (IE) developed by experts at the Association of American Colleges and Universities (AAC&U). The experts conceptualized inclusivity and excellence as one and the same - to practice inclusiveness is excellence, therefore making excellence inclusive and the responsibility of everyone. They note, "The action of making excellence inclusive requires that we uncover inequities in student (faculty and staff) success, identify effective educational (and operational) practices, and build such practices organically for sustained institutional change." The goals of Course to Career and the associated strategies will have a targeted focus and mindfulness toward equity, diversity, and inclusive excellence.

ILLUSTRATION 5: FORSYTH TECH INCLUSIVE EXCELLENCE FRAMEWORK



ILLUSTRATION 6: MEASURING AND EVALUATING STUDENT SUCCESS



CHAPTER III: MEASURING AND EVALUATING STUDENT SUCCESS

In order to achieve the critical goals set forth in this QEP, it is essential that the entire college community be invested and involved in the plan's implementation and success. During the planning process there has been a tremendous level of excitement around the chosen topic, given the long-term impacts it can have on our students' career and educational success. We will capitalize on the enthusiasm surrounding the topic to build an integrated institutional support system involving the full college community, along with the associated resources needed to help our students succeed. Broad-based involvement and intentional allocation of resources will support our students on their journey to their chosen career, while simultaneously achieving long-term sustainability of our efforts.

Commitment to resources and implementation support will be accomplished with:

1. A Course to Career Workgroup
2. Enhanced Career Services (process enhancement, software, experiential learning)
3. Integration of Business and Industry Leadership Teams (BILTs)
4. Faculty and staff development
5. Capacity for Course to Career institutional rollout: human and financial resources/budget

1. Course to Career Workgroup

Since this plan will require participation from our full, integrated institutional support system to succeed, collaboration and connectivity are essential. To ensure this connection and communication throughout the five-year implementation, we will form a Course to Career Workgroup. This will be a standing workgroup that will meet and engage regularly throughout implementation.

The Course to Career Workgroup will be charged with continuous collaboration and systematic utilization of resources to best serve our students as they work towards completion of their career goals. This group will:

- Evaluate processes within their respective areas and how they interact with other departments to ensure students are positively impacted by QEP efforts on multiple fronts;
- Combine resources to collect both qualitative and quantitative data on the ongoing QEP efforts to be used for continuous improvement, as well as for use in the final QEP Impact Report; and
- Promote and encourage student, faculty and staff participation in ongoing events, workshops and other opportunities for students to gain valuable skills based on NACE Competencies.

Each year, this Course to Career Workgroup will prepare a QEP overview and update to include that year's progress, notable data, changes made for continuous improvement and plans for the upcoming year. These yearly reports will assist our team in preparing the QEP Impact Report in 2028.

The Course to Career Workgroup will include representatives from key areas involved in implementation. Members should include the following representatives to mirror the pieces of the Student Care Teams and to represent the various components of the plan:

- Faculty representative leading faculty mentorship and embedding activities
- Student Success Academic Advisor representative
- Career Services representative
- College Relations, Marketing and Communication representative
- Center for Teaching and Learning Excellence representative leading professional development efforts
- Admissions Office representative
- Financial Aid representative

Aside from the ongoing implementation charges for this group, the Course to Career Workgroup will also be tasked with engaging the campus community on what comes next and how to build on the progress made by our QEP efforts to serve our students in an even better capacity. This implementation workgroup will be supported by the Strategic Planning and Innovation department (SPI) to ensure the workgroup is properly and fully documenting its efforts throughout implementation to provide information needed to prepare a final QEP Impact Report.

2.1 Enhanced Career Services (Process Enhancement, Software, Experiential Learning):

In December 2021, the Career Services Office embarked on an evaluation and restructuring of its operations and services. As a result of this process and review of NACE guidelines and best practices of other colleges, the Career Services Office began implementing changes to best address the needs of our students and our employer partners.

The first major change was to separate Career Services into two separate offices, and bring Forsyth Tech's Department Of Labor approved apprenticeship program, the Learn and Earn Apprenticeship Program (LEAP), into the same office as the Work-Based Learning (WBL) program. This created two offices with a more individualized focus: an Experiential Learning Office and a Career Services Office.

This decision was supported by the need for the offices to focus their efforts and attention on the different, but complementary, areas of student career development and experiential learning. The new structure allows each to develop and maintain relationships with employers with an eye to the needs of their individual spheres of focus.

For the Experiential Learning Office, this focus is on connecting students and faculty to employers for work-based learning, apprenticeship and internship opportunities.

The Career Services Office provides individual guidance for students around career clusters, providing resumé support, and coordinating and executing job fairs and recruitment events on campus. Both offices have limited staff support and a current staff-to-student ratio much higher than suggested by best practice or seen in four-year settings.

For Course to Career, Forsyth Tech will increase the capacity of institutional collaboration within the Career Services and Experiential Learning Offices. These enhancements and restructuring will allow Career Services, Experiential Learning and the college to engage each student in career development early and often during their Forsyth Tech experience.

To help achieve the goal, the college will increase the number of full-time career counselors to three (this includes two new positions and one vacant position). Doing so will allow Career Services the capacity to serve more students on a just-in-time basis, reduce appointment wait time for students who either request support or have indicated career uncertainty, and provide support to campus events. It will also allow Career Services to meet the goal of

engaging with more individual students, involving them early and often, and making career planning a natural part of a student's path.

In addition to career counselors, Career Services will also add temporary, seasonal and part-time trained career guides that will work with students during high-volume enrollment periods, such as the weeks leading up to the fall semester. These career guides will be current 9- and 10-month faculty, who will be hired to work with students new to the college who need support to identify their career pathway and educational goals.

Career counselors will partner with academic advisors to identify students that are unsure of their chosen program or career cluster, and integrate completion of career exploration and decision-making activities or HRD (Human Resource Development) programs into the onboarding of first-year students. Greater information sharing between departments will result in greater student knowledge of academic program and job requirements, and the pros and cons of career fields.

Career Services and Experiential Learning will hold industry sector recruitment events annually, in addition to the current general employer recruitment. Examples of industry sectors could include manufacturing and trades, healthcare, automotive and business and information technology. Student participation will be supported by faculty and Student Care Teams. This will offer opportunities for students' discussions with employers and growth of competencies such as professionalism, communication and career and self-development.

2.2: Software

For several years, the Career Services Office has utilized Lightcast's (previously EMSI Burning Glass) Career Coach to help students assess their career interests and potential career pathways and connect them to Forsyth Tech programs. Additionally, the office used College Central Network software to manage employer relationships and recruiting events. However, in Spring 2022, the Career Services and Experiential Learning Offices reviewed and purchased upgraded technology to better meet the service delivery needs of staff and students.

To expand student opportunities for career planning and exploration, Forsyth Tech purchased Virtual Job Shadow (Appendix 4). This platform launched Summer 2022 and features tools to allow student exploration and evaluation of career opportunities. By adding Virtual Job Shadow, students and career counselors can now use a career planning module to input the steps needed to achieve a career goal. This module allows for students and counselors to track and regularly communicate about new potential career decisions and goals for the student.

The Virtual Job Shadow platform provides students access to:

- Multiple assessments, including interests, values, and abilities (with Spanish translations to better serve current and prospective student populations);
- Exploration tools for career clusters and occupations, including "day in the life" videos;
- Career planning and professional skills curriculum, available for faculty to incorporate into their curricula through a library of Flex Lessons;
- Job and internship postings from online sources;
- Short and long-term goal setting tools; and
- Postsecondary planning tools.

To improve employer relationship management, operations and student interaction, The QEP Workgroup will likely utilize a career services management software, such as Symplicity. The workgroup will seek a platform with a messaging system with automatic system messages to alert all registered users about Career Services workshops, career fairs, new job postings, new internship postings and much more. The software should also provide a place for scheduling career counseling appointments though an integrated virtual platform.

Additionally, Career Services will utilize the software to communicate with employers about new resumés uploaded by students ready for review. We will seek software that will offer:

- Comprehensive reporting and analytics, which will allow us to track student engagement within our offices;
- Scalable student job search prep features such as resumé review and interview preparation;
- Self-scheduled student counseling appointments, providing students with easier access to career counseling;
- A counseling notes option facilitating counselors' ability to track student progress in their career planning and job searches;
- Automated digital communication with students, employers, and Forsyth Tech academic program coordinators, improving regular communication with all stakeholders;
- Program coordinator and work-based learning faculty access, allowing for all partners to review and digitally sign required documentation;
- Work-Based Learning program management, including automatic workflows to deploy time sheets, evaluations and other required documentation throughout the internship experience.

The selected software platforms will allow students to easily utilize various tools and resources provided across campus to track their earned competency badges in a digital location. These software changes will enhance the Career Services and Experiential Learning Offices' ability to serve students and employer partners virtually, increasing efficiency.

Mobile Applications Increase Accessibility

Each software platform utilized will require outreach to students to increase regular usage, and ultimately increase the value of having a college pathway and connection to a career. Navigate and Virtual Job Shadow each offer a mobile application and/or mobile format to their website. Being able to access these tools at their fingertips is essential to increasing student engagement throughout their Course to Career journey.

One benefit of a mobile application is the ability to use push notifications and alerts. Examples of these would be an appointment reminder for a meeting with an advisor or career counselor, a new job posting that matches the student's program of study and notification of events such as workshops and career fairs.

Students who do not have access to mobile devices or cellular service outside of Wi-Fi will be able to access the mobile applications on a laptop. Thanks to Forsyth Tech Cares, students can request a loaner laptop and internet access. This means that the programs students need are accessible to all students on multiple devices. When marketing these platforms to students, the use of QR codes has proven to be a quicker, easily accessible method. QR codes can be scanned with the camera feature of a mobile device, which then opens a direct link to a webpage. They can be added to printed materials including flyers, business cards and posters. Advisors and career counselors, during enrollment and throughout the pathway, will provide students with information and guidance to understand how and when to utilize each of the supportive platforms/apps.

2.3: Experiential Learning and Career Services

The Experiential Learning and Career Services teams work in tandem with students and employers. Often, a student learns about experiential learning options from a career counselor referral. During the WBL search process, students will work with a career counselor to develop a resumé and practice interview skills. The WBL Coordinator and Specialist then work closely with the student during the WBL experience. Once implemented, the student will search for WBL positions using software, apply for the position using the instructions provided by employers and attend an interview, if selected.

Similarly, employer referrals are shared between the Career Services and Experiential Learning teams. Often, an employer will reach out to Career Services about hiring graduates. The lead is then shared with the Experiential Learning team, and the employer is contacted about WBL opportunities and apprenticeships. These leads often commit to hiring interns in addition to graduates. Conversely, employers will reach out specifically about internships and the lead will be shared with Career Services to post job openings and attend upcoming career fairs.

Experiential learning gives students an opportunity to experience their career while they are still a student. Examples of experiential learning are job shadowing, Work-Based Learning (WBL), internships, clinicals, practicums and apprenticeships. Forsyth Tech offers all of the experiential learning opportunities detailed below. These experiences help to engage students and solidify their choice in programs.

- Job Shadowing: Spending a few hours or days in an employment setting, watching someone perform their job duties to learn about a career. Virtual Job Shadowing software has been implemented as an additional option for students unable to take advantage of in-person opportunities.
- Work-Based Learning (WBL): Forsyth Tech's for-credit internship program, which requires a student to perform work duties related to their program of study at an employer's site for a minimum of 160 hours per credit hour earned.
- Internships: Can be WBL, or a not-for-credit work experience of varying length, where a student performs work duties at an employer site.
- Clinicals: A for-credit course, most common in healthcare fields, that requires students to practice skills in an employment setting, rotating to different job functions within their program of study.
- Practicums: A for-credit field experience that may be its own course, or part of a course, that can vary in length and scope.
- Apprenticeships: A Department of Labor registered program combining college courses, on-the-job training and progressive wage increases. Forsyth Tech's sponsored program is called LEAP, or the Learn and Earn Apprenticeship Program, which results in both a state and national Journeyworker credential.

In *Designing and Delivering Career Pathways at Community Colleges: A Practice Guide for Educators*, the authors suggest that career counselors connect students to pathways that align with their knowledge, skills, educational interests and establish realistic career goals early in enrollment (National Center for Education Evaluation at IES, 2021, p.18). One possible way to do this is by connecting students to career services for exploration and mapping, and through early exposure to experiential learning such as work-based learning or apprenticeship. This could increase students' awareness of local, regional and national companies which may be hiring within their field and give them on-the-job experience, which Wood and Palmer (2013) assert can increase the likelihood of students securing employment post-completion.

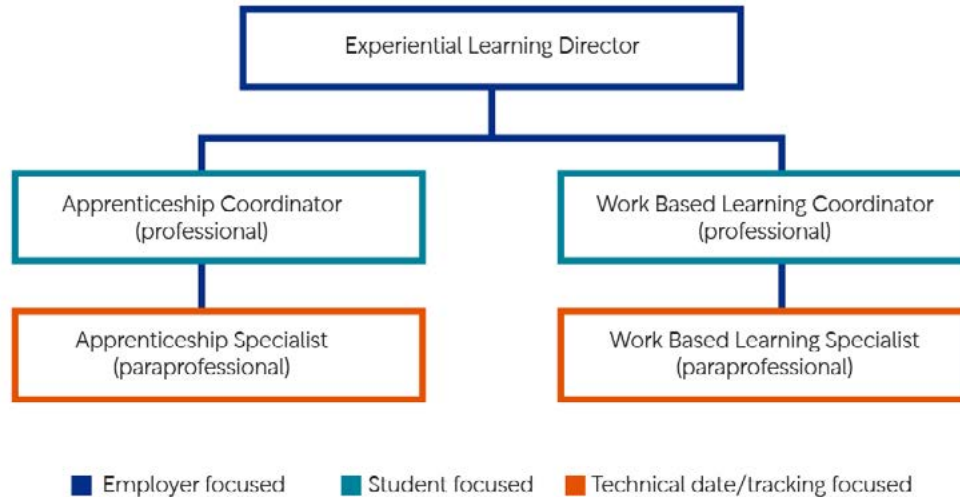
Each of these experiential learning experiences has common positive outcomes for students:

- Apply skills learned in class in an employment setting;
- Build confidence in acquired skills;
- Test drive a career while still in college;
- Assess the favorite and least favorite aspects of the chosen career field;
- Network with professionals and technicians in the specified industry of study;
- Learn soft skills and workplace expectations in the chosen field of study; and
- Potentially receive job offers from experiential learning experiences.

Experiential Learning Structure

In order to best serve students and employers while striving to meet the college’s strategic goals, Forsyth Tech’s experiential learning team currently consists of three professionals and two paraprofessionals who oversee the college’s Work-Based Learning and registered apprenticeship programs (LEAP).

ILLUSTRATION 7: EXPERIENTIAL LEARNING STRUCTURE



The Experiential Learning Director is the first point of contact for employers who seek to hire Forsyth Tech students in internships and apprenticeships. The director visits employer sites, meets with management, talks through the companies’ current hiring challenges and learns about the student positions. From there, the leads are fed to the coordinators of WBL and apprenticeships, who gather required documentation, recruit student applicants and facilitate connecting applicants with the opportunities. The coordinators also serve as the main point of contact for students and college employees involved in experiential learning. The specialists are responsible for all data tracking, using program software and keeping audit documentation.

As part of Course to Career, Forsyth Tech will work with industry partners to increase the availability of work-based learning and apprenticeship opportunities for all students. With goals set in Vision 2025 as the guide, the Experiential Learning Office will work with academic advisors, faculty mentors, and Career Services to better integrate experiential learning opportunities within courses. Each division will make a coordinated effort to introduce opportunities to students early on in the academic pathway, utilizing Virtual Job Shadow and other software to enhance student’s awareness of career pathways and aligned experiential learning opportunities. We assert that increasing students’ awareness of the knowledge, skills and abilities needed to be successful in the workplace that is provided within experiential learning will increase successful student career outcomes.

3. Integration of Business and Industry Leadership Teams (BILTs)

Forsyth Tech has several academic programs that utilize a Business and Industry Leadership Team (BILT) model for strategic employer engagement. The BILT model was pioneered by Dr. Ann Beheler at the National Convergence Technology Center (CTC). Dr. Beheler began recruiting from industry herself when she found convincing industry professionals to get involved was made more difficult by their past experiences with higher education. She found industry leaders did not believe their input and expertise was being used and implemented as curricular content. The BILT is more than an advisory committee. It allows for true co-ownership and deep collaboration between faculty and industry, providing a structure and system for academic curricular development where industry is deeply engaged and involved over time. This special relationship created by the BILTs leads to creating industry guided in-demand academic and career pathways that produce work-ready graduates, and supporting positive career outcomes for students.

Business and industry partners in Advanced Manufacturing and Information Technology programs at Forsyth Tech review and assist faculty in updating curriculum to align with industry needs. BILTs also support more robust internship and WBL opportunities, industry mentoring opportunities and build relationships that support post-graduation student employment.

4. Faculty and Staff Professional Development

Forsyth Tech knows our faculty and staff are key to helping students connect to their career pathway. The outcome of the students' academic experience and growth is a direct output of the connection between their engagement with those who work at Forsyth Tech. To enhance the student experience, the college will provide professional development for both faculty and staff.

4.1 Faculty Mentor Training

Faculty will be required to attend faculty mentoring professional development training that will be inclusive of career components that are complimentary to Course to Career. During the training, faculty and staff will take part in professional development learning modules focused on:

- Exposing students to careers;
- Infusing adapted NACE competencies into the classroom and other student engagement interactions;
- Learning new college tools that provide for career development skills;
- Embedding career development skills into the classroom and co-curricular events; and
- Infusing faculty mentoring with practical and pedagogical application.

The college will track the completion of the training for each employee and allow faculty and staff to add it to their institutional certifications.

4.2: Global Career Development Facilitator Certification (GCDF)

Since Course to Career focuses on helping students get on the right path and keeping them on that path for academic completion and successful career launch, providing basic training and certification for those involved is a necessary step. This will develop qualified staff with a baseline of knowledge and skills for engaging students in career planning conversations and ushering them into the decision-making process, before referring them to Career Services' career counselors. Trained advisors can begin making an immediate contribution to this goal, which may otherwise take longer to do.

To ensure that students have access to career counselors and academic advisors who are experts in guiding students through career pathway choices, the College will invest in the nationally recognized Center for Credentialing & Education's Global Career Development Facilitator (GCDF) training for academic advisors and career counselors. Those who earn a GCDF credential are trained in the use of best practices, various assessment tools and career development models to facilitate their clients' personal and professional development. The initial training is 120 hours, covering 12 competencies (Appendix 5). Application for the full credential requires a certain number of practice hours, dictated by education level of the facilitator.

The GCDF credential is highly recognized within the career development profession. Since its inception, nearly 32,000 credentials have been issued in 23 different countries. Credentials are designed to be culturally relevant, incorporating norms and best practices within a country or community. The GCDF requires candidates to adhere to a written and enforceable GCDF Code of Ethics, obtain training and have professional career development experience. To maintain the certification relevance, the Center for Credentialing & Education continually consults with global experts from a variety of career associations and training organizations to maintain the credential's relevance and impact. It sends a clear message that a credential holder is well trained and held to a professional standard.

4.3: Faculty and Staff Learning Communities to Support Course to Career

Faculty Learning Communities have become a critical institutional tool for building the knowledge base necessary to support students. If faculty are to embrace classroom and coursework changes to allow for experiential learning, they must be trained in new technologies and methodologies for success. The Center for Teaching and Learning Excellence (CTLE) provides training for new software, process changes and methodologies used in the classroom. The mission of the CTLE is to catalyze teaching and academic excellence by engaging the community, developing partnerships that are critical to achieving Forsyth Tech's shared vision, and pursuing innovations that make education more accessible, affordable and of higher quality.

To provide this training and support, the CTLE offers a multitude of training opportunities, including tailored professional development and Faculty Learning Communities. Faculty Learning Communities (FLC) have been utilized to aid in the train-the-trainer model of learning for faculty. Within the FLCs, faculty and staff review software, make recommendations and receive training in new technology. These FLCs then disseminate the information throughout the college. Participating in the FLC gives faculty a deeper dive into the methods and techniques to learn and grow with the student.

The CTLE also provides professional development tailored to individuals on an as-needed basis. Divisions, departments, faculty and staff can request training on specific topics. Identified professional development opportunities are also provided college-wide to facilitate learning around the unique needs of our students. The CTLE also provides sessions for classes and students to enable a full understanding of new software being onboarded at the college.

5. Capacity for Course to Career Institutional Rollout: Human Resources and Budget Summary

The total institutional budget dedicated to the QEP over the five-year implementation period will be \$1,215,000. Funding for the QEP will be a Forsyth Tech combination of State, Forsyth Tech Foundation support and other institutional funds.

Position Salaries (\$188,600 x 5yrs=\$943,000)

The following new or expanded positions are needed to implement QEP.

- Full-time: two Career Counselors
- Part-time: five seasonal part-time Summer Career Guides (July 5 - August 12) 25 hours per week

Salaries, wages and benefits for each new career counselor position are included in the total cost. (Salary figures based on Mid-Level Professional on Forsyth Tech Salary Bands with 40% added for benefits, FICA and state-mandated retirement).

**Additional positions will be considered on a yearly basis in relation to enrollment increases.*

Faculty and Staff Professional Development (\$138,000)

- Global Career Development Facilitator Training/Certification (GCDF) for Career Counselors & Student Success Advisors (30 in year 1 and 5 per year after)
- CTLE Faculty Training (Faculty Mentoring/Career Development Competencies)
- CTLE Staff Training (Career Development Competencies)
- Professional development for Career Services/Experiential Learning Staff (NACE/CEIA Conferences) – 6 Staff/yr.

Implementation Software (\$117,000)

- Digital badging system to engage students in career development via gaming format
- Annual fees for Virtual Job Shadowing and Symplicity, or a similar software to be determined by the QEP Workgroup

Promotional/Marketing Materials (\$17,000)

- Promotional/marketing materials to include QEP roll-out SWAG for kickoff during first year, signage, t-shirts, and ongoing marketing initiatives that have been proposed to generate excitement and enthusiasm for career pathways.

Assessing Achievements and Milestones

The assessment of enhancing career pathways and supporting students along their course into the workforce begins with establishing a plan to track both formative and summative progress, while enhancing our current academic environment in ways that will facilitate students' successful transition to their career.

Assessment works best when the goals are clear, measurable and in direct alignment with the desired outcomes. It requires attention to outcomes, but also to the environment and student experiences that lead to those outcomes. Therefore, if the purpose of Course to Career is to create more defined career pathways and the supports that facilitate a successful completion of that pathway, a very strategic and ongoing monitoring process will be necessary to document progress. To better assess what is and is not working, measurement must be ongoing to monitor progress toward intended goals in a spirit of continuous improvement. Assessment creates the basis for valid and reliable implementation when a close connection exists between the outcomes and the evidence.

Assessing the success of Course to Career will include the monitoring, collection and analysis of data as part of the college's ongoing efforts to measure and improve its effectiveness at meeting its mission and the goals of Vision 2025. The details of the assessment plan are presented in the table below, complete with specific activities designed to measure the impact of Course to Career through its first five years of implementation.

The QEP Guiding Team has identified data sources which were used to establish student success outcomes as well as targets to track progress. The assessment plan includes both formative and summative activities to capture timely and comprehensive data. The Course to Career assessment plan is organized into two primary levels – Student Success Assessment and Institutional Assessment. The Course to Career assessment plan will utilize both leading and lagging indicators to provide a holistic examination of student achievement and institutional goals.

CHAPTER IV: IMPLEMENTING THE COURSE TO CAREER QEP

The assessment of enhancing career pathways and supporting students along their course into the workforce begins with establishing a plan to track both formative and summative progress, while enhancing our current academic environment in ways that will facilitate students’ successful transition to their career. Assessment works best when the goals are clear, measurable and in direct alignment with the desired outcomes. It requires attention to outcomes, but also to the environment and student experiences that lead to those outcomes. Therefore, if the purpose of Course to Career is to create more defined career pathways and the supports that facilitate a successful completion of that pathway, a very strategic and ongoing monitoring process will be necessary to document progress. To better assess what is and is not working, measurement must be ongoing to monitor progress toward intended goals in a spirit of continuous improvement. Assessment creates the basis for valid and reliable implementation when a close connection exists between the outcomes and the evidence. Assessing the success of Course to Career will include the monitoring, collection and analysis of data as part of the college’s ongoing efforts to measure and improve its effectiveness at meeting its mission and Vision 2025. The details of the assessment plan are presented in the table below, complete with specific activities designed to measure the impact of Course to Career through its first five years of implementation. The QEP Guiding Team has identified data sources which were used to establish student success outcomes as well as targets to track progress. The assessment plan includes both formative and summative activities to capture timely and comprehensive data. The Course to Career assessment plan is organized into two primary levels – Student Success Assessment and Institutional Assessment.

Course to Career assessment plan will utilize both leading and lagging indicators to provide a holistic examination of student achievement and institutional goals.

Level I: Student Success Assessment

TABLE 6: STUDENT SUCCESS GOAL 1: START STUDENTS ON THE APPROPRIATE EDUCATIONAL PATH THROUGH EARLY CAREER AND ACADEMIC ADVISING.

Student Success Outcome	Performance Measures and Benchmarks	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Data Source
Students will develop an individualized academic and career plan to guide their goals upon onboarding	<p>Leading Indicator: Data his from performance measure will enable us to provide holistic student supports to increase student success</p> <p>100% of first-time enrolled students will complete student intake survey</p>	760 students to complete student intake for 2022-2023	★	★	★	★	★	EAB Navigate
	100% of first-time students will develop an academic plan, with embedded career pathway, by the end of their first term	New strategy implemented Fall 2022	★	★	★	★	★	EAB Navigate
	75% of first-time enrolled students will complete the initial Career Exploration assessment	0%	Training for new software	★	★	★	★	EAB Navigate

TABLE 7: STUDENT SUCCESS GOAL 2: USE ENGAGEMENT, SKILL BUILDING, AND EXPERIENTIAL LEARNING TO PREPARE STUDENTS TO ENTER THE WORKFORCE OR CONTINUE THEIR CAREER PATH TO ANOTHER INSTITUTION. (SUPPORTS VISION 2025 STRATEGIC PLAN PILLAR IV)

Student Success Outcome	Performance Measures and Benchmarks	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Data Source
Students will build skills based on the National Association of Colleges and Employers (NACE) competencies for career readiness	By 2028 75% of degree graduates will earn at least one Course to Career badge	0%		★	★	★	★	Symplicity or Credly
Students will participate in applied and/or experiential activities.	12% Percent of degree seeking students will participate in WBL and 250 participants in LEAP Apprenticeships	7.4% WBL and 73 participants in LEAP	★	★	★	★	★	Colleague and Work Hands
	By 2028 75% of employer partners would indicate they will hire students participating in WBL or LEAP experiential learning experiences	Employer Survey under development	★	★	★	★	★	WBL/LEAP Employer Post Surveys
	95% of students will report having a job, have a job lined up post-graduation, or will be transferring to a four-year institution to continue their education.	NC Tower Employment Data 91% (2018) Graduation Day Survey Anticipated May 2023	★	★	★	★	★	Graduation Survey/Exit Interview

TABLE 8: STUDENT SUCCESS GOAL 3: PROVIDE CONTINUOUS STUDENT SUPPORT TOWARD TIMELY COMPLETION AND CAREER GOALS ALONG THEIR EDUCATIONAL PATHWAY.

Student Success Outcome	Performance Measures and Benchmarks	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Data Source
Students will have increased academic and career pathway success through faculty mentoring experiences and other systematic support services.	50% of students will schedule and attend at least 1 in-person or virtual advising session within each academic year.	Approximately 6,000 advising appointments were held (duplicated)	★	★	★	★	★	
	100% of newly enrolled students will be assigned a faculty mentor.	New strategy implemented Fall 2022 –formative assessment on progress	★	★	★	★	★	
	By 2028, 100% of faculty mentors participate in evidenced-based professional development on career coaching and support	New strategy implemented Fall 2022 –formative assessment on progress	★	★	★	★	★	
	By 2028 100% of Associate degree programs will incorporate NACE competencies	New strategy 0% of programs	★	★	★	★	★	

Level II: Institutional Assessment

In addition to looking at assessment at the student success level, we must also look at assessment at a macro, or institutional, level in alignment with our Vision 2025 Strategic Plan. The institutional assessment will focus on college-wide, key performance indicators (KPIs). We will evaluate progress for the following KPIs in accordance with our comprehensive and ongoing assessment cycle of all Forsyth Tech programs and units. Similar to the first level, this multi-year schedule for the collection of evidence will be used to help monitor Course to Career’s impact on student learning and success. Baseline data was used to establish achievable targets and provide direction for the development of implementation strategies.

TABLE 9: INSTITUTIONAL ASSESSMENT

Institutional Outcome	Key Performance Indicators	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Data Source
Sense of Belonging (Institutional Goal)	95% of students will report having a sense of belonging to Forsyth Tech	Sense of belonging survey anticipated Fall 2022	★	★	★	★	★	Sense of Belonging Survey
Program Persistence	Decrease number of program changes by 40%	2,675 program changes between Fall 2021 to June 2022		★	★	★	★	Form submissions
Retention (Fall-to-Fall)	Increase % of students who enrolled at the beginning of the Fall term and who were still enrolled at Forsyth Tech for at least one credit at the beginning of the subsequent fall term and had not yet completed a degree or certificate.	75% retention rate		★	★	★	★	Colleague
Course Success	% of students receiving A-C grade in gateway courses.	65% gateway course success Rate	★	★	★	★	★	Colleague
Completion	Percent of full-time students who enrolled in and subsequently completed a degree or certificate	31% completion rate		★	★	★	★	Colleague

Assessment Coordination and Tracking

The Office of Strategic Planning and Innovation (assessment and strategy), working closely with the Office of Strategic Innovation and Effectiveness (data analytics), serves the institution to facilitate and provide cohesive implementation of Vision 2025, track and monitor the institutional assessment system and manage campus-wide initiatives. This organizational structure will ensure that assessment and data tracking are kept at the forefront of the implementation work of the Course to Career plan. As mentioned previously, the QEP Workgroup will support the work of process building, Course to Career activity implementation, relationship building, ongoing marketing engagement, monitoring measures associated with assessment, and most importantly, drive the continuous improvement cycle.

Use of Results and Determining Success

Forsyth Tech is dedicated to a culture of continuous improvement. In that spirit, the Office of Strategic Planning and Innovation and the QEP Workgroup will regularly evaluate QEP data. The regular analysis will allow us to evolve the efforts of Course to Career to better serve our students as student needs evolve.

We see this process as continuing the broad-based involvement established through the planning of the QEP, which included representation from various areas of the college, faculty, staff and students in charting the path forward. The intent is to foster data-informed decision-making, and disseminate information that will assist stakeholders and develop solutions. It creates an internal cycle of research, analysis and ongoing evaluation.

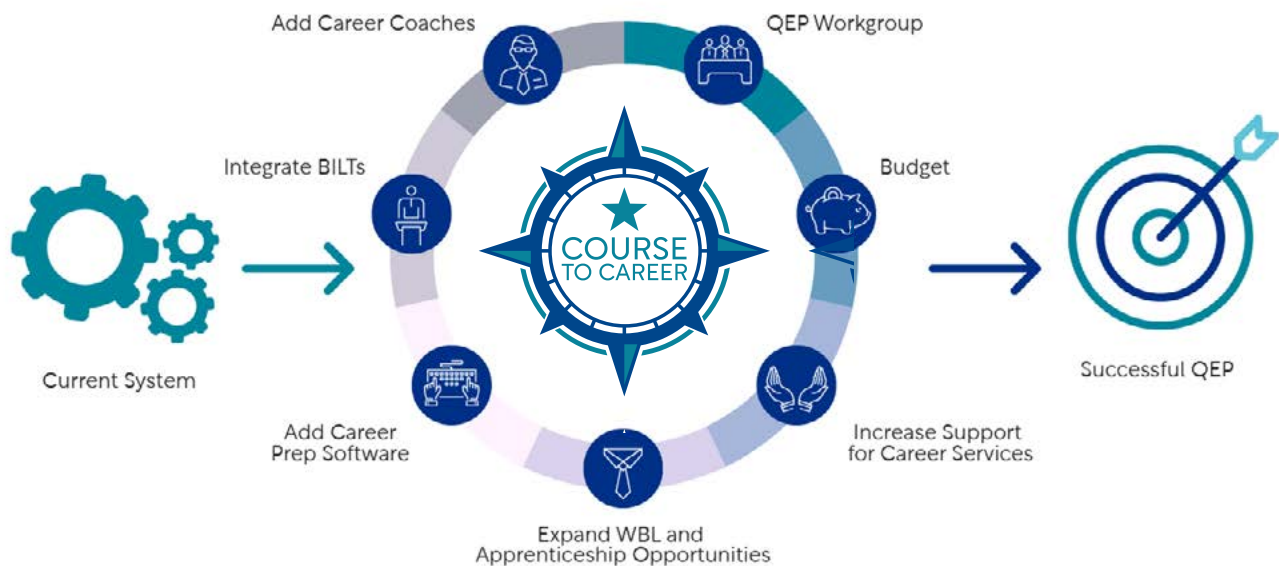
To determine success of Course to Career, the QEP Workgroup will incorporate baseline data, formative and summative evaluation. Throughout the implementation of the QEP, student success outcomes will be reviewed and refined as necessary to ensure successful implementation of our goals and positive outcomes for our students. Modifications and evolution of the interventions will be based on evidence resulting from the various assessment measures collected during each year of implementation, as well as input from students, faculty and staff on ways to achieve continuous improvement in serving our students.

Using a comprehensive assessment plan will afford us the opportunity to maximize student learning and success through improvements in interventions, embedded instruction and delivery methods of career pathway guidance. This assessment plan requires the participation of all areas of the campus community. Just as broad-based faculty and staff involvement identified the QEP, broad-based implementation and assessment will ensure its success.

Charting the Course Forward

By creating career-focused pathways that lead students to completion and post-secondary career attainment, Forsyth Tech is taking intentional steps toward accomplishing our vision of being a catalyst for equitable economic mobility, empowering lives and transforming communities. The combination of targeted and embedded career supports throughout the path, coupled with a clear plan for continuous improvement via assessment, means Course to Career is poised to enhance our college community and the success of our students through 2028 and beyond.

ILLUSTRATION 8: QEP IMPLEMENTATION



ACKNOWLEDGMENTS

QEP Team Members

- Amy Ball Braswell..... Director, Strategic Initiatives
- Joey Bryant.....Department Chair, IT-Data, Web and Software Development
- Jan ByrumCoordinator, Transfer Advising and Student Services
- Dr. Shelton Charles..... Associate Dean, Arts and Sciences
- Jennifer ComerDepartment Chair, Academic Success Center (Former)
- Carolyn Couch..... Director, Career Services
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- Kesa Jessup Executive Director, Enrollment Services (Former)
- Tony McKinnon..... Director of Student Conduct & Title IX Services
- Lucious Oliver.....Manager, Digital Literacy Services
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- Devin Purgason.....Director, College Relations, Marketing and Communications
- Danielle Rose..... Director, Experiential Learning
- Kirsten Seamster.....Director, Advising and Student Services
- Lauren Uy..... Student Government Representative (Graduated)
- Dr. Stacy Waters-Bailey.....Associate Vice President, Academic Strategy and Partnerships
- Richard Watkins.....Counselor
- Grady 'Lee' Wilson Withers Assistant Professor, Mathematics
- Greg Young..... Minority Male Success Initiative & Veteran Services

In addition to the staff and faculty who served on the QEP committees, many other Forsyth Tech students, staff, faculty and community partners made valuable contributions to the QEP process.

We wish to acknowledge the efforts of the entire team.

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APPENDIX

APPENDIX 1: VISION 2025

PILLAR OF EXCELLENCE I: COMPLETION AND TRANSFER

High levels of completion of workforce certificates and two-year degrees, and transfer to four-year colleges resulting in bachelor's degree attainment, as well as institutional practices and policies that promote completion.



STRATEGIC GOALS

1.1. Develop and implement clear academic and career pathways to help students achieve their educational and career goals with clear practices and policies that promote completion.

1.2. Enable and nurture a student-centered environment by enhancing recruiting, academic advising and student support programs.

1.3. Enhance student success by integrating appropriate and current technology throughout the student life cycle.

OUTCOMES & INDICATORS

Clear Pathways

- By Fall 2025, increase the aggregate percent of local high school graduates who enroll into FT during the same year of their graduation, to 30 percent or higher.
- By 2025, all applicable curriculum and economic workforce development programs will have clearly documented articulation agreements.
- By Fall 2025, Career & College Promise enrollment will exceed 1,500 students.
- By Fall 2025, 75 percent or more of college transfer graduates will enroll into a four-year post-secondary institution within a year.
- By Fall 2025, 70 percent or more of college transfer graduates will enroll into a four-year post-secondary will obtain a bachelor's degree within three academic years.
- By Fall 2025, increase the aggregate percent of Economic & Workforce Development students who enroll into FT during the same year of their completion, to 40 percent or higher.

Early Momentum Success

- By Fall 2025, 80 percent or more of first-time freshmen will graduate or will continue their studies at FT the following spring semester.
- By Fall 2025, 75 percent or more of first-time freshmen will graduate or continue their studies at FT the following fall semester.
- By 2025, 40 percent or more of first-time freshmen will complete at least 24 college credits in their first academic year.
- By 2025, 35 percent or more of first-time freshmen will pass college-level math and college-level English during their first academic year.

High Levels of Completion

- By Fall 2025, credentials awarded per 100 FTE will be 45 or higher.
- By Fall 2025, the three-year graduation rate will be 40 percent or higher.

PILLAR OF EXCELLENCE II: EQUITABLE ACCESS AND SUCCESS

High and equitable levels of access and success for historically underserved students—including students of color and those from low-income backgrounds—as well as institutional practices and policies.



STRATEGIC GOALS

2.1. Create a welcoming and success focused campus climate for all students, faculty, and staff.

2.2. Close equity gaps among students from diverse backgrounds and enrollment status. This includes improving policy and practices.

2.3. Eliminate resource barriers for our diverse student population.

2.4. Foster cultural competency at the institutional, personal, and instructional levels.

OUTCOMES & INDICATORS

Equitable Access and Participation

- By 2025, and assessed using the Institutional Capacity and Framework and Assessment Tool, faculty and staff will indicate that Forsyth Tech has a strong or exemplary level of capacity as it relates to equity.
- By Fall 2025, 99 percent of students will mostly or definitely agree with the statement, “During the first half of this course, did the instructor seem to care about you and your success in this course?”

Early Momentum Success

- By Fall 2025, 80 percent or more of underrepresented minority freshmen will graduate or will continue their studies at FT the following spring semester.
- By Fall 2025, 75 percent or more of underrepresented minority freshmen will graduate or continue their studies at FT the following fall semester.
- By 2025, 40 percent or more of underrepresented minority freshmen will complete at least 24 college credits in their first academic year.
- By 2025, 35 percent or more of underrepresented minority freshmen will pass college-level math and college-level English during their first academic year.

Close Equity Gaps

- By Fall 2025, credentials awarded per 100 FTE will be 40 or higher for underrepresented minority students.
- By Fall 2025, the three-year graduation rate will be 38 percent or higher for underrepresented minority students.
- By Fall 2025, the three-year graduation rate will be 36 percent or higher for PELL grant recipients.
- By Fall 2025, 75 percent or more of underrepresented minority graduates will enroll into a four-year post-secondary institution within a year.
- By Fall 2025, 70 percent or more of underrepresented minority graduates will enroll into a four-year post-secondary will obtain a bachelor’s degree within three academic years.

PILLAR OF EXCELLENCE III: LEARNING OUTCOMES

Evidence that students learn at high levels, as well as institutional practices and policies that result in strong and constantly improving levels of student learning in courses, within programs, and college-wide.



STRATEGIC GOALS

3.1. Develop, align and review learning outcomes to affirm academic rigor and relevance.

3.2. Cultivate learning-centered teaching strategies to enhance student learning, application, and performance.

3.3. Provide a holistic learning environment by assuring students' participation in curricular, co-curricular, and community experiences are integrated into learning outcomes.

OUTCOMES & INDICATORS

Evidence of Academic Rigor

- By 2025, the standardized benchmark score for Academic Challenge, within the Community College Survey of Student Engagement (CCSSE), will meet or exceed scores from the top ten percent of participating colleges.
- As calculated by the North Carolina Community College System (NCCCS), the weighted index score of licensure and certification exams will meet or exceed the NCCCS Excellence Level.
- Forsyth Tech college transfer graduates, that attend a University of North Carolina System institution, will obtain a GPA that is 0.1 points higher than native students (i.e., non-transfer students) during their junior year.

Enhance Student Success

- As calculated by the North Carolina Community College System (NCCCS), the percent of basic skills obtaining a measurable skill gain will increase to meet or exceed the NCCCS System average.
- By Fall 2025, 90 percent of educational programs and student support services will successfully demonstrate proficiency as evaluated by Forsyth Tech's Assessment Framework Guide.
- By Fall 2025, 75 percent of students will successfully complete gateway courses.

Commitment to Teaching and Learning

- 100 percent of full-time and part-time faculty will participate in the New Faculty Orientation program.
- By 2025, all distance learning courses will be certified using Quality Matters Standards.
- By 2025, and assessed using the Institutional Capacity and Framework and Assessment Tool, faculty and staff will indicate that Forsyth Tech has a strong or exemplary level of capacity as it relates to teaching and learning.

PILLAR OF EXCELLENCE IV: POST-GRADUATION OUTCOMES

High rates of employment and earnings for graduates, as well as institutional practices and policies aligned with labor market needs.



STRATEGIC GOALS

4.1. Provide consistent and integrated opportunities for students to participate in apprenticeships, internships, and work-based learning programs.

4.2. Assess labor market demand to develop and promote career-training programs that align with local workforce demand and offer completers a living wage.

4.3. Collaborate with internal and external partners to enhance our students' employability and career skills.

OUTCOMES & INDICATORS

Enhanced Business and Industry Partners

- By Fall 2025, 50 percent of degree programs will have a work-based learning requirement.
- By Fall 2025, 10 percent of degree seeking students will participate in a work-based learning program.
- By Fall 2025, 20 employers will participate in the Learn and Earn Apprenticeship Program.
- By Fall 2025, 200 students will participate in a Learn and Earn Apprenticeship Program.
- By Fall 2025, 50 students will participate in an Employer Registered Apprenticeship Program.

High Rates of Employment and Earnings

- Based on NCTOWER data, employment rates one year after completion will meet or exceed the overall rate for Forsyth Tech's NCCCS peer institutions.
- Based on NCTOWER data, median annual earnings three years after completion will meet or exceed that of Forsyth Tech's NCCCS peer institutions.

APPENDIX 2: INVITATION EMAILS

From: [Janet Spriggs](#)
Sent: Tuesday, February 16, 2021 2:25 PM

Subject: Invitation to Serve on QEP Topic Selection Action Team
Attachments: QEP Topic Selection Action Team Guiding Principles and Timeline.pdf

Importance: High

Hello All;

As our college prepares for our ten year SACSCOC reaffirmation, we will create a new Quality Enhancement Plan (QEP). Our new plan will identify a student success outcome/area that we wish to impact over the course of five years following approval of our reaffirmation.

I am reaching out to you today, to personally invite you to serve on our QEP Topic Selection Action Team.

We want to have broad-based input and support for this important work, so this team will consist of faculty and staff from across the college. You have been selected to be a part of this critical team effort because we value your unique perspectives and insights.

Attached are the SACSCOC guiding principles that will help situate the work of this action team as well as a working timeline that expands through next year. Please review and let me know if you have any questions.

Please respond back to me, with copy to Dr. Kevin Osborne, to indicate your acceptance of this invitation or to let us know if you are not able to participate at this time.

Dr. Janet N. Spriggs

President
Forsyth Technical Community College
Main Campus, Allman Building
2100 Silas Creek Parkway | Winston-Salem, NC 27103
O 336.734.7201 | M 336.858.0192

forsythtech.edu

Pronouns: She / Her / Hers



From: [Janet Spriggs](#)
Sent: Thursday, January 20, 2022 7:32 AM

Subject: Invitation to Serve on the Forsyth Technical Community College Quality Enhancement Plan Guiding Team

Hello TrailBlazers!

I hope you are all doing well. **I am writing to invite you to serve on a very important team.**

As you know, 2022 is our reaffirmation year for accreditation through the Southern Association of Colleges and Schools Commission on Schools (SACSCOC). This makes the year a very special year indeed, but also a year with an added focus for the entire organization as we work together to fulfill the requirements of our off-site reporting and prepare for our critical onsite visit in the fall. Sometimes, the mere mention of the reaffirmation process creates apprehension, but I encourage you not to be apprehensive, but rather to see this as a self-evaluation tool that will help us blaze new trails yet again and make Forsyth Tech even better.

An integral part of the comprehensive reaffirmation process will be an institutional **Quality Enhancement Plan (QEP)**. Many of you have been through the Reaffirmation/QEP process before, either here or at other institutions, but this may be new for some of you. I have included an excerpt below from SACSCOC that explains the intent and purpose of the QEP. Essentially, the way I think of the QEP is it is an **opportunity** – an opportunity for Forsyth Tech to deep dive into our data and identify an issue needs to be addressed to improve student learning outcomes and/or student success – and that is why **I am excited about our QEP**, and I hope I can get you excited with me!

I want to start by formally inviting you to be a member of Forsyth Tech’s QEP Guiding Team. Your service on this team will begin immediately and will continue through July 31, 2022. We will submit our QEP to SACSCOC during the first of August.

As a member of this important team, you will not *implement* the plan, but rather you are being asked to use data and broad-based input from across everyone at the institution – students, faculty, and staff – to create a plan that **improves student success** and expands our ability to be **catalysts for equitable economic mobility, empowering lives and transforming communities**.

Your service on this team involves:

- Reviewing data to determine how to focus our enhancement plan
- Specifying the actual quality enhancement plan
- Drafting the plan
- Identifying an external evaluator

Functionally, the Guiding Team will complete their work independently with the direct support of the president, the executive leadership team, the SACSCOC leadership team, our SACSCOC College Liaison Dr. Kevin Osborne, and our Executive Director for Strategic Planning and Innovation Dr. Alexa Edwards. Also, I am happy to let you know that **Dr. Stacy Waters-Bailey has agreed to serve as the Chair for the QEP Guiding Team.**



I know each of you are already busy and working hard every day to love and serve our students, and I know this is adding more to your already hectic and busy plates, even as we continue to find our way to our post-pandemic normal. So, I do not take the word “invitation” lightly – this is not a situation of being “voluntold” to do this work. If you do not feel you have the time and energy to commit to this work after considering this invitation and assignment, please do not hesitate to reach out to let me know. If, however, you are excited about being a part of this invaluable work, **please also reach out to me to let me know you accept the invitation by end of day Friday, January 21.**

Thank you and I look forward to hearing from you and working with you!

SACSCOC QEP: The *Quality Enhancement Plan* is an integral component of the reaffirmation of accreditation process and is derived from an institution’s ongoing comprehensive planning and evaluation processes. It reflects and affirms a commitment to enhance overall institutional quality and effectiveness by focusing on an issue that the institution considers important to improving student learning outcomes and/or student success. The document submitted by the institution demonstrates that its *QEP* (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement and complete the QEP; and (e) includes a plan to assess achievement. The On-Site Reaffirmation Committee reviews the document and conducts interviews to determine whether the institution has demonstrated compliance with Standard 7.2.

Warm Regards,



Dr. Janet N. Spriggs

President

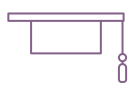
Pronouns: She / Her / Hers

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Forsyth Technical Community College is a catalyst for equitable economic mobility, empowering lives and transforming communities.

APPENDIX 3: NACE COMPETENCIES



Career & Self-Development

Proactively develop oneself and one’s career through continual personal and professional learning, awareness of one’s strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one’s organization.

Sample Behaviors

- Show an awareness of own strengths and areas for development.
- Identify areas for continual growth while pursuing and applying feedback.
- Develop plans and goals for one’s future career.
- Professionally advocate for oneself and others.
- Display curiosity; seek out opportunities to learn.
- Assume duties or positions that will help one progress professionally.
- Establish, maintain, and/or leverage relationships with people who can help one professionally.
- Seek and embrace development opportunities.
- Voluntarily participate in further education, training, or other events to support one’s career.



What Is Career Readiness?

Career readiness is a foundation from which to demonstrate requisite core competencies that broadly prepare the college educated for success in the workplace and lifelong career management.

CAREER & SELF-DEVELOPMENT



Communication

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

Sample Behaviors

- Understand the importance of and demonstrate verbal, written, and non-verbal/body language, abilities.
- Employ active listening, persuasion, and influencing skills.
- Communicate in a clear and organized manner so that others can effectively understand.
- Frame communication with respect to diversity of learning styles, varied individual communication abilities, and cultural differences.
- Ask appropriate questions for specific information from supervisors, specialists, and others.
- Promptly inform relevant others when needing guidance with assigned tasks.

What Is Career Readiness?

Career readiness is a foundation from which to demonstrate requisite core competencies that broadly prepare the college educated for success in the workplace and lifelong career management.

COMMUNICATION



Critical Thinking

Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.

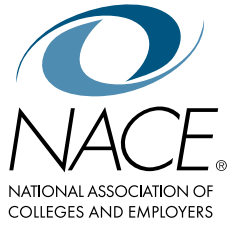
Sample Behaviors

- Make decisions and solve problems using sound, inclusive reasoning and judgment.
- Gather and analyze information from a diverse set of sources and individuals to fully understand a problem.
- Proactively anticipate needs and prioritize action steps.
- Accurately summarize and interpret data with an awareness of personal biases that may impact outcomes.
- Effectively communicate actions and rationale, recognizing the diverse perspectives and lived experiences of stakeholders.
- Multi-task well in a fast-paced environment.



What Is Career Readiness?

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Equity & Inclusion

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

Sample Behaviors

- Solicit and use feedback from multiple cultural perspectives to make inclusive and equity-minded decisions.
- Actively contribute to inclusive and equitable practices that influence individual and systemic change.
- Advocate for inclusion, equitable practices, justice, and empowerment for historically marginalized communities.
- Seek global cross-cultural interactions and experiences that enhance one's understanding of people from different demographic groups and that leads to personal growth.
- Keep an open mind to diverse ideas and new ways of thinking.
- Identify resources and eliminate barriers resulting from individual and systemic racism, inequities, and biases.
- Demonstrate flexibility by adapting to diverse environments.
- Address systems of privilege that limit opportunities for members of historically marginalized communities.

What Is Career Readiness?

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Leadership

Recognize and capitalize on personal and team strengths to achieve organizational goals.

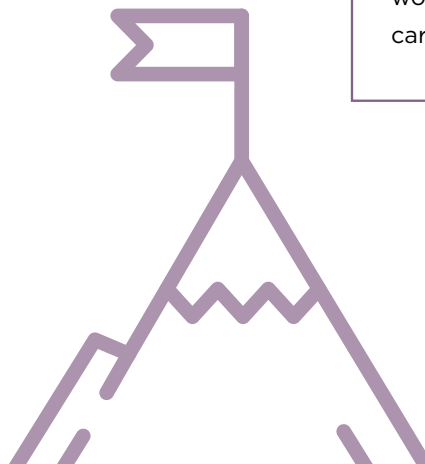
Sample Behaviors

- Inspire, persuade, and motivate self and others under a shared vision.
- Seek out and leverage diverse resources and feedback from others to inform direction.
- Use innovative thinking to go beyond traditional methods.
- Serve as a role model to others by approaching tasks with confidence and a positive attitude.
- Motivate and inspire others by encouraging them and by building mutual trust.
- Plan, initiate, manage, complete, and evaluate projects.



What Is Career Readiness?

Career readiness is a foundation from which to demonstrate requisite core competencies that broadly prepare the college educated for success in the workplace and lifelong career management.



LEADERSHIP



Professionalism

Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.

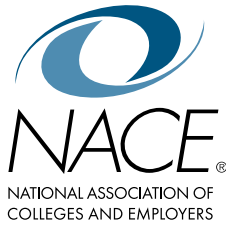
Sample Behaviors

- Act equitably with integrity and accountability to self, others, and the organization.
- Maintain a positive personal brand in alignment with organization and personal career values.
- Be present and prepared.
- Demonstrate dependability (e.g., report consistently for work or meetings).
- Prioritize and complete tasks to accomplish organizational goals.
- Consistently meet or exceed goals and expectations.
- Have an attention to detail, resulting in few if any errors in their work.
- Show a high level of dedication toward doing a good job.

What Is Career Readiness?

Career readiness is a foundation from which to demonstrate requisite core competencies that broadly prepare the college educated for success in the workplace and lifelong career management.

PROFESSIONALISM



Teamwork

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

Sample Behaviors

- Listen carefully to others, taking time to understand and ask appropriate questions without interrupting.
- Effectively manage conflict, interact with and respect diverse personalities, and meet ambiguity with resilience.
- Be accountable for individual and team responsibilities and deliverables.
- Employ personal strengths, knowledge, and talents to complement those of others.
- Exercise the ability to compromise and be agile.
- Collaborate with others to achieve common goals.
- Build strong, positive working relationships with supervisor and team members/coworkers.



What Is Career Readiness?

Career readiness is a foundation from which to demonstrate requisite core competencies that broadly prepare the college educated for success in the workplace and lifelong career management.

TEAMWORK



Technology

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

Sample Behaviors

- Navigate change and be open to learning new technologies.
- Use technology to improve efficiency and productivity of their work.
- Identify appropriate technology for completing specific tasks.
- Manage technology to integrate information to support relevant, effective, and timely decision-making.
- Quickly adapt to new or unfamiliar technologies.
- Manipulate information, construct ideas, and use technology to achieve strategic goals.

What Is Career Readiness?

Career readiness is a foundation from which to demonstrate requisite core competencies that broadly prepare the college educated for success in the workplace and lifelong career management.

APPENDIX 4: VIRTUAL JOB SHADOW


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?

CAREERS

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Add A Career

As you explore career profiles, be sure to click on the heart icon to add your favorites to My Careers.




CNC MACHINIST

Robotic technology is changing the way all kinds of products are being manufactured in the US. But, humans like Paul still have control over our high- tech helpers. Advanced Manufacturing jobs are very much in demand- shadow Paul to learn more!

[▶ Watch Video](#)

✕



CNC PROGRAMMER / MACHINIST

Was geometry one of your favorite subjects? Do you also like technology? You should investigate computer-aided manufacturing (CAM) and watch Kyle's video to see why becoming a CNC programmer might interest you!

[▶ Watch Video](#)

✕

APPENDIX 5: GLOBAL CAREER DEVELOPMENT FACILITATOR

Comptency Area	Descriptions
Helping Skills	Basic career facilitating processes, including productive interpersonal relationships
Labor Market Information and Resources	Labor market and occupational information and trends
Assessment	Both formal and informal career development assessments, with emphasis on relating appropriate career development assessments to the population served
Diverse Populations	Studies covering the special needs of various groups, as well as how to adapt services to meet those needs
Ethical and Legal Issues	Studies on the GCDF Code of Ethics and current legislative regulations
Career Development Models	Career development theories, models and techniques as they apply to lifelong development, gender, age and ethnic background
Employability Skills	Job search strategies and placement techniques, especially in work with groups
Trianing Clients and Peers	Preparing and developing materials for training programs and presentations
Program Management and Implementation	Studies covering career programs and their implementation, and working as a liaison in collaborative relationships
Promotion and Public Relations	Marketing and promoting career development programs
Technology	The understanding and use of career development computer applications
Consultation	Accept suggestions for performance improvement from consultants and supervisors